

FY 19 – HEAD START BASELINE GRANT APPLICATION



POLICY COUNCIL APPROVED: 3/22/19

GOVERNING BOARD APPROVED:

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ATTACHMENTS (Uploaded under documents tabs in HSES)

- 1) Self – Assessment
- 2) Self – Assessment Improvement PIP
- 3) Policy Council Decisions
- 4) Selection Criteria (Other Supporting Document C)
- 5) TTA (Other Supporting Document F)
- 6) Annual Report to the Public
- 7) Program Goals
- 8) Indirect Cost Rate

OTHER SUPPORTING DOCUMENTS (OSD) (Uploaded under the documents tab in HSES)

- Supporting Document A – School Readiness Goals Alignment Chart
- Supporting Document B – Strategic Plan
- Supporting Document C – Selection Criteria
- Supporting Document D – Director’s Report
- Supporting Document E – Organizational Chart
- Supporting Document F – TTA Plan
- Supporting Document G – Family Service Strategic Plan
- Supporting Document H – School Readiness Outcomes
- Supporting Document I – Lobbying, Tobacco Use Policies, Drug Free Workplace Requirements



SECTION I

06CH7130 – FY 19 – GRANT APPLICATION
PROGRAM DESIGN & APPROACH TO
SERVICE DELIVERY

Policy Council Approved: 3/22/19

Governing Body Approved:

SECTION 1

PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

SUB-SECTION A: GOALS

1.(a-c) Our Program Goals, Measurable Objectives, Expected Outcomes, and Expected Challenges can be found in the charts below.

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 1- Head Start daily attendance will increase by 10 percent by Jan. 2020	10 % increase in daily attendance				
-Activities or Action Steps: <ul style="list-style-type: none">✓ Staff and district personnel meet with parents✓ Attendance letters mailed✓ School-wide incentives for perfect attendance each 9 weeks✓ Monitor teacher’s call logs✓ Update attendance success plan					
-Data, Tools, or Methods for tracking Progress: ADA reports, Daily Attendance Individual reports, Policy Council monthly attendance report					
-Expected Challenges: Parents having a better understanding of the importance of attendance, Parent participation/buy-in that attendance is the foundation for the child’s education, and for family service staff putting a system in place to efficiently monitor absences					

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 2- Refine our systems to better track & follow-up on health needs.	System will be in place to determine the percentage of students who have received their age-based recommended immunizations and THSteps check-ups by the end of the school year.				
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> ✓ Determine ages when THSteps recommendations are due ✓ Determine additional data needed to be tracked ✓ Create Excel spreadsheet to track data ✓ Create alerts for when requirements are due ✓ Develop a system of notifying parents that recommended care is due ✓ Determine how to track if care is completed and ways of encouraging parents to complete care 					
<p>-Data, Tools, or Methods for tracking Progress:</p> <p>Health data currently being collected by Health Specialist, birthdates, and other data determined to be needed will be collected in an Excel spreadsheet which will be set up to alert deadlines and dates of recommended care</p>					
<p>-Expected Challenges:</p> <p>Parental motivation to comply with recommendations (We will determine ways to educate parents on importance of recommended care and determine other ways to increase motivation to get care.)</p>					

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 3- To conduct data reviews on student progress on School Readiness goals using the CLI engage tool after each wave.	Teachers will use the data to plan their instruction. 75% of the students will meet the benchmark for their age by the end of the program year.				
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> ✓ More training provided to Instructional staff on the administration process of the CLI engage assessment tool ✓ Create a data wall where results from each wave are posted by class ✓ Conduct quarterly data reviews with the classroom teacher to identify areas of strength and need ✓ Form intervention groups and plan for individualized instruction ✓ PLC meetings will be held to review data ✓ Graph progress on school readiness goals for all waves to depict yearly progress 					
<p>-Data, Tools, or Methods for tracking Progress:</p> <p>Classroom teachers will administer the CLI engage assessment using i-pads or chrome books, Data will be pulled from the CLI engage data base, Data wall will be created</p>					
<p>-Expected Challenges:</p> <p>Aggregating and disaggregating data can be time consuming, finding time to meet with instructional staff on an ongoing basis can be difficult, and keeping the data wall up to date</p>					

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 4- Refine our systems on tracking progress toward family goals	Systems will be in place that will depict family progress made during the school year toward their goals in a measurable way.				
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> ✓ Break down the case load of families between the PFCE specialist and Social Service staff to decrease the case load for better monitoring ✓ Staff meet with parents ✓ Monitor home visit reports for updates on family goal progress ✓ Goal letters sent home ✓ Align education classes to family needs to help them to master their goals 					
<p>-Data, Tools, or Methods for tracking Progress: Google doc reports, Ready Rosie reports, Home visit forms, community resources, Educational class surveys</p>					
<p>-Expected Challenges: Parental motivation to keep focus on their goals to improve family well-being and Getting parents to attend educational classes</p>					

PROGRAM GOAL 2: To align our education classes with the identified needs for our Parents, Staff, and Students.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 1- Using the data that was collected from families during enrollment, the top 5 needs will be identified in order to plan parent education classes.	Top 5 needs will be identified, and classes will be planned accordingly. Family progress in these areas will be tracked to show progress.				
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> ✓ Conduct family interest survey during enrollment ✓ Choose the top 5 needs to design classes based on the interest survey ✓ Design effective recruitment strategies for classes ✓ Implement Parent Classes ✓ Identify community resources and facilitators needed for classes ✓ Evaluate the classes ✓ Create or revise evaluation form 					
<p>-Data, Tools, or Methods for tracking Progress: Google Doc Reports, Pre/Post Evaluations, Emails, Flyers, Digital Media, Interpersonal Skills, Facebook</p>					
<p>-Expected Challenges: Parental motivation to come to classes and keep them focused Showing how participation will increase knowledge of the family well-being and how it ties into their family goals</p>					

PROGRAM GOAL 2: To align our education classes provided with the identified needs for our Parents, Staff, and Students.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 2- To increase family participation in the Ready Rosie Parent Curriculum.	Engagement will increase to 50% and we will learn how to utilize the data that can be pulled to show activity aligned with the ELOF.				
-Activities or Action Steps: <ul style="list-style-type: none"> ✓ Have Ready Rosie come out and provide more training with our Managers/Instructional staff/Parents ✓ Meeting with teachers to make sure they are clear on expectations for this implementation ✓ Including this topic in the Parent Orientation ✓ Providing Parent classes utilizing Ready Rosie Parent Curriculum sessions 					
-Data, Tools, or Methods for tracking Progress: Ready Rosie program provided by DISD and Data that tracks usage					
-Expected Challenges: Getting all parents signed up in a timely manner, learning how to disaggregate and use the data efficiently, and allotting time for teachers to get more training/get parent accounts set up/fully using this tool to the extent it is designed					

PROGRAM GOAL 2: To align our education classes provided with the identified needs for our Parents, Staff, and Students.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 3- To provide Health Education to our Parents, Staff, and students based on identified needs.	Increased number of educational opportunities will be provided which helps to increase knowledge on health needs and techniques.				
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> ✓ Survey teaching staff regarding student’s health education needs ✓ Request parent input regarding health education needs and delivery options ✓ Prioritize identified needs ✓ Plan classes to be provided by Health Specialist or outside health partners in accordance with determined needs. ✓ Explore and experiment with alternatives to live classes for parent education. ✓ Continue CPR/first aid classes for staff ✓ Continue required and requested staff education 					
<p>-Data, Tools, or Methods for tracking Progress: Record education provided and survey adult attendees regarding effectiveness</p>					
<p>-Expected Challenges: Finding time to provide education that is convenient for attendees when Health Specialist is available for teaching, Coordinate staff schedules for education, Coordinating class schedules for student education</p>					

1.(d) The goals and objectives above were formed as a result of looking over all the key data pieces and outcomes from our previous program year. The results from our Community Assessment, Self-Assessment, PIR data, Annual Report, and Parent Enrollment data helped us to identify what our focus areas needed to be. Our progress on our Strategic Plan, School Readiness goals, Monthly Attendance, BMI and health charts, Family Service goals, and Staff goals helped us to decide on next steps needed which helped to generate our new 5-year goal plan.

2. Our program's School Readiness goals are aligned with the Head Start Child Development and Early Learning Framework (HS CD ELOF), the 2015 Revised Texas Prekindergarten Guidelines, Texas Early Childhood Outcomes, and the Texas Kindergarten TEKS ([Supporting Document A](#)). The goals, built from the five essential domains of the HS CD ELOF, were formulated by our School Readiness committee made up of parents, teachers, and Program Managers. In developing the Denton ISD Head Start's School Readiness Goals, the Program Managers 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 the parents on the 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 below was based on input from the Policy Council and was then presented to the Board for approval within our Strategic Plan ([Supporting Document B](#)).

LANGUAGE AND LITERACY

Child understands and uses a wide variety of words for a variety of purposes.

COGNITION AND KNOWLEDGE

Child will demonstrate understanding of number names, the items in a set and use math concepts and language regularly during everyday experiences.

PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT

Child will develop knowledge & skills that help promote nutritious food choices and eating habits.

Child will demonstrate knowledge of personal safety practices & routines.

APPROACHES TO LEARNING

Child demonstrates initiative and independence; shows interest in & curiosity about the world around them.

SOCIAL AND EMOTIONAL DEVELOPMENT

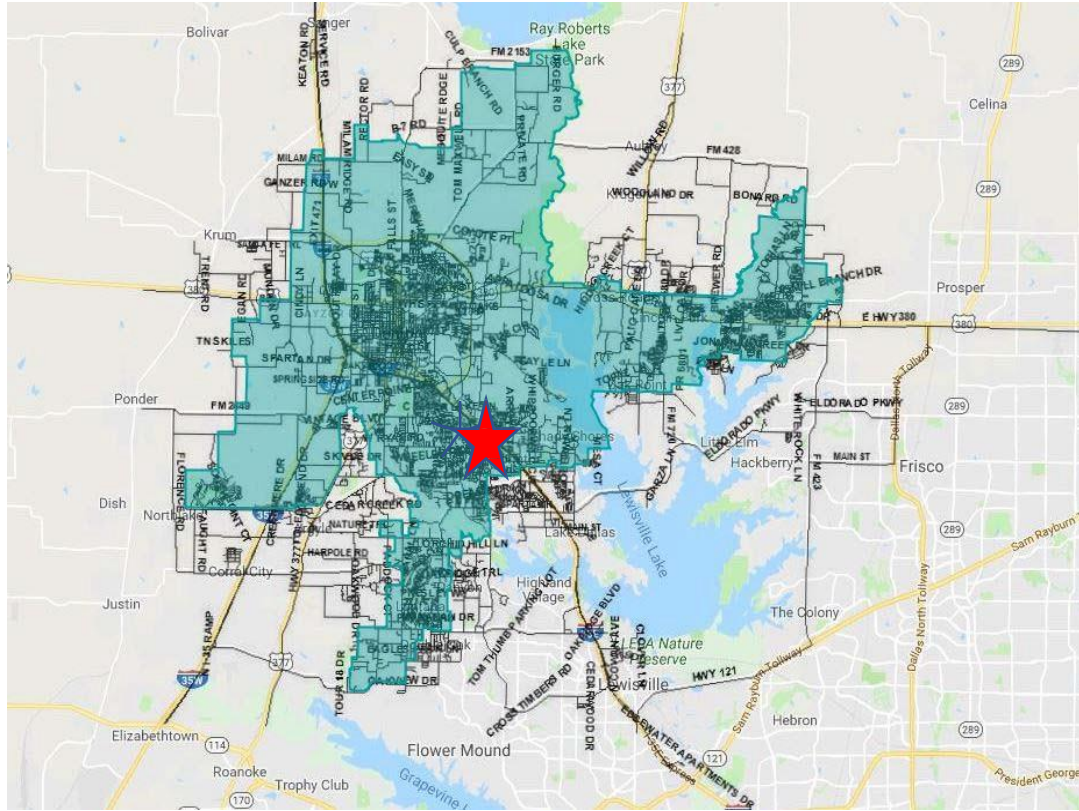
Child manages emotions with increasing independence.

3. Our program has worked hard to develop a campus climate and culture where every voice is needed and respected. When making decisions for our program, we endeavor to gather input from all stakeholders. These include, but are not limited to, Parents, Teachers, Program Managers, Board members, and Community members. These members have opportunities to serve on our Policy Council, Parent Committee, PTA, ERSEA committee, School Readiness Committee, Health Advisory Committee, and Sub-Committee work groups. They help with Developing, Reviewing, Approving, and Submitting all the important pieces that help with planning the direction of our program. Their help with the Community Assessment, Self-Assessment, Self-Assessment Improvement Plan, and the Strategic Plan contributes to the Program goals that are selected for the grant period. Out of the input that is gathered from the stakeholders, the areas that rise to the top as greatest needs are the goals that become our focus.

SUB-SECTION B: SERVICE DELIVERY

1. Service and Recruitment Area:

a. Our program is located within a fast-growing Denton community. Our center is a part of the Denton Independent School district and located in one of the district's Early Childhood centers. Our district encompasses 180 square miles and contains all or parts of 18 cities, communities, or major developments. The city population increased approximately 17.1% from 2010-2017. The estimated population is 136,268. DISD has four comprehensive high schools, eight middle schools, 23 elementary schools, and two early childhood centers, an alternative high school, an advanced technology complex and other specialized schools and centers. The 24th elementary school is scheduled to open for the 2019-2020 school year. The district has enrolled over 30,206 students. 1,278 of these were Pre-k age students. 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 offers all the programs available from larger school districts, while maintaining a "small community climate." The map below shows the 18 cities, communities, and major developments that are served by our Denton district/programs: Argyle, Aubrey, Bartonville, Copper Canyon, Corinth, Cross Oaks, Cross Roads, Double Oak, Lantana, Little Elm, Oak Point, Paloma Creek, Prosper, Providence Village, Robson Ranch, Sandbrock Ranch, Savannah, and Shady Shores.



b. The location of our Head Start program is in an area where great needs have been identified. Our Community Assessment indicated that we are currently serving approximately 29.9% of the eligible population in our targeted area. The current program priority waiting list further substantiates this finding. The number of children on this list that meet poverty guidelines is 35. There are an additional 32 families on the list within the 135-150% range. Data from our Community Assessment showed that there are approximately 19.5% of all families living in the city of Denton that are living below the poverty level. The city of Denton has the highest poverty percentages when compared to the other cities within the County (39%). The estimated percentage of families below the poverty line with a female householder, with no husband present, with related children under the age of 5 is 39.8%. Denton ISD has 19 Title 1 Elementary schools which are our neighboring schools. In order to be considered a Title 1

school, 40% of the student population must be qualified for the Free/Reduced Lunch program based on family income.

c. N/A

2. Needs of Children and Families:

Our Community Assessment helps us to identify the greatest needs in our area for children and families. This in turn helps us to establish our Selection Criteria ([Supporting Document C](#)).

a. The estimated percent of eligible children in the city of Denton under five years of age is 5.4%. Ethnic breakdown is: (White/not Hispanic or Latino 59.9%, African American 10.1%, American Indian .5%, Asian 3.9%, Hispanic 23.4%, Native Hawaiian/Other Pacific Islander .1%, Two or more races 2.4%). 22.8% of the city's population speak a language other than English in the home. The most common spoken language other than English is Spanish. The percentage of teenage parents under the age of 17 for Denton County is 25.3%. There were 96 births to women under the age of 17 in Denton County in 2014. 50% of these were living in poverty. Our 2017-18 PIR data showed that out of our single parent families, 68 define the parent figure as Mother. The point in time homeless count per year was 176 for Denton County and 67 were in the city of Denton. The highest reason reported for homelessness was due to unemployment at 17.9%. Homeless count in 2017 for Denton County was estimated to be 228 on a given day. Denton ISD serves 665 students that have been identified as homeless under McKinney-Vento. 23 of those are at Ann Windle. According to our data on students with disabilities receiving special education services in the district, 212 that are preschool age are being served. Twenty-seven of these students are participating in our Head Start program. According to the CASA

annual report, 306 children ages 0-5 were in foster care. This is an increase since 2016-17. Our Head Start program had 9 students in foster care at the beginning of the school year. Three were reunited with their families and 6 remained in foster care throughout the school year.

b. Demographic data for the city of Denton and the county show that in the area of Education, 89.9% are high school graduates or higher. 36.9% hold a bachelor's degree or higher. The 2017-18 PIR data shows that 36 of our Windle parents are not high school graduates. Mental health illnesses are on the rise in adults and children. An estimated 19.8% of Denton County residents will experience mental illness in a year. Diagnosed mental illness in children is on the rise from 6.4% to 7.7% in 2015. Adverse Childhood Events/Trauma have increased from 4.5% in 2012 to 7.1% in 2015. 16% of Denton County residents experience food insecurity. It is estimated that 174 children in Denton County go to bed hungry 10 days out of every month. Poor nutrition has led to high obesity rates and underweight children. Our Head Start families identified their greatest needs to be housing, transportation, health services, and employment.

c. Along with Denton ISD Head Start, there are approximately 66 local facilities with other educational opportunities within our community that serve children ages 3 and 4. Our data shows that Pre-K enrollment across Denton County is on an upward trend and that approximately 3, 216 eligible children are being served. Denton ISD is serving approximately 1,278 of those eligible children and Denton ISD Head Start is serving 193 children in its program. For the 2018-19 school year, we had 6 English Head Start Classes and 5 Bilingual. Ann Windle has a partnership with Denton City County Day School (DCCDS). Some of our students that need wrap around care before or after our program receive transportation from DISD to

and from there. We currently have 28 students utilizing this partnership, 13 of which are in our Head Start program. Our district has created two more partnerships with neighboring Child Care Centers- Kids Zone and Treehouse Academy. DISD has placed a Certified Pre-K teacher at these centers with a supporting paraprofessional. We currently have 50 pre-k students participating in these partnership sites. From the list of available Community Centers above, 4 are known to have high quality credentials (TRS 4 Star ratings). These are Fred Moore Day Nursery, Kids Corral, Virginia Gallian Child Development Center, and Tree House Academy. Gonzalez School for Young Children is another Early Childhood campus for Denton ISD and is high quality. We are the only center that serves Head Start students. We participate in the North Texas Early Childhood Coalition. Quality Care and Early Education opportunities within our county have been their focus. Their mission is “To engage and empower parents, families, professionals, and communities to provide enriched environments for all children birth – 8 years through: Advocacy; Resources; and Comprehensive Services.” This coalition helps community members come together to plan, to coordinate services, to share in collaborative professional development opportunities, and to share resources.

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

a. We would like to continue providing comprehensive Head Start services for our funded enrollment of 193 students through our Center-based program option. We are part of the Denton Independent School District and will follow their calendar and schedule for operation of our full-day program. We are located at the Early Childhood center called Ann Windle School for Young Children. We will maintain compliance with the Texas Education Agency (TEA) as well as the Head Start Standards. This includes maintaining the appropriate staff/student ratios and

service duration for our Head Start program. The types of classes offered (English or Bilingual) will be determined each school year based upon needs identified at enrollment.

b. N/A

c. Our full-day center-based program option is set up to meet the needs of our children and families. Following the district calendar for the year benefits our families since many older siblings follow this same calendar. This allows for the families to have the same days off for holidays, etc. in order to plan accordingly. Since we are already a part of the school district, we do not need to have a formal agreement with a LEA. Our district provides in-kind resources for us to use in our program. These resources increase the quality of services that we provide to our students and families. We have bilingual and English classes available to our students based on their identified needs. We also have special education services available to our students on an individualized level (Ex: Speech Therapy, Occupational Therapy, Physical Therapy, Adapted Physical Education, etc.). Our students that fall under the homeless category receive McKinney-Vento support services through our district. The Selection Criteria for our Head Start program is aligned to the identified needs in our Community according to our assessment. This helps us to ensure that we are serving the families with the greatest needs. Our Pre-K and (PPCD) Preschool Program for Children with Disabilities on campus are half-day programs. Therefore, the Head Start classes are getting a greater amount of services in their full-day program option. Since we are a part of the school district, our teachers are certified teachers. This helps to increase the quality of our classroom instruction.

d. FUNDED ENROLLMENT CHANGES:

While we are not requesting any changes at this time, our district is aware of the need for expansion and for an EHS program based on the numbers of siblings in our Head Start families that are under the age of 3. We currently have 23 siblings that fall in this category that would benefit from EHS services.

4. a.b.c. Centers and Facilities- N/A

5. Eligibility/Recruitment/Selection 1302.13,1302.14:

a. The Denton ISD Head Start program ensures services will be provided to those in the greatest need by implementing various recruitment methods. We begin with our recruitment flyers. The flyers are distributed where eligible families are likely to find them: local social service agencies, local newspapers, apartment complexes, local elementary schools, special events, doctors' offices, and shelters. The flyer contains information about who should apply, what to bring to apply for the Head Start program, the date, time, location, and phone number to contact for all eligible families. We advertise by way of Facebook, digital media center, and the district's website. There is a district-wide phone blast sent to all eligible families in the district. Recruitment materials are translated in English and Spanish according to the needs of the family. Each year, our program establishes selection criteria that is presented to the policy council and the school board for approval. These criteria weigh the prioritization of participants based on the needs identified in our Community Assessment. Our program develops a waiting/priority list at the beginning of each enrollment year and maintains it during the year. Our waiting/priority list ranks children according to program's selection criteria of families of

most need. As new families express interest in the program, they are added to the priority list and ranked according to our program's selection criteria of families in greatest need. See [\(Supporting Document C\)](#) and note the categories in red that are the changes we made according to the recently completed community assessment to ensure we serve the families with the most need.

ENROLLMENT 1302.15: Our program maintains our funded enrollment of 193 students by quickly replacing any students that withdraw from the program with the next student on the priority list. We allow continued enrollment for eligible children for the following year. Special efforts are made to maintain enrollment for our homeless and foster children, with our social worker maintaining close communication with those families. We comply with the State of Texas immunizations regulations. Eligible children and families are notified that they are selected for the program by text message, 2 mailed letters, and phone calls. The letters contain information about what to bring to enrollment.

i. Our program does not deny enrollment based on a disability or chronic health condition or its severity. Children eligible for services under IDEA are prioritized for available slots (10% of funded enrollment) in accordance with our selection criteria reflected on the chart. During recruitment, our program searches for families who believe their child/children have a suspected disability. Criteria points are given to increase eligibility for these families. Information is shared with the Disabilities Specialist to begin the Denton ISD Special Education process. During Recruitment, the ERSEA specialist works closely with the Denton ISD Coordinator of Social Services/Homeless Liaison/Foster Care Liaison to recruit children and families who are eligible for services under the

McKinney-Vento Act and in foster care. These children and families are prioritized for available slots. Criteria points are given to increase eligibility for these families. Our campus has Head Start, PPCD, Deaf Education, and Pre-K programs. The other Early Childhood campus in the district has Pre-K, PPCD, and Academy programs. During registration, families complete an occupational survey that informs us if they are migrant workers. FY 18 occupational survey results reflected that none of our families are migrant workers. In our service area, one International Baccalaureate (IB) elementary campus offers a high-quality full school day dually-funded Pre-K program that serves 18 children. Eight (8) elementary campuses offer high-quality publicly funded pre-kindergarten half-day programs. There are two Pre-K partnership sites in our community at local Child Care facilities and two DISD Early Childhood Centers. With multiple program options available in our district, we aim to recruit the children/families with the greatest identified needs to enroll in our Head Start program.

b. ATTENDANCE 1302.16:

To promote regular attendance parents are trained at orientation about what is good attendance, what does attendance mean, and the benefits of regular attendance. Information is given by way of hand-outs (“It’s the Law” and the Compulsory Attendance Law”), skits, and a PowerPoint presentation. Head Start Teachers call the family within the first hour of class to ensure children are safe when they do not arrive at school. Daily attendance is reviewed and monitored through e-School, Assistant Principal, Campus Attendance Committee, Denton ISD Truant Officer, and the ERSEA committee. Home visits are conducted by social services to investigate excessive absences, and the appropriate efforts are made to identify patterns to

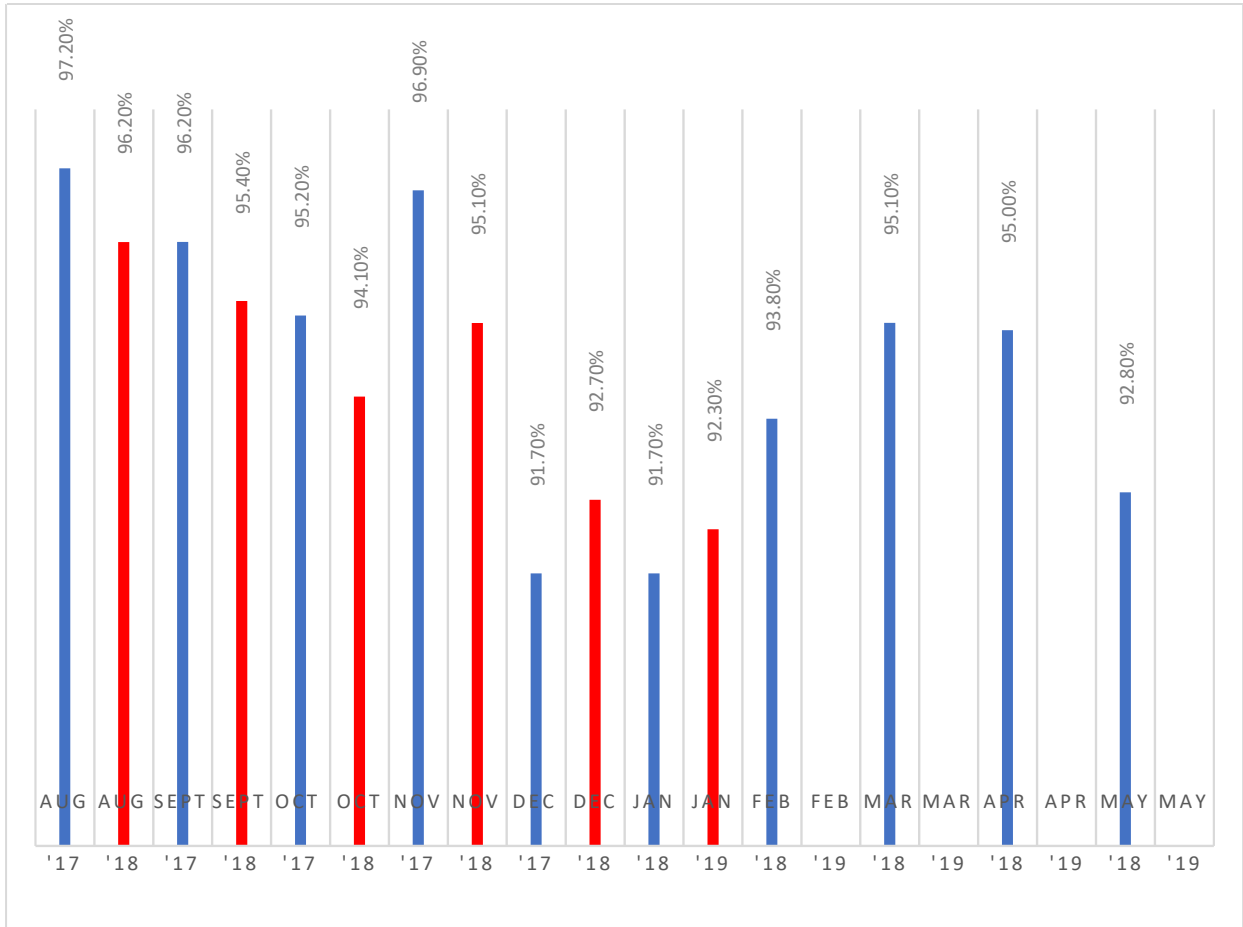
help ensure success to regain and maintain regular attendance. A special effort/strategy we use to promote for chronically absent children is the “Huddle”. This award assembly has 2 components. First, it is an assembly where we celebrate and provide an incentive for staff and students regarding perfect attendance for each 9-week period. Second, it provides celebration of our character traits for our social/emotional behavior learning. We personalize parent and staff relationships by connecting with parents via parent meetings, email, and phone calls. We send positive letters commending parents when attendance improves. Our program uses smiley emojis as a visual to communicate our expectations of regular attendance. See chart below to see how we track attendance data so that we can analyze it and create action steps.

Unverified/Unexcused Absence/LOSIT Irregular Attendance	Consequences
1-3 unexcused/unverified/LOSIT	Parent called and/or parent conference Warning letter sent home at 3 absence marks
3-6 unexcused/unverified/LOSIT	Home visit and Attendance Success Plan Attendance Contact sent at 6 absence marks
6/7 unexcused/unverified/LOSIT	Truancy class assignment made for parents
8/9 unexcused/unverified/LOSIT	Campus consequence email sent to parents
Anytime between 7-10 unexcused/unverified /LOSIT	2 nd Truancy class assignment if parent did not attend the 1 st truancy class assigned
10 or more unexcused/unverified/LOSIT	Intervention plan put in place before possible removal from the program. A phone call from the DISD Truancy offer and possible filing of truancy charges in court

Note: 1302.16 (iv) Within the first 60 days of program operation and on an ongoing basis, thereafter, use individual child attendance data to identify children patterns of absence that put them at-risk of missing ten percent of program day. *Red depicts the extra steps we take with Head Start students.

2017-18 and 2018-19 Attendance Comparison

TWO YEAR ATTENDANCE COMPARISON



This graph compares the average monthly attendance in the Head Start program for the last two (2) years. The graph shows that the attendance decreases when there is a transition with the weather (October), when students are fighting seasonal medical conditions such as the flu, and when families are relocating to new homes. (December and January).

Regular attendance is critical in ensuring excellent student performance. Students who do not attend school regularly may fall behind in one or more subjects. Students who are chronically absent, meaning they miss at least 15 days of school in a year, are at serious risk of falling behind in school.

6. Education and Child Development:

a. Center-based Program:

i. Denton ISD Head Start uses DLM Early Childhood Express Curriculum by McGraw-Hill Education.

ii. 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 Pre-K, that it be scientifically research-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 research-based, reliable, and aligned to the 2015 Revised Texas Prekindergarten Guidelines and ELOF.

iii. Evidence that DLM Early Childhood Express Curriculum alignment with HS ELOF is provided: https://www.mheonline.com/earlychildhoodconnection/pdf/dlm/correlations/dlm_ccss_head_start.pdf

iv. Denton ISD Head Start adheres to Denton ISD procedures for implementing and using curriculum with fidelity. The Education Specialist monitors classroom lesson plans and 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 with the educational staff to provide instructional support. 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 (TTA) plan to support higher quality experiences for children. In Addition, Denton ISD Head Start uses CLI Engage to aggregate and analyze data quarterly. Our program refers to this as the School Readiness Outcomes. Students are assessed in three waves a year using CLI Engage. CLI Engage provides a comprehensive, integrated resource suite that connects professional development (online courses) to classroom implementation (activity collections) and highly targeted data collection and planning (child progress monitoring and teacher observation and goal-setting). The Children’s Learning Institute (CLI) is a leader in the development of research-based tools to improve early education quality. In 2014, CLI partnered with state agencies to build a platform that could deliver these tools to a greater number of programs. This platform, CLI Engage, now houses free resources for educators and families of children ages 0-6. Our data for the 2017-18 and the 2018-19 school year that shows our progress toward our School Readiness Goals can be viewed in [\(Supporting Document H\)](#).

b. N/A

c. Denton ISD Head Start facilitates the ASQ-3 Parent screener with eligible families upon enrollment into the program. ASQ-3 is a set of questionnaires about children’s development. ASQ-3 looks at how children are doing in important areas, such as speech, physical ability, social skills, and problem-solving skills. ASQ-3 helps identify a child’s strengths as well as any areas where a child may need support. With parents being the best source of information about their child and knowing they are an active partner in their child’s learning and development, completing ASQ-3 makes sure their child is off to the best possible start. Another screener Denton ISD Head Start uses is DIAL-4 (Developmental Indicators for the Assessment of Learning,

fourth edition). Dial-4 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. Denton ISD Head Start teachers facilitate the screener for students. The Disabilities Specialist is a doctoral level professional trained in the analysis of data. The Disability specialist trains staff on implementing the screener, scoring the DIAL-4 protocols, monitoring 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. Parents also complete a home language survey that helps determine the need to measure language proficiency using the Pre-IPT Language Survey. This tool is a screener that measures listening, speaking, reading, and writing for ages three-five. This screener determines whether children will receive instruction in English or Spanish.

d. Denton ISD Head Start Education Specialist ensures teachers receive scored Dial-4 protocols and ASQ-3 parent screeners upon placement in classes. Data is collected through student observations, work samples and baseline assessments from CLI Engage by teachers during the first couple of weeks of school. Teachers conduct 2 home visits and 2 parent conferences, 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 2015 Revised Prekindergarten Guidelines and the Head Start Child Development and Early Learning Outcomes Framework (ELOF). There is one goal for each of the five essential

domains of the ELOF for each student. 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. Denton ISD provides this curriculum free of charge for families receiving services from Denton ISD and/or living within the ISD.

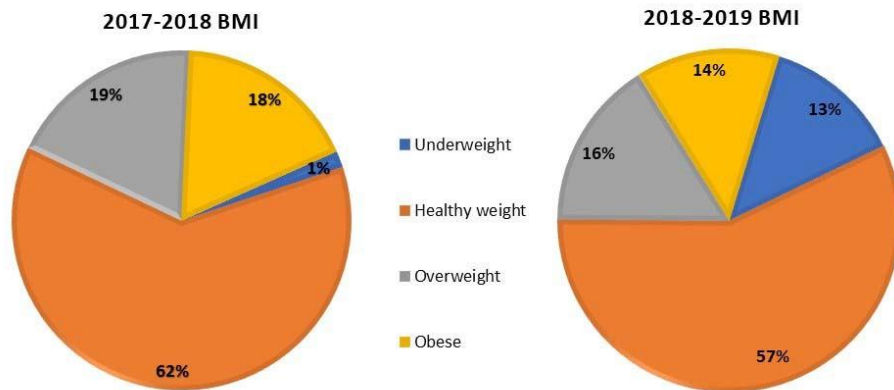
e. N/A

7. Health

a. Our school nurse at Ann Windle School for Young Children serves as the Head Start Health Specialist. As described below in subsection **i.**, tracking health needs has been identified as a challenge by the Health Specialist. By improving our tracking abilities, we will be able to more easily identify the health needs of each individual student earlier in the school year, and then provide support for the parents both individually and in group classes. In our upcoming school year, the Health Specialist will partner with our Family Services Specialist to identify health-related educational needs of the students, families, and staff. Once those needs are identified, the Health Specialist will prioritize those needs and provide training and education in those areas. The Health Specialist will team with community resources when appropriate to provide the education. Education to parents will be provided at an appropriate adult education level, and education to students will be provided at a level appropriate for each classroom.

Interpreters will be utilized as needed. The Health Specialist will use physicals and dental exams, as well as hearing, vision, and BMI screening, to determine each student's particularized health needs, and then consult with the parents to further determine what support can be offered in terms of education and assistance with locating care resources. Reminders of

needed preventative care will be sent as needed based upon student's birthdate and the records provided by the parent. The lost class time for hearing, vision, and BMI screening, as well as the length of time after school starts before screenings are completed and referrals are completed have been identified as needs during the self-assessment and by our Health Services Advisory Committee. Modifications to screening procedures are being planned to provide for quicker identification of students needing referral so that they do not waste valuable learning time due to difficulty in hearing/seeing. These modifications will also reduce the time spent away from class by students. The school's assigned counselor will be utilized as needed to provide group and individualized counseling sessions. As discussed below in subsection ii, staff will be provided with increased education and information on how to recognize and handle the effects of Adverse Childhood Events (ACES). Denton ISD's dietitian serves as the Head Start Nutrition Specialist and ensures that all students are receiving nutritious meals and snacks while at school. The Nutrition Specialist, kitchen supervisor, and Health Specialist work together to ensure all children's food allergies are documented and staff are aware of those allergies when serving meals and snacks. The Nutrition Specialist also serves as a resource for families with special nutrition needs, such as students with low or high BMIs. Our program has found a slight decrease in students who are overweight and obese. However, there has been a significant increase in students who are underweight.



Because our program has seen this increase in students with low BMIs, we have put an increased focus on ensuring our families have resources for adequate nutrition on the weekends. Identified families are sent home food on the weekends with our “Food for Kids” program. Our school social worker notifies families before holidays and extended breaks of resources for food. She also works with families with identified needs to ensure they are receiving WIC or SNAP benefits if they qualify and shares information for food banks and other available resources in the community. We currently have 104 students participating in our weekend “Food for Kids” program. We believe that our increased focus on education and monitoring data will allow us to better serve our families’ needs and help them be healthier as they enter kindergarten.

i. Ensuring up-to-date child health status, ongoing care, and timely follow-up care has been identified as a challenge by our Health Specialist. Tracking data related to these items has also

been identified as a challenge. Because of this, our Health Specialist will develop better tools for tracking health status and health needs utilizing computer software to automate as much of the process as possible. While our current system allows us to track data, it has been cumbersome and doesn't allow for easy use of the data. During the previous school year, health data was tracked in folders. Each student had a folder, and a card at the front of the folder was used to keep notes and track what was needed for the child. The system required the Health Specialist to go through all folders on a regular basis. It required the Health Specialist to check folders each time a question arose, or numbers were needed. This school year, the Health Specialist has begun tracking data using a rudimentary spreadsheet. This has allowed the Health Specialist to more easily track numbers and see what each student needs. It has also allowed the Health Specialist to find groups of students with similar needs. For example, when an opportunity arose for students from the TWU Dental Hygiene Program to come and teach a class to a limited number of students, the Health Specialist was able to quickly choose the students in need of follow-up dental care to receive the teaching. While the spreadsheet remains rudimentary, with some changes it will allow the Health Specialist to save time and better serve our students. These changes will include reminders so that the Health Specialist can quickly identify and prioritize needs. Making this process less cumbersome will allow the Health Specialist to more closely follow-up with parents and ensure the parents have every opportunity to seek care for their child in a timely manner.

ii. To help in the area of Mental Health, the district provides a Texas Education Agency certified school counselor who is also a state licensed professional counselor. She is shared with another early childhood center and is on the Ann Windle School for Young Children

campus 2-3 days per week depending on her rotation. The counselor provides group lessons to all students attending school at Ann Windle School for Young Children and participates in the coordination of the Play Therapy Partnership with the University of North Texas. A licensed specialist in school psychology is also assigned to the campus by the district's special education department. Support is provided to children based on needs identified in the IEP process. Both mental health specialists assigned to the campus keep a list of resources for families as does the program ERSEA specialist who is a licensed social worker. Because the community assessment identified mental healthcare as a significant community need, with our student population facing a history of Adverse Childhood Events, our Health Services Advisory Committee has determined that training our staff in how to recognize a history of Adverse Childhood Events in our students and how to handle the effects of those events is a priority. Our Health Specialist and Disability Specialist will partner with the school's assigned psychologist and counselor to identify sources of training and schedule training for the staff. DISD also provides some free counseling sessions for our staff through our Employee Assistance Program. As a campus, we have put a lot of efforts into developing a Climate and Culture for our school that is centered around building Social-Emotional skills for Students, Staff, and Parents. In the district staffing projection meeting this year for our campus, the need for a full-time counselor was expressed.

8. Family and Community Engagement:

a. Our program begins building trust with our families even before enrollment and school begins. From the moment we meet our families at recruitment, we treat everyone with dignity

and respect. Through training and recruitment, our staff has developed a culture that is positive, friendly, and inviting. Our social worker trains each staff member and provides coaching as needed on how to respect everyone's uniqueness, building positive rapport with potential families, treating everyone with dignity, and using confidentiality with the family's personal information. The Head Start Director/Principal trains the school staff on maintaining a positive school climate by implementing initiatives for students and staff such as Bucket Fillers, Energy Bus, Strength Finder, Fish Philosophy, and 6 Pillars of Character. These initiatives are implemented with our children, families and staff. Staff cheerfully greet and send off families each school day and at all school events to make sure that each student and family member feels welcomed and appreciated. Our program has incorporated several engagement activities to celebrate cultural diversity at our school. Some of our activities for our families are Rodeo Day, Chinese New Year, Cinco de Mayo, and Black History Month activities. We have actively worked on increasing father involvement at the school. We learned that when we have activities based upon "fathers," children without a father often feel left out. So that all children feel included, we have created family activities that are intended to appeal to the child's father-figure, such as our car race event. We have had great success with having fathers, uncles, brothers, and grandfathers help students prepare for and participate in this Driving Day event. Our center's physical environment is designed with a child friendly theme which changes yearly. Pictures and posters of diverse cultures are present throughout the building. Because we have a large Spanish-speaking population, we have multiple Spanish speakers on staff ensuring we always have someone readily available to speak the parent's preferred language. Written communication such as parent letters, newsletters, emails, mail-outs, CLI engage reports, and

screening reports are translated before sending home. We also utilize technology to communicate with our parents. We are using two parent connecting portals, Seesaw and Ready Rosie. Parent meetings, Policy Council meetings, Parent Committee meetings, and home visits are conducted in the family's preferred language, with interpreters provided when needed. Our program has been actively providing a wide variety of classes and activities that the parents have expressed interest in. Parents this year have been very active in volunteering and attending classes. For the upcoming year, we hope to increase our parental "buy-in" and help them take ownership over their own needs and their child's needs. We will do this by creating opportunities for the parents to share what programs they are interested in and working more closely with them on their individual needs.

b. We regularly offer parent classes in family relationships, including a class with tips for a healthy marriage, and a class on child guidance and discipline, and UNT's Child-Parent Relationship Therapy. The class teaches how to effectively use guidance and positive behavior intervention supports rather than punishment to teach children to control their behavior and take responsibility for it. One of the school's favorite activities that teaches parents about child development is our Fall Fest. This event has fun games that entertain families and students as well as teaches parents about appropriate child development. Family literacy and language development is assisted by our school librarian, who not only helps the children select books to read with their families but has a variety of programs to encourage family reading time. She has located resources to reward our students and families with free books.

Events/Giveaways	# of Books	Date
Fall Book Fair Student Giveaways	37	10/16/18-10/19/18
Fall Book Raffle	15	10/22/18
Spring Book Fair Student Giveaways	Pending	3/19/19-3/22/19
Spring Book Raffle	13	3/25/19
20 for 20 Family Reading Challenge	140	as of 3/7/19
Free Tiny Library	270	estimate as of 3/7/19
Total	475	

We are proud to support our families’ work towards bilingualism and biliteracy through our program of ESL classes for families that we hold on campus in our parent training room. The classes are offered twice per week. Families have described these classes as one of the most helpful resources available to them.

c. Denton ISD Head Start uses Ready Rosie for our Parent Curriculum. The program is paid for by Denton ISD through its Title I, Part A funds, and is used at all Denton ISD Title I campuses. This resource remains available for parents even after their child moves on to Kindergarten. Ready Rosie is designed to serve students from birth through third grade. Caregivers registered with Ready Rosie will receive an email or text message with videos featuring real families explaining how to do activities together as a family to support and reinforce the lessons from class. Teachers customize the lessons sent home through the program to match the curriculum taught in class. Currently our teachers introduce the Ready Rosie program to our families and encourage them to use it. We hope to increase family participation in the coming year by including the use of Ready Rosie in our Parent Orientation, as well as providing classes to parents on how to utilize the program. Fathers Reading Every Day (FRED) is one of our activities

we utilize to promote parent-child relationships and family literacy. This activity encourages fathers to spend quality time with their child. Our fathers reported laughing with their child and loving to see the excitement on their child's face as they read to them. The fathers commented that they felt more bonded with their child and communicated about other topics as they learned new words. FRED builds language skills, develops the imagination, and lessens culture barriers which allows the fathers to know the importance of education. We have a program that is sponsored by Kiwanis International that is called "The Tiny Library." This program serves as a book exchange for families using a small, wooden house. The focus of this program is to strengthen community ties.

d. i. Prior to enrollment, during the recruitment, an effort is made to begin building a collaborative partnership with the parents. Our current system for assessing families and partnering with them begins with gathering information about the family using our family assessment form. We use this information to build the partnership. We set goals and identify the family's skills, strengths, and stressors. We explore strategies and determine support for our families. Next, we track their progress and celebrate successes. Then, we follow-up and review program improvement. We lay the foundation by building a rapport and establishing trust. As we build upon the partnership process, we convey to the families that our partnership is a two-way relationship that involves shared responsibility and respect for each other. We actively ensure that parents understand our expectations of them and what they can expect of us in return. We work to make sure all staff members are on the same page so that parents feel a sense of continuity. We express to the families that the partnership includes networking with other families and connecting them to community resources. To develop their sense of

ownership over the parenting of their child, we ensure that they understand that their active participation is vital. While we will direct them to resources and assist them in accessing those resources, they must take an active role in utilizing those resources. We encourage parents to take our yearly leadership class and to take on leadership roles at the school through participation in Policy Council, PTA, and other committees. This gives parents both an opportunity to learn and to practice their leadership skills. Developing their leadership skills strengthens them as a parent leader in their family and strengthens the family's well-being. It also helps prepare them to be leaders in the community, increasing the parents' career opportunities, and creates a stronger community for all of us. Our program demonstrates our respect for the parent's role and encourages a collaborative rapport by explaining to families that we believe that parents are the child's first teacher. They know their child best, and we want them to share their knowledge about their children. Parents are interviewed, and the family needs and interest assessments are completed. The information provided regarding the family's needs and interests is used to assist in determining with the families how best to maximize and maintain their strengths, while focusing on their needs, concerns, and family structure. We use the Parent, Family and Community Engagement Framework as a guide for determining each family's current strengths and needs. We have a collaborative discussion with the family concerning their goals. We ask the family about other goals they may be working on, such as IDP goals. If the family is already working on a goal with the teacher, we have them continue their work with the teacher. If the family chooses to set another goal, the family uses our customized Google Family Partnership Form to outline their steps toward completing their goal. Our next step is to prioritize and make appropriate referrals, as well as provide resource

information and materials. Families in crisis or emergency are given the opportunity to complete the Family Partnership Form as soon as possible.

ii. As part of our broad goal of improving our data management systems, we intend to improve how we track progress towards individual family goals and needs. Currently, we track family progress on paper. Goals are tracked three times a year in helping to promote a relationship with our families. Goals are tracked on an excel spreadsheet. The teacher reviews the parent goals at their fall and spring home visits. Because this process is cumbersome and doesn't allow us to use the data in a meaningful way, we intend to improve our tracking systems for individual family goals and needs. As each family's goal is individualized, we will continue to use a paper system for working with our families to track goals. We will focus on helping our families to develop SMART goals for themselves so that there will be a measurable outcome we can track progress towards by using a color-coded system tracking whether little or no progress has been made, progress is on track, or the goal has been met. This progress will be tracked via a global spreadsheet which includes all families to allow social services and family services staff to quickly visualize which families need extra assistance in progressing toward their goals and will allow us to see how families are progressing as the school year progresses (For our tracking plan see Supporting Document G). While the current process has worked for our families, it has been cumbersome to track families' progress and to track data in a useful manner. We have a few changes planned so that we can better serve our families and track data in a useful manner for better reporting and to better determine how to utilize our resources to serve our families.

The case load of families will be broken down between the PFCE Specialist and the Social Services staff to decrease the load for each staff member. We believe that this will allow for closer monitoring and allow staff to develop a closer, more positive relationship with each family. This will also allow staff members to ensure that each family has measurable goals that are carefully tailored to each family's individual needs and that the family stays on track in meeting those goals. The staff member assigned to each family will monitor home visit reports for updates on family goal progress. Letters will be sent home to provide additional reminders to the family. We believe having a staff member that can work more closely with each family will allow for more collaboration and a closer relationship between each family and the school. Additionally, we will align our educational offerings and events for families to the needs we determine are most pressing for our population. Because attendance at classes we have offered parents in the past has been an identified challenge, we will experiment with offering education to parents through other means, such as videos we can post online. We will also develop a system to determine what the overall needs for families in our program are. Based upon our community and self-assessments, we have determined broad needs. Next steps will be to conduct surveys to determine the particularized needs of our enrolled family population each school year. These surveys will allow us to better focus our parent education towards the needs of our families. These surveys will include questions to determine the best format for presenting the education. We intend to begin presenting more education through videos that can be viewed whenever is convenient for a family. However, because we want to allow for family interaction when possible, we want to determine the best times for live family education, whether it be in person or via an interactive webcast.

e. One of the partnerships that help to facilitate services for our families is the **DISD Adult Education and Literacy program**. Due to this partnership, we are fortunate to have an on-site ESL class offered to our families on Tuesdays and Thursdays. This class helps to assist families who are enrolled in this class to improve their English skills, find work, gain social opportunities and support, and provides cohesion with peers and with the community. The challenge we face is offering the GED classes along with the ESL classes. We can address this challenge by surveying the number of parents on our campus that are interested in us hosting a GED class that could be held in the afternoons after ESL class. Our program has another partnership with the **University of North Texas Center of Play Therapy**. This partnership has coexisted for approximately nine years. This therapy is offered on-site and is used to help our children explore their lives and freely express thoughts and emotions through play. Parents and teachers can make the referral for students to participate in this program. This service is provided to families at no cost. There are two challenges:

1) The college campus semester starts later and ends before our school calendar. So, play therapy starts later than we would like because our students present counseling needs at the very beginning of school year.

2) The number of graduate students at UNT seem to be fewer in the last several years, thus serving fewer students than in previous years.

We plan to address these challenges by collaborating with all the stakeholders to determine the barriers and resources associated with this partnership. **Texas AgriLife** is an agency that works with different partners to bring educational opportunities to Texas residents. This agency offers our families the basic nutritional classes which encompasses food preparation, food safety, and

budgeting management while shopping. This program focuses on lasting improvement in eating behaviors and healthy food habits. The presenting challenges are:

1. The change of the instructor
2. Making connection of developing a relationship with the new instructor
3. Getting the information to advertise the classes

We can address the challenge by communicating and getting permission to develop a flyer and employing multiple media avenues to advertise the classes on our campus.

9. Services for Children with Disabilities:

a. The Denton ISD Head Start Program is a part of the public school and as such, receives services for enrolled children through the district. Services established in the IEP/ARD meeting are provided on-site. Personnel assigned to the campus include an educational diagnostician, one full-time speech therapist, one shared speech therapist, and a shared bilingual speech therapist. The licensed specialist in school psychology (LSSP) is also shared with another campus. Occupational therapy services and physical therapy services are also provided for those children identified as having a need for those services through the IEP process. These personnel are itinerant serving multiple schools. If a student enrolled in Head Start is identified as visually impaired or as having an auditory impairment, certified personnel are provided by the district to address their educational needs. Adapted Physical Education is also provided on the campus for those students identified through the IEP Process as needing that service. For students identified with a disability, the need for transportation to and from school is discussed in the IEP meeting. The district also provides any adaptive equipment needed for a student with a disability such as adapted seating, pencil grips, or loop scissors.

The Denton ISD Head Start program actively recruits children who are identified with a disability during the recruitment process. The campus educational diagnostician shares information about the program with families who might meet eligibility criteria. As a part of the recruitment process, parents complete a form stating if their child is identified with a disability or suspected to have a disability. If the child is already receiving services, an IEP meeting is held to change services to delivery on the campus.

b. The district special education department uses an online system (MSB) for monitoring the delivery of services. Additionally, service providers keep logs of their sessions with students. Itinerant staff sign in and out in a Special Education Staff log book. The Head Start teacher for the student attends the ARD meeting. Along with the parent, the teacher gives input as to goals, accommodations, and district testing. Since services are provided on the campus, the classroom teacher can consult with service providers and continue the implementation of strategies that are being used to address IEP goals. Additionally, special education staff are available to assist teachers in the development of goals for the Individualized Development Plan.

10. Transition:

a. To and from Early HS

We currently do not have an Early Head Start program. When families arrive at our center to enroll, they are asked if they have attended any other programs. If they are coming from an Early Head Start center or another Head Start program, they are given preference by placing them on the priority list. Our Selection Criteria assigns points for transferring from another Head Start Program.

b. Transitions from HS to Kindergarten

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 kindergarten transition activities taking place at the Denton ISD elementary campuses that our students will be transitioning to. These include kindergarten camps and round-ups. Families are encouraged to attend these activities in order to establish a relationship with the receiving school and help students become familiar with the new 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 staff 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. The Denton ISD Special Education Department policy is to hold an ARD and invite the elementary campus the child will attend for the next year. The campus diagnostician begins in January notifying receiving campuses of students zoned for their attendance area. The campus is invited to come and observe students and, if requested, the AWSYC team will hold a staffing on a student.

b. Transitions between programs

Because the Denton ISD Head Start Program actively recruits children with disabilities and because these children may come from a PK or a PPCD classroom, the campus diagnostician schedules an ARD when she is notified by the ERSEA specialist that a student has qualified for Head Start. In this meeting, both the current teacher and the Head Start teacher are present. The student's IEP goals, accommodations, and services are reviewed. The previous teacher is available to assist the Head Start teacher in the development of the Individualized Development Plan to support the IEP goals. Throughout the school year, some of our students will transition from a half-day Pre-K program to the full-day Head Start program when they are next in line on the priority list and a spot becomes available. The classroom teachers of these programs will then collaborate to ensure a smooth transition of services.

11. Services to Enrolled Pregnant Women: N/A (No EHS program)

12. Transportation:

a. During our Enrollment Process, Head Start Parents fill out a Needs Survey as part of the intake process. We pulled the data from that survey and it shows that for this school year, 5.8% of parents stated that they have a need for help with transportation services.

b. Our Program has a few options available that directly meet transportation needs. Our district provides bus transportation services to students with special education needs and to students who need extended care at a neighboring Child Care Center that we have an MOU with called Denton City County Day School. Our program assists families with accessing other means of transportation by providing them with information about resources in our city. We have 4 child care centers in the area that will pick-up and drop-off children when they attend there before or after our Head Start program hours for extended care. We have local transportation services that are convenient such as Uber, Taxi Cab, and the (DCTA) Denton County Transportation Authority that has a bus stop right next to our school. We also encourage our parents in need of help to partner with some other parents to share rides.

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

1. Governance STRUCTURE

a. Since our governing board oversees a public entity and are selected to their positions by public elections, we are exempt from i, ii, iii. However, we do have members on our board as well as key district staff members who help with our program operations and have expertise in fiscal management or accounting, early childhood education and development, as well as a licensed attorney who is familiar with program governance issues in the governing body/council.

b. We currently have three Community Representatives who serve on our Policy Council. Each of these members adds value and expertise to our council. We want to continue to grow our community representatives.

- Community Member 1: Shares background knowledge in Early Childhood and valuable experiences as Director of a neighboring Child Development Center

- Community Member 2: Shares her past background knowledge and experience in the field of Education from another country and service in a leadership role at a local church

- Community Member 3: A former Head Start parent who is an active volunteer at our school and knowledgeable about the Head Start program

c. Our Policy Council is made up of Parent Representatives from each of our eleven Head Start classes (we aim for 2 from each class), Two School Board member representatives, Community members, and Parent Elected Officers. This council governs our center-based Head Start program. We do not have an Early Head Start.

PROCESSES

Governing Body

a. Our Head Start program has a strong governing body structure. Since our program is embedded within the Denton ISD public school system, our shared governance is much stronger through this unique partnership. We have a Superintendent of the district that serves as our Head Start Executive Director, and we have an elected School Board. They value Early Childhood Education and are very supportive of our program. We currently have two Board members who serve on our Policy Council and serve as liaisons for the Governing Board. Each year, we train all the Board members on their Roles and Responsibilities and on ERSEA. This

training explains how the Policy Council helps to Develop, Review, Approve, and Submit items to the Board. These items are submitted to the Board on a monthly basis through Board agenda items. We have certain items that are submitted every month such as: Financial Report, Director's report, Meal Count, Attendance, and Volunteer hours. Larger items are submitted as needed such as Community Assessment Reports, Annual Reports, Self-Assessment Reports and Plans, By-Laws, etc. The Board then reviews everything submitted to them and votes for final approval. Program managers help to share reports in Policy Council where the two Board representatives are present. The Board members can ask questions, give input, etc. during this time. This helps to give them a better understanding of our program and to ensure that they maintain effective ongoing oversight of program operations.

b. Our Governing Board does not delegate responsibilities to advisory committees. The only advisory committees that our program has are at the campus level. We have a Health Advisory Committee, a School Readiness Committee, an ERSEA committee, and sub-committees that we form to work on specific Head Start required items. Our district has an attorney on retainer for oversight and a CPA as our chief financial officer. They, along with the team of superintendents, make sure that the Governing Board fulfills all fiscal and legal responsibilities.

Policy Council

c. To ensure that our Policy Council members are equipped to fulfill their full responsibilities, we provide them with trainings each year. These consist of but are not limited to: Roles and Responsibilities, ERSEA, Fiscal, Robert's Rules of Order, and Confidentiality. The Head Start Program Managers also share information at each Policy Council meeting. We explain

standards, policies/procedures, requirements, IM and PI instructions, and key Head Start documents. We hold Policy Council meetings monthly to keep them informed. We share a monthly director's report ([Supporting Document D](#)), Meal/Attendance Count, Volunteer Hours, and a Financial Report. Data is shared with the Council to guide our program's direction. Examples of data pieces shared are: School Readiness Outcomes, PIR, Attendance, Annual Report, Self-Assessment and Community Assessment findings, BMI Health data, etc. One parent on the Policy Council serves as a liaison to the Parent Committee. Information is shared by both entities. Education Specialist shares information from Council with the Head Start staff at Instructional Support meetings.

Parent Committees

d. Our Parent Committee meets monthly to plan for campus activities and services that meet the needs of our children and families. We have a teacher sit in on these meetings to give input and to take notes to share with the rest of the teaching staff. Our PFCE manager communicates with staff and helps to advertise events and activities. We work collaboratively with the Committee to plan engaging and meaningful events that help foster positive school/home connections.

e. Our program emphasizes the importance of communication. We offer translations at each meeting so that we ensure that our parents are understanding the things that are being discussed. Policy Council officers work closely with the PFCE manager and the Head Start Director to get the monthly agendas set and the minutes of the meeting completed. We translate as many documents that we can in Spanish. We want everyone to have a voice in our

meetings. We provide time for discussion, questions, etc. during our meetings. The Policy Council President leads the meeting, and we have a Parliamentarian who keeps us on track of our Agenda. We follow the Robert's Rule of Order to make sure that our meetings are conducted appropriately and in accordance with Parliamentary Procedure.

Relationships

a. As mentioned above, we provide trainings for our Governing Body, Policy Council, and Parent Committee members and officers. At the beginning of the year, we provide a Parent Orientation which has an overview of the program, requirements, opportunities to serve, and key information on policies and procedures. We then offer a Leadership training to those who are interested in serving in leadership roles. Parents vote for officers. Trainings are then conducted on campus to cover the Roles and Responsibilities, ERSEA, Robert's Rule of Order, Confidentiality, and Fiscal Responsibility.

b. Denton ISD has Legal and Local Policies in place to ensure that our Governing Body members do not have a conflict of interest with Head Start or other partners/vendors. If a conflict of interest is in question, the board member with this conflict shall recuse themselves from the vote for approval of the contract in question per Board Policy and Texas Statute.

c. Our Policy Council By-Laws help to ensure that there is meaningful consultation and collaboration on joint decisions that are being made between the Governing Body and Policy Council. Having two active Board members who serve on our Policy Council helps facilitate shared decision making. They serve as Liaisons and keep all the School Board members informed/involved in our Program Operations. Following Robert's Rule of Order for our

meetings has also helped with the joint decision-making process. Parents are always encouraged to ask questions and to give input. By fostering an open and respectful atmosphere, we have been fortunate to have parents who are willing to express their ideas on how we can improve our program.

2. Human Resources Management

a. Our program maintains an Organizational Chart ([See Supporting Document E](#)) that depicts our management and staffing structure. Program managers are assigned to the key areas outlined in this chart to help to oversee that area and to ensure compliance with all the Head Start standards and Policies and Procedures. Our managers consist of ERSEA/Family Services, Family Services Assistant, Disabilities Specialist/Mental Health, PFCE Specialist, Education Specialist, Facility Management/Safety Manager, Health Specialist, Nutrition Specialist, and Head Start Director. We update the job descriptions for these manager positions each school year to match their identified roles and responsibilities. Our managers understand the importance of working closely alongside the other managers. We follow the proper chain of command for oversight and decision-making processes for our program.

b. Since we are part of the Denton Independent School District, all our recommendations submitted for review for hire are required to be processed through the DISD Human Resource department. Personal and professional references are required to be checked prior to recommending someone for hire. HR then processes the rest of the employee's criminal background check and fingerprinting process following these outlined steps: When services or positions are requested for potential staff, consultants, and or contractors, the applicants

initiate the process by completing an application through our Applicant Tracking Program, AppliTrack. After they have completed and submitted the application, the person requesting the services, completes an additional form through AppliTrack, describing the position and how it relates to the students. The form is then forwarded to HR. From the information provided on the request for services, HR determines the type of fingerprinting that is needed. They then either upload the applicant's information to TEA for a FAST Pass or email the applicant a FAST Pass specific to contractors, non -employees. It usually takes 24 to 48 hours for HR to receive a notification from DPS, which is inclusive of any arrests, offenses, and the level and degree of the offense, along with the date and disposition (s). The profile is updated anytime there is an event or change in status. When HR initially conducts the background check and confirms they have completed the fingerprinting process, HR then subscribes to their profile, which is kind of like any other subscription. Through this subscription, HR receive a notification through email anytime there is any kind of activity, arrest or event. These notifications and updates continue until the employee or contractor separates from the district. At that time, HR unsubscribes to their profile and will no longer receive notifications and updates.

c. When new staff are hired, they are required to attend an orientation at the Human Resource department before coming to campus. The district schedules three days of new teacher training each year as an orientation to Denton ISD. The special education department also has new teacher trainings. Once on campus, we train all staff each year on emergency operations, District and Campus Policies & Procedures, new year initiatives, and employee expectations. New staff are assigned a mentor to help them for the year. Program managers train new staff on all the components for their area. Our PFCE specialist oversees our campus

approved volunteers and provides them with training. All approved substitute teachers go through an orientation before being approved to serve as a substitute.

d. Our district uses TTESS to evaluate teachers' performance. Teachers participate in goal setting as part of this process. The goals that they select are areas that they wish to grow in. Administrators on campus conduct goal setting meetings, pre-conferences, TTESS observations, classroom environmental checklists, classroom observations, post-conferences, and summative conferences with the teacher. They focus on the "glow" and "grow" areas identified throughout this process. Teachers are then encouraged to participate in individualized staff development opportunities according to their identified needs. We provide coaching to them as needed throughout this process. The education specialist also provides instructional support and coaching opportunities. If a teacher is identified as "in need of assistance," we have district Pre-K coaches that can be assigned to help with intensive coaching as well. All teachers are encouraged to find early childhood trainings that they can attend that are of interest to them. They will then come back and share what they learned with the rest of the staff. As a campus, the identified needs that are found in our Self-Assessment and Community Assessment help us to plan our Professional Development focus for the year. We work to align our TTA plan [\(Supporting Document F\)](#) to this focus. Teachers are required to submit their artifacts showing the progress toward their goals as part of their Summative Evaluation process.

3. Program Management and Quality Improvement

a. To ensure ongoing oversight, correction, and assessment of progress towards our identified goals, we use a Head Start Calendar to help us to stay on track each month. This planner helps

us to navigate through the year in a way to not miss important timelines. We hold weekly Program Manager meetings with set agendas to cover important topics, to share critical information for each area, to review progress/data, and to decide on next steps. We put some goals in place to help us to get stronger in our Quarterly data reviews. To promote effective teaching and health and safety practices, we provide training to our staff on best practices and on expectations. We conduct safety drills every month. We conduct classroom walk-throughs and observations where we provide feedback to the teaching staff throughout the school year. All staff receive a yearly evaluation on their performance which helps them to identify the areas that they shine in and the areas that they may need to obtain further training in, receive coaching in, or set some new goals to reach.

b. Our district recognizes the importance of Quality Continuous Improvement. They look at student performance data district-wide in order to generate an appropriate action plan. They then align the district professional development opportunities to this focus. We do this same process at the campus level. We look to our data in order to create our goals, align our professional development, and align our budget. The data that we get from CLI engage for each student and class helps teachers to identify the individualized needs. Teachers can then use this data to form small group interventions and to help with planning lessons. They use Professional Learning Communities (PLCs) to look at their data and to plan next steps.

c. Each school year, the district holds a staffing meeting with the Director to evaluate staffing needs for the upcoming school year. Our district provides our center with staff members and resources that fall under in-kind dollars. This improves the quality of our program. As our Head Start budget is planned each year, we allocate an efficient amount of dollars to cover our

staffing needs as well as our professional development needs (TTA). The district has a grant fiscal officer that oversees the budgets for all the district's grants. The teachers' day is planned with time given at the end of their day for them to hold conferences, conduct home visits, attend professional development and instructional support, and to hold staff meetings to plan for individual programming. Our students benefit from being part of the ISD by way of receiving a full range of services while attending our Head Start program. Once individual services are identified, the student can receive OT, PT, Speech, APE, music therapy, play therapy, etc. during their school day on-site. We acknowledge the fact that having an adequate number of Program Managers to oversee each area is crucial for maintaining quality improvement.



SECTION II

06CH7130 – FY 19 – GRANT APPLICATION
BUDGET AND BUDGET JUSTIFICATION

Policy Council Approved: 3/22/19

Governing Body Approved:

SECTION II

BUDGET and BUDGET JUSTIFICATION

FEDERAL

1. The refunding amount of \$1,393,945 is divided into three categories. These categories are payroll, supplies, and TTA. The payroll is broken down into three areas. These areas include salaries, fringes, and substitutes' pay. As one will note from the earlier SF424A form, the amounts requested for this category are \$1,101,883, \$168,802 and \$30,000 respectively. This is a total of \$1,300,685 or approximately 93.3% of the total federal funds requested. Programs integrated within a school district generally have higher salaries. Salaries must stay competitive with the area school districts, which accounts for the percentage of personnel and fringe in excess of the normal 60-80% of the total federal budget.

These funds are to be used to pay the salaries for twenty-seven (27) Head Start personnel. These personnel include one (1) education (content area) specialist, eleven (11) teachers, eleven (11) teacher aides, one (1) social worker, one (1) parent, family and community engagement specialist, one (1) family services aide and one (1) Facilities-Safety Manager/Clerical.

Head Start follows Denton ISD salary schedule. Historically, a 2% raise is given each year. If 2019-2020 follows that pattern, the entire COLA will be applied to that 2% pay

raise. However, if no pay raise is given, then Head Start will follow DISD's salary schedule and the entire COLA will be used for program operations.

A salary comparison for our area can be found on pages 62-63.

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

- The total amount of funds requested for the supply category is \$70,284. This will be budgeted for food services and supplies. Each of the 11 classroom receives \$95 monthly for food items (snacks and cooking) for a total of \$10,450. We also have budgeted \$900 for volunteer meals, for a total of \$11,350 for food services supplies.

We have budgeted \$2950 for office supplies, detailed below:

Laminating film

(\$300) Printer toner

(\$1000) Printer drums

(\$1000) Copy paper

(\$400) Postage (\$250)

Budgeted \$21,608 for new technology, detailed below:

18 Chromebooks with license, cart and charging station (\$7493)

14 Laptops with cart (\$14,115)

Budgeted \$11,346 for Vision & Hearing Screeners, detailed below:

- 1 Vision Screener (\$6,950)
- 1 Hearing Screener (\$3621)
- 6 Comply DO-180 (\$586)
- 6 Probe Tubes (\$189)

Budgeted \$3,617 for Outdoor Learning detailed below:

- 2 Easy Build Bricks (\$598)
- 3 Sand & Water Tables (\$897)
- 2 Painting Centers for 4 (\$538)
- 2 Outdoor Table & Tree Seats for 4 (\$658)
- 1 Watch It Flow- Water Table (\$349)
- 1 Bench (\$577)

Budgeted \$800 for Teacher Workroom Supplies detailed below:

- 1 Ellison Die Cut Machine (\$395)
- Misc. Die Cuts (\$405)

Budgeted \$18,613 for Classroom Furniture detailed below:

3 Big Book Centers (\$1077)

3 Classroom Carpets (\$1437)

10 Sets of Nap Cots 5 each (\$2890)

5 Kitchen Sets (\$4745)

4 Storage Units (\$1144)

5 Bookstands (\$1728)

7 Double -Sided Storage Units (\$3498)

6 Cubbies (\$2094)

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

- \$1,000 is budgeted for a mental health consultant.
- \$810 is budgeted for student liability insurance which is paid yearly through First National Insurance Agency, Inc.

The current indirect cost rate (Page 64) allowed is a restricted rate of 3.298% and unrestricted rate of 12.986%. \$0 will be charged to the Head Start Grant. The district will cover the total amount.

There are no shared costs.

Please note in the In-Kind Expense Report (Page 65) DISD Central Services staff assistance (Child Nutrition, Human Resources, Payroll, Purchasing, Accounts Payable, Grant Accountant, Staff Development personnel, Bilingual services, Counseling Services) is not included in the dollars shown. The report submitted is for the 2017-2018 school year. That is the most current data available at the time of the grant submission.

TTA/TRAVEL

The total amount of funds requested for the TTA category is \$21,166. This total includes \$10,900 to be used for travel. These funds are to be spent as outlined below. The complete TTA plan is attached under the document tab in HSES.

Training Topic	Targeted Audience	Provider/Person Responsible	Out of State Travel	Local Travel
OHS/NHSA Conferences	Director/Program Managers	OHS/NHSA	\$4,000.00	
ERSEA	ERSEA Specialist/Aide	HS University/ERSEA Specialist	\$1,500.00	
Region VI Network Meetings	Program Team	Out of State	\$1,000.00	
Pre-K SDE Conference	Teahcers	Director/Education Specialist		\$550.00
BEAM Conference for Dual Language Instructors	Teaching Staff (5)	Director/Education Specialist		\$250.00
PFCE Training	PFCE Specialist & Aide	Out of State	\$1,000.00	
Health & Safety Training	Nurse/Safety Manager	Out of State	\$1,600.00	
CLASS Training/School Readiness	Education Specialist			\$1,000.00
		Subtotals	\$9,100.00	\$1,800.00
		Total Travel		\$10,900.00

2. N/A

3. Cost-Of-Living Adjustment (COLA)

The Denton Independent School District Head Start Program is requesting \$23,876 for the 2019-2020 school year.

The funding is needed as follows:

COLA: \$23,876

FEDERAL:

The \$23,876 will be spent to cover salary increases for the program's personnel. The program has twenty-seven (27) employees whose salaries are fully paid for by Head Start funds. Eleven (11) teachers, eleven (11) teacher's aides, one (1) social worker, one (1) education specialist, one (1) family, parent & community engagement specialist, one (1) family services aide and one (1) facility safety manager/clerical. The Director's salary and other Head Start related staff are paid fully by the Denton Independent School District.

A salary schedule reflecting a 1.77% increase in salaries for Head Start personnel is enclosed. The Head Start personnel pay raise would be paid with these requested funds. It is anticipated that the Denton Independent School District may provide a 2.0% pay raise for 2019-20 school year. If Denton ISD provides a 2.0% pay raise, then Head Start would follow the district's pay scale. If Denton ISD does not provide a pay raise then Denton ISD Head Start personnel would again, follow the districts pay scale and the COLA funds would be used for substitutes and program

operations. Salaries must stay competitive with the area school districts, which accounts for the percentage of personnel and fringe in excess of the normal 60-80% of the federal budget.

The Head Start teachers' and teacher aides' salaries for whom these funds will be utilized fall under the school district's employee wage and salary schedules, i.e., principals, teachers, teacher aides, office aides, etc. These schedules have been established by the school district's board of trustees and are updated annually as recommended by the superintendent and the director of personnel. Their salary recommendations are based on comparable salary data from school districts within the North Central Texas area as well as the Dallas, Ft. Worth Metroplex.

The salaries paid for certified teachers and teacher aides are comparable with other school districts in the metroplex and across the state of Texas. Salary comparisons for the area are included in this application.

In closing, the requested COLA funding will be used to provide a 1.77% pay raise for all Head Start employees in accordance with Denton ISD pay scale. The COLA will help manage higher operating costs and allow the Head Start Denton ISD program to retain and recruit qualified personnel. Any remaining funds would be used to pay for salaries of substitutes for teachers and teacher aids when they are out due to illness, family leave, or emergencies. Any subsequent COLA funds would be used for classroom needs.

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

5. NON-FEDERAL

The Denton ISD Head Start Program is requesting a refunding grant in the amount of \$1,393,945. The district's non-federal share is \$348,486, with the total grant amount for \$1,742,431. Volunteer hours are calculated in the amount of \$18 per hour for assistance in the classroom and to the teachers to prepare lesson materials. Through January of 2019, our volunteer hours for Ann Windle School for Young Children totaled 30,192. Calculated in the

amount of \$18 per hour, that totals \$543,456 which has already exceeded our \$348,486 non-federal share. We have approximately 230 volunteers that help with classroom preparation, classroom volunteers, Policy Council meetings (10 monthly meetings, 2 hours each, 20 volunteers), Parent Committee meetings (10 monthly meetings, 2 hours each, 15 volunteers), Board members (10 monthly meetings, 2 hours each, 1-2 volunteers) and community members.

6. N/A

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

8. N/A

9. N/A

10. N/A

11. N/A

06CH7310 FY19 - PAYROLL PROJECTION FOR YEAR 2019-2020

Position	Current Annual Salary	COLA Increase (1.77%)	Non-Qualifying Funds for Increase (Stipends)	Revised Annual Salary W.O Fringe	Non-Qualifying Funds for Increase (Medicare & Workers Comp)	Non-Qualifying Funds for Increase (Retirement)	Non-Qualifying Funds for Increase (Insurance)	Revised Annual Salary
Content Area Expert	\$58,726	\$1,039		\$59,765	\$1,058	\$5,708	\$12	\$66,542
SUB-TOTAL CONTENT AREA SALARY	\$58,726	\$1,039		\$59,765	\$1,058	\$5,708	\$12	\$66,542
Teacher 1	\$59,032	\$1,045	\$1,941	\$62,018	\$1,098	\$5,923	\$3,132	\$72,170
Teacher 2	\$60,251	\$1,066		\$61,318	\$1,085	\$5,856	\$12	\$68,271
Teacher 3	\$57,508	\$1,018	\$1,750	\$60,276	\$1,067	\$5,756	\$12	\$67,111
Teacher 4	\$55,070	\$975	\$3,500	\$59,544	\$1,054	\$5,686	\$12	\$66,296
Teacher 5	\$59,845	\$1,059		\$60,904	\$1,078	\$5,816	\$3,132	\$70,930
Teacher 6	\$57,508	\$1,018	\$3,500	\$62,026	\$1,098	\$5,923	\$3,132	\$72,179
Teacher 7	\$57,508	\$1,018	\$3,500	\$62,026	\$1,098	\$5,923	\$12	\$69,059
Teacher 8	\$57,508	\$1,018	\$3,500	\$62,026	\$1,098	\$5,923	\$12	\$69,059
Teacher 9	\$55,400	\$981		\$56,381	\$998	\$5,384	\$3,132	\$65,895
Teacher 10	\$54,384	\$963		\$55,346	\$980	\$5,286	\$12	\$61,623
Teacher 11	\$55,070	\$975	\$3,500	\$59,544	\$1,054	\$5,686	\$3,132	\$69,416
SUB-TOTAL TEACHER SALARY	\$629,083	\$11,135	\$21,191	\$661,409	\$11,707	\$63,165	\$15,729	\$752,009
Teacher Aide 1	\$25,620	\$453		\$26,074	\$462	\$2,490	\$3,132	\$32,157
Teacher Aide 2	\$26,158	\$463		\$26,621	\$471	\$2,542	\$3,132	\$32,766
Teacher Aide 3	\$24,515	\$434		\$24,948	\$442	\$2,383	\$12	\$27,784
Teacher Aide 4	\$22,180	\$393		\$22,572	\$400	\$2,156	\$12	\$25,139
Teacher Aide 5	\$22,948	\$406		\$23,354	\$413	\$2,230	\$3,132	\$29,129
Teacher Aide 6	\$20,874	\$369		\$21,244	\$376	\$2,029	\$3,132	\$26,780
Teacher Aide 7	\$21,996	\$389		\$22,385	\$396	\$2,138	\$3,132	\$28,051
Teacher Aide 8	\$20,091	\$356		\$20,446	\$362	\$1,953	\$12	\$22,773
Teacher Aide 9	\$22,349	\$396		\$22,744	\$403	\$2,172	\$12	\$25,331
Teacher Aide 10	\$20,275	\$359		\$20,634	\$365	\$1,971	\$3,132	\$26,102
Teacher Aide 11	\$19,656	\$348		\$20,004	\$365	\$1,971	\$3,132	\$25,471
SUB-TOTAL TEACHER AIDE SALARY	\$246,661	\$4,366	\$0	\$251,027	\$4,454	\$24,033	\$21,969	\$301,484

06CH7310 FY19 - PAYROLL PROJECTION FOR YEAR 2019-2020

Position	Current Annual Salary	Current Annual Salary Increase (1.77%)	Non-Qualifying Funds for Increase (Stipends)	Revised Annual Salary	Medicare & Workers Comp	Retirement	Non-Qualifying Funds for Increase (Insurance & Stipends)	Revised Annual Salary
PFCE: SOCIAL WORKER	\$59,604	\$1,055		\$60,659	\$1,074	\$5,793	\$3,132	\$70,658
PFCE: PFCE SPECIALIST	\$26,619	\$471		\$27,090	\$479	\$2,587	\$3,132	\$33,288
PFCE: FAMILY SERVICES AIDE	\$17,088	\$302		\$17,390	\$308	\$1,661	\$12	\$19,371
SUB-TOTAL PFCE PERSONNEL	\$103,311	\$1,829	\$0	\$105,140	\$1,861	\$10,041	\$6,275	\$123,317
FACILITIES SAFETY MANAGER/CLERICAL	\$24,115	\$427		\$24,542	\$434	\$2,344	\$12	\$27,332
SUB-TOTAL OTHER CS PERSONNEL	\$24,115	\$427	\$0	\$24,542	\$434	\$2,344	\$12	\$27,332
TOTAL PERSONNEL W/O FRINGE	\$1,061,897	\$18,796	\$21,191	\$1,101,883	\$19,514	\$105,290	\$43,998	\$1,270,685
TOTAL PERSONNEL W/O FRINGE	\$1,101,883							
FRINGE (MediCare/Workman's Comp)	\$19,514							
FRINGE (Insurance)	\$43,998							
FRINGE (Retirement)	\$105,290							
TOTAL FRINGE	\$168,802							
Total Payroll	\$1,270,685							
SUBSTITUTES	\$30,000							
TOTAL PERSONNEL	1,300,685							
FOOD SERVICES SUPPLIES (snacks & cooking)	\$10,450							
VOLUNTEER MEALS	\$900							
TOTAL FOOD SERVICE	\$11,350							
OFFICE SUPPLIES	\$2,950							
TECHNOLOGY UPDATES	\$21,608							
VISION HEARING SCREENERS	\$11,346							
TEACHER WORKROOM SUPPLIES	\$800							
CLASSROOM FURNITURE	\$18,613							
OUTSIDE LEARNING ITEMS	\$3,617							
TOTAL OTHER SUPPLIES	55,984							
CHILD LIABILITY INSURANCE	\$810							
MENTAL HEALTH CONSULTANT	\$1,000							
TOTAL ALL BUDGET CATEGORIES								
TTA	\$21,166							
GRAND TOTAL	\$1,393,945							



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Comparison of Teacher Salaries in the Eastern Metroplex School Year 2018 - 2019 | BA / BS Degree

YEAR	0	5	10	15	20	25	30
1	HEB 55500	HEB 58519	HEB 59682	HEB 61163	HEB 63046	HEB 67308	HEB 71946
2	Grand Prairie 54450	Irving 57450	Irving 59400	Irving 60400	Mansfield 62131	Keller 66240	Mansfield 70489
3	Mansfield 54149	Mansfield 56246	Mansfield 58319	Keller 60236	Irving 61900	Mansfield 66234	Keller 70308
4	Lewisville 53750	Arlington 56023*	Frisco 58000	Frisco 60000	Keller 61848	Ft Worth 64899	Ft Worth 69768
5	CFB 53635	Keller 55736	Keller 57776	Mansfield 59819	Frisco 61500	Irving 64536	Irving 68600
6	Arlington 53500*	Grand Prairie 55637	Birsville 57081	Grand Prairie 59102	Ft Worth 60832	Arlington 63702*	Arlington 67817*
6	Keller 53500	Frisco 55500	Lewisville 57059	Ft Worth 58834	Birdville 60711	Lewisville 63119	Carroll 67719
8	Carroll 53300	Lewisville 55359	Grand Prairie 57023	Lewisville 58809	Arlington 60562*	Birdville 62861	Grapevine 67117
9	Coppell 53100	Birdville 54881	Arlington 56897*	Arlington 58791*	Lewisville 60559	Frisco 62600	Grand Prairie 64963
10	Birdville 53000	Garland 54795	CFB 56440	Birdville 58711	Grand Prairie 60309	Carroll 62227	DeSoto 64825
10	Denton 53000	CFB 54570	Denton 56300	Carroll 58346	Carroll 60284	CFB 62050	CFB 63920
10	Ft Worth 53000	Carroll 54486	Ft Worth 56285	CFB 58310	CFB 60180	Grand Prairie 61939	Lewisville 63119
10	Frisco 53000	Ft Worth 54309	Carroll 56196	Denton 57800	Denton 59700	Denton 61460	Birdville 62861
10	Garland 53000	Grapevine 54246	Dallas 56000	Grapevine 57246	Garland 58995	DeSoto 61041	Frisco 62600
15	Irving 52700	Denton 54200	Garland 55795	Garland 56995	Grapevine 58746	Garland 60995	Denton 61460
16	Dallas 52000	Dallas 54000	Grapevine 55746	Dallas 56000	Duncanville 58058	Grapevine 60446	Garland 60995
17	Grapevine 51500	DeSoto 52400	DeSoto 54000	DeSoto 55900	DeSoto 57754	Duncanville 58605	Duncanville 58605
18	DeSoto 51000	Duncanville 52300	Duncanville 53800	Duncanville 55500	Little Elm 57500	Richardson 57625	Richardson 57625
18	Duncanville 51000	Richardson 52200	Richardson 53600	Richardson 54975	Richardson 56350	Little Elm 57500	Little Elm 57500
18	Richardson 51000	Little Elm 51000	Little Elm 52500	Little Elm 54500	Dallas 56000	Dallas 56000	Dallas 56000
21	Little Elm 50000	Coppell **	Coppell **	Coppell **	Coppell **	Coppell **	Coppell **

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

*Numbers provided by Arlington ISD are average salaries for that year of experience.

**Coppell ISD pays teachers on a salary range and Dallas ISD pays under a pay-for-performance scheme. Exact salaries cannot be determined.



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Comparison of Teacher Salaries in the Eastern Metroplex School Year 2018 - 2019 | MA / MS Degree

YEAR 0		YEAR 5		YEAR 10		YEAR 15		YEAR 20		YEAR 25		YEAR 30			
1	HEB	57500	60985	61766	64027	65772	68486	68486	1	HEB	65772	68486	1	HEB	74863
2	Mansfield	56220	58974	60900	61950	64262	68365	68365	2	Mansfield	64262	68365	2	Mansfield	72560
3	Grand Prairie	55450	58377	60450	61900	63900	67240	67240	3	Irving	63900	67240	3	Ft Worth	71668
4	CFB	55435	57523	59000	61236	62848	66536	66536	4	Keller	62848	66536	4	Keller	71308
5	Arlington	55000	56736	58776	61000	62500	66401	66401	5	Frisco	62500	66401	5	Irving	71100
6	Denton	54750	56637	58581	60291	62211	65202	65202	6	Birdville	62211	65202	6	Arlington	69317
6	Lewisville	54750	56500	58397	60211	62179	64361	64361	7	Birdville	62179	64361	7	Carroll	68719
8	Birdville	54500	56381	58240	60159	62062	64119	64119	8	Lewisville	62062	64119	8	Grapevine	68117
8	Keller	54500	56370	58059	60110	61980	63850	63850	9	CFB	61980	63850	9	Grand Prairie	65963
10	Carroll	54300	56359	58050	60102	61559	63600	63600	10	Lewisville	61559	63600	10	DeSoto	65825
10	Coppell	54300	56095	58023	59809	61450	63390	63390	11	Denton	61450	63390	11	CFB	65720
10	Garland	54300	55950	57441	59550	61309	63227	63227	12	Carroll	61309	63227	12	Birdville	64361
13	Irving	54200	55486	57196	59346	61284	62939	62939	13	Carroll	61284	62939	13	Lewisville	64119
14	Ft Worth	54000	55349	57095	58295	60295	62295	62295	14	Garland	60295	62295	14	Frisco	63600
14	Frisco	54000	55246	56746	58246	59746	62041	62041	15	Grapevine	59746	62041	15	Denton	63390
16	Grapevine	52500	53400	55000	56900	59058	61446	61446	16	Duncanville	59058	61446	16	Garland	62295
17	DeSoto	52000	53300	54800	56500	59000	59605	59605	17	Little Elm	59000	59605	17	Duncanville	59605
17	Duncanville	52000	52500	54000	56000	58754	59000	59000	18	DeSoto	58754	59000	18	Little Elm	59000
19	Little Elm	51500	52200	53600	54975	56350	57625	57625	19	Richardson	56350	57625	19	Richardson	57625
20	Richardson	51000	**	**	**	**	**	**	20	Coppell	**	**	20	Coppell	**
21	Dallas	**	**	**	**	**	**	**	21	Dallas	**	**	21	Dallas	**

Why Does UEA Publish This Salary Comparison?

For the past 25 years, UEA has published a comparison of teachers' salaries from area school districts. 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. Just like our regular newsletter, this will be distributed to over 90,000 school employees.

**Numbers provided by Arlington ISD are average salaries for that year of experience. **Coppell ISD pays teachers on a salary range and Dallas ISD pays under a pay-for-performance scheme. Exact salaries cannot be determined.

**2019 ISD and Charter School Indirect Cost Rates
Effective July 1, 2018 - June 30, 2019**

CDN	LEA Name	Restricted Rate	Unrestricted Rate
057846	LEGACY PREPARATORY	4.074	14.351
057847	VILLAGE TECH SCHOOLS	4.784	15.321
057848	INTERNATIONAL LEADERSHIP OF TEXAS (ILT)	3.981	14.205
057849	TRINITY ENVIRONMENTAL ACADEMY	5.095	14.949
057850	PIONEER TECHNOLOGY & ARTS ACADEMY	4.003	15.175
057903	CARROLLTON-FARMERS BRANCH ISD	3.933	13.544
057904	CEDAR HILL ISD	5.104	15.780
057905	DALLAS ISD	5.155	13.221
057906	DESOTO ISD	5.421	13.732
057909	GARLAND ISD	4.355	10.407
057910	GRAND PRAIRIE ISD	4.006	12.169
057912	IRVING ISD	3.114	10.710
057913	LANCASTER ISD	5.641	15.645
057914	MESQUITE ISD	3.841	13.750
057916	RICHARDSON ISD	3.265	13.303
057919	SUNNYVALE ISD	2.776	18.907
057922	COPPELL ISD	4.783	13.714
058906	LAMESA ISD	5.206	18.034
059901	HEREFORD ISD	4.127	12.041
060902	COOPER ISD	3.562	17.514
060914	FANNINDEL ISD	4.695	14.945
061802	NORTH TEXAS COLLEGIATE ACADEMY	3.661	15.027
061804	LEADERSHIP PREP SCHOOL	3.386	14.728
061805	TRIVIUM ACADEMY	3.662	14.810
061901	DENTON ISD	3.298	12.986
061902	LEWISVILLE ISD	3.859	12.010
061903	PILOT POINT ISD	2.232	14.973
061905	KRUM ISD	3.664	17.126
061906	PONDER ISD	4.425	17.560
061907	AUBREY ISD	2.183	17.407
061908	SANGER ISD	4.318	11.500
061910	ARGYLE ISD	4.561	20.889
061911	NORTHWEST ISD	4.049	16.153
061912	LAKE DALLAS ISD	4.195	14.792
061914	LITTLE ELM ISD	4.606	16.333
062901	CUERO ISD	5.688	17.840
062902	NORDHEIM ISD	10.398	37.731
062903	YOAKUM ISD	2.626	10.284
062904	YORKTOWN ISD	5.453	20.715
062905	WESTHOFF ISD	5.392	34.062
062906	MEYERSVILLE ISD	6.572	21.838
063906	PATTON SPRINGS ISD	14.264	27.776
064903	CARRIZO SPRINGS CISD	6.717	20.945
065901	CLARENDON ISD	4.454	16.430
065902	HEDLEY ISD	7.349	23.074
066005	RAMIREZ CSD	5.156	27.316

Ann Windle School for Young Children

901 Audra Lane

Denton, Texas 76209

Denton I S D In-Kind Expense for Head Start 2017-2018

Head Start Students	193	68.56%
PPCD & Pre K students	89	31.44%
Total Ann Windle Students	282	100.00%
Head Start classrooms	11	61.11%
"Other" classrooms	7	38.89%
Total classrooms	18	100.00%

Type of Expense	Ann Windle Annual Cost paid by DISD (actual)	Allocated Head Start Program Cost paid by DISD	Percentage applied to Head Start
Denton Municipal Utilities-electric, water, waste	104,316	63,749	61.11%
Tru Green Lawn Service	6,340	3,874	61.11%
Building depreciation	133,930	81,846	61.11%
Custodial Service	80,749	49,347	61.11%
Facility cost (classroom %)	325,335	198,816	61.11%
Teachers-Other Programs	669,646	0	
Administration-Program Director, Adm Asst, reception	203,379	139,439	68.56%
Registered Nurse	58,307	39,976	68.56%
Librarian	23,764	16,293	68.56%
Counselor	32,971	22,605	68.56%
Diagnostician (Total 95 students served with 26 Head Start served)	91,125	24,941	27.37%
DISD Staff Salary cost (student % except the Diagnostician)	1,079,191	243,254	22.54%
Classroom-supplies, printshop	22,601	15,496	68.56%
Campus Administration-supplies, copiers, postage, printshop	8,179	5,608	68.56%
Staff Development	3,640	2,495	68.56%
Other operating-snacks, mileage, buses	1,838	1,260	68.56%
Other cost (student %)	36,258	24,859	68.56%
Total Public In-Kind (Denton ISD Local funds)	1,440,785	466,929	32.41%
Total Private In-Kind (38,715.35 HS Volunteer hours @ \$15.00 per hour)	580,730	580,730	100.00%
Grand Total In-Kind	2,021,516	1,047,660	51.83%

Indirect costs-

DISD Central Services staff assistance not included in above dollars:

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

Key Personnel Worksheet

Title	Salary	Sources
Executive Director	\$291,900.	Denton ISD General Operating Fund
Head Start Director	\$93,768.	Denton ISD General Operating Fund
Fiscal Director	\$ 155,500.	Denton ISD General Operating Fund

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

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



Office of Head Start

06CH7130 - DENTON INDEPENDENT SCHOOL DISTRICT
FY2019 - 07/01/2019-06/30/2020 - Non-Competing New

Head Start - Budget Categories

<i>Budget Category</i>	<i>Program Operations</i>	<i>Training Technical Assistance</i>	<i>Non-Federal Share</i>
Personnel	\$1,101,883	\$0	\$0
Fringe Benefits	\$168,802	\$0	\$0
Travel	\$0	\$9,100	\$0
Equipment	\$0	\$0	\$0
Supplies	\$70,284	\$0	\$0
Contractual	\$1,000	\$0	\$0
Construction	\$0	\$0	\$0
Other	\$30,810	\$12,066	\$348,486
Total Direct Charges	\$1,372,779	\$21,166	\$348,486
Indirect Charges	\$0	\$0	\$0
Total	\$1,372,779	\$21,166	\$348,486

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



Office of Head Start

06CH7130 - DENTON INDEPENDENT SCHOOL DISTRICT
FY2019 - 07/01/2019-06/30/2020 - Non-Competing New

Head Start - Summary

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Line Item Budget Total	\$1,372,779	\$21,166	\$348,486	27

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Personnel Total	\$1,101,883	\$0	\$0	27

Personnel: Child Health and Development Personnel

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Program Managers and Content Area Experts	\$59,765	\$0	\$0	1
Teachers / Infant Toddler Teachers	\$661,409	\$0	\$0	11
Teacher Aides and Other Education Personnel	\$251,027	\$0	\$0	11
Total	\$972,201	\$0	\$0	23

Personnel: Family and Community Partnership Personnel

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Other Family and Community Partnerships Personnel - Other Family and Community Partnerships Personnel	\$105,140	\$0	\$0	3

Personnel: Program Design and Management Personnel

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Managers - Facility Safety Manager	\$24,542	\$0	\$0	1

Fringe Benefits

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$19,514	\$0	\$0	
Health / Dental / Life Insurance	\$43,998	\$0	\$0	
Retirement	\$105,290	\$0	\$0	
Total	\$168,802	\$0	\$0	

Travel

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Staff Out-Of-Town Travel	\$0	\$9,100	\$0	

Supplies

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Office Supplies	\$2,950	\$0	\$0	
Food Services Supplies	\$11,350	\$0	\$0	
Other Supplies - Other Supplies	\$55,984	\$0	\$0	
Total	\$70,284	\$0	\$0	

Contractual

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Health / Disabilities Services	\$1,000	\$0	\$0	

Other

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Building and Child Liability Insurance	\$810	\$0	\$0	
Local Travel	\$0	\$1,800	\$0	
Volunteers	\$0	\$0	\$348,486	
Substitutes (if not paid benefits)	\$30,000	\$0	\$0	
Training or Staff Development	\$0	\$10,266	\$0	
Total	\$30,810	\$12,066	\$348,486	

Direct Costs

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Direct Costs Total	\$1,372,779	\$21,166	\$348,486	27



Office of Head Start

06CH7130 - DENTON INDEPENDENT SCHOOL DISTRICT
FY2019 - 07/01/2019-06/30/2020 - Non-Competing New

Head Start - Application Summary Items

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

1. Administrative Costs:

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

	<i>Amount</i>
Total Admin Cost	\$40,023.00
Total Budget	\$1,742,431.00
Admin as a % of Total Budget	2.30%

2. Non-Federal Share:

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

	<i>Amount</i>
Total Non-Federal Costs	\$348,486.00
Total Budget	\$1,742,431.00
Non-Federal Share as a % of Total Budget	20.00%

3. Average Class Size:

Average class size for CB Program Schedules that involve double sessions should be between 13 and 20.

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

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

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

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

	<i>Amount</i>
Total Hours of Service Per Child	1,135.00
Overall Cost Per Child Per Hour	\$7.95

5. Federal Personnel and Fringe Costs:

	<i>Amount</i>
Federal Personnel Cost	\$1,101,883.00
Federal Fringe Cost	\$168,802.00
Total Federal Budget	\$1,393,945.00
Federal Personnel Cost as a % of Total Federal Budget	79.05%
Federal Fringe Cost as a % of Total Federal Budget	12.11%
Federal Personnel plus Fringe Cost as a % of Total Federal Budget	91.16%

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

6. Fringe Rate:

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

	<i>Amount</i>
Total Fringe Cost	\$168,802.00
Total Personnel Cost	\$1,101,883.00
Total Fringe Cost as % of Total Personnel Cost	15.32%

7. Fringe Benefits:

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

Health / Dental / Life	Yes
Retirement	Yes

8. Out-of-Town Staff Travel:

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

	<i>Amount</i>
Out-of-Town Staff Travel Cost	\$9,100.00
Out-of-Town Staff Travel Cost Per Child	\$47.15

9. Case Loads:

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

Home Visitor Case Load	0.00
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10. Child and Adult Care Food Program (CACFP) Funds:

	<i>Amount</i>
CACFP Funding	\$156,520.00
CACFP Funding as a percentage of Total Federal Budget	11.23%



Office of Head Start

06CH7130 - DENTON INDEPENDENT SCHOOL DISTRICT

FY2019 - 07/01/2019-06/30/2020 - Non-Competing New

Other Funding

Other Funding Source

<i>Other Funding</i>	<i>Head Start</i>
Federal Funding	
1. Federal Child Care and Development Fund (CCDF)	\$0
2. Child and Adult Care Food Program (CACFP) Funds	\$156,520
3. Other Federal Funding	\$0
State Funding	
4. State Preschool Programs	\$0
5. Other State Funding	\$0
Local Government Funding	
6. School District Funding	\$0
7. Other Local Government Funding	\$0
Other Funding	
8. Tribal Government Funding	\$0
9. Fundraising Activities	\$0
10. Other	\$0
Total	\$156,520



SELF- ASSESSMENT

2018-2019

Policy Council Approved: 2/8/2019

Governing Board Approved:

FY 19 DISD HEAD START SELF-ASSESSMENT

The Denton ISD Head Start Self-Assessment process was developed using the current OHS Focus Area One and Focus Area Two Monitoring Protocols provided on the ECLKC.

- **Program Design/Management & Quality Improvement**

- **Designing, Monitoring, & Implementing Fiscal Infra-Structure**

- **Developing & Monitoring Effective ERSEA Strategies**

- **Designing, Monitoring, & Implementing Quality Education & Child Development Program Services**

- **Designing, Monitoring, & Implementing Quality Health Program Services**

- **Designing, Monitoring, & Implementing Quality Family & Community Engagement Services**

<u>KEY</u>
Teachers/Staff
Program Managers
Parents
Governing Board
Community Members

FY 19 DISD HEAD START SELF-ASSESSMENT

Program Design/Management and Quality Improvement

Purpose: The grantee designs a program that meets community needs and ensures a program, fiscal, and human resources structure that provides effective management and oversight of all program areas. This section focuses on the intentionality of the grantee’s program design and their ability to address the characteristics, strengths, and needs of children and families they serve. The purpose of this section is to gain a foundational knowledge of the grantee’s program design and structure. (This includes: Governance, Training, Identified Community Strengths/Needs, Program goals, Ongoing monitoring of progress, use of data for continuous improvement, and reporting.)

Approach: We created a shared google document template where each manager could help enter their collected input. We met with parents after a policy council meeting to gather input. One Board member gave input through the shared google doc. We surveyed teaching staff. We reviewed our program policies, procedures, and reports.

Strengths	Identified Needs
<p>Governing Board are HS Policy Council members and report back to entire Governing Board. HS reports are included and are voted for approval at all regular Governing Board meetings.</p> <p>Parents are actively involved in the Policy Council and Parent Committee.</p> <p>Trainings are provided: Roles & Responsibilities, Robert’s Rule of Order/Confidentiality, & Fiscal training.</p> <p>Program managers completed a thorough community assessment that helped to identify areas of need. They will align the new program goals to the needs identified through the CA, SA, and Strategic Plan.</p> <p>Governing board works closely with us in updating our By-Laws to align with Head Start standards and District policies and Procedures.</p> <p>I appreciate how two members of Denton ISD school board are involved in the Head Start Policy Council.</p> <p>Head Start Program Managers work to keep us informed as to what is going on in Head Start, including enrollment, budgeting etc. We are provided training such as Roles & Responsibilities, Rules of Order, as well as training on how to read and interpret the budget.</p>	<p>More detail could be provided to Board of incredible benchmarking and progress achieved by our HS students.</p> <p>We need to grow our Community representatives.</p> <p>Need to increase our number of parents that attend regularly to ensure that there is a parent representative for each Head Start Class.</p> <p>Continue to find ways to track/report progress along the way versus waiting for report time or grant time, etc. to chart the data (Ex: Quarterly reports).</p> <p>Provide more education to the teaching staff on program goals, report findings, policy council updates, etc.</p> <p>Need to finish updating our policies/procedures to align with the new standards.</p> <p>I don't know how, but I would love to see more parents attend the meetings.</p> <p>More knowledge and training needed on Head Start Performance standards for teaching staff.</p>

FY 19 DISD HEAD START SELF-ASSESSMENT

Designing, Monitoring, & Implementing Fiscal Infra-Structure

Purpose: The grantee will demonstrate the program’s development of their annual operating budget and strategies for the budget’s implementation, adjustments, and accountability. This section highlights the program’s intentionality in its fiscal capacity and management; how the program shares information with the director, managers, governing body, and policy council; and how the program uses data to make sound fiscal decisions and ensure fiscal and legal accountability.

Approach: Budget reports were reviewed, and input was gathered from key stakeholders for this area.

Strengths	Identified Needs
<p>The HS Budget is presented to Governing Board members as part of Policy Council.</p> <p>Oversight of HS budget is conducted by highly qualified accounting department employed by the district.</p> <p>Spending is aligned with the identified needs of the program for staff and students. Monthly reports are presented/approved. Guidelines are followed for spending (P.O.s, approved vendors, collecting appropriate number of quotes, etc.)</p> <p>TTA plan each year is aligned to the identified needs in professional development.</p> <p>At each meeting we receive budget updates and it is evident that sound budgeting practices are being implemented. At the beginning of the year we receive a training on how to review the budget. I feel that everything is transparent.</p>	<p>We are working with the district to get all our bilingual paraprofessionals on pay grade 2.</p> <p>Continue to figure out how we can get needed materials (Ex: CDA workbooks) when it isn’t an approved vendor.</p> <p>Additional qualified vendors that meet Federal regulations to be acquired by the District purchasing office.</p> <p>District business office processes continue to be refined in order to follow Federal regulations and provide timely services.</p>

FY 19 DISD HEAD START SELF-ASSESSMENT

Developing & Monitoring Effective ERSEA Strategies

Purpose: This section focuses on how the grantee ensures compliance with Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) program requirements. Specifically, the grantee will coordinate child files to enable the reviewers to monitor that eligible children and families are receiving Head Start services. The grantee also will demonstrate how the program monitors, tracks, analyzes, and uses child attendance data to support families in promoting individual child attendance and support the program in managing systematic program attendance issues.

Approach: We met with families, and surveyed our ERSEA committee, met with parents after a policy council meeting, and conducted one-on-one interviews with community members.

Strengths	Identified Needs
<p data-bbox="203 716 808 814">Member of the Governing Board sits on ERSEA committee and reviews compliance with program requirements.</p> <p data-bbox="203 848 732 982">This Governing Board is committed to early childhood education and understands and appreciates the value HS brings to the educational success of young children.</p> <p data-bbox="203 1016 787 1079">We are in our third year of implementing online enrollment.</p> <p data-bbox="203 1113 805 1142">Staff and parents are a part of the ERSEA process.</p> <p data-bbox="203 1176 797 1274">By conducting our round-up by child's last name, it decreased parents wait time for applying for our Head Start program.</p> <p data-bbox="203 1308 782 1407">ERSEA Team has bilingual staff members that bridge communication and knowledge of needs of our bilingual communities.</p> <p data-bbox="203 1440 797 1539">We have an additional Assistant Principal that is doing a great job with monitoring attendance on an ongoing basis for all programs on campus.</p> <p data-bbox="203 1572 727 1635">Flow chart used for training staff about the ERSEA process is very useful.</p> <p data-bbox="203 1669 685 1698">Enrollment process was very organized.</p> <p data-bbox="203 1732 721 1831">The Head Start program utilizes multiple resources to reach the communities about enrollment.</p>	<p data-bbox="833 716 1398 850">We need to work collaboratively with other entities to identify creative strategies that will illustrate to parents the importance of daily attendance.</p> <p data-bbox="833 884 1362 947">Work on and update attendance policy and procedures.</p> <p data-bbox="833 980 1377 1043">Continue to post round-up on Facebook Explore other facilities for hosting round-up.</p> <p data-bbox="833 1077 1417 1176">We need to look at the ESL/Bilingual trend and work with the district to come up with a plan to meet these needs.</p> <p data-bbox="833 1209 1408 1272">Continue to improve to fill all seats prior to the first day of school.</p> <p data-bbox="833 1306 1416 1407">Need to communicate with the parents about how/when their child will be tested so they can emotionally prepare their child for this.</p> <p data-bbox="833 1440 1395 1470">The online enrollment process is very lengthy.</p> <p data-bbox="833 1503 1386 1602">Continue to ensure that parents are aware of what documents are needed to apply for our Head Start program.</p>

FY 19 DISD HEAD START SELF-ASSESSMENT

Designing, Monitoring, & Implementing Quality Education & Child Development Program Services

Purpose: The grantee will demonstrate how their program provides a safe, well-organized learning environment that provides high-quality early education and child development services to a diverse group of families and children, including children with disabilities and dual language learners, to promote children’s growth across the areas of development described in the Head Start Early Learning Outcomes Framework (HSELOF). The grantee will share their intentionality in selecting a curriculum (or curricula) that meets the needs of the population served and aligns with the HSELOF. The grantee also will demonstrate the oversight and support the program provides to ensure teaching staff design and implement lesson plans and use effective teaching practices that align with the curriculum.

Approach: We surveyed teachers, met with parents after a policy council meeting, and conducted one-on-one interviews with community members.

Strengths	Identified Needs
<p>This district is very fortunate to have outstanding Special Education, Bilingual/ESL and Curriculum Departments. Reports are given to the Board regarding best practices, professional development and outcomes.</p> <p>Ready Rosie Share and SEE SAW are great home-school connection tools.</p> <p>We have certified Teaching staff. The district provides them with great PD opportunities and resources.</p> <p>TTESS and CLASS are great tools that we use to help to us determine what PD is needed, what coaching is needed, etc.</p> <p>District provides teachers with a variety of resources to use in order to differentiate for students based on individual needs.</p> <p>The Head Start team are provided with opportunities and resources for professional development.</p> <p>Conducting home visits builds rapport with families.</p>	<p>Parents would like more frequent updates on the progress their children are making instead of just the 3 wave CLI reports, etc.</p> <p>Parents would like more resources on how they can help at home.</p> <p>To encourage teachers to individualize homework assignments for students based on individual needs.</p> <p>Provide more STEM trainings for staff on campus.</p> <p>More parenting classes on how parents can help their child learn while at home and strengthen the use of district provided programs like Ready Rosie.</p> <p>Provide more in-depth trainings to teachers to utilize resources such as See Saw or Remind 101 to inform parents of school-wide activities.</p>

FY 19 DISD HEAD START SELF-ASSESSMENT

Designing, Monitoring, & Implementing Quality Health Program Services

Purpose: Grantees will share how the program supports, implements, and monitors high-quality health program services (health, oral health, mental health, & nutrition) that are developmentally, culturally, and linguistically appropriate to support children’s growth and school readiness. This area also helps to promote that safety practices are put in place that will ensure safety for all.

Approach: The Health Specialist analyzed past data collected in health services over the past 1-2 years, considered the Community Assessment, and collected opinions from staff members, parents, community members, and the Health Services Advisory Committee.

Strengths	Identified Needs
<p>Head Start screenings completed within regulatory time limits.</p> <p>We now have an enthusiastic health specialist who intends to stay at campus, which will decrease turnover and increase consistency in providing services.</p> <p>Teachers are enthusiastic regarding assisting in meeting health goals and increasing student wellness.</p> <p>We have a welcoming atmosphere with RN on campus.</p> <p>Nurse has provided frequent CPR classes, staff trainings, and parent trainings.</p> <p>Flu shots were available on campus for staff.</p> <p>Frequent walk-throughs and building safety checks are conducted.</p> <p>Building safety concerns are addressed quickly.</p> <p>Health Screening helps parents to find out about child’s needs.</p>	<p>Staffing turnover has led to systems breakdown in tracking and following up on student needs.</p> <p>Continue to expand partnerships (MOUs).</p> <p>Facility maintenance completed in an economically and timely manner. i.e.: window tint</p> <p>Screening completed by regulatory due dates, but screening delays lead to delay in referrals which lead to delays in correction and lost learning time.</p> <p>Due to student population having high occurrence of adverse traumatic events, there is a need to address mental health concerns.</p> <p>Need clearer policy for managing illnesses and education on that policy.</p> <p>Screening process takes too much time from classroom. More health classes needed for parents and students.</p> <p>More resources needed for low-income families, both for students’ care and parents’ care.</p> <p>Need resources for insurance options.</p> <p>Parents feel hassled regarding getting paperwork in and with follow-ups.</p>

FY 19 DISD HEAD START SELF-ASSESSMENT

Developing/Monitoring Quality Family & Community Engagement Program Services

Purpose: The grantee will demonstrate how the program integrates family engagement and support strategies into all systems and provides program services to support family well-being and promote school readiness. The grantee will discuss how it uses data at the individual and program levels to promote progress toward family outcomes. Programs work to address identified family needs and leverage community partnerships and resources.

Approach: We met with parents after a policy council meeting, surveyed teachers, and conducted one-on-one interviews with community members.

Strengths	Identified Needs
<p>Partnerships with AgriLife Extension Services and the DISD Adult Education Dept., etc. help to provide quality parent education classes.</p> <p>We have bilingual staff that can help to translate our written and spoken communications.</p> <p>We maintain high levels of volunteer hours at our campus.</p> <p>We provide a wide variety of classes and activities for parents and students to attend.</p> <p>We provide a wide variety of classes and activities that interest the parents.</p> <p>This HS program is fortunate to have an outstanding leader. This program is devoted in supporting family well-being by having classes.</p> <p>Program leader over the PFCE is very involved with our parents by organizing and assisting our meetings and helping increase involvement in school activities.</p>	<p>Parents would like classes offered on student differences and awareness of special education needs.</p> <p>Since English classes are offered to parents, parents would like to see some Spanish classes offered as well.</p> <p>Be sure to have all communications proofed for accuracy and have them sent out in adequate time before an event.</p> <p>PIR data shows that we have many parents in need of a GED. We need to look at this percentage and try to plan for classes.</p> <p>Continue to expand on ways to track family outcomes in this area.</p> <p>Continue to include teachers in helping to plan campus-wide events.</p> <p>More parenting classes on how to help children learn while at home and strengthen the use of programs like Ready Rosie.</p> <p>More effective utilization of ways to inform families about programs available using various mediums. i.e.: Facebook and flyers.</p> <p>Find ways to expand attendance to classes in new ways. i.e.: Facebook live, recorded classes to watch later, etc.</p>



SELF-ASSESSMENT

Program Improvement Plan

2018-2019

Policy Council Approved: 2/8/19
Governing Board Approved:

HEAD START SELF-ASSESSMENT PROGRAM IMPROVEMENT PLAN 2018-2019

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- **PROGRAM DESIGN/MANAGEMENT & QUALITY IMPROVEMENT**

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- **DESIGNING, MONITORING, & IMPLEMENTING QUALITY EDUCATION &
CHILD DEVELOPMENT PROGRAM SERVICES**

- **DESIGNING, MONITORING, & IMPLEMENTING QUALITY HEALTH PROGRAM SERVICES**

- **DESIGNING, MONITORING, & IMPLEMENTING QUALITY FAMILY & COMMUNITY
ENGAGEMENT SERVICES**

PROGRAM DESIGN/MANAGEMENT & QUALITY IMPROVEMENT

PROGRAM AREA RECOMMENDATION(S):

To create written Policies and Procedures that are aligned with the new Head Start Performance Standards.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
Continued	1.Using the templates that have been created, Managers will finish updating our current Written Plans by creating Policies & Procedures that align with the New Head Start Performance Standards.	Program Managers	Written Plans New Standards Created templates Head Start Act Monitoring Protocols	October 2019	Completed documents approved by the Policy Council and the Board.

DESIGNING, MONITORING, & IMPLEMENTING FISCAL INFRA-STRUCTURE

PROGRAM AREA RECOMMENDATION(S):

To establish a policy and procedure on what process that the district would want us to follow regarding Standard 1303.12 Insurance and bonding that states that “an agency must have an ongoing process to identify risks and have cost-effective insurance for those identified risks.”

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
Continued Expand	<p>1. Conduct meeting with key district personnel and the insurance company to get a better understanding of the insurance policy and processes to follow.</p> <p>2. Create a binder of information on our insurance policy to depict clear next steps to take</p> <p>3. Train key staff on the steps to follow for how/when to file a claim.</p>	<p>Director</p> <p>Fiscal Manager</p> <p>District Personnel</p> <p>Campus Nurse</p>	<p>Current Insurance policy</p> <p>New Head Start Standards</p> <p>Data that shows which families have Medicaid, private insurance, no insurance, etc.</p>	August 2019	<p>Binder for insurance information</p> <p>Meeting dates & minutes</p> <p>Log of Head Start student accident reports</p> <p>Policy and Procedures updated</p>

DEVELOPING & MONITORING EFFECTIVE ERSEA STRATEGIES

PROGRAM AREA RECOMMENDATION(S):

By January 2020, Denton ISD Head Start school daily attendance will increase by 10 percent.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
New	<p>1. Staff meets with parents and district personnel who will hopefully change behavior and attitude about attendance.</p> <p>2. Attendance letters are mailed to home.</p> <p>3. School-wide incentives for perfect attendance every nine weeks.</p> <p>4. Monitor teacher's call logs for unexpected absences.</p> <p>5. Update attendance success plan.</p>	ERSEA Specialist, ERSEA committee, and Denton ISD Attendance Coordinator	ADA report, Daily Attendance Individual report, Policy council monthly attendance report.	August 2019- May 2020	Review Individual Attendance report weekly, Monitor Policy council monthly attendance reports.

**DEVELOPING, MONITORING, & IMPLEMENTING
QUALITY EDUCATION & CHILD DEVELOPMENT PROGRAM SERVICES**

PROGRAM AREA RECOMMENDATION(S):

Program team will provide educational classes for teachers and parents to help promote our Parent Curriculum and to enhance the learning environment at home throughout the school year.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
New	1. Meet with teachers 2. Train teachers on expectations for Ready Rosie, See Saw, and CLI Engage 3. Assess what Access is needed for parents 4. Kick Off meeting with parents (orientation)	Education Specialist, Social Service Specialist, PFCE Specialist Teachers	District provided resources: Ready Rosie, CLI Engage, and See Saw	Oct, Feb, May	CLI wave data Track parent usage for See Saw and Ready Rosie by running reports

**DESIGNING, MONITORING, & IMPLEMENTING
QUALITY HEALTH PROGRAM SERVICES**

PROGRAM AREA RECOMMENDATION(S):

Ensure all families will have knowledge of the resources needed and available to have all preventative care up-to-date prior to entering kindergarten.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
New	<p>1. Refine system to better track and follow up on health needs.</p> <p>2. Implement system for follow-up with families to ensure they have acquired or are aware of resources for acquiring all scheduled preventative care prior to end of age 4 year.</p>	Health Specialist	<p>District provided software programs</p> <p>District Health Services</p> <p>HSAC committee</p> <p>MOU partnerships</p>	Now - May 2020.	<p>Kindergarten vaccination reports</p> <p>Excel spreadsheet reports tracking screening, vaccinations, recommended preventative care, contact efforts</p>

DESIGNING, MONITORING, & IMPLEMENTING QUALITY FAMILY & COMMUNITY ENGAGEMENT SERVICES

PROGRAM AREA RECOMMENDATION(S):

PFCE Specialist will increase participation and provide parenting classes to promote family well-being throughout the school year.

- Employment: to increase parents as advocates and leaders
- Mental Health Care: to improve parent/child relationships
- Housing: to connect with peers and community

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
New	<p>1. Contact community agencies (Texas Workforce, etc.) to provide skills to parents.</p> <p>2. Research curriculum to teach parents to advocate for themselves.</p> <p>3. Publicize available classes across multiple media resources.</p>	PFCE Specialist	<p>Texas Workforce Agency</p> <p>School Registered Nurse</p>	Feb 6, 2019 - Feb 6, 2020	<p>Class sign-up sheets.</p> <p>Parenting class evaluation surveys.</p>



*Ann Windle School for Young Children
901 Audra Lane
Denton, TX 76209
(904) 369-3900*

March 22, 2019

*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, along with DISD board members, met on March 22, 2019. The purpose of this meeting was to review the 2019-2020 Head Start Refunding Grant including COLA. 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 2019-2020 school year for the following.

- 1. Program Operations in the amount of \$1,348,903*
 - 2. Training and Technical Assistance in the amount of \$21,166*
 - 3. Cost of Living Adjustment (COLA) in the amount of \$23,876*
- Total Grant amount for 2019-2020 school year: \$1,393,945*

The Policy Council also authorizes those making application for any other additional funds for which the program has reasonable needs for the 2019-2020 school year.



Arleth Cornejo

Arleth Cornejo
Policy Council Chair
Head Start Program
Denton ISD

DENTON INDEPENDENT SCHOOL DISTRICT
ANN WINDLE SCHOOL FOR YOUNG CHILDREN
POLICY COUNCIL MEETING
Friday, March 22, 2019
8:30 A.M. MINUTES

Let the record show that quorum was established. The meeting was called to order by President, Arleth Cornejo, at 8:31am.

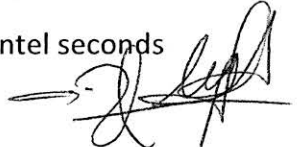
Attendees: Frances Martin, Monica Castro, Sharonda Medford, Jasmine Gunn, Maribel Suarez, Mierya Bonilla, Edna Hoyos, Mia Price, Arleth Cornejo, Charles Stafford, Angela Hellman, Sandra Castaneda, Lisa Sutton, Julia Losoya, Mary Beth Bowman, Kay Hill, Judy Pimentel

Old Business:

- Approval of February 8, 2019 minutes.
Motion was made by Edna Hoyos. Monica Castro seconds the motion. All in favor: unanimous. February 8, 2019 minutes approved.

New Business:

- Parent Committee share time- Sharonda Medford
Parent committee informed members about date of next Policy Council meeting and PTA meeting. They started planning for field day. PTA came up with countries for each class field day.
- Director's Report- Hellman
Director's Report reviewed by committee. Sharonda, Edna
- Board Agenda items: **February** Meal Count, Enrollment/Attendance, Volunteer hours, and Financial Reports.
Motion was made by Sharonda Medford. Sandra Castaneda seconds the motion. All in favor: unanimous. February Board Agenda items approved.
- Information Memorandum (IM) ACF-IM-HS-19-01 Disaster Relief- Hellman
Hellman shares IM. Will post on board.
- **Approval** of Strategic Plan 2019-2020- Hellman
Hellman shares Strategic Plan 2019-2020: 2 main program goals, tracking data on school readiness goals & PFCE goals.
Edna Hoyos moves that we approve Strategic Plan 2019-2020. Judy Pimentel seconds the motion. All in favor: unanimous. Strategic Plan 2019-2020 approved.


Arleth Cornejo

- **Approval of FY 19 TTA Plan- Bowman**
Bowman shares goal and action plan, estimated costs, and trainings.
Mia Price makes first motion to approve the FY 19 TTA Plan. Edna Hoyos seconds motion. All in favor: unanimous. FY 19 TTA Plan approved.
- **Approval of the Attendance Policy Plan- Sutton**
Edna Hoyos makes first motion to approve the Attendance Policy Plan. Judy Pimentel seconds motion. All in favor: unanimous. Attendance Policy Plan approved.
- **Approval of Updated Selection Criteria- Sutton**
Sutton presents updated selection criteria for review & approval.
Charles Stafford makes first motion to approve Updated Selection Criteria. Sharonda Medford seconds motion. All in favor: unanimous. Updated Selection Criteria approved.
- **Approval of Family Service Strategic Plan- Sutton**
Edna Hoyos makes first motion to approve Family Service Strategic Plan. Judy Pimentel seconds motion. All in favor: unanimous. Family Service Strategic Plan approved.
- **Approval of FY 19 Baseline Grant- Hellman**
Hellman goes over all sections of FY 19 Baseline Grant. Hellman shares the Head Start-Budget Categories with council.
Edna Hoyos moves to approve FY 19 Baseline Grant. Charles Stafford seconds motion. All in favor: unanimous. FY 19 Baseline Grant approved.

Additional information:

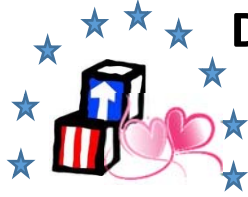
- Mark your calendars:
*April Parent Committee meeting: **Friday, April 5, 2019** at 8:20am
*April Policy Council meeting: **Friday, April 12, 2019** at 8:20am

Adjourn

Meeting adjourned at 9:29 A.M. by Arleth Cornejo.



Arleth Cornejo



DENTON ISD HEAD START PROGRAM

901 AUDRA LANE. DENTON, TX. 76209

ANNUAL REPORT 2017-2018

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

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

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

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

ENROLLMENT

Funded Enrollment: 193
Total number of Children Served: 219
Average Monthly Enrollment: 100%
Total % of eligible families served: 93%

Of the 219 families that were enrolled, 101 were two-parent families. 158 had a family income below 100% of the federal poverty level. 4 received public assistance such as SSI, or TANF. 9 were in foster care, 11 were homeless, 0% were between 100% - 130% of the federal poverty level and 0% were over-income as allowed by law.

COMMUNITY PARTNERS

COMMUNITY SERVICES
FOSTER GRANDPARENTS
DENTON CITY COUNTY DAY SCHOOL
CUMBERLAND PRESBYTERIAN CHILDREN'S HOME
FAITH TABERNACLE CHURCH
FRIENDS OF THE FAMILY
HOPE INC.
INTERFAITH
TWU GROSS MOTOR PROGRAM
UNT PLAY THERAPY
KIWANIS CLUB
UNITED WAY
WIC
DISD ADULT ED ESL/GED PROGRAMS
ONCE UPON A CHILD

WE ARE WORKING WITH OUR COALITION TO BECOME A SCHOOL- BASED COMMUNITY. WE NOW HAVE A FOOD 4 KIDS PROGRAM AND A CLOTHES CLOSET ON CAMPUS.

The Program received a COLA (Cost of Living Allocation) in the amount of \$13,017 which was used exclusively for salaries, which enabled us to increase proposed budget in the supplies and technology areas.

PROPOSED BUDGET	
Payroll/Subs:	\$1,281,223
Training:	21,166
Classroom supplies & Technology:	13,050
Classroom snacks:	16,500
Head Start Insurance:	810
Mental Health Consultant:	1,700
Furniture:	1,437
Total:	\$1,335,886

ACTUAL EXPENDITURES	
Payroll/Subs:	\$1,244,157
Training	21,166
Classroom Supplies & Technology:	23,356
Classroom Snacks:	15,756
Head Start Insurance:	810
Mental Health Consult:	1669
Funds Not Expended:	28,972
Total:	1,335,886

FINANCIAL AUDIT
The Denton ISD Annual financial audit for the year ending June 30, 2017 was conducted by Hankins, Eastup, Deaton, Tonn & Seay. The audit in its entirety can be found at: https://www.dentonisd.org

RACE & ETHNICITY	HISPANIC OR LATINO ORIGIN	NON-HISPANIC OR NON-LATINO ORIGIN
American Indian or Alaska Native	3	1
Asian	0	7
<i>Black or African American</i>	1	58
<i>Native Hawaiian or Pacific Islander</i>	1	0
<i>White</i>	87	35



PRIMARY LANGUAGE OF FAMILY AT HOME	
<i>English</i>	94
<i>Spanish</i>	91
<i>Middle Eastern & South Asian Languages</i>	6
<i>East Asian Languages</i>	1
<i>African Language</i>	1



HEALTHY CHILDREN

Each child is required to have a physical and dental exam within 90 days of enrollment in the Head Start Program. Good health is critical in a child's development. Our campus has a full-time Registered Nurse (RN) who also serves as the Head Start Health Specialist. The RN ensures that each child has received regular dental and physical exams and meets the needs of students with acute and chronic health needs. During the 2017-2018 school year, health screening including hearing, vision, height and weight were performed on each Head Start Student.

INSURANCE	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Enrolled in Medicaid and/or CHIP	175/90.6%	187/96.8%
Private insurance	1/.52%	1/.52%
No insurance	17/8.8%	5/2.6%
Up to date on a schedule of age-appropriate preventive and primary health care	181/93.8%	189/97.9%

IMMUNIZATIONS	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Up to date	191/98.9%	191/98.9%
Exempt	2/1.03%	2/1.03%

BODY MASS INDEX	# OF CHILDREN AT ENROLLMENT
Underweight	3/1.5%
Healthy weight	120/62.2%
Overweight	36/18.6%
Obese	34/17.6%



DENTAL	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Continuous, accessible dental care provided by a dentist	181/93.8%	189/97.9%
Receiving preventative care	181/93.8%	189/97.9%

SCHOOL READINESS



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

Classroom Management: PBIS, Energy Bus, Bucket fillers, Fish Philosophy, Pillars of Character

Dual Language Model: Gomez and Gomez
Developmental

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

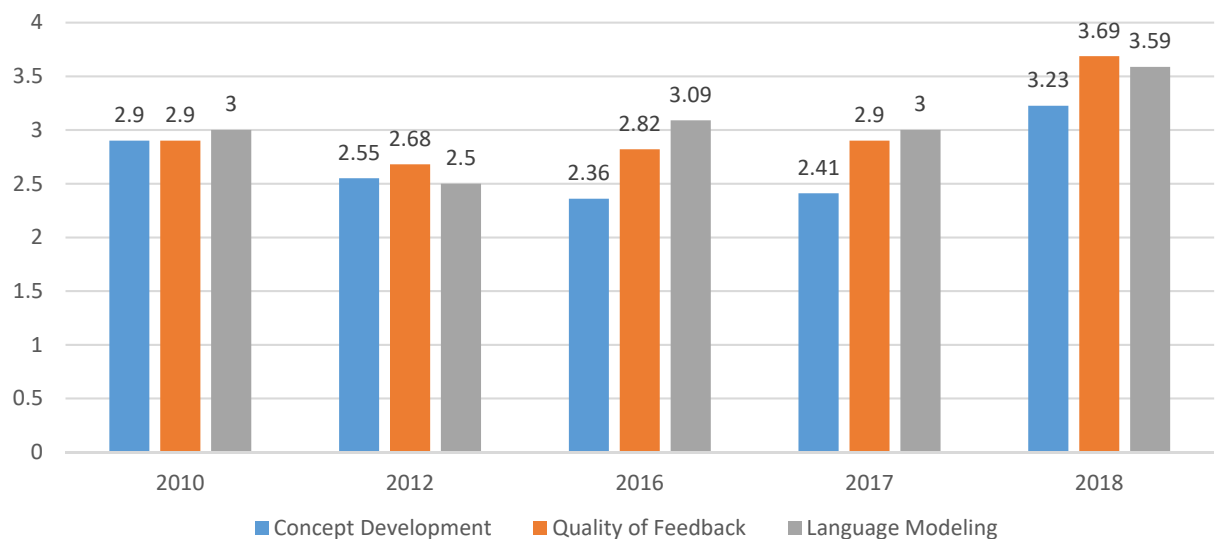
Ongoing Monitoring: TSR CLI Engage, Student Portfolios

Ongoing Teacher Support: Denton ISD Pacing Guides, PLCs, TTESS Tools, Instructional Coaching/ Support

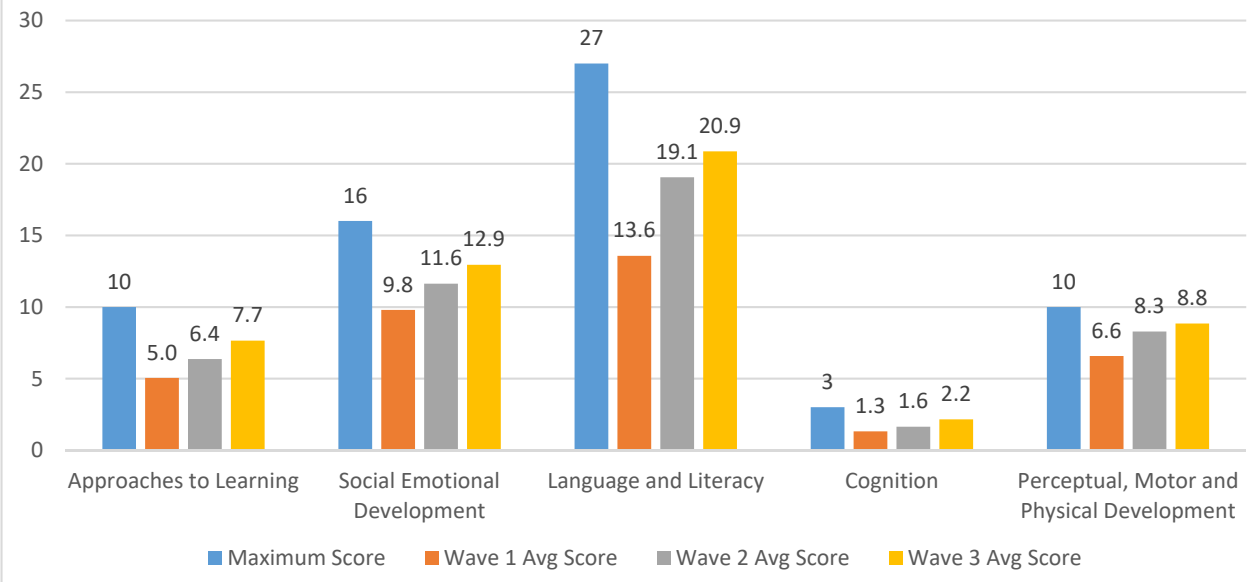
Kindergarten Transition Activities:

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

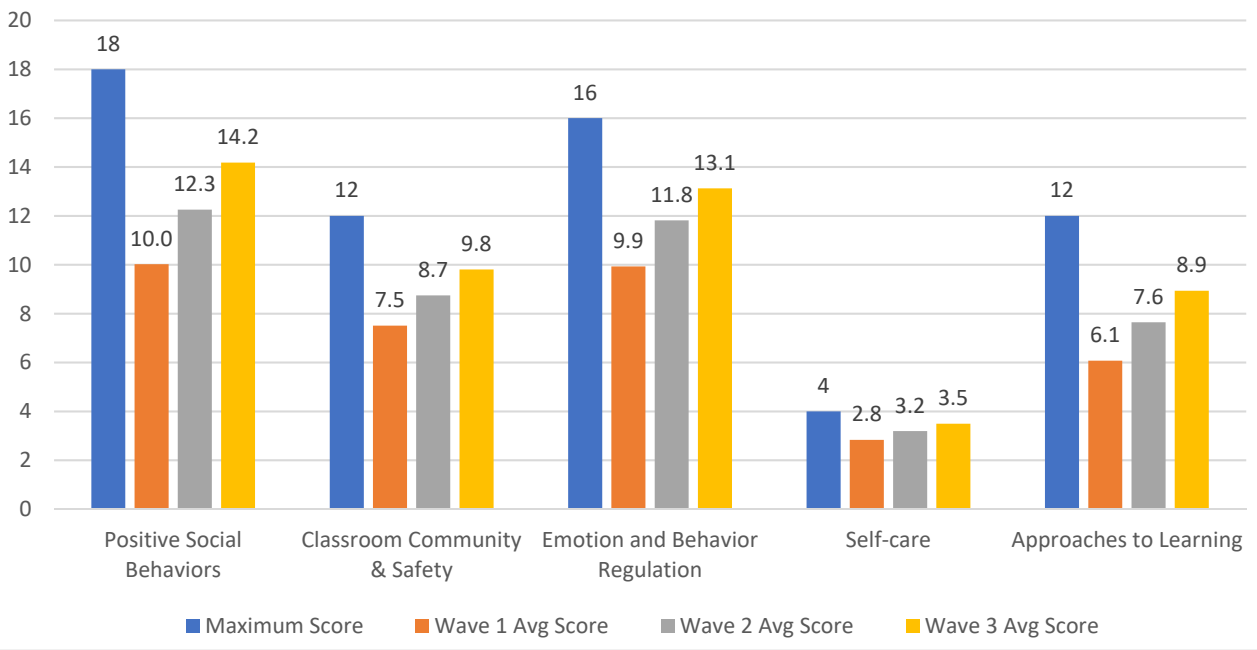
DISD CLASS Instructional Support Domain Data



FY18 Denton ISD Head Start School Readiness Outcomes (CLI Progress Monitoring)



FY18 DISD Head Start CLI Social Emotional Growth Report



PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Month	Head Start Volunteer Hours	In-Kind Dollar Value (hrs * 15.00 ea)
Aug/Sept	5,871.22	88,068.30
October	3,855.40	57,831.00
November	2,383.32	35,749.80
December	11,019.33	165,289.95
January	2,856.27	42,844.05
February	2,793.25	41,898.75
March	3,370.88	50,563.20
April	3,428.28	51,424.20
May	3,137.40	47,061.00
Total	38,715.35	580,730.25



PARENT CLASSES OFFERED	ATTENDANCE
ESL	17
Eating the Rainbow on my Plate	11
Nutrition/Walk Across Texas	10
Child Behavior	13
Families Reading Everyday (FRED)	14
FRED Celebration	10
Choose Your Foods (Diabetes)	12
Marriage Adjustment	3
Hygiene	6
Budget Class	6
Creating Safe and Healthier Meal	15
Health & Wellness Program	3
A Fresh Start/Healthier You	13
Parent Café	44

SCHOOL WIDE ACTIVITIES	ATTENDANCE
Grandparent's Day	83
Dunkin' with Dearest	60
Hat Parade	34
Project Adoption	All students
Make It Take It	All students
Santa Day	All students
Black History Presentation	All students
Heart with Dearest	60
Rodeo Day	All students
Week of the Young Child	All students
Cinco de Mayo	All students
Saving more at Grocery Store	3
Field Day	All students
Volunteer Reception	18

Disabilities and Mental Health Services



During the 2017-18 school year the Denton ISD Head Start Program began the year with 5 returning students identified as eligible for special education services. At the start of the school year, 4 students were found to have been identified as eligible for special education while enrolled in another district program resulting in a total of 11 students eligible due to a disability on 8/16/2017. By January of 2018, the program had identified 10 additional students as having a disability through the RTI/Referral process. The program ended with a total of 29 students identified as having a disability.

The Disability Specialist implemented the procedure of completing the district's Universal Screener Report immediately after scoring the DIAL-4 used as the required screener. Information was also gathered from a review of the Ages and Stages Questionnaire 3rd Edition and the Disabilities Information Form. Both forms were completed by parents during Round-Up.

Mental Health Services continue to be provided by the district with the district providing a licensed professional counselor 2.5 days a week. Among the duties of the counselor are the provision of class lessons related to targeted character traits. The program continues to work with the University of North Texas to provide Play Therapy to students who demonstrate a need.

MENTAL HEALTH SERVICES PROVIDED	
Number of children that the mental health professional consulted with Head Start staff about the child's behavior/mental health	20
Number of children that the mental health professional consulted with the parent/guardian about the child's behavior/mental health	3
Number of children that the mental health professional provided an individual mental health assessment	1
Number of children that the mental health professional facilitated a referral for mental health services	10

NUTRITION

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

SECTION 1

PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

SUB-SECTION A: GOALS

1.(a-c) Our Program Goals, Measurable Objectives, Expected Outcomes, and Expected Challenges can be found in the charts below.

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 1- Head Start daily attendance will increase by 10 percent by Jan. 2020	10 % increase in daily attendance				
-Activities or Action Steps: <ul style="list-style-type: none"> Staff and district personnel meet with parents Attendance letters mailed School-wide incentives for perfect attendance each 9 weeks Monitor teacher’s call logs Update attendance success plan 					
-Data, Tools, or Methods for tracking Progress: ADA reports, Daily Attendance Individual reports, Policy Council monthly attendance report					
-Expected Challenges: Parents having a better understanding of the importance of attendance, Parent participation/buy-in that attendance is the foundation for the child’s education, and for family service staff putting a system in place to efficiently monitor absences					

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 2- Refine our systems to better track & follow-up on health needs.	System will be in place to determine the percentage of students who have received their age-based recommended immunizations and THSteps check-ups by the end of the school year.				
-Activities or Action Steps: <ul style="list-style-type: none"> • Determine ages when THSteps recommendations are due • Determine additional data needed to be tracked • Create Excel spreadsheet to track data • Create alerts for when requirements are due • Develop a system of notifying parents that recommended care is due • Determine how to track if care is completed and ways of encouraging parents to complete care 					
-Data, Tools, or Methods for tracking Progress: Health data currently being collected by Health Specialist, birthdates, and other data determined to be needed will be collected in an Excel spreadsheet which will be set up to alert deadlines and dates of recommended care					
-Expected Challenges: Parental motivation to comply with recommendations (We will determine ways to educate parents on importance of recommended care and determine other ways to increase motivation to get care.)					

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 3- To conduct data reviews on student progress on School Readiness goals using the CLI engage tool after each wave.	Teachers will use the data to plan their instruction. 75% of the students will meet the benchmark for their age by the end of the program year.				
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • More training provided to Instructional staff on the administration process of the CLI engage assessment tool • Create a data wall where results from each wave are posted by class • Conduct quarterly data reviews with the classroom teacher to identify areas of strength and need • Form intervention groups and plan for individualized instruction • PLC meetings will be held to review data • Graph progress on school readiness goals for all waves to depict yearly progress 					
<p>-Data, Tools, or Methods for tracking Progress:</p> <p>Classroom teachers will administer the CLI engage assessment using i-pads or chrome books, Data will be pulled from the CLI engage data base, Data wall will be created</p>					
<p>-Expected Challenges:</p> <p>Aggregating and disaggregating data can be time consuming, finding time to meet with instructional staff on an ongoing basis can be difficult, and keeping the data wall up to date</p>					

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 4- Refine our systems on tracking progress toward family goals	Systems will be in place that will depict family progress made during the school year toward their goals in a measurable way.				
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Break down the case load of families between the PFCE specialist and Social Service staff to decrease the case load for better monitoring • Staff meet with parents • Monitor home visit reports for updates on family goal progress • Goal letters sent home • Align education classes to family needs to help them to master their goals 					
<p>-Data, Tools, or Methods for tracking Progress: Google doc reports, Ready Rosie reports, Home visit forms, community resources, Educational class surveys</p>					
<p>-Expected Challenges: Parental motivation to keep focus on their goals to improve family well-being and Getting parents to attend educational classes</p>					

PROGRAM GOAL 2: To align our education classes with the identified needs for our Parents, Staff, and Students.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 1- Using the data that was collected from families during enrollment, the top 5 needs will be identified in order to plan parent education classes.	Top 5 needs will be identified, and classes will be planned accordingly. Family progress in these areas will be tracked to show progress.				
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Conduct family interest survey during enrollment • Choose the top 5 needs to design classes based on the interest survey • Design effective recruitment strategies for classes • Implement Parent Classes • Identify community resources and facilitators needed for classes • Evaluate the classes • Create or revise evaluation form 					
<p>-Data, Tools, or Methods for tracking Progress: Google Doc Reports, Pre/Post Evaluations, Emails, Flyers, Digital Media, Interpersonal Skills, Facebook</p>					
<p>-Expected Challenges: Parental motivation to come to classes and keep them focused Showing how participation will increase knowledge of the family well-being and how it ties into their family goals</p>					

PROGRAM GOAL 2: To align our education classes provided with the identified needs for our Parents, Staff, and Students.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 2- To increase family participation in the Ready Rosie Parent Curriculum.	Engagement will increase to 50% and we will learn how to utilize the data that can be pulled to show activity aligned with the ELOF.				
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Have Ready Rosie come out and provide more training with our Managers/Instructional staff/Parents • Meeting with teachers to make sure they are clear on expectations for this implementation • Including this topic in the Parent Orientation • Providing Parent classes utilizing Ready Rosie Parent Curriculum sessions 					
<p>-Data, Tools, or Methods for tracking Progress: Ready Rosie program provided by DISD and Data that tracks usage</p>					
<p>-Expected Challenges: Getting all parents signed up in a timely manner, learning how to disaggregate and use the data efficiently, and allotting time for teachers to get more training/get parent accounts set up/fully using this tool to the extent it is designed</p>					

PROGRAM GOAL 2: To align our education classes provided with the identified needs for our Parents, Staff, and Students.					
Progress, Outcomes, and Challenges					
MEASUREABLE OBJECTIVE	YEAR 1 Expected Outcomes	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Objective 3- To provide Health Education to our Parents, Staff, and students based on identified needs.	Increased number of educational opportunities will be provided which helps to increase knowledge on health needs and techniques.				
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Survey teaching staff regarding student’s health education needs • Request parent input regarding health education needs and delivery options • Prioritize identified needs • Plan classes to be provided by Health Specialist or outside health partners in accordance with determined needs. • Explore and experiment with alternatives to live classes for parent education. • Continue CPR/first aid classes for staff • Continue required and requested staff education 					
<p>-Data, Tools, or Methods for tracking Progress: Record education provided and survey adult attendees regarding effectiveness</p>					
<p>-Expected Challenges: Finding time to provide education that is convenient for attendees when Health Specialist is available for teaching, Coordinate staff schedules for education, Coordinating class schedules for student education</p>					

**2019 ISD and Charter School Indirect Cost Rates
Effective July 1, 2018 - June 30, 2019**

CDN	LEA Name	Restricted Rate	Unrestricted Rate
057846	LEGACY PREPARATORY	4.074	14.351
057847	VILLAGE TECH SCHOOLS	4.784	15.321
057848	INTERNATIONAL LEADERSHIP OF TEXAS (ILT)	3.981	14.205
057849	TRINITY ENVIRONMENTAL ACADEMY	5.095	14.949
057850	PIONEER TECHNOLOGY & ARTS ACADEMY	4.003	15.175
057903	CARROLLTON-FARMERS BRANCH ISD	3.933	13.544
057904	CEDAR HILL ISD	5.104	15.780
057905	DALLAS ISD	5.155	13.221
057906	DESOTO ISD	5.421	13.732
057909	GARLAND ISD	4.355	10.407
057910	GRAND PRAIRIE ISD	4.006	12.169
057912	IRVING ISD	3.114	10.710
057913	LANCASTER ISD	5.641	15.645
057914	MESQUITE ISD	3.841	13.750
057916	RICHARDSON ISD	3.265	13.303
057919	SUNNYVALE ISD	2.776	18.907
057922	COPPELL ISD	4.783	13.714
058906	LAMESA ISD	5.206	18.034
059901	HEREFORD ISD	4.127	12.041
060902	COOPER ISD	3.562	17.514
060914	FANNINDEL ISD	4.695	14.945
061802	NORTH TEXAS COLLEGIATE ACADEMY	3.661	15.027
061804	LEADERSHIP PREP SCHOOL	3.386	14.728
061805	TRIVIUM ACADEMY	3.662	14.810
061901	DENTON ISD	3.298	12.986
061902	LEWISVILLE ISD	3.859	12.010
061903	PILOT POINT ISD	2.232	14.973
061905	KRUM ISD	3.664	17.126
061906	PONDER ISD	4.425	17.560
061907	AUBREY ISD	2.183	17.407
061908	SANGER ISD	4.318	11.500
061910	ARGYLE ISD	4.561	20.889
061911	NORTHWEST ISD	4.049	16.153
061912	LAKE DALLAS ISD	4.195	14.792
061914	LITTLE ELM ISD	4.606	16.333
062901	CUERO ISD	5.688	17.840
062902	NORDHEIM ISD	10.398	37.731
062903	YOAKUM ISD	2.626	10.284
062904	YORKTOWN ISD	5.453	20.715
062905	WESTHOFF ISD	5.392	34.062
062906	MEYERSVILLE ISD	6.572	21.838
063906	PATTON SPRINGS ISD	14.264	27.776
064903	CARRIZO SPRINGS CISD	6.717	20.945
065901	CLARENDON ISD	4.454	16.430
065902	HEDLEY ISD	7.349	23.074
066005	RAMIREZ CSD	5.156	27.316

Denton ISD Head Start School Readiness Goals	Head Start Child Development & Early Learning Framework	2015 Revised Texas Prekindergarten Guidelines	Texas Early Childhood Outcomes	Texas Kindergarten TEKS
LANGUAGE AND LITERACY				
Child understands and uses a wide variety of words for a variety of purposes.	Comprehends and uses increasingly complex and varied vocabulary	Child is able to use language for different purposes.	Asks simple questions with a vocalization or gesture (24-30 mo) Clarifies and requests clarification (24-36 mo)	Listening and Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.
COGNITION AND KNOWLEDGE				
Child will demonstrate understanding of number names, the number of items in a set and use math concepts and language regularly during every day experiences.	Recognizes numbers and quantities in the everyday environment and recites numbers in the correct order.	Child recognizes one-digit numerals, 0-9. Child uses words to rote count from 1 to 30.	The 36 month old child: recognizes that written forms can be numbers or letters. Rote counts to 5.	Read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures.
PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT				
Child will develop knowledge & skills that help promote nutritious food choices and eating habits; will demonstrate knowledge of personal safety practices & routines.	Distinguishes food on a continuum from most healthy to least healthy and eats a variety of nutritious foods.	Child practices good habits of personal safety. The child: follows safety procedures while using common tools and materials (glue, scissors, rulers, pencils, hammers, wood, safety goggles) . Child identifies good habits of nutrition and exercise. The child: • identifies and discusses nutritious healthy snacks. • participates in preparing healthy nutritious snacks. • discusses the fact that some substances are not good for the body. • demonstrates an understanding that foods can be grouped as healthy or unhealthy.	Child practices good habits of personal safety. Child practices good habits of nutrition and exercise.	The student understands the purpose of rules. The student is expected to: (A) identify purposes for having rules; and (B) identify rules that provide order, security, and safety in the home and school. Identify types of foods that help the body grow such as healthy breakfast foods and snacks and identify types of exercise and active play that are good for the body.
APPROACHES TO LEARNING				
Child demonstrates initiative and independence; shows interest in & curiosity about the world around them.	Uses senses and tools including technology to gather information, investigate materials and observe processes and relationships.	Child describes, observes and investigates properties and characteristics of common objects.	Child uses words and skills he/she has in everyday settings.	In Kindergarten, students observe and describe the natural world using their senses.
SOCIAL AND EMOTIONAL DEVELOPMENT				
Child manages emotions with increasing independence.	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.	The student comprehends the skills necessary for building and maintaining healthy relationships.

PROGRAM GOALS:

- 1. TO IMPROVE OUR DATA MANAGEMENT SYSTEMS BY CONDUCTING INTENTIONAL QUARTERLY DATA REVIEWS AT THE END OF EACH 9-WEEK PERIOD.**
Objectives: Attendance, Health Needs, School Readiness, Family Goal Progress
- 2. TO ALIGN OUR EDUCATION CLASSES WITH THE IDENTIFIED NEEDS FOR OUR PARENTS, STAFF, AND STUDENTS.**
Objectives: Align family needs to classes, Engagement in Parent Curriculum, Health Education

School Readiness Goals:

- 1. LANGUAGE AND LITERACY:** Child understands and uses a wide variety of words for a variety of purposes.
- 2. COGNITION:** Child will demonstrate understanding of number names, the number of items in a set, & use math concepts and language regularly during every day experiences.
- 3. PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT:** Child will develop knowledge & skills that help promote nutritious food choices and eating habits; will demonstrate knowledge of personal safety practices & routines.
- 4. APPROACHES TO LEARNING:** Child demonstrates initiative and independence; shows interest in & curiosity about the world around them.
- 5. SOCIAL AND EMOTIONAL DEVELOPMENT:** Child manages emotions with increasing independence.

DISD HEAD START STRATEGIC PLAN 2019-2020



ANN WINDLE SYC

PFCE Goals:

- 1. Families will** choose goals based on needs assessments and actively work towards mastering them to improve child outcomes.
- 2. Families will** build upon their strengths as advocates and leaders in parent-initiated program supported activities.
- 3. Families will** demonstrate and utilize knowledge of social networks that support family well-being.

Family Services: **(PFCE/ERSEA)**

- *Monitor family engagement at home via Seesaw and Ready Rosie.
- *Continue to monitor Attendance & LOSIT.
- *Increase parent engagement and participation volunteering in classrooms & in leadership roles.
- *Implement activities that encourage social networking.

Health & Nutrition:

- * Provide education to students & parents
- * Increase follow-up efforts on BMI referrals
- * Expand Health Advisory partnerships/resources
- *Identify & handle health needs as close to registration as possible.
- *Improve tracking of health needs & follow-up.

Education:

- *Review & refine developmental screening process
- *Review & refine Education Plan (PBC, PLC, ongoing PD, Instructional Support
- *Aggregate & disaggregate data in tracking student progress towards school readiness (Seesaw, CLI, DIAL-4, ASQ, IDPs, DMTSS)
- *Provide more trainings to Staff and Parents on the Parent Curriculum tool (Ready Rosie) and electronic portfolios (See Saw) to provide individual support at home and to strengthen the school/home connection.

Mental Health and Disabilities:

- * Continue to strengthen the DMTSS process.
- * Provide additional MH resources & education to staff/ students/parents in need.
- *Monitor Head Start website for trainings related to children with disabilities to share w/staff & parents.

Program Design & Management:

- *Strengthen ongoing monitoring/data collections (Quarterly Reviews)
 - *Complete Policies & Procedures that are aligned with the New HS Standards.
 - *Continue to improve Policy Council attendance & grow Community Reps.
 - *Analyze student's needs identified at enrollment in order to adjust program options (Bilingual, ESL, English classes).
- Fiscal:**
- *Continue to work with district personnel to gain a better understanding of the insurance and processes to follow.

SUPPORTING DOCUMENT B

Denton ISD Head Start ERSEA Selection Criteria

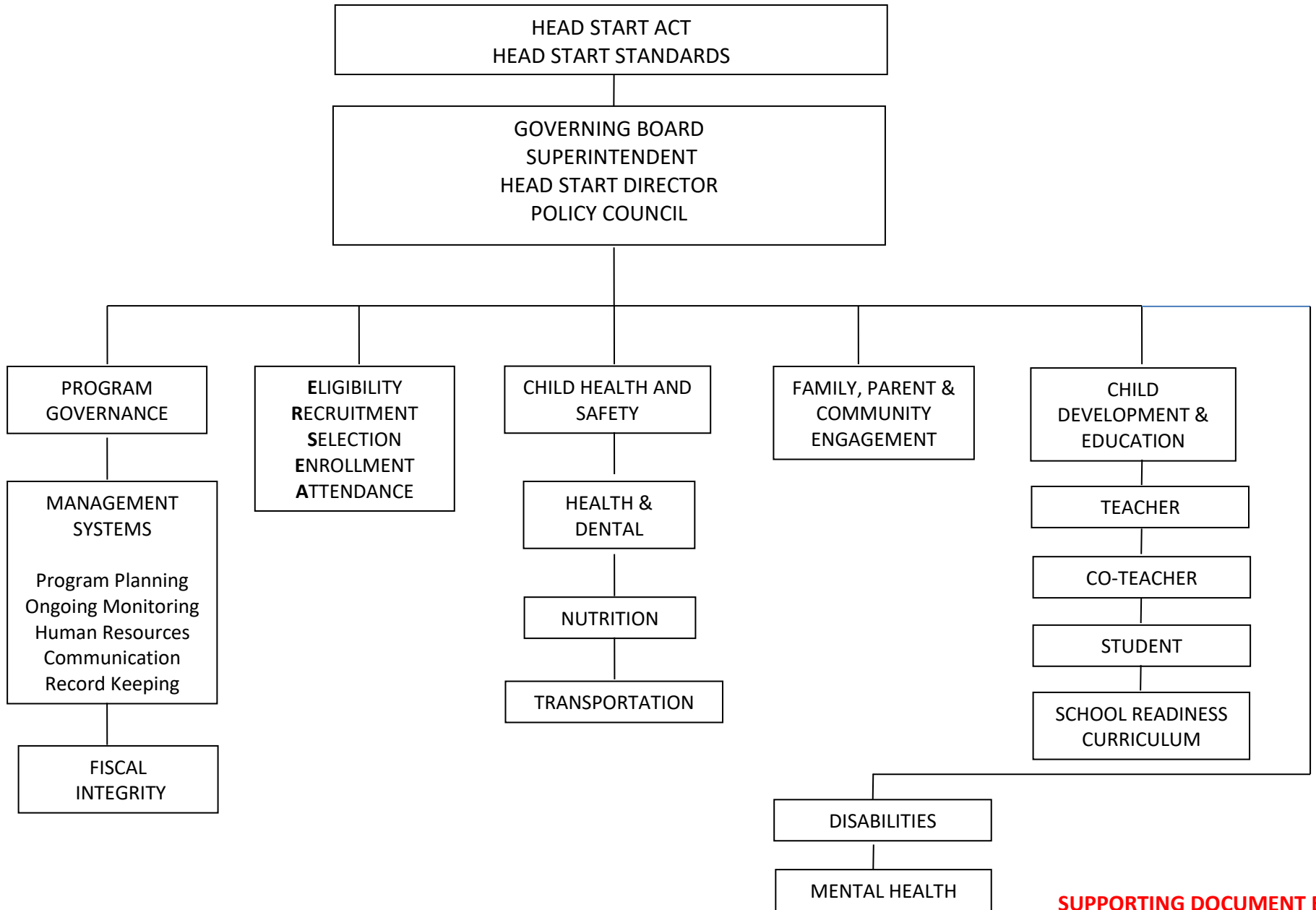
Selection Criteria	Points for Categories
Child receiving SSI	1000
Child receiving TANF	1000
Foster care	1000
Income Eligible	500
Transfer from another Head Start	30
Home language other than English	30
Diagnosed with mild speech or language disability	20
Diagnosed with a moderate disability such as: Emotional Disturbance, Autism, Developmental Delays, Other Health Impairments, Autism	40
Diagnosed with a severe disability such as: Intellectually Disabled, Traumatic Brain Injury, Visual or Hearing Impairment, Serious Orthopedic Impairment, Other Health Impairments, Autism .	60
Family violence, substance abuse, incarceration, eviction, or crisis.	40
Diagnosed with a Mental Health condition such as Stress and Anxiety	50
Community Referral (ECI)	10
Single Parent Household	20
Parent(s) enrolled in school or a work program	30
Medicaid, CHIPs, Food Stamps, WIC recipients	40
Age 4.6 or Older *	50
4.0 to 4.5 years old*	40
3.6 to 3.9 years old*	30
3.0 to 3.5 years old*	20
Expectant mothers with a 5-year-old child*	30
Expectant mothers with a 4-year-old child*	20
Expectant mothers with a 3-year-old child*	10
Adverse Childhood Experiences (ACES) , Families displaced due to hurricanes or natural disasters*	100

Director's Monthly Report 2018-2019

Program Area	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Total
ERSEA											
Enrollment	193	193	193	193	193	193	193				
Students Who Left The Program	5	1	2	1	3	6	0				
Students Replaced	5	1	2	1	2	6	0				
DISABILITIES											
Disability	12	12	17	22	25	27	27				
Student Early Intervention Referrals	0	0	0	0	0	0	0				
Mental Health Referrals	0	0	0	0	0	0	0				
NURSE/HEALTH											
Dental Screenings	85	86	3	1	0	4	0				
Vision Screening	96	97	35	17	4	4	4				
Hearing Screenings	96	96	62	21	4	4	3				
Student Physical Exams (Received)	78	90	6	2	0	3	1				
PARENT INVOLVEMENT											
School Wide Activities - Parent Involved	1	1	1	1	2	1	1				
PTA Meetings	0	0	1	1	1	1	0				
Parent Classes	0	3	3	3	3	3	4				
Parent Committee Meetings	0	0	1	1	1	1	1				
Policy Council Meetings	1	0	1	1	1	1	1				
ESL Classes For Parents	0	8	8	7	4	8	8				
Student Wide Activities - No Parents	0	0	2	2	1	0	1				
Volunteer Hours	0	4,090.30	3,327.00	3,424.19	15,340.84	2,784.03	3,289.62				
EDUCATIONAL											
Dial - 4 Screenings	132	18	7	2	0	5	5				
SECRETARY											
Safety Drills	1	2	3	1	1	2	2				

SUPPORTING DOCUMENT D

DISD HEAD START ORGANIZATIONAL CHART



FY-19 TTA PLAN - DENTON ISD HEAD START PROGRAM

Grantee: 06CH7130		TTA Specialist: J. Yvette Dominguez	
Denton Independent School District		TTA Specialist Phone: (505)660-8100	
Mailing Address:	901 Audra Lane Denton, TX. 76209	Main Contact:	Mary Beth Bowman
Director :	Angela Hellman	Title:	Education Specialist
Director Phone:	940-369-3901	Main Contact Email:	mbowman@dentonisd.org
Fax Number:	940-369-4930	Main Contact Phone:	(940) 369-3929

<p>Overall Vision For Growth:</p> <ul style="list-style-type: none"> *The vision for the Denton ISD Head Start Program is School Readiness-growth in children so they can be successful in Elementary school. *Growth for parents so they can be successful contributing to the community. *Growth for staff so they can do the best possible job in helping families become more successful. 	<p>Resources Available:</p> <ul style="list-style-type: none"> *Local doctors and dentists (immunizations and screenings) *Texas Woman's University *Health Department *Denton Independent School District *University of North Texas *Texas A & M Agrilife Extension *Friends of the Family *Foster Grandparent Program *HOPE, Inc
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<p>Strengths:</p> <ul style="list-style-type: none"> *Early Childhood Educational Diagnostician, Librarian, Counselor, RN, LSSP, and Speech Therapist on campus. *Program implements curriculum with fidelity and maintains compliance with Head Start Program Performance Standards and Denton ISD Curriculum Department. *Program aggregates and disaggregates data for continuous improvement of program design and management. *Denton ISD provides professional development to instructional staff as well as Region XI trainings. 	<p>Growth Areas To Be Addressed:</p> <ul style="list-style-type: none"> *Program Design and Management *Education and School Readiness *Mental Health and Disabilities. *Health & Nutrition *Family Services *PFCE *Ongoing professional development to be addressed: See ongoing training.
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FIVE YEAR GOALS FY 2019-2024

Program Goals	Performance Standards
<p>Goal 1: To improve our data management systems by conducting intentional quarterly data reviews at the end of each 9 - week period.</p> <p>Objectives Cover : Attendance, Health needs, School Readiness, Family Goal Progress</p>	<p>1302.16 Attendance</p> <p>1302.40 - .47 Health Program Services</p> <p>1302.30-.34 Education and Child Development Program Services</p> <p>1302.50 - .53 Family and Community Engagement Program Services</p>
<p>Goal 2: To align our education classes with the identified needs for our parents, staff, and students.</p> <p>Objectives Cover : Align family needs to classes, engagement in parent curriculum, and health education.</p>	<p>1302.34 Parent and Family engagement in education and child development services.</p> <p>1302.46 Family support services for health, nutrition and mental health.</p> <p>1302.50 - .53 Family and Community Engagement Program Services</p>

FIVE YEAR GOALS AND ACTION PLAN

Program Goal 1

To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.

Objective	Year 1 Expected Outcomes	Action Steps	Methods Of Traking Progress	Expected Challenges
Objective 1 - Head Start daily attendance will increase by 10 percent by Jan. 2020.	10 % increase in daily attendance.	<ul style="list-style-type: none"> * Staff and district personnel meet with parents. *Attendance letters mailed. *School wide incentives for perfect attendance each 9 weeks. *Monitor teacher's attendance call logs. *Update attendance success plan. 	<ul style="list-style-type: none"> *ADA reports *Daily Attendance Individual Reports *Policy Council Monthly Attendance Report 	Parents having a better understanding of the importance of attendance, parent participation/buy-in that attendance is the foundation for the child's education, and keeping up with who is absent.
Objective 2 - Refine our systems to better track & follow- up on health needs.	System will be in place to determine the percentage of students who have received their age-based recommended immunizations and THsteps check-ups by the end of the school year.	<ul style="list-style-type: none"> *Determine ages when THSteps recommendations are due. *Determine additional data needed to be tracked. *Create Excel spreadsheet to track data. *Create alerts for when requirements are due. *Develop a system of notifying parents that recommended care is due. *Determine how to track if care is completed and ways of encouraging parents to complete care. 	Health data currently being collected by Health Specialist, birthdates, and other data determined to be needed will be collected in an Excel spreadsheet which will be set up to alert deadlines and dates of recommended care.	Parental motivation to comply with recommendations (We will determine ways to educate parents on importance of recommended care and determine other ways to increase motivation to get care.)
Objective 3 -To conduct data reviews on student progress on School Readiness goals using the CLI engage tool after each wave.	Teachers will use the data to plan their instruction. 75% of the students will meet the benchmark for their age by the end of the program year.	<ul style="list-style-type: none"> *More training provided to Instructional staff for CLI engage. *Create a data wall of CLI results. *Conduct quarterly data reviews with teachers to identify areas of strengths and needs of students. *Form intervention groups and plan for individualized instruction. * PLC meetings to review data. *Graph progress on school readiness goals for all waves of CLI to depict yearly progress. 	Classroom teachers will administer the CLI engage assessment using i-pads or chrome books, data will be pulled from the CLI engage data base, data wall will be created.	Aggregating and disaggregating data can be time consuming, finding time to meet with instructional staff on an ongoing basis can be difficult, and keeping the data wall up to date.
Objective 4 - Refine our systems on tracking progress toward family goals.	Systems will be in place that will depict family progress made during the school year toward their goals in a measurable way.	<ul style="list-style-type: none"> *Break down the case load of families between the PFCE specialist and Social Service staff to decrease the case load for better monitoring. *Staff meet with parents. *Monitor home visit reports for updates on family goal progress. *Family goal letters sent home. *Align Education classes to family needs to help them master their goals. 	Google doc reports, Ready Rosie reports, home visit forms, community resources, Educational class surveys.	Parental motivation to keep focus on their goals to improve family well-being and getting parents to attend educational classes.

Program Goal 2

To align our education classes with the identified needs for our Parents, Staff, and Students.

Objective	Year 1 Expected Outcomes	Action Steps	Methods Of Tracking Progress	Expected Challenges
<p>Objective 1- Using the data that was collected from families during enrollment, the top 5 needs will be identified in order to plan parent education classes.</p>	<p>Top 5 needs will be identified, and classes will be planned accordingly. Family progress in these areas will be tracked to show progress.</p>	<ul style="list-style-type: none"> *Conduct Family interest survey during enrollment. *Choose the top 5 needs to design classes based on the interest survey. *Design effective recruitment strategies for classes. *Implement Parent Classes. *Identify community resources and facilitators needed for classes. *Evaluate the classes. *Create or revise evaluation form. 	<p>Google Doc reports, pre/post evaluations, emails, flyers, digital media, interpersonal skills, Facebook.</p>	<p>Parental motivation to come to classes and keep them focused, showing how participation will increase knowledge of the family well-being and how it ties into their family goals.</p>
<p>Objective 2- To increase family participation in the Ready Rosie Parent Curriculum.</p>	<p>Engagement will increase 50 % and we will learn how to utilize the data that can be pulled to show activity aligned with the ELOF.</p>	<ul style="list-style-type: none"> * Provide trainings for staff and parents on Ready Rosie Parent Curriculum. *Set and monitor staff expectations for implementation. 	<p>Ready Rosie program provided by DISD and data that tracks usage</p>	<p>Getting all parents signed up in a timely manner, learning how to disaggregate and use the data efficiently, and allotting time for teachers to get more training/get parent accounts set up/fully using this tool to the extent it is designed.</p>
<p>Objective 3-To provide Health Education to our Parents, Staff, Students based on identified needs.</p>	<p>More education opportunities will be provided which helps to increase knowledge on health needs and techniques.</p>	<ul style="list-style-type: none"> *Survey staff and families for health education needs. *Prioritize identified needs and plan classes. *Continue required and requested staff education classes. *Explore technology webinars. 	<p>Record education provided and survey adult attendees regarding effectiveness.</p>	<p>Finding time to provide education that is convenient for attendees and Health Specialist is available for teaching. Coordinating staff schedules for education. Coordinating class schedules for student education.</p>

ONGOING PROFESSIONAL DEVELOPMENT: PROGRAM DESIGN & MANAGEMENT

			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Parent Orientation/Parent Handbooks/Handouts	Parents	Program Team		\$300.00	\$300.00
Roles & Responsibilities of the Policy Council, Parent Committee, and School Board	Policy Council, Parent Committee, and School Board	Outside Consultant		\$250.00	\$250.00
OHS/NHSA Annual Conferences *Managers attend for their areas	Director, Program Managers	OHS, NHSA	\$3,750.00	\$2,000.00	\$5,750.00
ERSEA Credential	ERSEA Specialist, Aide	HS University, ERSEA Specialist	\$1,500.00	\$2,716.00	\$4,216.00
Beginning of Year Staff Development "Have Heart"	All Staff	Director		\$250.00	\$250.00
Region VI Network Meetings/Conferences	Program Team	Some Outside/Out of State Vendors	\$500.00	\$500.00	\$1,000.00
CLASS Calibration and Recertification	Education Specialist	Teachstone	\$250.00	\$275.00	\$525.00
Pre-K SDE Conference	Teachers	Director, Education Specialist	\$550.00	\$200.00	\$750.00
OHS Webinars & Trainings	Director, Staff	OHS, Director			In-Kind
Joint Transition Training	Students, Parents, Staff	DISD Social Worker, Education Specialist			In-Kind
TEPSA/TAASPYC Conference	Director, Principal	Denton ISD			In-Kind
Confidentiality, 504, Disability Plan	All Staff	DISD, Disability Specialist			In-Kind
DMTSS/Data Collections/Interventions	Teaching Teams	DISD, Assistant Principal			In-Kind
AFL Learning Targets/Goals	Teaching Teams	Director, Pre-K Coach & Coord.			In-Kind
Monitoring Protocols Training	Program Team	Director			In-Kind

ONGOING PROFESSIONAL DEVELOPMENT: EDUCATION & EARLY CHILDHOOD DEVELOPMENT

			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Instructional Support	Teaching Staff	Education Specialist		\$250.00	\$250.00
CLASS Video Library and Manuals	Teaching Staff	Education Specialist		\$250.00	\$250.00
BEAM Conference for Dual Language Instructors	(5) Teaching Staff	Director	\$250.00	\$750.00	\$1,000.00
Collecting & Analyzing Data (DIAL-4, ASQ, CLI, Portfolios)	Teaching Staff	Education Specialist		\$300.00	\$300.00
Teacher selected PK Level Conferences	Teaching Staff	Outside Vendors	\$500.00	\$500.00	\$1,000.00
Paraprofessional CDA Renewal/Materials	Teaching Staff	Director		\$200.00	\$200.00
T-Tess Training/Refresher	Teaching Staff	Denton ISD		\$300.00	\$300.00
School Readiness Training	All Staff	Director, Education Specialist			In-Kind
Clear Touch/Interactive Boards Training	All Staff	Denton ISD Technology Department			In-Kind
Ready Rosie & See Saw Trainings	Teaching Staff, Parents	Education Specialist, Pre-K Coach			In-Kind
Safe Schools Trainings	All Staff	Denton ISD			In-Kind
Literacy Cadre	Teaching Staff	Denton ISD			In-Kind
NCEDT Webinars and Suites	Teaching Staff	Education Specialist			In-Kind
Dial 4 Developmental Screener Refresher	Teaching Staff	Disability Specialist			In-Kind
TIA, Assessment for Learning, Team Leader Mtgs, PLC, PBIS, Cadre	Teaching Staff	Denton ISD, Pre-K Coach			In-Kind
PBC	Teaching Staff	Education Specialist			In-Kind

ONGOING PROFESSIONAL DEVELOPMENT: CHILD HEALTH & SAFETY					
Training Topic	Targeted Audience	Provider/Person Responsible	Estimated Cost		
			Travel	Program Operations	Total Cost
Bus Evacuation, Pedestrian Safety, Fire Safety, Bike Safety and School Safety	Students, Parents, Staff	Education Specialist			In-Kind
Active Supervision	Teaching Staff	Director			In-Kind
CPR and First Aide	All Staff	Denton ISD, Health Specialist			In-Kind
Blood born Pathogens and Asthma	All Staff	Denton ISD, Health Specialist			In-Kind
Child Abuse Reporting	All Staff	Denton ISD, Health Specialist, Counselor			In-Kind
Safe Environments	All Staff	Denton ISD, Health Specialist, Safety Manager			In-Kind
TSBI and CPI Training and Refresher	All Staff	Denton ISD, Director			In-Kind
Emergency Operations and Procedures Training	All Staff	Director, Safety Manager			In-Kind
Travis & Presley Guidance Lessons	Students, Parents, Staff	Denton ISD/Counselor			In-Kind
Student Health and Dental Education	Students, Parents, Staff	Denton ISD, Health Specialist, TWU Students			In-Kind
Campus Healthy Initiatives	All Staff	Denton ISD, Health Specialist			In-Kind
Communicable Diseases	All Staff	Denton ISD, Health Specialist			In-Kind
Mental Health Awareness / ACES	All Staff	Denton ISD , Counselor			In-Kind
Instructional Support	All Staff	Education Specialist			In-Kind
Health and Safety Trainings	Nurse and Safety Manager	Outside/Out of State Vendor	\$1,600.00		\$1,600.00

ONGOING PROFESSIONAL DEVELOPMENT: PARENT FAMILY COMMUNITY ENGAGEMENT					
			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Family Literacy Trainings and Events	Parents	PFCE, Education Specialist, Librarian		\$300.00	\$300.00
PFCE Parent Training	PFCE Specialist	Outside/Out of State Vendor	\$1,000.00	\$425.00	\$1,425.00
Family Services Credentials	PFCE Assistant	HS University	\$1,000.00	\$500.00	\$1,500.00
Personalized Parent Goal Setting and Monitoring	Parents	ERSEA			In-Kind
Robert's Rules of Order and Parliamentary Procedures	Policy Council, Parent Committee, Governing Board	DISD, Disability Specialist			In- Kind
Volunteer Orientation	Parent and Community Volunteers	PFCE Specialist			In- Kind
Confidentiality & Code of Conduct	Parent and Community Volunteers	PFCE Specialist, Disability Specialist			In- Kind
Parent Committee Roles and Responsibilities	Parents on Parent Committee	PFCE Specialist			In- Kind
Parent Classes based on identified needs	Parents	PFCE Specialist			In- Kind
PFCE Framework and Simulation	All Staff	PFCE and Education Specialist			In- Kind
PFCE role in School Readiness	PFCE Specialist	PFCE and Education Specialist			In- Kind
			Travel	Program Operations	Total (FY19) TTA
TOTALS ALL TRAINING			\$10,900.00	\$10,266.00	\$21,166.00

SPECIFIC STRATEGIC PLAN for Family Services:

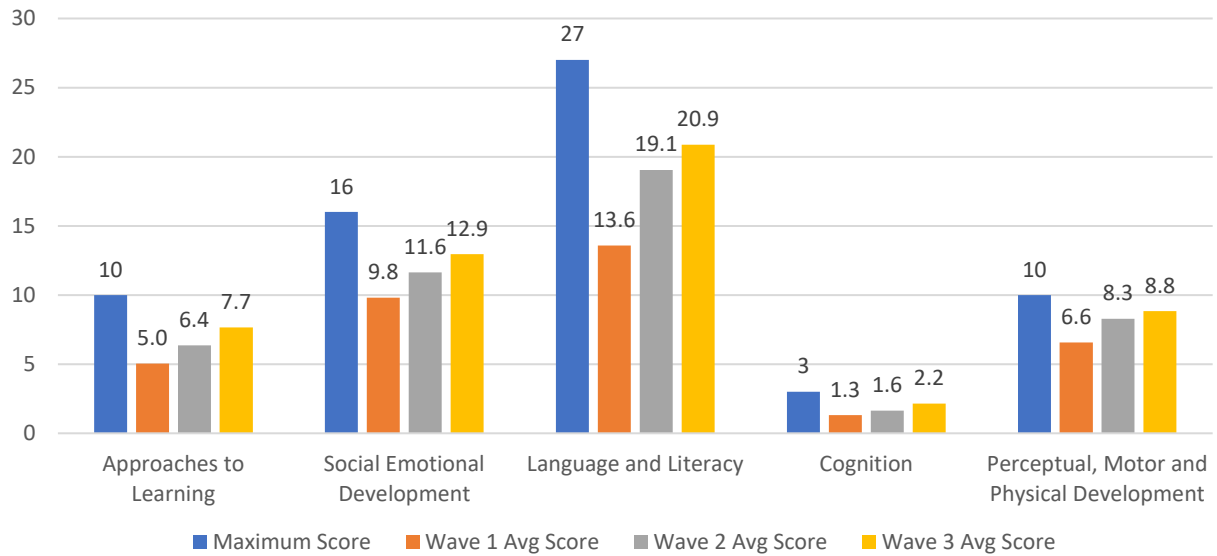
- *Monitor family engagement at home via Seesaw and Ready Rosie.
- *Increase efforts for family engagement in the classroom.
- *Continue monitoring attendance and LOSIT
- *Increase recruiting efforts for leadership roles
- *Maintain parent engagement and participation volunteering and in leadership roles

OHS Parent, Family Engagement Outcomes	Procedure	Impact	Track Progress
Family Well-being	<p>Parents complete needs assessment to determine family goals, family needs, and parent interest in parent education classes/resources.</p> <p>Provide school-wide activities that promote family well-being (health, safety, language, literacy, technology, social emotional development)</p>	<p>Parents can receive program and community support in helping them achieve child and family needs/goals.</p> <p>Families participate in classrooms, school-wide, and community activities promote positive child outcomes and family well-being.</p>	<p>Family partnership agreement, home visit, parent teacher conferences, sign-in sheets (Policy Council and Parent Committee), IDPs</p> <p>Sign-in sheet Volunteer book</p>
Positive parent-child Relationships	<p>During recruitment, program informs and encourages families to be actively engaged in student learning.</p> <p>By completing the ASQ, parents become aware of student strengths. Parents and teachers collaborate in developing individual goals and monitor progress regularly.</p> <p>Program offers parent education classes based on data from the needs assessment.</p>	<p>Parents become involved in student learning.</p> <p>Parents understand the program uses ASQ, DIAL-4 data, classroom observations and parent information to develop individual goals.</p> <p>Families effectively implement new knowledge and skills outside of the classroom</p>	<p>Home visits, parent/teacher conferences, Parent orientation, volunteer hours</p> <p>ASQ, IDP, developmental report, folder access sign in sheet</p> <p>Sign-in sheet</p>

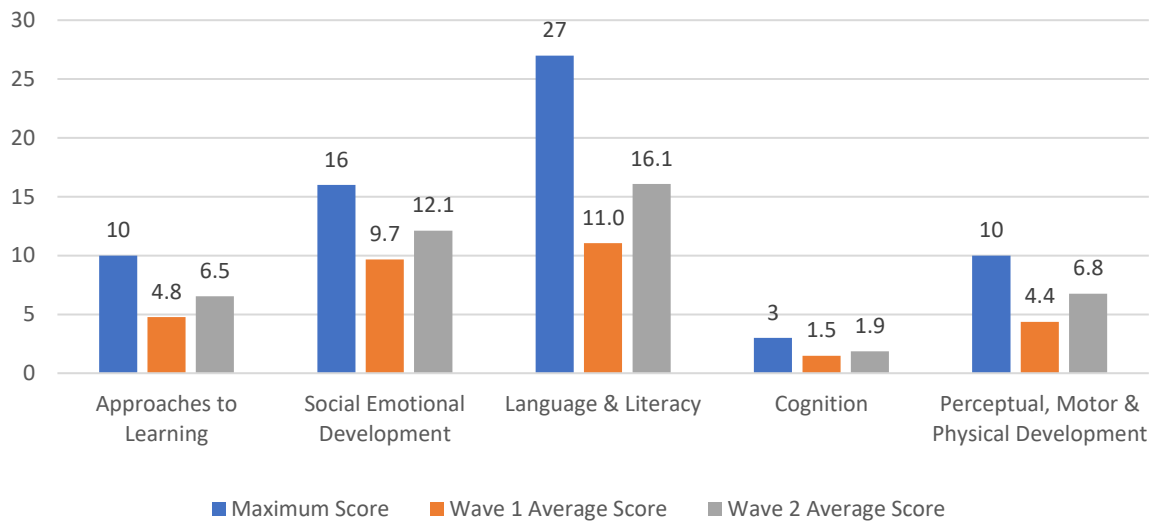
<p>Families as lifelong educators</p>	<p>Program provides developmental screening reports that explain the child’s developmental status in the following areas: problem solving, language and communication, concepts, motor, & social emotional.</p> <p>Parents choose family goals to work on to improve quality of life and child outcomes.</p>	<p>Parents will receive updates on student progress towards school readiness goals.</p> <p>Parents will master family goals and in turn improve opportunities for growth economically, emotionally, & physically for their families.</p>	<p>IDPs Home visits/parent teacher conference</p> <p>Developmental report, ASQ, DIAL-4, CLI Engage</p> <p>Family Partnership Agreement</p>
<p>Families as learners</p>	<p>Program offers parent education classes based on data from the needs assessment.</p> <p>Families learn about the classroom environment and student progress through volunteering, home visits, parent teacher conferences.</p>	<p>Families use new knowledge and skills to advocate for their families and the community</p>	<p>Sign-in sheets for parent education classes and school-wide events (Huddle Awards)</p> <p>Volunteer hours</p>
<p>Family engagement in transitions</p>	<p>Program provides a transition folder and handbook for incoming families.</p> <p>Families are informed of and encouraged to participate in Kindergarten Transition activities on our campus and their home elementary campuses.</p> <p>Program provides summer transition packets to encourage learning during summer vacation.</p>	<p>Parents understand their student is being prepared for Kindergarten upon enrollment into the program.</p> <p>Families are confident that their students are school ready, and they are prepared to support student learning during the transition to Kindergarten.</p>	<p>Attendance for the Kinder Transition Fair</p> <p>Home visit and parent teacher conference reports</p> <p>IDPs</p>
<p>Family Connections to peers and community</p>	<p>Parents vote for their peers to serve as officers on the Parent Committee and Policy Council.</p>	<p>Parents build and maintain positive connections to peers and the community</p>	<p>Sign-in sheets for classroom and school- wide activities</p>

	<p>Parent volunteers interact with each other and non-volunteering parents during school-wide events and parent education classes (including ESL, Health Advisory, etc.)</p> <p>Provide community resources such as clothes closet, dental, medical services, access to computers based on parent needs assessment as we work towards becoming a school-based community</p>	<p>Parents will use resources to meet needs and meet child and family outcomes.</p>	<p>Meetings notes</p> <p>Volunteers hours (books)</p> <p>Sign-in logs</p>
<p>Families as advocates and leaders</p>	<p>During recruitment and parent orientation, program staff share the importance of and provide opportunities for parents to become active participants in leadership roles</p> <p>Parents participate in training to gain knowledge and skills to effectively fulfill leadership responsibilities for our program and the community.</p>	<p>Parents fully participate in advocacy and leadership opportunities.</p>	<p>Sign-in sheets for Policy Council, Parent Committee, Health Advisory, etc.</p> <p>Meetings notes</p> <p>Volunteers hours</p>

FY 17-18 Denton ISD Head Start School Readiness Outcomes (CLI Progress Monitoring)



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



LOBBYING, TOBACCO USE POLICIES, DRUG FREE WORKPLACE REQUIREMENTS

Associations and Political Activities

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

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

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

Tobacco Use – Policies DH, GKA, FNCD

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

Alcohol and Drug-Abuse Prevention

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

Transportation Department personnel must comply with Department of Transportation (D. 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 –

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

1. [Publish and give a policy statement](#) to all covered employees informing them that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in the covered workplace and specifying the actions that will be taken against employees who violate the policy.
2. [Establish a drug-free awareness program](#) to make employees aware of a) the dangers of drug abuse in the workplace; b) the policy of maintaining a drug-free workplace; c) any available drug counseling, rehabilitation, and employee assistance programs; and d) the penalties that may be imposed upon employees for drug abuse violations.
3. [Notify employees](#) that as a condition of employment on a Federal contract or grant, the employee must a) abide by the terms of the policy statement; and b) notify the employer, within five calendar days, if he or she is convicted of a criminal drug violation in the workplace.
4. [Notify the contracting or granting agency](#) within 10 days after receiving notice that a covered employee has been convicted of a criminal drug violation in the workplace.
5. [Impose a penalty on—or require satisfactory participation](#) in a drug abuse assistance or rehabilitation program by—any employee who is convicted of a reportable workplace drug conviction.
6. Make an ongoing, [good faith effort to maintain a drug-free workplace](#) by meeting the requirements of the Act.

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