Submission and Approval Instructions

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

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

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

A **complete grant application package** requires the following tabs in HSES:

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

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

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[a] When grantees enter data for the SF-424 and then submit the application package, HSES automatically generates the following electronically signed Assurances and Certifications as a single PDF file. These can be downloaded at the bottom of the SF-424 tab.

1. SF-424B, Assurances – Non-Construction Programs;
2. Certification Regarding Lobbying;
3. Certification Regarding Compliance with Compensation Cap (Level II of Executive Schedule); and
4. Tax Certification Form.

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

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

Application and Budget Justification Narrative: Instructions and Definitions

Content of Application and Budget Justification Narrative

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

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

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

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

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

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

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

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

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

Length and formatting requirements for Application and Budget Justification Narrative:

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

Length and formatting requirements for Supporting Documentation:

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

Terms and Definitions

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

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

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

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

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

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

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

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

Resources

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

Section I. Program Design and Approach to Service Delivery

SUB-SECTION A: Goals

Requirements for Baseline Application Narrative

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

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

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

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

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

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

   b. Under each goal, **Short Term Objectives** that are SMART (**S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**imely) for each year of the five year project period, i.e., what does the program plan to do to meet the goal?
   c. **Expected Outcomes**, i.e., what does the program expect the results will be?
   d. Data, Tools, or Methods for tracking **Progress**, i.e., what information will the program use during the next five years to determine how they are doing?

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

3. Provide the list of your program's **School Readiness Goals** across the five domains *(language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development).*
   a. Include **Evidence** of your **School Readiness Goals** alignment with the Head Start Child Development and Early Learning Framework, State early learning guidelines as appropriate, and expectations of the local schools where children will transition.
   b. Discuss how your program involved parents and the governing body in developing **School Readiness Goals**.

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

Requirements for Continuation Application Narrative

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

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

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

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

SUB-SECTION B: Service Delivery

Requirements for Baseline Application Narrative

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

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

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

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

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

b. Explain how your choice of locations will ensure services are provided to areas with the greatest need.
c. Describe plans to ensure the health and safety of children and staff at each center and to meet or exceed State and local requirements for licensing of facilities.

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

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

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

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

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

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

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

10. Early Head Start Specific:
    a. Provide **Evidence** to demonstrate how the proposed service plan for Early Head Start addresses the need for continuity of services and provides a minimum of 48 weeks of service
    b. If the program will not operate for a minimum of 48 weeks per year, provide **Evidence** to demonstrate how quality services are maintained throughout the year.
    c. Describe the services to be provided to enrolled pregnant women.

11. Transition:
    Describe a systematic procedure for transitioning children and parents, including pregnant women. As applicable, include a description of how the program will support transition:
    a. from Early Head Start to Head Start or other community-based programs;
    b. from Head Start to the local school system, including kindergarten; and
    c. within Head Start and/or Early Head Start, including serving infants upon birth, and moving a child from one program option to another or from one classroom to the next.

12. Coordination:
    a. Describe how the agency coordinates resources with other child care and preschool programs, State pre-kindergarten programs, and Local Education Agencies to provide high quality child health and developmental services.
    b. Describe the coordination of resources with community programs under Part C and Part B Section 619 of the Individuals with Disabilities Education Act (IDEA) to ensure high quality education and child development services.
        i. If Memorandum of Understandings (MOUs) were established, describe how the MOUs include the process for referrals, intervention services and the development of individualized educational programs for preschool children, and individualized family service plans for infants and toddlers.
        ii. If MOUs were not established, provide an explanation for the reasons they were not established with Part C or Part B Section 619 agencies in the service area.

Requirements for Continuation Application Narrative

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

1. Needs of Children and Families

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

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

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

5. Recruitment and Selection

6. Transportation

7. Educational Services

8. Health

9. Family Services and Social Services

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

11. Transition

12. Coordination

SUB-SECTION C: Approach to School Readiness

Requirements for Baseline Application Narrative

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

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

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

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

Requirements for Continuation Application Narrative

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

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

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

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

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

Requirements for Baseline Application Narrative

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

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

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

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

Requirements for Continuation Application Narrative

For continuation applications, the following information must be provided:

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

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

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

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

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

Requirements for Baseline Application Narrative

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

1. Describe the governing body structure and show how the structure meets the program governance composition requirements established in Section 642(c)(B-D) of the Head Start Act, including at least one member:
    a. with expertise in fiscal management or accounting;
    b. with expertise in early childhood education and development; and
    c. who is a licensed attorney familiar with issues that come before the governing body.

Also provide information to assure that governing body members do not have a conflict of interest with the Head Start and/or Early Head Start programs, any delegate programs or other partners/vendors. If the program meets any criteria for exceptions in Section 642(c)(B-D) of the Head Start Act, discuss here also.

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

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

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

5. Provide an organizational chart identifying the management team and staffing structure, including:
    a. the executive director,
    b. program director,
    c. managers, and
    d. other key staff.

   Include assigned areas of responsibility and lines of communication and reporting. Identify staffing patterns and supervisory structure to accomplish goals and plans across systems and services.

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

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

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

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

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

Requirements for Continuation Application Narrative

For continuation applications, the following information must be provided:

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

2. Include a current organizational chart.

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

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

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

Section II. Budget and Budget Justification Narrative

Requirements for All Applications

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

- Budget
- Other Funding
- *SF-424A
- SF-424

Additional Notes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CONTINUING

FY17

2017-2018 SCHOOL YEAR

GRANT APPLICATION

06CH7130

POLICY COUNCIL APPROVED

Denton ISD Head Start

GOVERNING BOARD APPROVED

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2) Self- Assessment Improvement Plan
3) TTA
4) Board and Policy Council Letters & Meeting Minutes
5) Financial Summary Reports and Assurances

OTHER SUPPORTING DOCUMENTS (Uploaded under documents tab in HSES)

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

SECTION I

06CH7130 – FY 17 – GRANT APPLICATION BUDGET AND BUDGET JUSTIFICATION

Policy Council Approved: March 10, 2017 **Governing Board Approved:**

SECTION 1

PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

SUB-SECTION A: GOALS

1. The only revision to our Long-term Program Goals was in the rewording of the following goal:

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

   This goal was changed to- Parents will be active participants in their child's learning, in continuing parent education, in parent leadership opportunities, and progressing on family goals to improve outcomes.

   *The justification for this change was to make the goal easier to read, measure, and to report progress (see p. 9-12)

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

2. Progress on Short-Term Objectives/Expected Outcomes	3. Progress toward Program Impacts
	We created a schedule for our campus meeting days. On this schedule, there

Year 3 Goal: Our campus will utilize true Professional Learning Communities (PLC) within our school.

Progress on Short-Term Objectives:

*Team Leaders and staff will participate in training that addresses the purpose of a PLC. and *Co–workers will use collaborative efforts to assist a child in learning.

On Oct. 27, 2016 we trained our staff at our Faculty meeting on the (RTI) Response to Intervention process. When students are identified as performing below where they are expected, the teachers bring that data to their Pod PLC meetings and discusses appropriate interventions. The teachers then plan together using CLI engage intervention resources and form small groups to work with using these targeted interventions.

are designated meetings for PLC work and IEP/RTI work (see p. 13). We gave each Pod $200.00 in supply money for Intervention materials to help support the student's learning. There are team leaders for each Pod that help to lead the PLC planning meetings. As pods meet, they look over student data from the CLI engage assessment, DIAL-4, anecdotal records, portfolio samples, etc. They use this data to plan purposeful interventions for their small group instruction time. Teachers note these small groups in their lesson plans. These supports have helped us to decrease the number of needed official RTI meetings. We have seen progress in our at-risk student's skills (see p. 14-15 and 37-39).

Our district has been approved to be a District of Innovation. This allows us to be more creative with our school calendar. For the

	2017-18 school year, we will have PLC days embedded in our calendar for our teachers (see p. 16).

<u>Long-Term Goal 2:</u> Parents will be active participants in their child's learning, in continuing parent education, in parent leadership opportunities, and progressing on family goals to improve child outcomes.

2. Progress on Short-Term Objectives/Expected Outcomes	**3. Progress toward Program Impacts.**
<u>Year 3 Goal:</u> Parents will clearly identify their needs upon enrollment using the Parent Needs Survey. **<u>Progress on Short-Term Objectives:</u>** *More parents will participate in our parent education opportunities: Our program has continued to try to increase efforts in increasing attendance to our parent education opportunities.	Our program is in tune with our family needs. Their needs help to drive our direction of our program. We are working alongside our district Coalition to become a School-Based Community. Our families need basic resources such as food and clothes. We have applied with Food for Kids and are on a waiting list to get food delivered to our campus to send home with identified kids in need for the

We have increased our advertisement efforts. We have seen an increase in our Saturday event attendance this year. We also increased our teacher incentives for recruiting parents to attend. This has helped to get more parents at our classes (see p. 17) *Our Parent education classes will match the needs of our parents: Parents fill out a Parent Needs Survey which helps to identify the classes that we need to offer for the year. Our PFCE looks at this data from the survey and plans our classes (see p. 18-19) *Parents will be connected to the community resources that they need: Our social worker tracks family needs and updates our MOU partnerships each year. When a family identifies a need, she works with them to try to help them with this need. She keeps a log of this activity.	weekend. We are in the beginning stages of starting a clothes closet as well. Since many of our families struggle with transportation issues we have identified this as our next focus as well as finding ways to get parents more involved in the classrooms. Most of our parents volunteer on big events and planning. We want to increase efforts in getting more in the classrooms. We are trying to expand our partnerships/resources. The Coalition has helped with this initiative.

<u>Long-Term Goal 3:</u> To provide children with the necessary Health and Nutritional Services. Children in our Head Start Program will show an increase in their overall health as documented by 1) a decrease in the number of cases of obesity 2) an increase in the number of parents advocating for their children by obtaining services to address medical, dental, and mental health issues, and 3) an increase in parents advocating for children with disabilities.

2. Progress on Short-Term Objectives/Expected Outcomes	**3. Progress toward Program Impacts**
Update on <u>Year 2 Goal</u>: The school nurse will chart height and weight for all children	The school nurse continues to track height and weight on all students. The data we collect is hard to compare to last year's data because it represents a mix of previous students and new students. Regardless, we still want to continue to track the percentages each year so that we see these needs more clearly. We have discussed our concerns with increasing obesity rates each year with our Health Advisory Committee and with

	our Head Start Nutritionist. She has increased efforts in providing Healthy snack lists and reviewing portions that students should be receiving. We offer parent nutrition classes and send home letters explaining the BMI for each child along with resources for them. (see p. 20)
Year 3 Goal: Based on the Parent Needs Survey completed at the time of enrollment, parent needs related to medical and dental services for their child will be identified.	Our program tracks whether or not families have medical and dental homes. They look at which families have insurance and which ones do not. If they do not have insurance then we try to find out why and help them to obtain some form of coverage. Our data shows that 78.7% of families have Medicaid 11.2% Private Insurance 10.1% No insurance (the reasons for no insurance are also tracked) (see p. 21)
Progress on Short-Term Objectives: *The number of children who have medical and dental homes will be 100% by the 2nd quarter program review. *Parents will utilize provided information to obtain services.	

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

2. Progress on Short-Term Objectives/Expected Outcomes	**3. Progress toward Program Impacts**
<u>Year 3 Goal</u>: To use data to drive our program's direction in all areas. **<u>Progress on Short-Term Objectives:</u>** *To have all parties involved trained to look to the data for program planning: We trained the teachers to look at CLI engage and DIAL-4 data to help to drive instruction for (IDP) Individual Development Plans, Interventions, Small group instruction, etc. They do this work through their PLC meetings. The Program managers watch webinars, attend trainings for their area, view resources on	Being intentional in the data that we collect has been crucial. We know that data collections tell our story and that it is an ongoing process. When we take time to really look at the data, it highlights the needs in our program in all areas. In turn, this helps us to know where our focus needs to be. The data provides direction for our program. Data collected this year helped us to individualize for families and students: *RTI data *CLI engage data *Student Height/Weight data

the ECLKC, receive PD from the TTA specialist, etc. to help to decide on what our data collections will be. The Community Assessment and Self-Assessment process help to set our goals that we want to track each year. Our Strategic Plan captures our goals and our focus well (see p. 9)	*Family Service Needs data *Attendance data

4. For our School Readiness Goals, the Education Specialist along with our Head Start Teachers looked over the results of the CLI data. They decided to change 3 of our current SR goals to align with our current needs that they identified. These changes were made on the goals for Cognition, Perceptual/Motor/Physical Development, and Approaches to Learning (refer to 9 and 22)

PROGRAM GOALS:

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

2. Parents will be active participants in their child's learning, in continuing parent education, in parent leadership opportunities, and progressing on family goals to improve child outcomes.

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

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

School Readiness Goals:

1. **LANGUAGE AND LITERACY:** Child understands and uses a wide variety of words for a variety of purposes.
2. **COGNITION:** Child understands addition as adding to and subtracting as taking away from.
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 2017-2018

PFCE Goals:

1. **Families will** serve as the primary nurturers of their children.
2. **Families will** build upon their strengths as the initial educator.
3. **Families will** choose goals based on needs assessments and actively work towards mastering them to improve child outcomes.
4. **Families will** build upon their strengths as advocates and leaders in parent-initiated program supported activities.

Family Services: (PFCE/ERSEA)

* Increase Family engagement in the classrooms & at home
* Survey family needs to align our parent education classes & resources
* Educate Staff & Parents on the attendance rules & procedures.
* Increase recruiting efforts for leadership roles

Health & Nutrition:

* Provide education to students & parents
* Increase follow-up efforts on BMI referrals
* Expand Health Advisory
* Search for Dental MOU

*Ensure that parents input all health concerns in online registration

*Track staff & volunteers being free of communicable diseases.

*Follow new food guidelines

Education:

*Track student progress in PLC using data

* Ongoing Progress Monitoring (CLI Engage, IDPs, student portfolios, RTI)
* Conduct walkthroughs, classroom observations, and ongoing PD.
* Whole/Small Group & Individual Instructional Support through Practice-Based Coaching (PBC)
* Analyze and use data to create class lists, instructional planning, intentional teaching, ongoing assessment, and to implement individualized instruction.

*For transition efforts, review TX-KEA CLI data.

Mental Health and Disabilities:

* Train staff on RTI flow chart and coordinate RTI with Ed. Manager
* Provide ongoing trainings

*Support teachers in IDP development

* Provide additional mental health resources & education to staff and parents

Program Design & Management:

* Ongoing monitoring/data collections

*Continue to increase social media communications

*Create Policies & Procedures that are aligned with the New Head Start Standards.

*Continue to collaborate with the Coalition to become a School-Based Community.

Fiscal:

*Create a policy & procedure for matching insurance coverage to identified risks.

FY 17 PFCE GOALS AND OUTCOMES

REVISED PFCE PROGRAM GOAL

Parents will be active participants in their child's learning, in continuing parent education, in parent leadership opportunities, and progressing on family goals to improve child outcomes.

PFCE GOALS/EFFORT (Strategic Plan)

Families will serve as the primary nurturers of their children	Families will build upon their strengths as the initial educator	Families will choose goals based on needs assessments and actively work towards mastering them to improve child outcomes.	Families will build upon their strengths as advocates and leaders in parent-initiated program supported activities
Encourage them to volunteer by including volunteer application during enrollment. Parents are welcome to volunteer and be a part of the classroom environment and school wide activities Provide Head Start Parent Orientation for new and returning students. During recruitment, home visits, and parent teacher conferences, parents share strengths and needs for their child and family. Teachers share lesson plans, school activities, student progress with parents throughout the year. Parent education classes on parent child relationships are offered. **DATA:** Head Start Application, Orientation Sign in Home Visit/Parent, Teacher Conference, Parent Education Sign In & pre/post tests	Parents participate in the developmental screening process by completing the ASQ. During Home visits and parent teacher conferences, parents learn more about their students' progress and how they can support them outside the classroom. Teachers provide developmentally appropriate home learning activities. Parent education classes on parent child relationships are offered. Families are regularly informed of student attendance and THEIR ATTENDANCE IN PARENT EDUCATION CLASSES **DATA:** ASQ, Parent Developmental Report, Home Visits, Attendance Report, Parent Conferences, Parent Education Sign In & pre/post tests	During recruitment, parents complete a needs assessment and choose corresponding family goals. During enrollment, parents review the needs assessment and choose one goal to work on throughout the year. During Home visits and parent teacher conferences, parents can update progress on family goals. Parent education classes and school wide events are provided to help families reach goals. **DATA:** Head Start Application, Family Partnership Agreement, Home Visit Reports, Parent Teacher Conference Form, Parent Education Classes	During recruitment and parent orientation, program staff share the importance and provide opportunities for parents to become active participants in advocacy and leadership roles (Policy Council and Parent Committee) Data from the needs assessment is used to plan parent education classes. Program will recruit fathers to participate in Father Engagement activities and families to participate in family engagement activities. Parent Volunteers are acknowledged and rewarded for their participation in the various entities of the program **DATA:** Round Up & Orientation Sign in, Policy Council & Parent Committee Sign In, Parent Education Sign In & Pre/post-tests, sign in sheets for specific family engagement activities, Volunteer Books.

FY 17 PFCE GOALS AND OUTCOMES

OHS Family Engagement Outcomes	Effort	Effect	Evidence
Family Well-being	Parents complete needs assessment to determine family goals, family needs and parent interest in parent education classes/resources. Provide school wide activities that promote family well-being (health, safety, language, literacy, technology, social emotional development)	Parents can receive program and community support in helping them achieve child and family needs/goals. Families participate in classroom, schoolwide, and community activities that promote positive child outcomes and family well-being.	Family partnership agreement, home visit, parent teacher conferences, sign in sheets (policy council and parent committee), IDPs Sign in sheet Volunteer book
Positive parent-child Relationships	During recruitment, program informs and encourages families to be actively engaged in student learning. By completing the ASQ, parents become aware of student strengths. Parents and teachers collaborate in developing individual goals and monitor progress regularly. Program offers parent education classes based on data from the needs assessment.	Parents become involved in student learning. Parents understand the program uses ASQ, DIAL-4 data, classroom observations and parent information to develop individual goals. Families effectively implement new knowledge and skills outside of the classroom	Home visit, parent teacher conference, Parent orientation, volunteer hours ASQ, IDP, developmental report, folder access sign in sheet Sign in sheet
Families as lifelong educators	Program provides developmental screening report that explains child's developmental status in the following areas: problem solving, language and communication, concepts, motor, & social emotional. Parents choose family goals to work on to improve quality of life and child outcomes.	Parents will receive updates on student progress towards school readiness. Parents will master family goals and in turn improve opportunities for growth economically, emotionally, & physically for their families.	IDPs Home visits/parent teacher conference Developmental report, ASQ, DIAL-4, CLI Family Partnership Agreement
Families as learners	Program offers parent education classes based on data from the needs assessment. Families learn about the classroom environment and student progress through volunteering and home visits/parent teacher conferences.	Families use new knowledge and skills to advocate for their families and the community	Sign in sheets for parent education classes and school wide events (huddle) Volunteer hours

FY 17 PFCE GOALS AND OUTCOMES

Family engagement in transitions	Program provides a transition folder and handbook for incoming families. Families are informed of and encouraged to participate in Kindergarten Transition activities on our campus and the elementary campuses. Program provides summer transition packets to encourage learning during summer vacation.	Parents understand their student is being prepared for Kindergarten upon enrollment into the program. Families are confident that their students are school ready and they are prepared to support student learning during the transition to Kindergarten.	TX-KEA (2017) Attendance for the Kinder Transition Fair Home visit and parent teacher conference reports. IDPs
Family Connections to peers and community	Parents vote for their peers to serve as officers on the Parent Committee and Policy Council. Parent volunteers interact with each other and non-volunteering parents during school wide events and parent education classes (including ESL, Health Advisory, etc.) Provide community resources such as clothes closet, dental, medical services, computers based on parent needs assessment as we work towards becoming a school-based community	Parents build and maintain positive connections to peers and the community Parents will use resources to meet needs and meet child and family outcomes.	Sign in sheets for classroom and school wide activities Meetings notes Volunteers hours (books) Sign in logs
Families as advocates and leaders	During recruitment and parent orientation, program staff share the importance of and provide opportunities for parents to become active participants in leadership roles Parents participate in training to gain knowledge and skills to effectively fulfill leadership responsibilities for our program and the community.	Parents fully participate in advocacy and leadership opportunities.	Sign in sheets for Policy Council, Parent Committee, Health Advisory, etc. Meetings notes Volunteers hours

School Wide Meeting Schedule

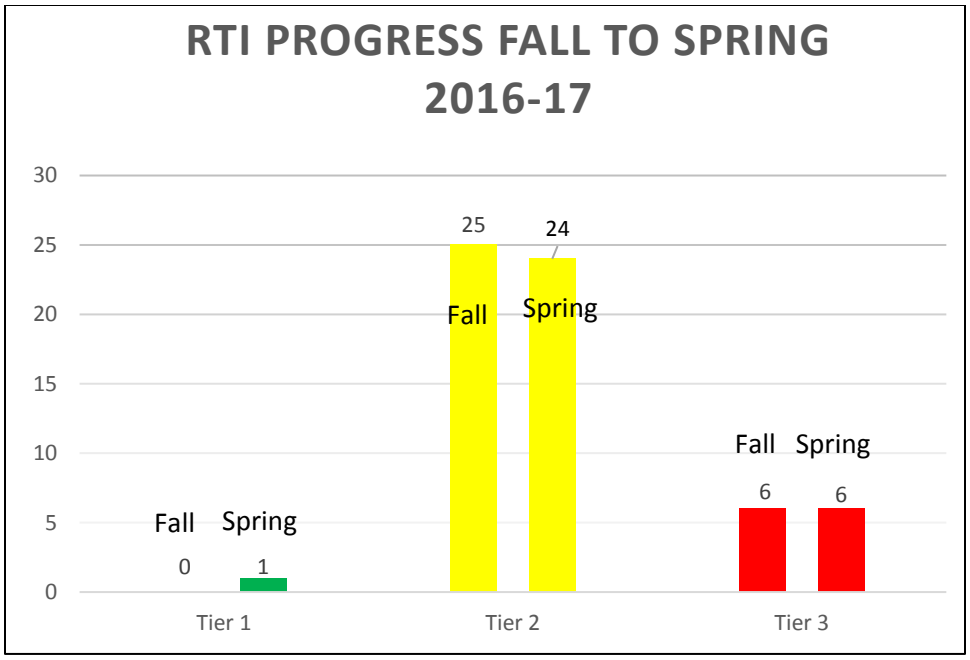
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	PROGRAM TEAM: 1:30 Horizontal mtg.		Team Leader Mtg.	**IEP/RTI meeting day** 3:15 HS Teachers (Sacha)	POLICY COUNCIL
2	PROGRAM TEAM: 1:30			**IEP/RTI meeting day** 3:15 FACULTY MEETING	8:30-9:30 HS Parent Committee
3	PROGRAM TEAM: 1:30 **PLC meetings**			**IEP/RTI meeting day** 3:15 HS Teachers (Sacha)	
4	PROGRAM TEAM: 1:30			**IEP/RTI meeting day** 3:15 FACULTY MEETING	

Data for 31 students placed into the Response to Intervention Process (RTI) were analyzed. The profile of these students on the Denton ISD Universal Screener indicated a need for Tier2 or Tier 3 Intervention. Intervention at the Tier 2 level is provided by the teacher in consultation with his/ her Professional Learning Team.

Children at Tier 2 demonstrate a need of weekly small group lessons and ongoing monitoring to assure that they are acquiring the missing skills. Ongoing monitoring of skill development is conducted by the classroom teacher. Results of the data analysis indicate that one student placed at Tier 2 moved to Tier 1 indicating no need for small group interventions.

Of the 31 students 6 students were placed in Tier 3. Students at Tier 3 demonstrate a need for daily one-on-one instruction and ongoing monitoring to assure that they are developing the missing skills. One student's needs previously in Tier 3 was being addressed through Tier 2. Of the 6 students initially placed, 4 continued to demonstrate a need for Tier 3 intervention. Two (2) students initially placed at Tier 2 demonstrated throughout the year a need for more intense intervention and were moved to Tier 3.

The state of Texas adopted a new teacher performance instrument with an emphasis on intentional planning for those children identified as in the "low group." The district also moved to the use of purposeful planning during Professional Learning Community meetings resulting in more strategic planning for those children in need of support. The campus provided additional materials for the Professional Learning Communities to use in planning.


RTI PROGRESS FALL TO SPRING
2016-17
30
25
20
15
10
5
0
Fall
Spring
0
1
25
24
Fall
Spring
Fall
Spring
6
6
Tier 1
Tier 2
Tier 3

DENTON INDEPENDENT SCHOOL DISTRICT

2017

School Hours:

ES Day ..... 7:40 a.m. – 3:00 p.m.

MS Day ..... 8:15 a.m. – 3:35 p.m.

HS Day ..... 8:50 a.m. – 4:10 p.m.

July 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July 4.....Independence Day Holiday

August 2017

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Aug. 8-11....Staff Development*
Aug. 14....PLC/Staff Development*
Aug. 15....Freshmen Start Date
Aug. 16....First Day of School

September 2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Sept. 4.....School Holiday, Labor Day

October 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Oct. 12...All Level Early Release Day
Oct. 13...Staff Development*
Oct. 16...PLC/Staff Development Day*

November 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Nov. 20-24....School Holiday, Thanksgiving Break

December 2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Dec. 19, 20....All Level Early Release Day
Dec. 21-29....School Holiday, Winter Break

January 2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jan. 1-2...School Holiday, Winter Break
Jan. 3...PLC/Staff Development*
Jan. 15...School Holiday, Martin Luther King Day

February 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Feb. 19...Bad Weather Make-Up Day* *(If needed)*
Feb. 19...Staff Development*

March 2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March 12-16...School Holiday, Spring Break
March 19...PLC/Staff Development*
March 30...Bad Weather Make-Up Day*

April 2018

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

April 13...Bad Weather Make-Up Day* *(If needed)*
April 13...Staff Development*

May 2018

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May 23, 24...All Level Early Release
May 24...Graduation @ UNT - afternoon
May 25...Graduation @ UNT - afternoon
May 25...Staff Development*
May 28....School Holiday, Memorial Day

June 2018

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

2018

Students do not attend school on the following days:

Staff Development*
PLC/Staff Development*

DATE	NAME OF EVENT	ATTENDANCE	DATA/EVALUATION	FOLLOW UP
9/12/2016	ESL ENGLISH ACQUISITION/CITIZENSHIP CLASS	15	Learn to communicate in English (ongoing)	In May /how many exit
9/19/2016	GRANDPARENT'S DAY	118	Helping Hands. Honor grandparents. Story telling activities	
9/15/2016	DUNKEN WITH DEAREST	52	Parents implementing child to enjoy Physical Activity	parents another event
10/10/2016	WALK ACROSS TEXAS/NUTRITION	9	Learn to support one another. Learn health & nutrition 5	1
10/24/2016	NATION'S CELEBRATION	School Wide	Particpating in wearing (BLUE DAY)	
11/2/2016	WALK ACROSS TEXAS/NUTRITION	9	Helping parents to add app.How many miles to walk. 5	added more partcipants
11/9/2016	WALK ACROSS TEXAS/NUTRITION	9	Checking in/ learn about nutriution 5	2 parents losing weight
11/16/2016	WALK ACROSS TEXAS/NUTRITION	9	Checking in/ Ways to help each other 5	
11/23/2016	WALK ACROSS TEXAS/NUTRITION	9	Checking in/ took walk around parking lot together 5	
11/30/2016	WALK ACROSS TEXAS/NUTRITION	9	Turn in amount of miles, reward certificate. Participation 5	
12/4/2016	CHILD BEHAVIOR	15	Help parents with Child Guidance/Discipline /13	REFERRAL 1
12/14,15/2016	MAKE IT TAKE IT/SANTA DAY PICURES	School Wide 360	Parents implementing child to enjoy Physical Activity	
1/12/2017	F.R.E.D. FAMILIES READING EVERY DAY	38	Parents reading to child daily. How to log time on reading	Log time in class room
1/30/2017	EATING THE RAINBOW WITH MY PLATE	Children 17	Healthy lifestyle choices	Information/ Parents

DATE	NAME OF EVENT	ATTENDANCE	DATA/EVALUATION	FOLLOW UP
2/4/2017	DIABETIC CLASS	6	Basic nutrition and self-care mangement 5	
2/11/2017	DIABETIC CLASS	6	learn skills needed to manage diabetes 5	2 had question, concerns
1/18/2017	CREATING SAFE AND HEALTHIER MEAL	6	Parent cook a healthly snack, and receive recipe 6	series 1
2/1/2017	LESSON 2 BLANCING YOUR DAY	7	Parents learn how to prepare snacks 7	series 2
2/22/2017	3 SAVING MORE AT THE GROCERY STORE	5	Using coupons and reading ads.and helping each other 5	series3 /1 help w/ coupon
2/25/2017	CELEBRATION FAMILIES READING (F.R.E.D.)	14	Parents read.Free books/ Certificate for reading 14	Log check monthly
3/2/2017	TEXAS RODEO DAY	School 10 parents	Teach valuable skills and child development.	
Apr-17	BUDGETING			
5/5/2017	CINCO DE MAYO	SCHOOLWide		
5/22/2017	VOLUNTEER RECPTION	ALL PARENTS		

2016-17 DENTON ISD HEAD START NEEDS ASSESSMENT RESULTS

The following information was gathered during the 2016-2017 Head Start Application during the eligibility and recruitment phases of the ERSEA process. 147 applicants selected the areas of greatest need they/their family have under each heading. Our program is using this information to plan and implement ongoing parent education for the 2016-17 school year.

PFCE Specialist: Julia LoSoya

ERSEA/Social Services Specialist: Lisa Sutton

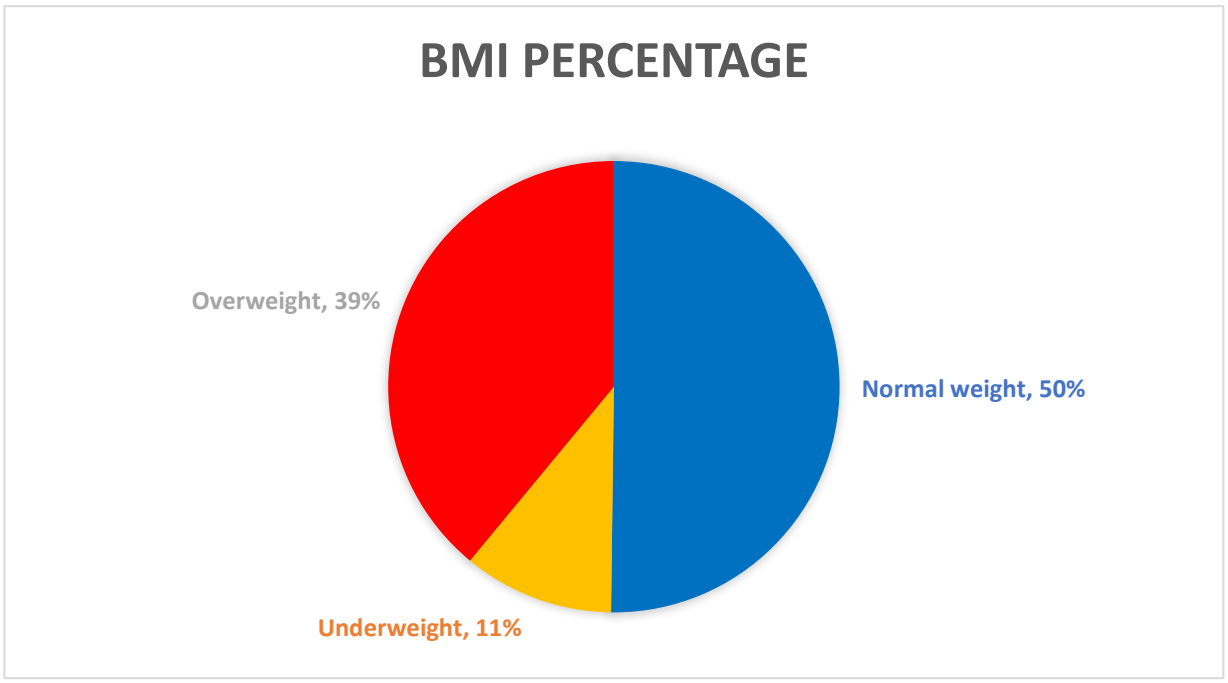
Nutrition Specialist: Liz Raftery

Health Specialist: Sandi Underwood

Disabilities/Mental Health: Dr. Pettigrew

Counseling: Sabrina Polk

EDUCATION	**HEALTH SERVICES**
40.2% college education 18.5% GED 17.4% Language/ESL 7.6% assisting children with school work 4% education on discipline 4% education on health care 2% Vocational education 1.1% education on literacy	33.3% children's health 33.3% dental health (finding a dental home) 16.7% general health 4.8% diabetes 2.4% heart and blood pressure 2.4% disabilities 2.4% mental health
HOUSING	**FINANCIAL ASSISTANCE**
67.6% rent 14.9% section 8 10.8% utilities 2.7% furniture 1.4% shelter/emergency housing	36.7% Banking/budgeting 30% credit counseling 13.3% TANF 10% SSI
OTHER NEEDS	**NUTRITION**
35.6% child care 20% immigration 20% clothing 17.8% transportation 2.2% amnesty	61.1 % Nutrition classes 36.1% WIC information
EMPLOYMENT	**COUNSELING**
76% Job placement 12% job training	43.8% parenting classes 40.6 child behavior management 9.4% family counseling



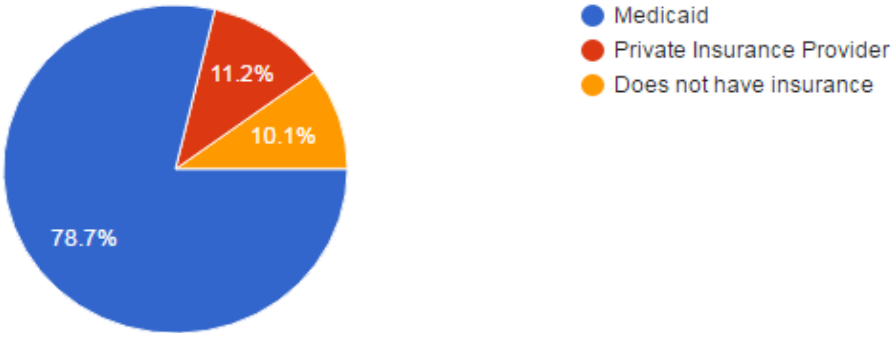
25 - Returning students remain on high BMI list

6 - Returning students no longer are on the list

10 - Returning students are new to the list this school year

The parent needs survey was added to the online enrollment. This allowed the school nurse and the social worker to collect medical information on families in a timely manner. The information gathered identified the number of children with a dental and medical home. Looking at the data the school nurse and social Worker can see who are insured and what are the reasons for no insurance coverage. The data continues to show us that more effort is needed in this area.

Child's Insurance Provider (169 responses)



na
its expensive
n/a
IN PROGRESS
waiting for approval
too much money
no es nacida en estados nunidos
Not affordable
N/A
expensive
LOOKING FOR ONE
Need to update

DENTON ISD HEAD START SCHOOL READINESS GOALS	Effort (source Texas Prek Guidelines)	Plan of Action	Child Outcomes/Effect (CLI Measure)	Maximum Score	Wave 1	Wave 2	Wave 3
Approaches to Learning: Child demonstrates initiative and independence; shows interest in and curiosity about the world around them.	The teacher: *provides a variety of learning centers and activities that meet the needs and interests of different children. *gives children opportunities to make independent decisions about which learning center or materials to work with. *models appropriate use of materials for independent work or play. *comments on the contributions of children in activities, tasks, and play. * teaches and encourages children to solve problems and persist at challenging tasks. *prepares ahead for group activities so that children are not left waiting with nothing to do.	*Teachers set up classroom environment as recommended by state guidelines. Administration and Education Specialist will conduct walkthroughs frequently and provide constructive feedback. *Teachers collect and analyze data from the developmental screeners, classroom observations, work samples, and child information from the IDP. *Teachers and parents collaborate in creating individual goals and track student progress together throughout the year. *Parents and teachers formerly meet four times a year. *Teachers facilitate CLI Engage Progress Monitoring three times a year. Teachers use aggregated data for intentional teaching (individual and school readiness goals). *Parent Education classes are offered to help parents fulfill roles as first teacher. *Teachers participate in ongoing instructional support and professional development. *School Readiness Outcomes are shared with parents, staff, governing board, and the community.	**CLI Measure: Approaches to Learning** Students will demonstrate initiative and independence; shows interest in and curiosity about the world around them at an 80% mastery level (12)	15			
Social and Emotional Development: Child manages emotions with increasing independence	The teacher: *establishes consistent signals to prompt children to become quiet and listen to instructions. *models and prompts children to use effective strategies for calming down when they are too excited. *creates a daily schedule that balances quiet and active times, and allows children opportunities to expend physical energy and be noisy. *arranges the classroom to provide areas for quiet, calm activities		**CLI Measure: Emotion and Behavior Regulation** Students will manage emotions with increasing independence at an 80% mastery level (19.2).	24			
Language and Literacy: Child understands and uses a wide variety of words for a variety of purposes.	The teacher: *models appropriate language usage. * engages children verbally in center activities, role playing, and modeling desired language skills. * provides experiences that require children to talk, play and work cooperatively.		**CLI Measure: Rapid Vocabulary** Students will understand and use a wide variety of words for a variety of purposes at an 80% mastery level (44).	55			
Cognition: Child understands addition as adding to and subtracting as taking away from	The teacher: *uses fingers to show children how to put together an addition problem. *sets up a row of objects and asks child to devise a story using the objects. *models addition using a set of objects and extends to the use of joining three sets. *models and demonstrates the use of a five frame to organize their work. *incorporates number games and finger plays that show addition.		**CLI Measure: Operations** Students will understand addition as adding to and subtracting as taking away from at an 80% mastery level (2.4).	3			
Perceptual, Motor, and Physical Development: Child will develop knowledge and skills that help promote nutritious food choices and eating habits; will demonstrate knowledge of personal safety practices and routines.	The teacher: *Discusses and models good habits of personal health, including songs. *Engages children in dramatizing safety procedures. *engages children in creating charts, class-made books, and collages of healthy & unhealthy foods. *engages children in active play, games, and exercise.		**CLI Measure: Gross Motor** Students will demonstrate increasing control, strength, and coordination of small muscles at an 80% mastery level (12).	15			

SUB-SECTION B: SERVICE DELIVERY

1. **Needs of Children and Families-**

   There are no significant changes to the detailed plan to provide child development services for Head Start children and families. We are continuing to strive to look at children and family needs to plan our program direction. We currently have 77 on our priority list. During eligibility, recruitment, and selection, there was an increase in the number of 3 year olds that applied and enrolled in our program. This is partly due to the district opening up more Pre-K options. Obesity levels continue to be a concern and our program is trying to increase awareness/efforts in this area. Our work with our Coalition helped us to see that we need to strive to become a School-Based Community. We are taking steps toward this goal. We continue to have parents that struggle with means of transportation. We are increasing efforts in this area.

2. **Service Area-**

   There are no significant changes in the service and recruitment areas and the recruitment and selection criteria. DISD continues to grow and the boundaries are expanding farther North. With this expansion, we realize that we will need to increase our efforts in advertising our programs to increase parent awareness of the services that we offer. We continue to have a MOU with a neighboring child care center that offers extended care to our students before &/or after school hours at reduced rates. DISD

provides the transportation to and from this center. We currently have **16** Head Start students accessing these services. This option helps our working parents to be able to keep their jobs.

3. **Justification of Proposed Funded Enrollment and Program Options-**

   a. Completed in HSES tab in Enterprise system

   b. N/A

   c. N/A

4. **Centers and Facilities-**

   a. Completed in HSES tab in Enterprise system

   b. N/A

5. **Recruitment and Selection-**

In school year 2015-2016 the Denton ISD Head Start online application was created and implemented for the school year 2016-2017. The new online application was revised to provide the following:

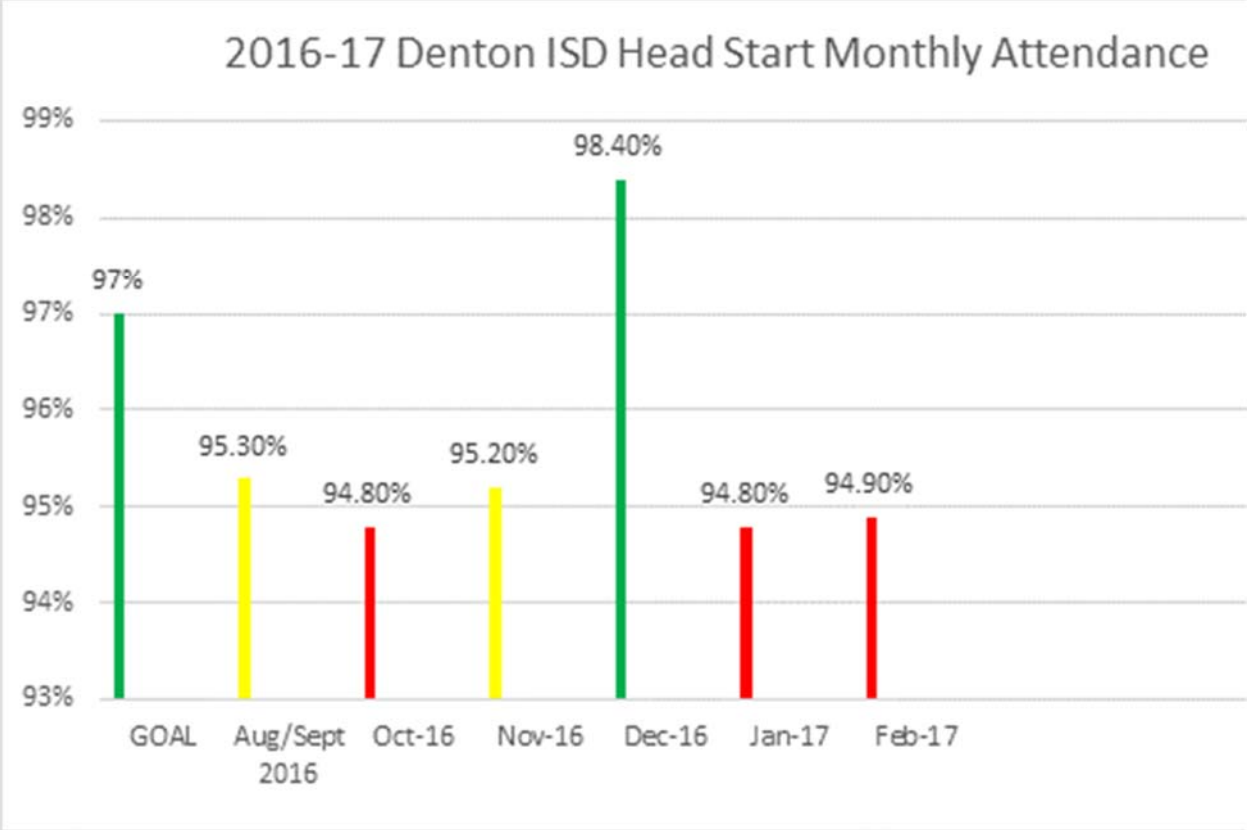
- Clarity to questions
- Revision of the parent section to gather information for the PIR

The online application provided the opportunity to increase productivity by collecting accurate information and allowing us to spend time on sending the returning student

intent to return letter. It also allowed us to develop the priority list sooner so that the families may be informed that they are accepted for enrollment into Head Start and not seek out other pre-school options.

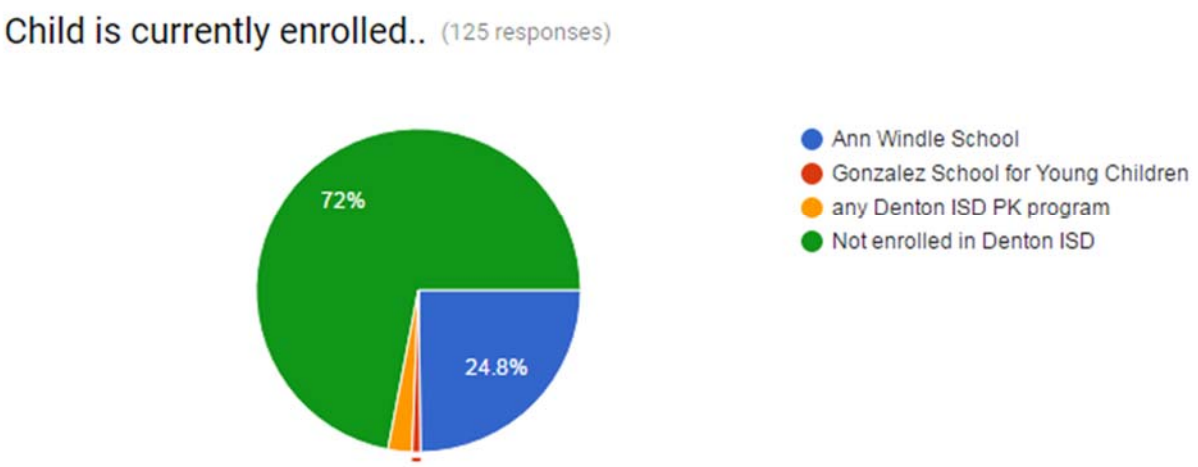
Since information is gathered automatically during round up, this allows a deeper focus on attendance. Parents were given a comprehensive review of each student's attendance. An overall program mid-year report regarding attendance was created.

This report will be generated at the beginning and the end of each school year.



We serve 193 students per the grant, and the remaining students are placed on the waiting list which is called the priority list. Our priority list for the school year 2016-2017 averaged about

77 students not receiving services and 22 over-income students waiting on the list after the income eligible to enroll in the program. The opening of pre-k classes indicates that pre-kindergarten enrollment in Denton ISD is needed and is on an up-ward trend.

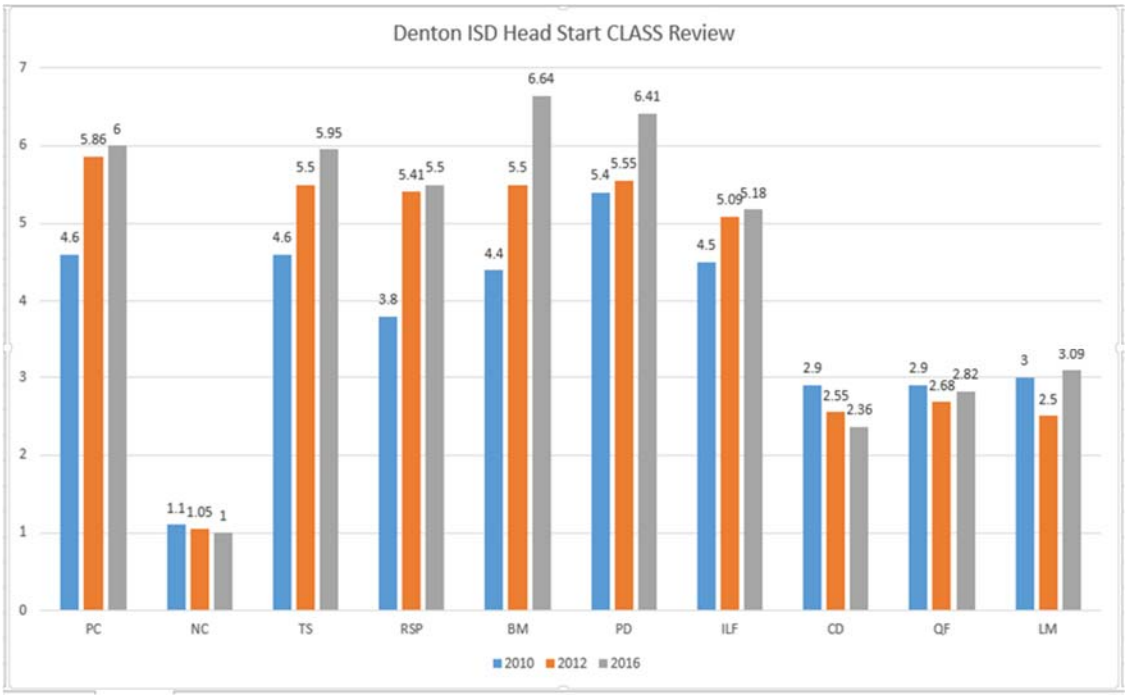


6. **Transportation-**

DISD continues to provide transportation services for our Head Start students with special needs in order for them to access services. They also provide transportation to the child care center that we have a MOU with for extended care options. There are also 3 local child care centers that will provide transportation to their center for after school care services. The city of Denton has public transportation that is also available to transport families to and from school and there is a bus stop near our campus. As transportation continues to be a struggle for some of our families, we are working to try to find ways to expand options for this need.

7. **Educational Services-**

Within the first 45 days of enrollment, our program completes developmental screenings on all children. Parents also provide baseline information of their child's development by completing the Ages and Stages Questionnaire. During home visits, teachers collect data from parents on child interest, temperament, cultural background, and developmental strengths and weaknesses, and share student strengths and weaknesses observed in the classroom. Teachers and parents collaboratively develop individual student goals--one goal per each essential domain from the Head Start Early Learning Outcomes Framework. Teachers assess daily and use data to drive instruction. Teachers use student portfolios to reflect student growth and progression towards individual goals. Teachers and parents meet formerly four times a year to discuss student progress, concerns, or make changes to the IDP as needed. Teachers receive ongoing support and professional development. Through Professional Learning Communities and Horizontal meetings, teachers work together to analyze data for intentional teaching. Through classroom observations and walkthroughs, we ensure the classroom environment and teacher student interactions are nurturing and engaging.



PC= Positive Climate	PD= Productivity
N=Negative Climate	ILF= Instructional Learning Formats
TS=Teacher Sensitivity	CD= Concept Development
RSP= Regard for Student Perspectives	QF=Quality of Feedback
BM= Behavior Management	LM=Language Modeling

In FY 16, three of our Head Start teachers piloted See Saw, which is a digital portfolio system that allows teachers to share student progress with families and administration in real time. In FY 17, we plan to implement See Saw in all Head Start classrooms. In FY 16, Denton ISD implemented a new teacher appraisal system called T-TESS. The T-TESS model allows for administration to coach staff as they grow professionally. In FY 17, our program will begin implementing Practice-Based Coaching in addition to T-TESS.

8. **Health-**

There are no significant changes noted in the way our program delivers Health and Nutritional Services. However, we are trying to increase our efforts in the following areas:

Nutrition & Obesity levels: Through our Health Advisory Committee, we are working with our Nutrition Specialist to begin to take a closer look at portion size requirements, healthy snacks, etc. We are providing our teachers with Professional development on the importance of daily gross motor skill time. We also hold 504 meetings for children who have severe allergies to certain foods or have food intolerances in order to come up with an individualized plan for them.

Policies & Procedures alignment with the new standards: We are working with our Health Advisory Committee to update our policies and procedures for the Health area. One main update will be on how we determine to document employees and volunteers being free of communicable diseases. We are working with our district personnel on this task as well.

Increase in Partnerships/Resources: Our school is working with our Coalition to become a School-Based Community where we form partnerships with Community Resources in the needed areas such as Dental, Medical, Mental Health, Nutrition, etc. in order to bring these needed services to our school for our families.

9. Family Services and Social Services-

Within the area of social services there has been an increase in number of times follow-up is done for the family partnership agreement. Follow-up has increased from twice a year to four times a year. At round-up, a family's data is collected from parents using a needs assessment. At enrollment, families determine the goal(s) to work on for the year. During the fall and spring home visits, teachers collaborate with the parents to update goals. The social worker, social

service assistant, and parent, family, community engagement specialist are informed by the teachers when parents need formal or informal networking (additional resources). The family service workers used this data to reflect progression toward the individual goals and family engagement outcomes.

Our families continue to struggle with transportation issues. Out of 193 families 11 families (5.69%) needed help with transportation this school year. We are looking at a strategy that was suggested by parents during our annual self-assessment. We are in our beginning stages.

Other areas our families identified as a need:

- Rent (4.6 % families)
- Electric (7.25% families)

These families were referred to local resources in the community. Shelves are in place for the clothing closet. There is a local child's clothing store that donates clothing to our community clothing closet. There are plans to open a community resource center on the school campus.

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

11. Transition Updates-

Implementing transition strategies and practices Our program contacts the local elementary schools and frequently checks their websites for campus kindergarten transition activities to share with transitioning families. Flyers are printed and sent home, included in the monthly school newsletter, phone blasts, and social media.

Family collaborations for transitions Kindergarten Transition is discussed during parent orientation, home visits and parent teacher conferences. Parents receive progress reports after each CLI wave so they can support learning outside of the classroom. Each child receives a summer transition packet full of activities, parent education information, and the upcoming school calendar to help encourage learning during summer vacation. Home visit forms and IDPs (student goal sheets) include the transition year to help parents understand that daily activities are intentional and lead to children transitioning to Kindergarten.

Community collaborations with transitions Our program collaborates with Denton ISD Social Services Coordinator to host a Kindergarten Parent Transition Fair, which provides

parents an opportunity to meet and seek assistance through community agencies.

12. Coordination-

Through our work with the Coalition, we are continuing to increase our efforts in community outreach/partnerships. We have developed a name and mission for our Coalition…

Early Childhood Coalition: Serving the North Texas Region

"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."

We developed and held a Summit on Early Childhood where we invited key community professionals in order to gather input on our direction and purpose. Through survey results, we realized that there is a need for School-Based Communities. As a result, our campus is in the beginning stages of planning to become one.

Coordination of services for Disabilities- Plans established in November 2014 for gathering information during Round-Up continue to be effective. The district discontinued the use of its Universal Screener due to the adoption of CLI Engage as its Pre-K progress monitoring tool. Denton ISD Head Start Program continued with its established policy of using the DISD Universal Screener as a tool for immediately identifying students in need of RTI Strategies (see pages 14-15).

The DISD Head Start Program began the 2016-17 school year with nine (9) returning students identified with a disability. Five (5) students were identified as potentially Head Start eligible from other programs within the district (PPCD-Preschool Program for Children with Disabilities & Pre-K) with information about the Head Start Round-up shared with parents. These students were added to the Disability List upon their enrollment into the program at the beginning of the school year. During the year one student moved out of the attendance area for the program. Eleven (11) students were identified as having possible delays and were referred to the district for testing. Additionally, three (3) parents have also requested testing. To date, eleven (11) students have been found eligible for Special Education services. Two (2) of these eleven (11) were withdrawn, one by parent and one by a state agency. Three (3) were found to not be eligible (see chart below).

TA	RS	KA	JG
IC	NT	JC	MJ
ZC	AF	AE	JC
JM	TN	KO	
KG	ZA	MS	
KP		DS	
JM		CR	
MC		AG	
GG		DP	
		SB	
		HB	
RETURNING STUDENT - 9 -	**ANOTHER PROGRAM FOR PREVIOUS YEAR - 5 -**	**ADDED DURING 2016-17 - 11 -**	**DID NOT QUALIFY - 3 -**

SUB-SECTION C: APPROACH TO SCHOOL READINESS

1. Updates to Approach in School Readiness-

a. Our program continued using CLI Engage Progress Monitoring to measure school readiness outcomes.

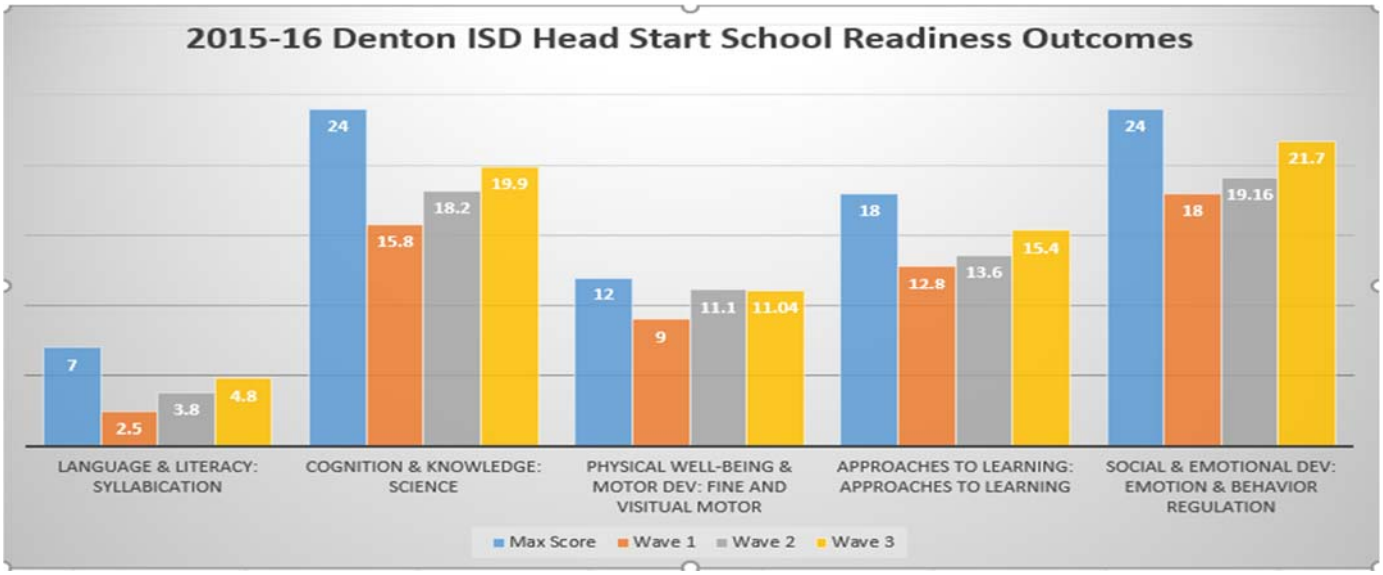
b. No significant updates or changes have been made to our curriculum since last year. Our program implements the curriculum with fidelity as directed by the Denton ISD Curriculum Department.

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

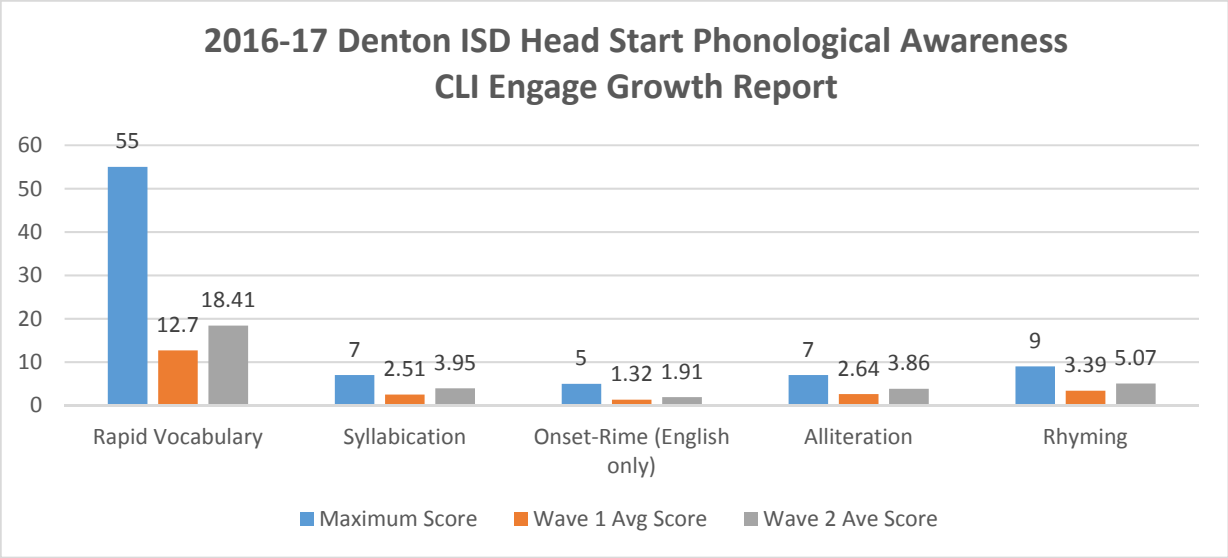
*Note: The district administrators no longer uses PDAS to appraise classroom teachers. We now use the (T-TESS) Texas Teacher Evaluation and Support System instrument. It is a coaching model that helps teachers to identify their “glow” and “grow” areas. There is also a goal-setting piece for the teachers to set individual goals and to track their progress. This is required by the school district and the Head Start Director uses this tool.

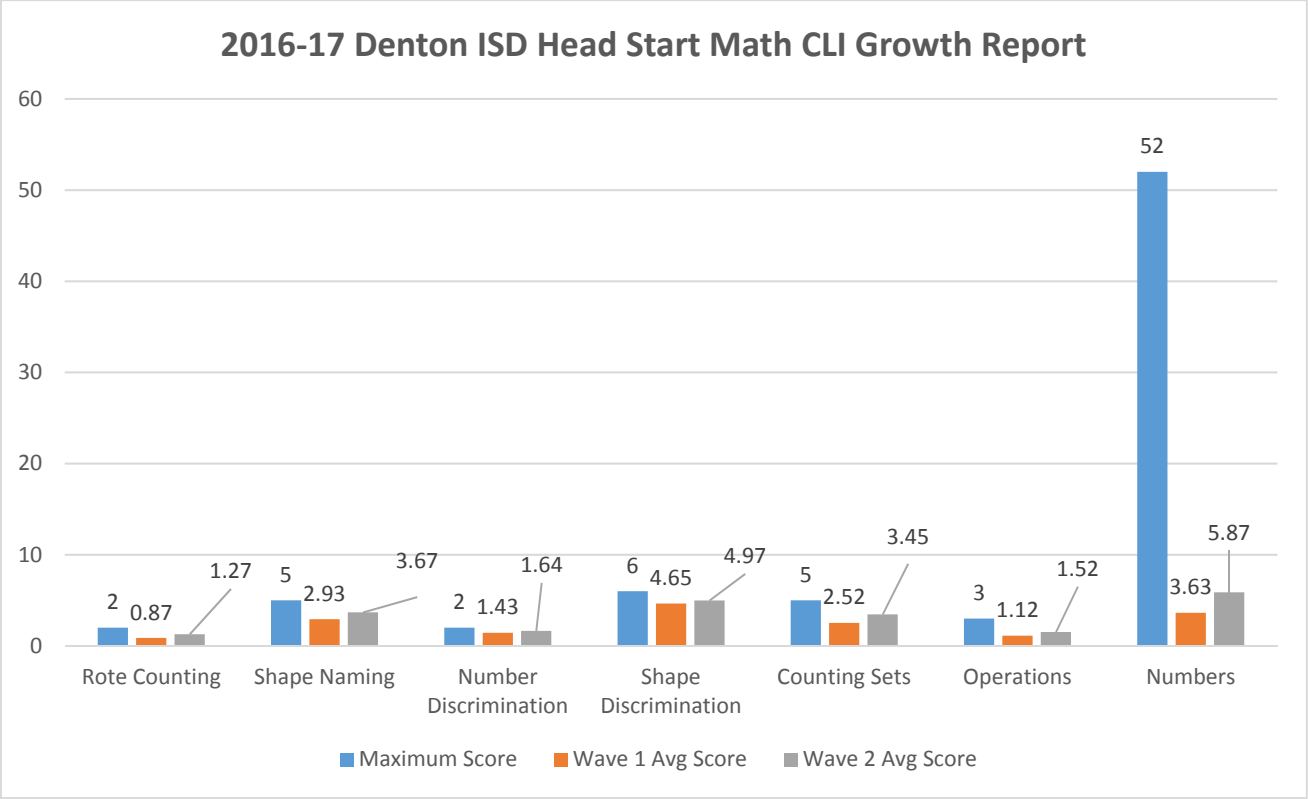
During FY 16, our program piloted Texas School Ready’s CLI Engage as our progress monitoring tool for student outcomes for individualized goals and program school readiness goals. Our students have made gains in each domain for 2015-16. School Readiness goals were measured by CLI Engage Progress Monitoring Tool (English and Spanish). In the Language and Literacy

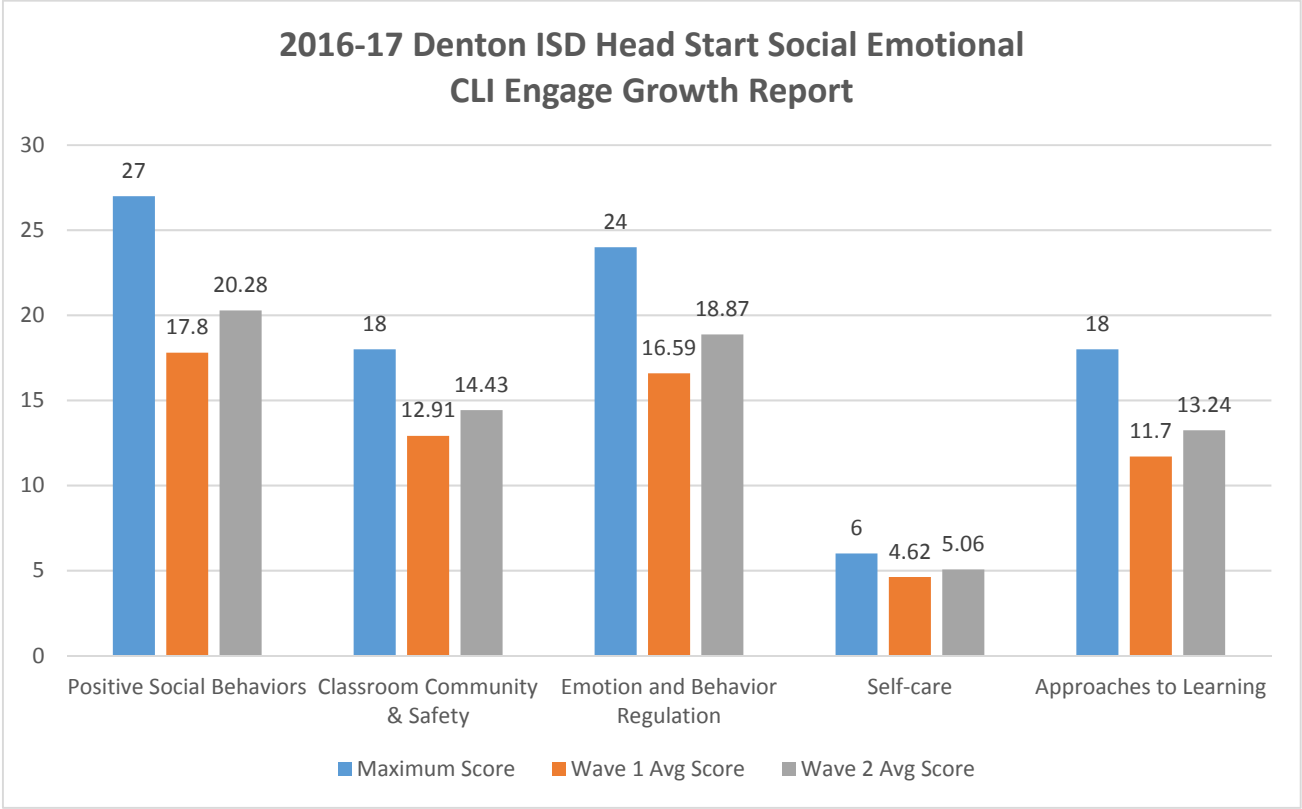
domain (the maximum score is 7), our students scored 2.5 (Wave 1), 3.8 (Wave 2) and 4.8 (Wave 3; in the Cognition and Knowledge domain (maximum score is 24), students scored 15.8 (Wave 1), 18.2 (Wave 2), 19.9 (Wave 3); in the Physical Well-Being and Motor Development domain (maximum score 12), our students scored 9 (Wave 1), 11.1 (Wave 2), and 11.04 (Wave 3); in the Approaches to Learning (maximum score 18), students scored 12.8 (Wave 1), 13.6 (Wave 2), and 15.4 (Wave 3); and in the Social and Emotional Development (maximum score 24), our students scored 18 (Wave 1), 19.6 (Wave 2), and 21.7 (Wave 3). Our students are very close to meeting mastery on all our school readiness goals.

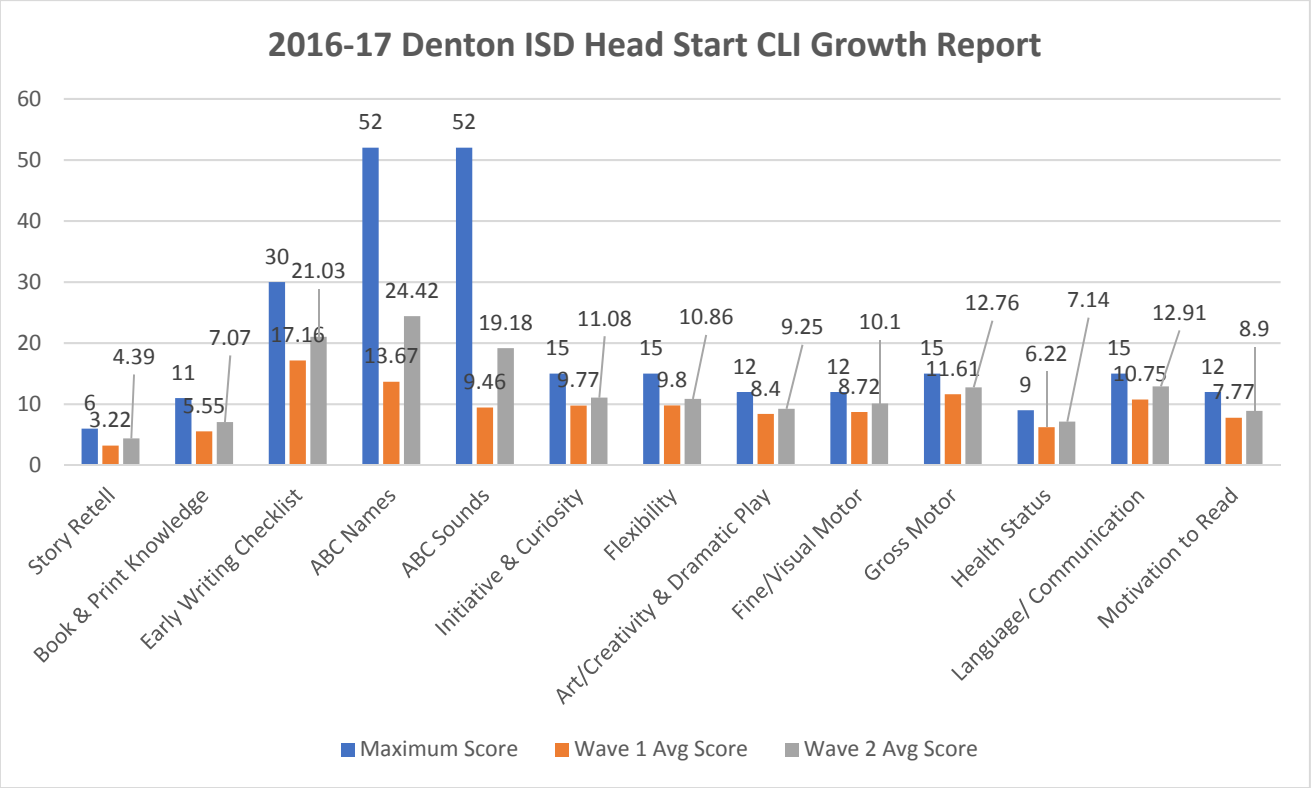


CLI Engage analyzes and aggregates data to show which students scored low in certain areas. It also provides suggestions or recommendations of online activities teachers can implement to help students improve in those low areas. CLI Engage has an online component that includes lessons teachers can easily prepare and implement. These lessons are aligned to the state guidelines and are available in English and Spanish. Once teachers have completed the CLI progress monitoring, the Education Specialist runs classroom and program reports for teachers to use for intentional planning and teaching. She also sends home quarterly CLI progress reports after each wave for the entire program. Teachers use the data to help update students' individual goals on the IDPs and print individual CLI reports for parents. During Home Visits, parent teacher conferences, and through weekly newsletters, teachers share student progress with parents and encourage parents to implement home learning activities. The individual CLI reports provide parents with students' strengths and weaknesses so that parents can be actively engaged in their child's learning. Teachers collaborate during PLCs to develop and implement instructional strategies for continued growth individually and collectively.




2016-17 Denton ISD Head Start Math CLI Growth Report
60
50
40
30
20
10
0
2
0.87
1.27
5
2.93
3.67
2
1.43
1.64
6
4.65
4.97
5
2.52
3.45
3
1.12
1.52
52
3.63
5.87
Rote Counting
Shape Naming
Number Discrimination
Shape Discrimination
Counting Sets
Operations
Numbers
Maximum Score
Wave 1 Avg Score
Wave 2 Avg Score


2016-17 Denton ISD Head Start Social Emotional
CLI Engage Growth Report
30
25
20
15
10
5
0
27
17.8
20.28
18
12.91
14.43
24
16.59
18.87
6
4.62
5.06
18
11.7
13.24
Positive Social Behaviors
Classroom Community & Safety
Emotion and Behavior Regulation
Self-care
Approaches to Learning
Maximum Score
Wave 1 Avg Score
Wave 2 Avg Score


2016-17 Denton ISD Head Start CLI Growth Report
60
50
40
30
20
10
0
6
3.22
4.39
11
5.55
7.07
30
17.16
21.03
52
13.67
24.42
52
9.46
19.18
15
9.77
11.08
15
9.8
10.86
12
8.4
9.25
12
8.72
10.1
15
11.61
12.76
9
6.22
7.14
15
10.75
12.91
12
7.77
8.9
Story Retell
Book & Print Knowledge
Early Writing Checklist
ABC Names
ABC Sounds
Initiative & Curiosity
Flexibility
Art/Creativity & Dramatic Play
Fine/Visual Motor
Gross Motor
Health Status
Language/ Communication
Motivation to Read
Maximum Score
Wave 1 Avg Score
Wave 2 Avg Score

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

1. The one change mentioned in Sub-Section A on our Long-term Program goals does affect our PFCE area (See pages 10-12).

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

   Our new revised program goal: Parents will be active participants in their child's learning, in continuing parent education, in parent leadership opportunities, and progressing on family goals to improve child outcomes.

   The reasons for the revision were:

   *To broaden and define

   *To make the goal more specific and more measurable

   *To make the goal more attainable & more intentional for PFCE goals

   Note: The old goal was difficult to determine how to measure it. We therefore aligned the goals and the effort to better master outcomes.

2. New data sources used since last year's application to support the implementation and evaluation of PFCE goals and/or objectives are:

   Google Docs with Head Start Application, Round-up & Orientation Sign-in, Home Visit forms, Parent/Teacher Conferences, Parent Education Sign In sheets & pre/post-tests or surveys, ASQ-Parent Developmental Report, Policy Council/Parent Committee, Sign-In sheets for specific family engagement activities, & Volunteer Books.

3. To assist families in making progress toward helping their child meet their School Readiness goals, we first assess the families' needs. Parents complete a needs assessment to determine family needs and parent interest in parent education classes/resources. We provide enriched opportunities for parents and their children to be engaged in very positive interactions where the child is learning, doing, and growing and the parent is helping the child learn, behave, and grow in appropriate ways. One of the classes we offered this year was **Children Guidance/ Discipline (Behavior).** There were 15 parents present that completed surveys. For results (see page 17) on **PFCE Data: Parent Education Interest Survey and see Child Behavior.** Offering classes and activities to families and children and community members helps with engagement outcomes in Family Well–Being, Parent–Child relationships, Families as lifelong Educators and learners, Family Engagement in Transitions, Connection to peers and Community and Family as Advocates and Leaders (Pages.10-12).

4. Progress toward PFCE goals and/or objectives is communicated to families in multiple ways. If the parent education classes are in a series, progress is reported out and celebrated along the way and at the end of the series. We acknowledge accomplishments within the classes to encourage continual growth. The progress toward PFCE goals is also communicated to families on an individual basis through verbal communications with the PFCE specialist, through our Annual Report, in data collections for our grant application, in our Policy Council/Parent Committee meetings, through home-visits/parent-teacher conferences, through pre/post-surveys results, and End of Year Program Survey results.

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

1. No changes have been made in regards to the roles and responsibilities of the Board and Policy Council. We are currently updating our Policy Council By-Laws in order to align them with the new standards.

2. A current Organizational Chart can be found on page 43

3. Our program managers serving in key roles of our Head Start program are the same staff from the Baseline grant. No significant changes were made in these positions.

4. Updates/Changes to our management systems are noted below:

   ***Communications:** Our program has expanded our means of communications this school year. We have added Twitter, Facebook, Remind 101 through texting/email, and google docs.

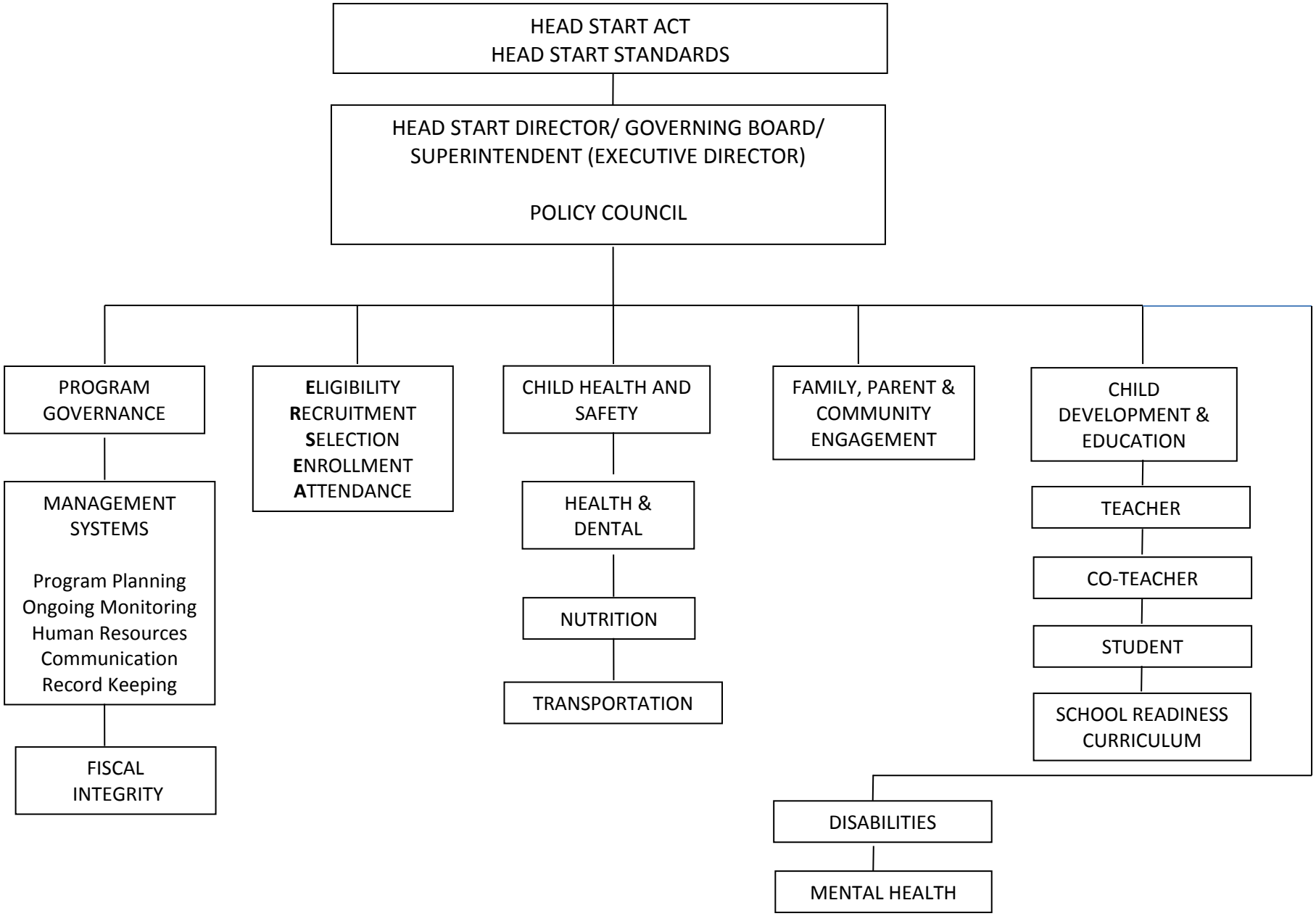
   ***Record-Keeping & Reporting:** Program managers using google docs for multiple purposes.

   ***On-going monitoring:** We have passed all of our Head Start reviews up to this date in the areas of Health/Safety, CLASS, Comprehensive Services and School Readiness, and ERSEA.

***Self-Assessment:** We have aligned our Self-Assessment process this year with the monitoring protocols. A copy of our Self-Assessment results along with our Self-Assessment Improvement plan can be viewed as Attachment 1

5. **TTA plan** has been updated and can be viewed as Attachment 2

DISD HEAD START ORGANIZATIONAL CHART



SECTION II

06CH7130 – FY 17 – GRANT APPLICATION BUDGET AND BUDGET JUSTIFICATION

Policy Council Approved: March 10, 2017 **Governing Board Approved:**

SECTION II: BUDGET and BUDGET JUSTIFICATION

FEDERAL

1. The refunding amount of $1,322,869 is divided into three categories. These are payroll, supplies, and TTA.

The payroll is broken down into three areas. These are salaries, fringes, and substitute's pay. As one will note from the earlier SF424A form, the amounts requested for this category are $1,064,864, $173,342, and $30,000 respectively. This is a total of $1,268,206 or approximately 96% 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.

A salary comparison for our area can be found on pages 52-53.

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. See the Employee Compensation Cap section (pg. 49) for a complete list of Head Start salaries paid by federal funds. It may be noted that the Director's salary and salaries of key personnel are not funded by Head Start. These personnel are paid entirely by Denton ISD.

- The total amount of funds requested for the supplies category is $30,987. This will be budgeted for food services and classroom supplies. Each of the 11 classroom receives $150.00 monthly for food items (snacks and cooking) for a total of $16,500.00. We have budgeted $3,150 for office supplies, detailed below:

    Laminating film ($300.00)

    Printer ink ($1,000.00)

    Printer drums ($1200.00)

    Copy paper ($400.00)

    Postage ($250.00)

We have budgeted $7,700 for a laptop for each classroom, and $1,437 for replacement of some classroom furniture.

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

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

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

2. The current indirect cost rate (Page 54) allowed is 2.14%. $0 will be charged to the Head Start Grant. The district will cover the total amount. There are no shared costs. Please note in the In-Kind Expense Report, (See page 55) 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 2015-2016 school year. That is the most current data available at the time of the grant submission.

TTA/TRAVEL

The total amount of funds requested for the T/TA category is $21,166. This total includes $10,100 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	
NAEYC Conference	Director	NAEYC/Director		$150.00
Region VI Network Meetings	Program Team	Out of State	$2,000.00	
TEPSA/TAASPYC Conferences	Director	Denton ISD		$550.00
Pre-K SDE Conference	Teachers	Director/Education Specialist		$550.00
BEAM Conference for Dual Language Instructors	(5) Teaching Staff	Director		$200.00
PFCE Parent Training	PFCE Specialist & 2 Parents	TWU		$50.00
PFCE Training	PFCE Specialist & Aide	Out of State	$1000.00	
Personalized Parent Goal setting & monitoring	Parents	Teachers		$100.00
			$8500.00	**$1600.00**
		Total Travel		**$10,100**

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

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

6. <u>NON-FEDERAL</u>

The Denton ISD Head Start Program is requesting refunding in the amount of $1,322,869. The district's non-federal share is $330,717, with a total grant amount for 2017-2018 being $1,653,586. Volunteer hours are calculated in the amount of $15.00 per hour for assistance in the classroom and to the teachers to prepare lesson materials. Volunteer resources are $330,717.00. Through February of 2017, our volunteer hours for Ann Windle School for Young Children, totaled 20,393.76. Calculated in the amount of $15.00 per hour, that totals $305,906.40. We are confident that we will exceed our $330,717.00 non-federal share before the end of the school year. We have approx. 250 volunteers that help with classroom preparation, classroom volunteers, Policy Council meeting (10 monthly meeting, 2 hours each, approx. 20 volunteers), Parent Committee meeting (10 monthly meeting, 2 hours each, approx. 15 volunteers), Board members (10 monthly meeting, 2 hours each, 1-2 volunteers) and community members.

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

8. N/A

9. N/A

10. See attachment 5 in the document tab of HSES

11. N/A

12. N/A

13. N/A

14. N/A

06CH7130 - EMPLOYEE COMPENSATION CAP - FY17

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

Head Start does not pay the salaries of the Director or any other Key Personnel . These salaries are paid entirely by the Denton Independent School District.

Please note that no salary exceeds the $183,300.00 limit.

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

Position	Salary	Position	Salary	Position	Salary
Teacher 1	$ 57,054	Teacher Aide 1	$ 25,318	Content Area Expert	$ 61,456
Teacher 2	$ 55,834	Teacher Aide 2	$ 19,130	Social Worker	$ 58,319
Teacher 3	$ 57,648	Teacher Aide 3	$ 19,929	PFCE Specialist	$ 26,180
Teacher 4	$ 59,127	Teacher Aide 4	$ 21,260	Family Services Aide	$ 22,404
Teacher 5	$ 59,127	Teacher Aide 5	$ 23,642	Facilities-Safety Manager/Clerical	$ 23,234
Teacher 6	$ 57,377	Teacher Aide 6	$ 24,770		
Teacher 7	$ 59,127	Teacher Aide 7	$ 21,433		
Teacher 8	$ 57,078	Teacher Aide 8	$ 18,237		
Teacher 9	$ 57,054	Teacher Aide 9	$ 25,553		
Teacher 10	$ 58,604	Teacher Aide 10	$ 21,072		
Teacher 11	$ 52,855	Teacher Aide 11	$ 22,044		
Total Teacher	**$ 630,883**	**Total Teacher Aide**	**$ 242,387**	**Total other staff**	**$ 191,593**
Total Salaries	**$1,064,864**				

06CH7310 FY17 - PAYROLL PROJECTION FOR YEAR 2017-2018

	Position	Salary	Medicare & Workers Comp	Insurance	Teachers Retirement
	Content Area Expert	$ 61,456	$ 1,051	$ 3,132	$ 6,053
	SUB-TOTAL CONTENT AREA SALARY	**$ 61,456**	**1,051**	**3,132**	**6,053**
	Teacher 1	$ 57,054	$ 976	$ 3,132	$ 5,620
	Teacher 2	$ 55,834	$ 955	$ 12	$ 5,500
	Teacher 3	$ 57,648	$ 986	$ 12	$ 5,678
	Teacher 4	$ 59,127	$ 1,011	$ 3,132	$ 5,824
	Teacher 5	$ 59,127	$ 1,011	$ 12	$ 5,824
	Teacher 6	$ 57,377	$ 981	$ 12	$ 5,652
	Teacher 7	$ 59,127	$ 1,011	$ 12	$ 5,824
	Teacher 8	$ 57,078	$ 976	$ 3,132	$ 5,622
	Teacher 9	$ 57,054	$ 976	$ 3,132	$ 5,620
	Teacher 10	$ 58,604	$ 1,002	$ 3,132	$ 5,772
	Teacher 11	$ 52,855	$ 904	$ 12	$ 5,206
	SUB-TOTAL TEACHER SALARY	**630,883**	**$ 10,788.09**	**$ 15,732.00**	**$ 62,142.02**
	Teacher Aide 1	$ 25,318	$ 433	$ 3,132	$ 2,494
	Teacher Aide 2	$ 19,130	$ 327	$ 12	$ 1,884
	Teacher Aide 3	$ 19,929	$ 341	$ 3,132	$ 1,963
	Teacher Aide 4	$ 21,260	$ 364	$ 12	$ 2,094
	Teacher Aide 5	$ 23,642	$ 404	$ 12	$ 2,329
	Teacher Aide 6	$ 24,770	$ 424	$ 3,132	$ 2,440
	Teacher Aide 7	$ 21,433	$ 367	$ 3,132	$ 2,111
	Teacher Aide 8	$ 18,237	$ 312	$ 12	$ 1,796
	Teacher Aide 9	$ 25,553	$ 437	$ 3,132	$ 2,517
	Teacher Aide 10	$ 21,072	$ 360	$ 3,132	$ 2,076
	Teacher Aide 11	$ 22,044	$ 377	$ 3,132	$ 2,171
	SUB-TOTAL TEACHER AIDE SALARY	**$ 242,387**	**$ 4,145**	**$ 21,972**	**$ 23,875**

06CH7310 FY17 - PAYROLL PROJECTION FOR YEAR 2017-2018

	PFCE: SOCIAL WORKER	$ 58,319	$ 997	$ 3,132	$ 5,744
	PFCE: PFCE SPECIALIST	$ 26,180	$ 448	$ 3,132	$ 2,579
	PFCE: FAMILY SERVICES AIDE	$ 22,404	$ 383	12	2206.8
	SUB-TOTAL PFCE PERSONNEL	**$ 106,903**	**$ 1,828**	**$ 6,276**	**$ 10,530**
	Facilities-Safety Manager/Clerical	$ 23,234	$ 397	$ 3,132	$ 2,289
	SUB-TOTAL OTHER CS PERSONNEL	**$ 23,234**	**$ 397**	**$ 3,132**	**$ 2,289**
	TOTAL PERSONNEL	**$ 1,064,864**	**$ 18,209**	**$ 50,244**	**$ 104,889**
	FRINGE (MediCare/Workman's Comp)	$ 18,209			
	FRINGE (Insurance)	$ 50,244			
	FRINGE (Retirement)	$ 104,889			
	TOTAL FRINGE	**$ 173,342**			
	CLASSROOM SUPPLIES	$ 2,200			
	OFFICE SUPPLIES	$ 3,150			
	FOOD SERVICES SUPPLIES (snack & cooking)	$ 16,500			
	OTHER SUPPLIES	$ 9,137			
	TOTAL SUPPLIES	**$ 30,987**			
	CHILD LIABILITY INSURANCE	**$ 810**			
	MENTAL HEALTH CONSULTANT	**$ 1,700**			
	SUBSTITUTES	**$ 30,000**			
	TOTAL ALL BUDGET CATEGORIES	**$ 1,301,703**			

UNITED EDUCATORS ASSOCIATION

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Comparison of Teacher Salaries in the Eastern Metroplex
School Year 2016 - 2017 | MA / MS Degree

	YEAR 0		YEAR 5		YEAR 10		YEAR 15		YEAR 20		YEAR 25		YEAR 30	
1	HEB	56500	HEB	58551	HEB	59285	HEB	61736	HEB	63978	Mansfield	68470	HEB	72671
2	Mansfield	56220	Irving	57954	Mansfield	59235	Mansfield	60665	Mansfield	63565	HEB	67783	Mansfield	72560
3	Arlington	53000	Mansfield	57630	Irving	58900	Irving	59900	Irving	62571	Irving	65669	Irving	70120
3	Grand Prairie	53000	Keller	55256	Keller	57559	Keller	59519	Keller	61083	Ft Worth	65233	Ft Worth	69922
5	Garland	52800	Arlington	55145	Birdville	56305	Ft Worth	58532	Ft Worth	60955	Arlington	63747	Arlington	68795
6	Denton	52750	Birdville	54625	Ft Worth	56257	Frisco	57800	Arlington	59977	Keller	63644	Keller	67363
7	Birdville	52700	Denton	54625	Frisco	55900	Lewisville	57600	Lewisville	59482	Denton	63335	Carroll	67159
8	Irving	52500	Grand Prairie	54446	Arlington	55894	Birdville	57555	Frisco	59300	Lewisville	63259	DeSoto	65825
8	Keller	52500	Garland	54270	Lewisville	55850	Arlington	57516	Birdville	59190	Birdville	62640	Grand Prairie	64707
10	Lewisville	52475	Lewisville	54100	Grand Prairie	55626	Grand Prairie	57508	Little Elm	59000	DeSoto	62041	Denton	63335
11	CFB	52295	Ft Worth	54000	Denton	55625	CFB	56970	Grand Prairie	58943	Carroll	61765	Lewisville	63259
12	Coppell	52200	Frisco	53500	Garland	55270	DeSoto	56900	CFB	58840	Grand Prairie	60903	Grapevine	62941
13	DeSoto	52000	DeSoto	53400	CFB	55100	Carroll	56726	DeSoto	58754	CFB	60710	Birdville	62640
13	Ft Worth	52000	CFB	53230	DeSoto	55000	Denton	56625	Carroll	58553	Frisco	60300	CFB	62580
15	Carroll	51600	Carroll	52950	Carroll	54912	Garland	56270	Duncanville	58505	Garland	60263	Frisco	60300
16	Duncanville	51000	Grapevine	52650	Little Elm	54000	Little Elm	56000	Denton	57975	Duncanville	59051	Garland	60263
16	Frisco	51000	Richardson	52365	Duncanville	53800	Duncanville	55772	Garland	57625	Little Elm	59000	Duncanville	59051
16	Grapevine	51000	Duncanville	52300	Richardson	53765	Richardson	55140	Richardson	56515	Grapevine	58497	Little Elm	59000
19	Richardson	50865	Little Elm	52000	Grapevine	53650	Grapevine	54650	Grapevine	55650	Richardson	57790	Richardson	57790
20	Little Elm	49500	Coppell	**	Coppell	**	Coppell	**	Coppell	**	Coppell	**	Coppell	**
21	Dallas	**	Dallas	**	Dallas	**	Dallas	**	Dallas	**	Dallas	**	Dallas	**

Why Does UEA Print This Salary Comparison?

For the past 25 years, UEA has printed 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.*

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School Year 2016 - 2017 | BA / BS Degree

	YEAR 0		YEAR 5		YEAR 10		YEAR 15		YEAR 20		YEAR 25		YEAR 30	
1	HEB	54500	Irving	56280	Irving	57400	HEB	58992	Mansfield	61494	Mansfield	66399	HEB	70580
2	Mansfield	54149	HEB	55993	HEB	57367	Mansfield	58594	HEB	61249	HEB	66203	Mansfield	70489
3	Grand Prairie	52000	Mansfield	55559	Mansfield	57164	Keller	58519	Irving	60571	Ft Worth	63867	Ft Worth	68577
4	Arlington	51500	Keller	54256	Keller	56559	Irving	58400	Keller	60083	Irving	63669	Irving	67620
4	Garland	51500	Arlington	53645	Ft Worth	55016	Ft Worth	57262	Ft Worth	59434	Keller	62644	Arlington	67295
4	Keller	51500	Grand Prairie	53446	Frisco	54900	Dallas	57000	Lewisville	58482	Lewisville	62259	Keller	66363
7	Lewisville	51475	Birdville	53125	Lewisville	54850	Frisco	56800	Arlington	58477	Arlington	62247	Carroll	66159
8	Birdville	51200	Lewisville	53100	Birdville	54805	Lewisville	56600	Frisco	58300	Denton	61585	DeSoto	64825
9	Coppell	51000	Ft Worth	53000	Grand Prairie	54626	Grand Prairie	56508	Grand Prairie	57943	Birdville	61140	Grand Prairie	63707
9	Denton	51000	Garland	52970	Dallas	54500	Birdville	56055	DeSoto	57754	DeSoto	61041	Lewisville	62259
9	DeSoto	51000	Denton	52875	Arlington	54394	Arlington	56016	Birdville	57690	Carroll	60765	Grapevine	61941
9	Ft Worth	51000	Dallas	52500	DeSoto	54000	DeSoto	55900	Carroll	57553	Grand Prairie	59903	Denton	61585
9	Irving	51000	Frisco	52500	Garland	53970	Carroll	55726	Duncanville	57505	Frisco	59300	Birdville	61140
14	Richardson	50865	DeSoto	52400	Carroll	53912	CFB	55425	Little Elm	57500	CFB	59165	CFB	61035
15	CFB	50750	Richardson	52365	Denton	53875	Richardson	55140	CFB	57295	Garland	58963	Frisco	59300
16	Carroll	50600	Carroll	51950	Richardson	53765	Garland	54970	Dallas	57000	Duncanville	58051	Garland	58963
17	Dallas	50000	CFB	51685	CFB	53555	Denton	54875	Richardson	56515	Richardson	57790	Duncanville	58051
17	Duncanville	50000	Grapevine	51650	Duncanville	52800	Duncanville	54772	Garland	56325	Little Elm	57500	Richardson	57790
17	Frisco	50000	Duncanville	51300	Grapevine	52650	Little Elm	54500	Denton	56225	Grapevine	57497	Little Elm	57500
17	Grapevine	50000	Little Elm	50500	Little Elm	52500	Grapevine	53650	Grapevine	54650	Dallas	57000	Dallas	57000
21	Little Elm	48000	Coppell	**	Coppell	**	Coppell	**	Coppell	**	Coppell	**	Coppell	**

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

*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.*

2017 ISD and Charter Indirect Cost Rates
Effective July 1, 2016 - June 30, 2017

CDN	LEA Name	Restricted Rate	Unrestricted Rate
057922	COPPELL ISD	5.064	14.456
058902	DAWSON ISD	3.147	21.829
058906	LAMESA ISD	3.674	20.029
059901	HEREFORD ISD	3.186	18.985
059902	WALCOTT ISD	2.623	18.054
060902	COOPER ISD	1.255	14.186
060914	FANNINDEL ISD	3.761	12.649
061802	TEXAS EDUCATION CENTERS	2.032	22.133
061804	LEADERSHIP PREP SCHOOL	1.978	18.833
061901	DENTON ISD	2.140	20.750
061902	LEWISVILLE ISD	1.678	17.199
061903	PILOT POINT ISD	2.471	20.049
061905	KRUM ISD	1.573	26.959
061906	PONDER ISD	1.912	25.654
061907	AUBREY ISD	0.762	22.795
061908	SANGER ISD	1.658	18.790
061910	ARGYLE ISD	2.594	24.696
061911	NORTHWEST ISD	5.585	12.348
061912	LAKE DALLAS ISD	2.500	27.400
061914	LITTLE ELM ISD	4.388	14.794
062901	CUERO ISD	1.132	14.406
062902	NORDHEIM ISD	2.895	19.003
062903	YOAKUM ISD	2.963	23.273
062904	YORKTOWN ISD	4.151	17.794
062905	WESTHOFF ISD	3.508	26.483
062906	MEYERSVILLE ISD	2.146	23.744
063903	SPUR ISD	2.951	29.189
063906	PATTON SPRINGS ISD	8.010	42.148
064903	CARRIZO SPRINGS CISD	2.859	21.268
065901	CLARENDON ISD	3.034	22.732
065902	HEDLEY ISD	4.083	27.807
066005	RAMIREZ CSD	11.073	41.429
066901	BENAVIDES ISD	3.294	36.535
066902	SAN DIEGO ISD	1.196	21.130
066903	FREER ISD	2.186	33.507
067903	EASTLAND ISD	1.114	17.092
067904	GORMAN ISD	1.490	18.440
067907	RANGER ISD	2.187	19.156
067908	RISING STAR ISD	4.441	27.372
068901	ECTOR COUNTY ISD	2.830	16.376
069901	ROCKSPRINGS ISD	4.221	27.343
069902	NUECES CANYON CISD	0.269	20.700
070801	WAXAHACHIE FAITH FAMILY ACADEMY	2.459	22.990
070901	AVALON ISD	2.327	23.775
070903	ENNIS ISD	1.314	15.780

Ann Windle School for Young Children

901 Audra Lane

Denton, Texas 76209

Denton I S D In-Kind Expense for Head Start 2015-2016

Head Start Students	193	**66.44%**
PPCD & Pre K students	98	33.56%
Total Ann Windle Students	291	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	101,797	62,209	61.11%
Tru Green Lawn Service	13,761	8,410	61.11%
Building depreciation	133,930	81,846	61.11%
Custodial Service	62,145	37,978	61.11%
Facility cost (classroom %)	**311,634**	**190,443**	61.11%
Teachers-Other Programs	631,367	0	
Administration-Program Director, Adm Asst, reception	199,765	132,718	66.44%
Registered Nurse	55,628	36,957	66.44%
Librarian	22,156	14,720	66.44%
Counselor	31,891	21,187	66.44%
Diagnostician (Total 68 students served with 28 Head Start served)	87,370	35,976	41.18%
DISD Staff Salary cost (student % except the Diagnostician)	**1,028,177**	**241,559**	23.49%
Classroom-supplies, printshop	27,850	18,503	66.44%
Campus Administration-supplies, copiers, postage, printshop	9,847	6,542	66.44%
Staff Development	8,624	5,730	66.44%
Other operating-snacks, mileage, buses	4,192	2,785	66.44%
Other cost (student %)	**50,513**	**33,560**	66.44%
Total Public In-Kind (Denton ISD Local funds)	**1,390,324**	**465,561**	33.49%
Total Private In-Kind (38,233.55 HS Volunteer hours @ $15.00 per hour)	**573,503**	**573,503**	100.00%
Grand Total In-Kind	**1,963,827**	**1,039,064**	**52.91%**

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	$258,195.00	Denton ISD General Operating Fund
Head Start Director	$89,507.00	Denton ISD General Operating Fund
Fiscal Director	$ 141,735.00	Denton ISD General Operating Fund

Please note: Head Start does not pay the salaries of the Director or any other Key Personnel. These salaries are paid entirely by the Denton Independent School District.

SELF ASSESSMENT

2016-2017

Policy Council Approved: March 10, 2016

Governing Board Approved:

FY 16 DISD HEAD START SELF ASSESSMENT

The Denton ISD Head Start Self-Assessment process was developed using the current OHS Review Protocols provided on the ECLKC.

Leadership, Governance & Management Systems (LGMS)

- Program Planning
- Developing and Organizing Resources
- Operating and Implementing the Program
- Evaluating Performance and Stimulating Ongoing Improvement

Fiscal Integrity

- Financial Management Systems
- Reporting
- Procurement
- Compensation
- Cost Principles
- Facilities and Property

ERSEA

- Attendance
- Eligibility
- Enrollment

Comprehensive Services & School Readiness (CSSR)

- Assessing Child and Family Strengths and Needs
- Addressing Family Needs
- Providing High Quality Teaching and Learning
- Planning for Transition

Environmental Health & Safety

- Safe and Clean Environments
- Safe and Sanitary Practices
- Staffing and Supervision
- Safe Transportation

KEY
Teachers
Program Team
Parents
Governing Board
Community Members

FY 16 DISD HEAD START SELF ASSESSMENT

Leadership, Governance & Management Systems (LGMS)

Program Planning: Effective program management begins when the Head Start program determines how the program intends to deliver quality comprehensive services to children and families. This strategic planning process includes:

• Adhering to an agency-wide mission that aligns with the priorities of Head Start and the needs of the community. (Head Start Mission and Vision Statements)

• Encouraging community and organizational participation in the mission-based planning process (Policy Council, Parent Committee, ERSEA Committee, Health Advisory, School Readiness Advisory, PTA)

• Setting Head Start program goals that are beyond compliance, responsive to community needs, organization-wide, aspirational, and dynamic (BROAD) to describe what the program intends to accomplish (Strategic Plan, Self Assessment Improvement Plan)

• Developing objectives that are specific, measurable, attainable, realistic, and timely (SMART) and align with the program's goals (Strategic Plan, Self Assessment Improvement Plan)

• Creating and communicating plans that outline the steps the program will take to achieve its goals and ensure the provision of high-quality and comprehensive services as well as the health and safety of Head Start facilities and learning environments. (Parent Orientation, Home Visits, Parent Teacher Conferences, Policy Council, Parent Committees, School Newsletters, Head Start Reports, Policies & Procedures)

Strengths	Recommendations for Improvement
• Process in place to serve a diversified population. • Great parent engagement • Schoolwide and classroom newsletters • Encouraging community & organizational participation in planning • Developing objectives • We are reaching community with social media • Newsletters: School & Classroom • Phone Blasts • Marquee • Home visits • Program actively seeks involvement from community agencies in the planning process • Program goals are routinely reviewed • Over & beyond • Good communication • Program managers are knowledgeable in their areas and they seek out professional development in their areas and share what they learn with the Program Team. • Teacher involvement with parent teacher conferences • Newsletter always informative • Good communication	• More resources available for families without transportation, food, clothing • Need more parent participation in existing parent activities • Have more mentors from the community to work directly with students • Having PTA in the PM • Accountability piece for parents to support school goals and child development • Parenting classes • More parent participation • Need more information given out • Need to write our new policies and procedures that are aligned with the new standards. • Get more staff/teacher input on activities planned for the year

FY 16 DISD HEAD START SELF ASSESSMENT

• **Denton ISD conducts safety inspections & drills of all facilities. Security drills/inspections are included.** • **Always is highly experienced with Head Start and community**	

FY 16 DISD HEAD START SELF ASSESSMENT

Leadership, Governance & Management Systems (LGMS)

Developing and Organizing Resources: Based on the planning process, our program develops and organizes resources in preparation for implementing our plans and achieving our goals. This includes:

• Recruiting and hiring staff to create an organizational structure that supports achieving the program's goals (our program follows DISD hiring procedures. Policy Council plays an important role in the hiring process)

• Training and supporting staff in the delivery of high-quality comprehensive services (Training provided by DISD Curriculum Department, Campus Administration, and Head Start Program Team. See TTA Plan)

• Training and supporting staff in establishing and maintaining practices to create a healthy and safe environment for Head Start children and families. (Training provided by DISD Curriculum Dept., Campus Administration, and Head Start Program Team. See TTA Plan)

• Securing finances, infrastructure, equipment and facilities, materials, and community partnerships to support the delivery of services and achievement of the program's goals (Cathi Robbins is our fiscal manager. The fiscal manager, the director and the secretary collaborate to ensure compliance. Fiscal monthly report shares program expenditures)

• Establishing and using a governing body and Policy Council to provide direction and guidance to the program in developing and achieving its goals (Monthly meetings are held with Policy Council, Board Meetings, Head Start Staff)

• Developing policies and procedures that outline the processes used to support the delivery of services and achievement of goals (Policies and Procedures, Strategic Plans)

Strengths	Recommendations for Improvement
• Follow Denton ISD Procedures • Current staff/parents sit in on interviews • Parent involvement in hiring process • Make an effort to hire former Ann Windle parents • Policy Council members meet regularly • Strong/involved policy council • Trainings geared toward EC • While district training is generic in that it is developed and presented for all district PK teachers, the primary district trainer is a former Head Start teacher who assures that information is useful for Head Start teachers Education specialist assures that Head Start teachers and co-teachers receive training specific to Head Start • Excellent performance • Board members are actively involved in Policy Council that value Early Childhood. • DCCDS offered to parents with DISD transportation (extended care) • Organization with monthly meetings as well as policies, procedures	• Inform people how hiring process works and who's involved • New teachers (new to head start) – more/additional training about the Head Start requirement before starting • Sometimes DISD takes too long to hire • Information about upcoming events need to be given in one/two weeks ahead of the event. • More than 1 person to proofread. Too many mistakes (grammar) • Too many date changes • Better preparation for events • More diverse trainings • Curriculum for parenting classes • Review procedures for use of professional goals of staff and linking training to those goals • Need dental and Medical MOU • More initial training provided to new Head Start staff (orientation of staff up front)

FY 16 DISD HEAD START SELF ASSESSMENT

• **Denton ISD has state of the art HR dept. which thoroughly vets & hires only the most qualified candidates.** • **Staff dev. is customized to the campus needs & provided by the district's curriculum dept** • **All fiscal expenses are in compliance with TX state law & under the purview of a finance manager hired by Denton ISD. DISD has been recognized for its financial integrity by the financial integrity rating system of TX every year.** • **The DISD Board of Trustees reviews & approves Head Start budget**	

FY 16 DISD HEAD START SELF ASSESSMENT

Leadership, Governance & Management Systems (LGMS)

Operating and Implementing the Program: Program operation and implementation are driven by the program's plan to achieve its goals, deliver high-quality comprehensive services, and provide safe and healthy learning environments for children and families. Operating and Implementing the program includes:

- Supervising and supporting staff (Director, ERSEA/Social Workers, PFCE Specialist, Health Specialist, Disabilities/Mental Health Specialist, Nutrition Specialist, Education Specialist)
- Ongoing interactions and communication, both within the organization and with external stakeholders (Program Team Meetings, Policy Council, Parent Committee, Instructional Support, Health Advisory Committee, ERSEA Committee, Denton ISD Resources, Early Childhood Coalition, Parent Teacher Conferences & Home Visits)
- Collecting, recording, and reporting program data to track progress in providing services and achieving program goals (Self-Assessment, Director's Monthly Report includes data from ERSEA, PFCE, Health & Safety, Disabilities/Mental Health, CLI, Student Portfolios, Annual Report, PIR)
- Delivering high-quality comprehensive services to children and families (Health, Education, and Parent, Family, Community Engagement)
- Ensuring healthy and safe environments for Head Start children and families (Classroom environmental checklists and monthly walkthroughs)

Strengths	Recommendations for Improvement
• Looking at whole child not just academics • Parents do needs assessments and work on a goal • Students screened and disabilities identifies • School counselor • Safe & fun environment to come and learn in • We have good staff support • Strong support staff • Strong communication with program team • Monthly walk-throughs of the building and playground • Procedure in place for immediate reporting of any problems identified by any staff member • On-site custodial staff • Good communication • Ongoing plan improvement • Program manager meet as needed to plan • Yearly evaluations of all staff • Administrators conduct classroom observation and walkthroughs (TTESS) • Education Specialist conduct CLASS Suite observations and provides instructional support/coaching	• Internal communication – on who all is involved and what everyone is doing • Related service provides – consistent guidelines about what their role and responsibilities are • Make home visits safer Internal communication could be improved (PTA) • Increases speech pathologists • Music therapy • PE classes • On site bilingual counselor • Find a better way of recruiting leadership for parent committee and policy council • Continue to work on disaggregation of data with more than one person trained in how to do and how to share data • Have graduation in the evening so that other family members can participate • Less package foods (fresh home cooked meals) • Friendlier receiving staff in the drop off lane

• **Pre-K Coach available** • **The Denton ISD Board of Trustees gets a full range of reports every month at scheduled meeting. These reports are reviewed & approved by the Board.**	

FY 16 DISD HEAD START SELF ASSESSMENT

Leadership, Governance & Management Systems (LGMS)

Evaluating Performance and Stimulating Ongoing Improvement: To inform planning, assess progress, and stimulate ongoing improvement, leadership must ensure that there are
methods to evaluate program performance. Evaluating performance and stimulating ongoing improvement includes:

• Aggregating and assessing program data (CLI, Self Assessment Improvement Plan, Strategic Plan, Parent/Staff surveys, Director Report)

• Reassessing and modifying the action plan and/or objectives based on assessment of data to promote accountability and continuous improvement

• Communicating progress to governing bodies, families, staff, and the community (Parent Committee, Campus Newsletters/websites, Annual Report)

.

Strengths	Recommendations for Improvement
• Data driven • Monitoring assessment • Great data collection • CLI • Set assessing program • Good communication with staff, families, etc. • Director attends some of the monthly school board meetings and shares information • Participation, hard work • Flexibility • Excellent, thinking outside the box • The Board of Trustees in addition to monthly reports, receives an Annual Campus Improvement Plan and attends Head Start training sessions.	• CLI – 3 yr. old level and a 4/5 yr. old level be available • CLI still needs improvement • Provide funds for subs for CLI training, IDP, goals • Clerk to bill Medicaid for speech program • Continue finding ways to keep parents informed, involved, and engaged in student learning and their own learning journey • Continue to work on disaggregation of data with more than one person trained in how to do and share data • Increase ongoing learning and monitoring • Conduct periodic file reviews

FY 16 DISD HEAD START SELF ASSESSMENT

Fiscal Integrity

Financial Management Systems: The grantee's financial management systems provide for effective control over and accountability for grant and sub-grant funds, property, and other assets and ensure they are used solely for authorized purposes. The grantee sought and received prior approval in writing for budget changes where prior approval is required and received approval for hiring designated key personnel. The grantee has obtained and maintained required insurance coverage for risks and liabilities.

Reporting: Financial reports and accounting records are timely and complete and contain accurate information pertaining to grant or sub-grant awards, authorizations, obligations, unobligated balances, assets, liabilities, outlays (total expenditures), income, and interest.

Procurement: The grantee implemented procurement procedures that met, at a minimum, all requirements specified in the applicable Federal, State, and local statutes, regulations, and administrative rules for Federal grants, including a written code or standards of conduct governing the performance of its employees engaged in awarding and administering contracts. The grantee can demonstrate that contractual agreements were met.

Compensation: Original time records are prepared and properly signed by the individual employee and approved by a responsible supervisory official, and an appropriate methodology is used to allocate salaries among Head Start and other programs.

Cost Principles: The grantee has implemented procedures to determine allowability, allocability, and reasonableness of costs charged against its Head Start and Early Head Start (EHS) grant awards as required by the applicable cost principles.

Facilities and Property: The grantee has established the allowability of costs for owned or leased facilities and has adequately protected any Federal Interest in facilities through the filing of Notices of Federal Interest, insurance, and maintenance of property records

Strengths	Recommendations for Improvement
• **District also monitors program** • **Fiscal procedures are monitored effectively** • **Head Start provides a raise each year** • **Yearly audits** • **District provides personnel qualified to monitor budget** • **District provides facility and utilities** • **District provides maintenance (in-kind)** • **Has great strength** • **Appreciated for great performance** • **All budgets are overseen by highly qualified members of the DISD Finance Dept. under the direction of the awarded CPA Debbie Monschke.** • **Procurement falls under the state laws of TX. And the TX. Education Agency.**	• **More classroom funds to be applied as needed** • **Develop a process to identify risks and have cost-effective insurance for those risks.**

FY 16 DISD HEAD START SELF ASSESSMENT

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)

Attendance and Participation: Causes of absenteeism are analyzed and the program initiates appropriate family support as needed when monthly average attendance falls below 85% (except in the case of illness or well-documented absences)
Eligibility: Program staff verified each child's eligibility and included in each file an eligibility determination record. The program enrolls children who are categorically eligible (who fall within defined income-eligibility requirements)
Enrollment: Actual program enrollment is composed of at least 10% of children with disabilities. The program enrolls 100% of its funded enrollment and ensures an active and ranked waiting list is maintained always.

Strengths	Recommendations for Improvement
• We ask parents if students have special needs, receive therapies and we do early screening on Dial-4 • Screening process is adequate • With doors locking at 8:00, parents are here on time • Good accountability system through Head Start • Now that many docs are available via google, data is accessible • Enrollment: Round-Up • Ongoing great performance • Reports every 2 weeks on attendance • Percentage for the month • Give parents an overview of attendance • Good communication with parents that are having attendance problems • Round-Up every year • A team to do eligibility • Letters in the summertime • Waiting list up to date • Inclusion of kids with special needs • Enrollment process is extremely organized • Attendance well discussed through newsletters and notices on school doors • AWSYC is very experienced and fully understands and implements the rules of the OHS. • Our parents and staff reach out to the community in our recruitment efforts	• All students' parents/guardians need to be given more information about the importance of consistent attendance. • No bus services • Ride/share transportation service • No strong system in place for attendance issues • Accountability to attendance • Continue finding ways to streamline processes of ERSEA • PTA can help ask to be in a carpool program to help attendance • Post of Facebook communities • Have toys available for Round-Up • Childcare for Round-Up • Have food available at Round-Up • Track the reasons for drop out of students • Takes a long time to complete the enrollment process • Offer enrollment twice a year • Remind 101 • More recruitment in the African American community.

FY 16 DISD HEAD START SELF ASSESSMENT

Comprehensive Services and School Readiness (CSSR)

Focuses on our performance providing comprehensive services and promoting school readiness to children and families enrolled in Head Start.

Identifying Child and Family Strengths and Needs:
*Build collaborative relationships with families
• Collect data that are relevant to children's and families' lives
• Understand the cultural context of each family (such as nutrition practices and home-language preference)
• Ensure data are accurate and timely
• Respectfully share and collect data from families

Addressing Child and Family Needs, our program:

- Actively works to address children and families identified needs and interests.
- Supports children with identified and recurring medical, dental, developmental concerns or disabilities and their families.
- Individualizes services for children and families.
- Provides information that strengthens parenting skills.
- Provides services to promote the mental health of children, families, and staff.

Providing High Quality Teaching and Learning:

- Program takes steps to achieve the school readiness goals.
- Teachers provide high-quality instruction and caregiving.
- The classroom environment promotes high quality instruction.

Planning for Transition: Children and families receiving Head Start services have successful transitions into and out of Head Start.

Strengths	Recommendations for Improvement
• Required parent orientation and home visits • Teacher training • RTI process is strong • Transition planning • Our curriculum • highly trained teacher (certified) • Early screenings before school starts • Providing needs • Good relationship between families and social worker/teachers • Offer parenting classes • Social worker and counselor on site if needed for support • 2 Home visits and PTC per year and IEP mtgs. • IDP and CLI data to drive instruction • Collect family cultural data on IDP • Parent Progress Reports (CLI) individual & program wide	• Add special areas – music/PE/art • Increase attendance rate of parents attending classes • Healthier food choices with less syrup • Parenting classes • Clothes closet • Education for parents on differing disabilities • Continue focusing on insurance • Continue to have uninsured apply for insurance • Not rushing orientation • Ongoing • According to CLASS data, find ways to provide more guidance/PD/instruction on increasing concept development or any lower areas. • Look at K data of our students to track progress further.

• creative transition folders for incoming students • DISD Elementary kinder transition activities & transition boxes • Passed OHS-CSSR,CLASS, Health & Safety and ERSEA reviews • Education specialist has experience in the classroom providing instruction to PK children with disabilities • Education specialist meets routinely with Head Start teachers and co-teachers • For children with disabilities, information about the child is sent to the receiving campus and an IEP meeting is held with the receiving campus invited. • Focus on strength of individual • Promotes higher learning • School relationship & planning & training • Access to specialized staff (OT,PT, APE, MT, VI, AI, Speech, LSSP, etc) • Reach out to partners & churches for help for our families in need • Supportive of family needs • School Readiness is a priority in this District and we pride ourselves on our student success.	

FY 16 DISD HEAD START SELF ASSESSMENT

Environmental Health & Safety

Program performance in ensuring safe and healthy environments for children, families, and staff.

Safe & Clean Environments.
The program ensures physical environments are safe and clean for children, parents, and staff (walkthroughs, cleaning staff, environmental checklists, classroom jobs)
Safe & Sanitary Practices
The program establishes and maintains healthy practices and routines.
Staffing & Supervision.
The program implements hiring practices, learning environments, and supervision practices that ensure the safe supervision of all children always
Safe Transportation.
The program ensures children's safety by providing safe vehicles and effective training to supervisory staff.

Strengths	Recommendations for Improvement
• Good systems in place • All staff are aware of protocols, issues & communicate problems immediately • Things are fixed in a timely manner • Clean school • Bus training, evacuation drills, firefighters • Safety concerns are addresses and followed through with • Consistent walkthroughs • HEAT Ticket system • DISD transportation/Safety training for staff and students • Safe & clean environment/monthly walkthroughs and cleaning staff • Special education transportation is provided for children eligible for this service through the IEP process. The district follows state guidelines for maintenance. • On-site custodial staff • On-site registered nurse • School janitor always busy maintaining clean sanitary environment	• Build another wing. More parking and storage • Research possibilities of transportation for all students to increase attendance • Rules & procedures consistently enforced not only by teacher (attendance, health, nutrition) • Updated floors, for health reasons (carpet) • Look to replace woodchips with a softer material • Reminders to use strong smelling cleaning agents after students are dismissed • Need better traffic control in front • Keeping carpet clean and electrical outlets covered • Increase walkthroughs noting stains on carpet and/or outlets uncovered. • Make drop off/pick up a phone free zone • Improve the parking

SELF ASSESSMENT

Program Improvement Plan

2016-2017

Policy Council Approved: March 10, 2017
Governing Board Approved:

HEAD START SELF ASSESSMENT PROGRAM IMPROVEMENT PLAN
2016-2017

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LEADERSHIP, GOVERNANCE & MANAGEMENT SYSTEMS (LGMS)

- **PROGRAM PLANNING**

PROGRAM AREA RECOMMENDATION(S):

To create Policies and Procedures that are aligned with the New Head Start Performance Standards

(M) Met (C) Continue (D)Discontinue	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING *(Effort & Effect)*
(N) New	Update our current Written Plans by creating Policies and Procedures that align with the New Head Start Performance Standards.	Program Managers	Written Plans New Standards Head Start ACT Monitoring Protocols	Dec. 2017	Completed documents approved by the Policy Council and the Board

LEADERSHIP, GOVERNANCE & MANAGEMENT SYSTEMS (LGMS)

- **DEVELOPING AND ORGANIZING RESOURCES**

PROGRAM AREA RECOMMENDATION(S):

To continue our work with the Coalition to become a School-Based Community that provides our families with needed resources

(M) Met (C) Continue (D)Discontinue	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING *(Effort & Effect)*
(N) New	Survey our family needs Implement Food for Kids program Create a clothes closet Remodel the parent training room to make it more useful and inviting Set up transportation options for ones in need	Director, PFCE Manager, Family Services Personnel	Food 4 Kids program United Way Support Coalition Support Consignment stores PTA support Community Partnerships	Dec. 2017	Surveys Sign-In Logs to document the use of our resources.

LEADERSHIP, GOVERNANCE & MANAGEMENT SYSTEMS (LGMS)

- **OPERATING AND IMPLEMENTING THE PROGRAM**

PROGRAM AREA RECOMMENDATION(S):

To increase our Recruiting efforts for filling Leadership Roles in the Policy Council, Parent Committee, and PTA

(M) Met (C) Continue (D)Discontinue	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING *(Effort & Effect)*
(N) New	Advertise in advance on posters, TVs, etc. open positions that need to be filled (Ex: "Great Board Members Wanted.")	PFCE Manager ERSEA Manager	Poster board, TVs, Parent Bulletin boards, Newsletters, Phone Blasts, Flyers, etc.	Positions for the 2017-18 school year filled by October 2017	List of advertising efforts along with some artifacts (flyers, etc.)
	Set up a Recruiting table at Registration to encourage parents to serve in leadership roles	PFCE Manager ERSEA Manager	Utilize current parents serving in leadership roles to help with the recruiting/ mentoring Create flyers with the different roles and responsibilities to hand out to parents		List of parents interested in serving with contact information
	Hold a Potential Leadership Meeting	PFCE, ERSEA, Director	List of Roles, Responsibilities & Duties	Sept. 2017	Sign in Sheets

LEADERSHIP, GOVERNANCE & MANAGEMENT SYSTEMS (LGMS)

- **EVALUATING PERFORMANCE AND STIMULATING ONGOING IMPROVEMENT**

PROGRAM AREA RECOMMENDATION(S):

To expand Parent Involvement opportunities into the classrooms and into their own homes to encourage them to be more involved in the student's learning

(M) Met (C) Continue (D)Discontinue	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING *(Effort & Effect)*
(N) New	Create a Pledge that parents sign that outlines their commitment to be actively involved in their child's learning Research Parent Curriculum resources that could be utilized to increase involvement that meets the New Standard Requirement Teachers send home ideas/resources that will help parents to reinforce skills at home that a student is struggling with at school (RTI)	PFCE Manager ERSEA Manager Director Head Start Teachers Education Manager	Pledge samples from Appleseed program and online resources. Parent Engagement Vendors & Materials CLI engage data and resources & Anecdotal Records Parent Education classes added geared to Instruction in the home.	Dec. 2017	Copy of pledge maintained in the folder Classroom volunteer sign in sheets/logs Parent Curriculum chosen will be utilized. Parent slips returned to school (per class) that log what learning activity they completed together at home.

FISCAL INTEGRITY

- **FINANCIAL MANAGEMENT SYSTEMS-**

PROGRAM AREA RECOMMENDATION(S):

To establish a policy and procedure on what process that the district would want us to follow in regards to 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"

(M) Met (C) Continue (D)Discontinue	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING *(Effort & Effect)*
(N) New	Meet with Key personnel in the District that would help us to determine what processes we should follow. Have them view our current insurance policy.	Director	Current insurance policy New Head Start Standards	Before due date of insurance policy: Dec. 2017	Policy and Procedure for this standard will be completed and copies of insurance documents will be kept on file.

- **REPORTING, PROCUREMENT, COMPENSATION, COST PRINCIPLES, FACILITIES & PROPERTY-** ***There are no recommended goals in these areas.***

ERSEA

- **ATTENDANCE**

PROGRAM AREA RECOMMENDATION(S):

To increase the attendance knowledge regarding the policies and procedures to Head Start teaching staff and parents by 10 %
(Note: Our Head Start attendance has not ever fallen below 85%. As of December 2016, our monthly average for attendance was 94.80%)

(M) Met (C) Continue (D)Discontinue	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING *(Effort & Effect)*
(N) New	Train HS teaching staff on the attendance policies and procedures Upon Enrollment of student, orient the parents on the attendance policy Meet with ERSEA Committee regarding students with 4 or more absences	ERSEA Manager ERSEA Committee HS Teaching Staff, Director, ERSEA Manager	Handbook Universal sign in sheet Morning drop off Home visits Teacher's Log ADA Report	Current February 2018	Pre/Post Survey Track number of truancy letters. Parent Conferences Home Visit Reports Sign in sheets for Parent Orientation Minutes from the meetings

- **PARTICIPATION, ELIGIBILITY, AND ENROLLMENT-** ***There are no recommended goals in these areas.***

COMPREHENSIVE SERVICES & SCHOOL READINESS (CSSR)

- **PROVIDING HIGH QUALITY TEACHING AND LEARNING, IDENTIFYING CHILD AND FAMILY STRENGTHS AND NEEDS, & ADDRESSING CHILD AND FAMILY NEEDS**

PROGRAM AREA RECOMMENDATION(S):

To provide high quality ongoing professional development to improve quality teaching and learning that will positively impact school readiness outcomes, individual student progress, and improve teacher confidence and ability to promote student learning

(M) Met (C) Continue (D)Discontinue	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING *(Effort & Effect)*
(N) New	Implement Practice-Based Coaching	Education Manager	PBC Training	PBC Training April 2017	Meeting sign in, agendas, and notes
	Find additional resources to support and enhance Instructional Support CLASS Domain.	Education Manager	Denton ISD OHS TTA ECE TTA Funding	Ongoing	Meeting sign in, agendas, and notes
	Continue PD on using CLI data for intentional teaching	Education Manager	CLI Data	11/2017	Meetings sign in, agendas, notes, lesson plans, CLI data, IDPs

- **IDENTIFYING CHILD AND FAMILY STRENGTHS AND NEEDS, & ADDRESSING CHILD AND FAMILY NEEDS-** ***There are no recommended goals in these areas.***

COMPREHENSIVE SERVICES & SCHOOL READINESS (CSSR)

- **PLANNING FOR TRANSITION**

PROGRAM AREA RECOMMENDATION(S):

To analyze data of students who transition to Kindergarten in 2017 using TX-KEA (an extension of CLI).

(M) Met (C) Continue (D)Discontinue	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING *(Effort & Effect)*
(N) New	Track student progress in Kindergarten using TSR TX-KEA data	Head Start Program Team	TSR TX-KEA	Beginning in 2017	Meeting agenda and notes

ENVIRONMENTAL HEALTH & SAFETY

SAFE & CLEAN ENVIRONMENTS, SAFE & SANITARY PRACTICES, STAFFING & SUPERVISION, & SAFE TRANSPORTATION

There are no recommended goals for this area.

PROGRAM AREA RECOMMENDATION(S):

(M) Met (C) Continue (D)Discontinue	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING *(Effort & Effect)*

FY-17 TTA PLAN - DENTON ISD HEAD START PROGRAM

Grantee: 06CH7130 **TTA Specialist: Wendy King**

Denton Independent School District

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

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

FIVE YEAR GOALS FY 2014-2019

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

YEAR4 GOALS AND ACTION PLAN

Program Design and Mangement	Expected Program Impacts	Impact on Goals/Objectives	Measurement
Goal 1: To increase communications with parents and to be timely with all communications. *To put all activities on a monthly calendar that is attached to the campus newsletter. *Advertise our upcoming events at higher frequency	*Increased volunteer hours. *Higher level of parent participation. *More informed parents which increases positive communications.	*Volunteer hour Logs *Sign-In sheets	*Checklists *Performance Data: CLASS/DIAL-4/SRO *Surveys *Needs Assessments *Monthly budget reports.
Education and Early Childhood Development	**Expected Program Impacts**	**Impact on Goals/Objectives**	**Measurement**
Goal 1: Teachers will teach using the Units by Design format where a lesson is centered on an essential questions Obj. 1: Teachers will teach for understanding and lesson will be at a deeper level of learning.	* More students will show growth in learning. *Students will be able to apply knowledge. *Multiple levels of Bloom's taxonomy will be imbedded in the lessons. *students will retain knowledge better over time.	*the approach and the outcomes are student centered.	*Performance outcome data will show improvements
Child Health and Safety	**Expected Program Impacts**	**Impact on**	**Measurement**
Goal 1: Parents will increase their awareness of mental health issues in themselves and their children. Obj. 1: Based on the Parent Needs Survey, parents will be provided information about district resources and /or community resources to address the mental health issues of their children.	*Decrease in behavior referrals *Increase in positive social interactions with peers and adults.	*Children who are healthy perform better in all areas.	*Parent Needs Survey *Social Worker Follow-up Log *Education Specialist follow-up Log *Disability Specialist Follow-up Log.
Parent Family and Community Engagement	**Expected Program Impacts**	**Impact on Goals/Objectives**	**Measurement**
Goal: Parents will take initiatives to seek out community resources, employment opportunities, and financial assistance in order to be able to provide for their family and meet their current needs.	*Parents will function more independently and be able to provide for their family. *Families will have more stability and supports in place to sustain.	*Parents taking action will lead to positive changes.	Data from parent needs survey

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, ERSEA and School Board	Policy Council, Parent Committee, and School Board	Becky Justice/Director		$700.00	$700.00
OHS/NHSA Conferences	Director/Program Managers	OHS/NHSA	$4,000.00	$1,000.00	$5,000.00
ERSEA	ERSEA Specialist/Aide	HS University/ERSEA Specialist	$1,500.00	$850.00	$2,350.00
NAEYC Conference	Director	NAEYC/Director	$150.00	$390.00	$540.00
Beginning of Year Staff Development	All Staff	Director		$1,000.00	$1,000.00
OHS Webinars and Trainings	Director/Staff	OHS/Director			In- Kind
Region VI Network Meetings	Program Team	Out of State	$2,000.00	$1,000.00	$3,000.00
CLASS Calibration and Recertification	Education Specialist	Teachstone		$400.00	In- Kind
Joint Transition Training	Students/Parents/ Staff	Denton ISD/ Education Specialist			$0.00
TEPSA/TAASPYC Conferences	Director	Denton ISD	$550.00	$200.00	$750.00
Pre-K SDE Conference	Teachers	Director/Education Specialist	$550.00	$200.00	$750.00
Confidentiality, 504, Disability Plan	All Staff	Dr. Pettigrew			In- Kind
RTI/Data collections/interventions	Teaching Teams	Director/Pre-K Coach			In- Kind
Learning Targets/Goals	Teaching Teams	Director/Pre-K Coach			In- Kind
Monitoring Protocols Training	Program Team	Director			In-Kind

ONGOING PROFESSIONAL DEVELOPMENT: EDUCATION & EARLY CHILDHOOD DEVELOPMENT					
			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Instructional Support (whole and small group sessions)	Teaching Staff	Education Specialist		$500.00	$500.00
CLASS Resources	Teaching Staff	Education Specialist		$500.00	$500.00
BEAM Conference for Dual Language Instructors	(5) Teaching Staff	Director	$200.00	$750.00	$950.00
Collecting & Analyzing Data (DIAL-4, ASQ, CLI, Portfolios)	Teaching Staff	Education Specialist		$1,300.00	$1,300.00
Classroom Management, Classroom Readiness, Environmental Checklist	Teaching Staff	Director/Pre-K Coach		$500.00	$500.00
School Readiness Team	Program Team, Community	Director/Education Specialist		$100.00	
Technology Integration	Teaching Staff	Director/Education Specialist		$176.00	$176.00
Steps to Individualizing	Education Specialist	Education Specialist			In- Kind
T-TESS new teacher eval training	Teaching Staff	Denton ISD		$150.00	$150.00
Beginning Teacher Series	Teaching Staff	NCQTL/Education Specialist			In- Kind
Implementing DLM Curriculum with Fidelity	Teaching Staff	Education Specialist			In- Kind
Teacher's Role in School Readiness	Teaching Staff	Director/Education Specialist			In- Kind
Updates on School Readiness goals and outcomes	Teaching Staff	Education Specialist			In- Kind
NCQTL webinars and suites	Teaching Staff	Education Specialist			In- Kind
Units By Design	Teaching Staff	Denton ISD/Pre-K Coach			In- Kind
Roles of the Teacher and Paraprofessional	Teaching Staff	Director/Principal			In- Kind
DIAL 4 Developmental Screener Refresher	Teaching Staff	Disabilities Specialist			In- Kind
Head Start Early Learning Framework	Teaching Staff	Denton ISD			In- Kind
SALSA/STEM	Teaching Staff	Denton ISD/Director			In- Kind
Positive Behavior Supports	Teaching Staff	Director/Pre-K Coach			In- Kind

ONGOING PROFESSIONAL DEVELOPMENT: CHILD HEALTH & SAFETY					
			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Bus Evacuation, Pedestrian Safety, Fire Safety, Bike Safety and School Safety	Students/Parents/ Staff	Education Specialist			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/Office Aide			In- Kind
CPI Training and Refresher	All Staff	Denton ISD/Director			In- Kind
Emergency Operations and Procedures Training	All Staff	Director/Office Aide			In- Kind
Travis & Presley Guidance Lessons - Suicide/Bullying	Students/Parents/ Staff	Denton ISD/Counselor			In- Kind
Student Health Education	Students/Parents/ Staff	Denton ISD/Health Specialist			In- Kind
Campus Healthy Initiatives	All Staff	Denton ISD/Health Specialist			In- Kind
Free of communicable diseases	All Staff	Denton ISD/Health Specialist			In- Kind
Mental Health Confidentiality	All Staff	Denton ISD Diagnostition			In-Kind

ONGOING PROFESSIONAL DEVELOPMENT: PARENT FAMILY COMMUNITY ENGAGEMENT					
			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Family Literacy Trainings and Events	Parents	PFCE and Education Specialist and Librarian		$300.00	$300.00
PFCE Parent Training	PFCE Specialist & 2 Parents	TWU	$50.00	$300.00	$350.00
PFCE Training	PFCE Specialist & Aide	Out of State	$1,000.00	$450.00	$1,450.00
Personalized Parent Goal setting & monitoring	Parents	Teachers	$100.00		$176.00
Robert's Rules of Order and Parliamentary Procedures	Policy Council, Parent Committee, Governing Board	Dr. Pettigrew			In- Kind
Volunteer Orientation	Parent and Community Volunteers	PFCE Specialist			In- Kind
Confidentiality	Parent and Community Volunteers	PFCE Specialist/Dr. Pettigrew			In- Kind
Parent Committee Roles and Responsibilities	Parents	PFCE Specialist			In- Kind
Health and Nutrition	Parents	PFCE Specialist			In- Kind
Budgeting for Families	Parents	PFCE Specialist			In- Kind
PFCE Framework and Simulation	All Staff	PFCE and Education Specialist			In- Kind
PFCE role in School Readiness	PFCE Specialist	PFCE and Education Specialist			In- Kind
			Travel	Program Operations	Total (FY17) TTA
		TOTALS ALL TRAINING	$10,100.00	$11,066.00	$21,166.00

DENTON
INDEPENDENT SCHOOL DISTRICT

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

March 10, 2017

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 10, 2017. The purpose of this meeting was to review the 2017-2018 Head Start Refunding Grant. The Policy Council reviewed the budget and discussed the grant including the line item budget and other items and authorizes the Director to make application for the 2017-2018 school year for the following:

1. Refunding
2. Training and Technical Assistance

The Policy Council also authorizes those making application for any other additional funds for which the program has reasonable needs for the 2017-2018 school year.

Calandra Arvisu

Calandra Arvisu
Policy Council Chair
Head Start Program
Denton ISD

Enrollment by Program Option

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

Program Schedules

Center-based

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

Head Start - Budget Categories

Budget Category	*Program Operations*	*Training Technical Assistance*	*Non-Federal Share*
Personnel	$1,064,863	$0	$0
Fringe Benefits	$173,342	$0	$0
Travel	$0	$8,500	$0
Equipment	$0	$0	$0
Supplies	$30,988	$0	$0
Contractual	$0	$0	$0
Construction	$0	$0	$0
Other	$32,510	$12,666	$330,717
Total Direct Charges	**$1,301,703**	**$21,166**	**$330,717**
Indirect Charges	$0	$0	$0
Total	**$1,301,703**	**$21,166**	**$330,717**

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

Head Start - Summary

	Cost for Program Operation	*Cost for Training Technical Assistance*	*Non-Federal Share*	*Number of Employees*
Line Item Budget Total	**$1,301,703**	**$21,166**	**$330,717**	**27**

	Cost for Program Operation	*Cost for Training Technical Assistance*	*Non-Federal Share*	*Number of Employees*
Personnel Total	**$1,064,863**	**$0**	**$0**	**27**

Personnel: Child Health and Development Personnel

	Cost for Program Operation	*Cost for Training Technical Assistance*	*Non-Federal Share*	*Number of Employees*
Program Managers and Content Area Experts	$61,456	$0	$0	1
Teachers / Infant Toddler Teachers	$630,883	$0	$0	11
Teacher Aides and Other Education Personnel	$242,387	$0	$0	11
Total	**$934,726**	**$0**	**$0**	**23**

Personnel: Family and Community Partnership Personnel

	Cost for Program Operation	*Cost for Training Technical Assistance*	*Non-Federal Share*	*Number of Employees*
Other Family and Community Partnerships Personnel - Other Family and Community Partnerships Personnel	$106,903	$0	$0	3

Personnel: Program Design and Management Personnel

	Cost for Program Operation	*Cost for Training Technical Assistance*	*Non-Federal Share*	*Number of Employees*
Managers - Managers: Facilities Safety Manager/Clerical	$23,234	$0	$0	1

Fringe Benefits

	Cost for Program Operation	*Cost for Training Technical Assistance*	*Non-Federal Share*	*Number of Employees*
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	$18,209	$0	$0	
Health / Dental / Life Insurance	$50,244	$0	$0	
Retirement	$104,889	$0	$0	
Total	**$173,342**	**$0**	**$0**	

Travel

	Cost for Program Operation	*Cost for Training Technical Assistance*	*Non-Federal Share*	*Number of Employees*
Staff Out-Of-Town Travel	$0	$8,500	$0	

Supplies

	Cost for Program Operation	*Cost for Training Technical Assistance*	*Non-Federal Share*	*Number of Employees*
Office Supplies	$3,150	$0	$0	
Food Services Supplies	$16,500	$0	$0	
Other Supplies - Other Supplies: Classroom supplies, laptops, furniture	$11,338	$0	$0	
Total	**$30,988**	**$0**	**$0**	

Other

	Cost for Program Operation	*Cost for Training Technical Assistance*	*Non-Federal Share*	*Number of Employees*
Building and Child Liability Insurance	$810	$0	$0	
Local Travel	$0	$1,600	$0	
Child Services Consultants	$1,700	$0	$0	
Volunteers	$0	$0	$330,717	
Substitutes (if not paid benefits)	$30,000	$0	$0	
Training or Staff Development	$0	$11,066	$0	
Total	**$32,510**	**$12,666**	**$330,717**	

Direct Costs

	Cost for Program Operation	*Cost for Training Technical Assistance*	*Non-Federal Share*	*Number of Employees*
Direct Costs Total	**$1,301,703**	**$21,166**	**$330,717**	**27**

Other Funding

Other Funding Source

Other Funding	*Head Start*
Federal Funding	
1. Federal Child Care and Development Fund (CCDF)	$0
2. Child and Adult Care Food Program (CACFP) Funds	$151,648
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	**$151,648**

Head Start - Admin Costs

	Admin Costs	*Admin Costs (% Total Budget)*	*Employees*
Summary Item Total	**$31,716.00**	**1.92%**	**1**

	Admin Costs	*Admin Costs (% Total Budget)*	*Employees*
Personnel Total	**$23,234.00**	**1.41%**	**1**

Personnel: Program Design and Management Personnel

	Admin Costs	*Admin Costs (% Total Budget)*	*Employees*
Managers - Managers: Facilities Safety Manager/Clerical	$23,234.00	1.41%	1

Travel

	Admin Costs	*Admin Costs (% Total Budget)*	*Employees*
Staff Out-Of-Town Travel	$2,125.00	0.13%	

Supplies

	Admin Costs	*Admin Costs (% Total Budget)*	*Employees*
Office Supplies	$3,150.00	0.19%	

Other

	Admin Costs	*Admin Costs (% Total Budget)*	*Employees*
Building and Child Liability Insurance	$40.50	0.00%	
Local Travel	$400.00	0.02%	
Training or Staff Development	$2,766.50	0.17%	
Total	**$3,207.00**	**0.19%**	

Direct Costs

	Admin Costs	*Admin Costs (% Total Budget)*	*Employees*
Direct Costs Total	**$31,716.00**	**1.92%**	**1**

Head Start - Application Summary Items

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

1. Administrative Costs:

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

	Amount
Total Admin Cost	$31,716.00
Total Budget	$1,653,586.00
Admin as a % of Total Budget	1.92%

2. Non-Federal Share:

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

	Amount
Total Non-Federal Costs	$330,717.00
Total Budget	$1,653,586.00
Non-Federal Share as a % of Total Budget	20.00%

3. Average Class Size:

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

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

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

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

	Amount
Total Hours of Service Per Child	1,154.50
Overall Cost Per Child Per Hour	$7.42

5. Federal Personnel and Fringe Costs:

	Amount
Federal Personnel Cost	$1,064,863.00
Federal Fringe Cost	$173,342.00
Total Federal Budget	$1,322,869.00
Federal Personnel Cost as a % of Total Federal Budget	80.50%
Federal Fringe Cost as a % of Total Federal Budget	13.10%
Federal Personnel plus Fringe Cost as a % of Total Federal Budget	93.60%

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

6. Fringe Rate:

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

	Amount
Total Fringe Cost	$173,342.00
Total Personnel Cost	$1,064,863.00
Total Fringe Cost as % of Total Personnel Cost	16.28%

7. Fringe Benefits:

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

Health / Dental / Life	Yes
Retirement	Yes

8. Out-of-Town Staff Travel:

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

	Amount
Out-of-Town Staff Travel Cost	$8,500.00
Out-of-Town Staff Travel Cost Per Child	$44.04

9. Case Loads:

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

Home Visitor Case Load	0.00

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

	Amount
CACFP Funding	$151,648.00
CACFP Funding as a percentage of Total Federal Budget	11.46%

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

Office of Head Start

Updated July 29, 2014

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

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

SF424B Assurances – Non-Construction Programs

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

Statement for Loan Guarantees and Loan Insurance

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

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

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

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

Certification of Filing and Payment of Federal Taxes

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

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

Submission Statement

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

☐ ** I AGREE

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

Authorized Representative:

Prefix:	Ms.	* First Name:	Barbara
Middle Name:			
* Last Name:	Burns		
Suffix:			
* Title:	School Board President		
* Telephone Number:	(940) 369-0000	Fax Number:	
* Email:	barbara.burns@dentonisd.org		
* Signature of Authorized Representative:		* Date Signed:	
* Submitted by:		Date Submitted:	

LOBBYING, TOBACCO USE POLICIES, DRUG FREE WORKPLACE REQUIREMENTS

Associations and Political Activities

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

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

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

Tobacco Use – Policies DH, GKA, FNCD

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

Alcohol and Drug-Abuse Prevention

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

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

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

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

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

Drug-Free Workplace, DI *TASB Required Notification*

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

FEDERAL DRUG FREE WORKPLACE ACT –

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

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

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

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

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

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

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