

CONTINUING

FY 23

2023-2024 SCHOOL YEAR

GRANT APPLICATION

06CH010978



POLICY COUNCIL APPROVED: 3/8/2023
GOVERNING BOARD APPROVED:

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UPLOADED DOCUMENTS

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

OTHER SUPPORTING DOCUMENTS

- A. Attendance
- B. School Readiness
- C. Family Partnership
- D. PFCE Data
- E. Strategic Plan
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- I. Lobbying, Tobacco Use Policies, Drug Free Workplace Requirements

SECTION 1

PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

SUB-SECTION A: GOALS

1. For this year's Continuation Application, there has not been any change to our Program Goals that were outlined in our Baseline Application. We do plan to make adjustments/changes to some of the Measurable Objectives, Action Steps, and Expected Outcomes to better align them with what we would like to measure for year 5 to support our program's Continuous Quality Improvement. These revisions and progress toward outcomes are noted in **RED** in our Goal Charts found in question 2.

2. The charts below portray our Baseline Program Goals, the Progress/Outcomes toward our Year 4 Objectives, our Challenges that we have encountered along the journey, and notes any revisions that our program would like to make to be implemented for Year 5. Action steps have also been updated to reflect progress and next steps.

<p>PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.</p>		
<p>MEASUREABLE OBJECTIVE</p>	<p>YEAR 4 Expected Outcomes</p>	<p>YEAR 5 Expected Outcomes</p>
<p>Objective- Head Start daily attendance will increase by 3 percent.</p>	<p>*Re-establish a shared understanding of accountability to re-ensure an increase in attendance.</p>	<p>* Continue to change behavior and the perception of parents of the importance of bringing their student to school.</p>
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Staff and district personnel meet with parents- MET • Attendance letters mailed- MET • School-wide incentives for perfect attendance each 9 weeks-MET • Monitor teacher’s call logs-Continue • Update attendance success plan-Continue • Utilize the ERSEA committee to help with interventions-Continue • Educate and engage parental knowledge about attendance laws-MET • Use the See Saw platform to contact parents regarding their child’s attendance-MET • Survey parents to check for knowledge and understanding about attendance-Continue • Engage parents at orientation on the importance of attendance-MET • Work with parents to remove any barriers to absences-Continue • Grow/Increase the compacity of the ERSEA committee in attendance-Continue • Conduct a Parent Attendance meeting with the Principal, Head Start Director, ERSEA • Conduct one-on-one conferences with parents • Phone calls to parents • Staff meeting with the campus attendance officer & attendance coordinator 		
<p>Progress/Outcomes year 4: The attendance meeting helped parents to clarify and understand the consequences of extreme chronic absences. Increase efforts in tracking, monitoring, and adding additional intervention steps resulted in a 15% increase in Average Daily Attendance rates from November-January.</p>		
<p>Challenges faced year 4: *A lot of students were legitimately sick having low immune systems due to the pandemic and the school nurse is having to send them home (Flu, COVID, RSV). *Parents perceive us as a daycare & do not take in to account that we are a school. *Some parents are having to pick up students early due to not having a vehicle for transportation. *Some parents are picking up students on their lunch break. *Getting parents to submit absence documentation has been a challenge*Due to the Pandemic, our Attendance ADA was lower than typical years (Supporting Document A).</p>		

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.		
MEASUREABLE OBJECTIVE	YEAR 4 Expected Outcomes	YEAR 5 Expected Outcomes
Objective 2 (Year 3)- Network with clinics & physicians to get involvement or resources from our local health community for our students.	To create and complete MOUs with our local health community. Increase involvement in the HSAC committee and health events from families and community.	To create and complete MOUs with our local health community. Increase involvement in the HSAC committee and health events from families and community.
<p>-Activities or Action Steps: Complete or resolve any unfinished MOUs-Continue</p> <ul style="list-style-type: none"> • Send invite to HSAC to district nurses as well as local clinics & Universities-MET & Continue • Create new MOUs with health community for additional help and resources-Continue • Send out at least 3 forms of notifications to parents to join or attend HSAC-MET & Continue • Increase HSAC attendance and participation-Continue • Survey HSAC to see what the current needs are-Continue • Work with PFCE to send out at least 3 forms of notifications about health events to increase parent participation-Continue 		
<p>Progress/Outcomes Year 4: We have completed an MOU with Nuby Pediatrics, which allows our Head Start students who are not insured to receive an annual physical. Although our dental MOU is still not complete, we still partner with TWU dental program for events such as "Giving Kids a Smile." This is our second year being a part of the event. We also have been participating in a research project (Healthy Lifestyles) with UNT/TWU for nutrition and exercise classes. If families opt in the program they will monitor parent and student activity via pedometers and will offer new healthy foods for students to try, with recipes for these new foods. They are also assisting Ann Windle with BMI screenings. We have increased the quantity of notifications about HSAC, and we now added this information through See Saw messaging. It is sent out to all district nurses and contacts at local universities (UNT/TWU). We also moved the time to be a more convenient time for parents, as well as trying to put meetings back-to-back for increased involvement (i.e. having HSAC at the end of the Policy Council meeting).</p>		
<p>Challenges Faced Year 4: *Lack of available resources and preventative care appointments due to limited Medicaid providers and increased community needs. *Limited time for Health Specialist due to increased needs in student population and lack of medically trained support staff. *Due to recession and recent pandemic, families and community members have failed to resume their previous level in involvement in school activities.</p>		

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.		
MEASUREABLE OBJECTIVE	YEAR 4 Expected Outcomes	YEAR 5 Expected Outcomes
Objective 3- Data will be used to create small groups & interventions for students in need of Academic &/or Social-Emotional supports.	Quarterly meetings will be held with teachers to review student data. Progress Monitoring of CLI data & new Curriculum assessments will assist teachers in planning their instruction and intervention small groups. DMTSS (Denton Multi-tiered System of Support) meetings will be held for students in need.	Monthly meetings will be conducted with teachers to review student data. These meetings will address the academic & behavioral needs. They will consist of PLC and DMTSS meetings for students who are experiencing needs. Goals and plans will be created to best support the individual needs of the students.
-Activities or Action Steps: <ul style="list-style-type: none"> Teachers will turn in their list of students that are showing a need for Social-Emotional supports to the Counselor & Counselor Assistant-CONTINUE Teachers will meet in (PLC) Professional Learning Communities in multiple ways to enhance data sharing & collaboration. Teachers will look over student data, discuss needs, and create small groups and individual student plans. Meetings will be held in pods and content specific needs (bilingual, monolingual) Refinement of campus DMTSS practices & procedures will be conducted. Additional training will be provided to the teachers on Documentation, Behavior, and on uploading progress monitoring documentation for interventions. 		
Progress/Outcomes Year 4: DMTSS meetings were held to discuss needs of students. The classroom teacher, administration, Education Specialist, Mental Health Specialist, and Special Education assessment team members attended the meetings. Behavior was primarily discussed as these needs were more prevalent than academics. Targeted goals, interventions, frequency & duration of interventions were created for addressing behavioral needs & for progress monitoring. The number of students in need of Tier 2 behavioral support increased from 6-15. Of those students, 7 were referred to Special Education for further assessment. Academics were discussed in PLC pod meetings. Teachers collaborated on small group intervention plans for students. CLI assessment data was tracked, and progress noted (Supporting Document B).		
Challenges Year 4: The behavioral needs of students were an initial challenge. Students came into the 2022-23 school year exhibiting much larger SEL & Behavioral needs than years prior. As a result, much more intensive support was required before any formal meetings could occur about the students. Attendance of students has been a challenge. When students are absent, the amount of time to intervene is lessened, resulting in less progress on behavioral goals.		

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.

MEASUREABLE OBJECTIVE	YEAR 4 Expected Outcomes	YEAR 5 Expected Outcomes
Objective 4 (Year 1)- Refine our systems on tracking progress toward family goals (Year 2-5) and house data in a shared database.	Continue monitoring and using technology to increase and improve family services, goal tracking, and PFCE outcomes	Continue monitoring and using technology to increase and improve family services, goal tracking, and PFCE outcomes. Increase training for teachers/classroom staff to implement family goal tracking spreadsheet.

- Activities or Action Steps:**
- Break down the case load of families between **the Social Worker, Social Worker Assistant, and PFCE Specialist** to decrease the case load for better monitoring-MET/Continue
 - Staff meet with parents **at enrollment to discuss family needs and set SMART goals (Specific, Measurable, Attainable, Relevant, & Time-Bound)** -MET/Continue
 - **Family Services staff** monitor home visit reports for updates **from classroom staff** on family goal progress-MET/Continue
 - Goal letters sent home-**Discontinue-Process now streamlined to current format**
 - Align **parent** education classes to family **goals & needs** to help them master their goals-MET/Continue
 - Ensure that instructional staff have the updated home visiting forms that have been aligned to our data collections **as well as access to and training on the new Family Goals spreadsheet**-MET/Continue
 - Work to desegregate family outcome data to portray what percent of parents have completed their goals-**Continue**
 - Strengthen communication systems between PFCE and families-**Continue**
 - Retrain the PFCE specialists on how to help families to develop goals-MET
 - **Continue training for Family Service Staff** on how to help families develop goals-**Continue**

Progress/Outcomes Year 4: A more detailed Google Sheet spreadsheet was created early in the school year to share family goals with teachers and staff. Teachers and co-teachers have access to update family goals for their students only in efforts to preserve confidentiality. Added details include tying each goal to a specific PFCE Framework Focus Area, a section for classroom staff to share notes on goal progress with family services staff, and a section for classroom staff to share updates on family needs and/or crisis situations with family service staff. To view progress toward family goals, see **(Supporting Document C)**.

Challenges Year 4: *This school year, the PFCE worked with a third-party company and the Fiscal Manager in an attempt to obtain a formal Head Start database system-myHeadStart. Due to certain purchasing constraints related to our program being part of a school district, progress towards the purchase of this database has stalled.*Further training is needed for classroom staff on the purpose & usage of the newly created Family Goals spreadsheet so staff feel more comfortable & confident in using it. *Parent classes are set according to family needs and goals, however, parent participation in these classes is low.

PROGRAM GOAL 2: To align our education classes with the identified needs for our Parents, Staff, and Students.		
MEASUREABLE OBJECTIVE	YEAR 4 Expected Outcomes	YEAR 5 Expected Outcomes
Objective 1- Using the data that was collected from families during enrollment, the top 5 needs will be identified in order to plan parent education classes.	Continue to build upon information from the Pre-Post test and survey Head Start families to establish the appropriate availability for parenting classes.	Continue to refine the scheduling of education classes according to the Parent Availability Survey, as well as provide more offerings after school/work hours to afford staff the opportunity to attend.
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Conduct family needs assessment and goal setting during enrollment-Continue • Identify the top 5 needs & top five goals for families from the Family Needs Assessment & Goal Setting input-Continue • Design effective recruitment strategies for classes-Continue • Identify community resources and facilitators to provide classes-Continue • Evaluate classes using feedback surveys. If the class presenter implements their own feedback survey, that data will be used in lieu of our program's proprietary evaluation document-Continue • Revise our program's parent class evaluation form for more specific data collection - Continue • Create data collection to track trends in class providers, topics, times, days, attendance, etc. that will provide insight into which aspects are engaging families more effectively. • Identify community resources to provide childcare & Spanish language translation during parent classes. Work with the Head Start Director & Fiscal Manager to obtain staffing/funding for childcare and translation services if outside resources are unavailable. 		
<p>- Progress/Outcomes Year 4: * Using a Google Form during enrollment, families set a goal for themselves with the help of Head Start Staff. The PFCE Specialist did a manual count of goal categories aided by an auto-generated bar graph to identify the Top Five Goals as set by parents/guardians.*During enrollment, each family also completed the Head Start Family Needs Assessment as part of their Head Start Application. This data was collected via a Google Form. Responses from the Family Needs Assessment generated graphs which the PFCE Specialist drew data from to identify the Top Five Needs as reported by families. *Ongoing throughout the school year, the PFCE Specialist contacted resources throughout the community in an attempt to schedule classes that aligned to the Top Five Goals and Top Five Needs of families. Some class providers returned from the previous school year, and new class providers were identified. *In addition to parent class offerings, trainings and activities were also provided. A comprehensive list of classes, trainings, activities, and their attendance counts has been maintained throughout the school year (Supporting Document D).</p>		
<p>-Challenges Year 4: * During enrollment, parents were surveyed on their best days and times to participate in meetings, classes, and activities. Despite scheduling meetings and classes at various times in an attempt to offer something that would work with everyone's scheduling needs, parent participation has been low. Even parents who have registered to attend some of the classes and received individual reminders have still not shown up. *Finding staff to provide childcare and Spanish language translation at afterschool parent classes has been challenging, even with compensation. *Some Head Start staff have expressed the desire to attend meetings such as Policy Council and classes that interest them, but the scheduling is prohibitive to their attendance.</p>		

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

MEASUREABLE OBJECTIVE	YEAR 4 Expected Outcomes	YEAR 5 Expected Outcomes
Objective 2- To increase family participation in the Ready Rosie Parent Curriculum. To introduce families to Savvas Curriculum family engagement system.	To see an increase in family engagement activity	To see an increase in family engagement activity by 10%.

- Activities or Action Steps:**
- Have Ready Rosie come out and provide more training with our Managers/Instructional staff/Parents-MET
 - Meeting with teachers to make sure they are clear on expectations for this implementation-MET
 - Including this topic in the Parent Orientation-MET
 - Providing Parent classes utilizing Ready Rosie Parent Curriculum sessions- Continue
 - Add a “Marquee” board in a high traffic area designated to weekly lessons for parents to use- Discontinue and use See Saw instead-MET
 - Develop an incentive program to maintain parent involvement-Continue
 - Training on new Savvas Curriculum will have Ready Rosie embedded in it- MET
 - Data to show usage will be pulled each 9 weeks-Continue
 - Find a way to separate the Head Start Class data from the Pre-K classes-MET
 - Conduct Quarterly Data Reviews for levels of parent participation-Continue
 - Teachers will include Parent Engagement Activities in weekly newsletters-Continue
 - Education Specialist will provide Instructional Support on teacher expectations for family engagement and help to ensure that information is being sent out to families-MET
 - PFCE will provide a parenting class teaching parents how to sign up and use Ready Rosie-Continue

-Progress/Outcomes Year 4:
 The new adopted Curriculum, Savvas Three Cheers for PreK, has Ready Rosie within it. Trainings were provided by district Pre-K team at beginning of the year. This year we had 60% of our parents that were connected to our Ready Rosie parent curriculum. 40% of families were actively engaged in lessons throughout the year (Supporting Document F).

-Challenges Year 4: Since our parent curriculum is now within our new Savvas Three Cheers for PreK curriculum, we had so many new things to learn that it took us a little while to get the parent curriculum going by getting parents connected to it and helping to train teachers on how to share this resource in conjunction with their units of study. Managers had to navigate through these new systems of data to monitor usage. We also struggled with some teachers not utilizing the parent curriculum resources to the extent that they need to be. More training and instructional support is recommended for next year to try to increase our progress/outcomes.

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

MEASUREABLE OBJECTIVE	YEAR 4 Expected Outcomes	YEAR 5 Expected Outcomes
<p>Objective 3- To provide Health Education to our Parents, Staff, and students based on identified needs.</p>	<p>To continue to grow our Health Education class offerings for Parents & Staff. Health Specialist will pick the main topics identified to provide student health education mini-lessons to the classes.</p>	<p>Continue to grow our partnerships with community resources that can provide physical and mental health trainings/classes to parents, staff, and students.</p>

- Activities or Action Steps:
- Survey teaching staff regarding student’s health education needs-**Discontinue-Top health education needs are already drawn from the PFCE Family Needs Assessment**
 - Request parent input regarding health education needs and delivery options- **MET**
 - Prioritize identified needs-**MET**
 - Plan classes to be provided by **Community Resources and partners-Continue**
 - Explore and experiment with alternatives to live classes for parent education- **MET**
 - Continue CPR/first aid classes for staff and families-**MET and Continue**
 - Continue required and requested staff education-**MET and Continue**
 - Keep attendance logs for each class offered- **MET and Continue**
 - Each Health class flyer will be distributed **via multiple channels** (Ex: via See Saw, Email, Campus Facebook page, and flyers in student backpacks)- **MET and Continue**
 - Look into getting a substitute once a month to allow that health specialist to be able to provide student health education lessons **to students, staff, and/or parents-Continue**
 - Survey families to see if any barriers prevent them from attending meetings **and/or classes-MET and Continue**

-Progress/Outcomes Year 4: **We continue to provide healthy tips and recipes via our newsletter. We also offer CPR & other health trainings to staff as early in the school year as feasible. *When a student is identified with a health need, the Health Specialist contacts families for personalized education and, if needed, creates an individual health plan for care while at school.*Through a partnership with two local universities, students are receiving extra physical activity time as well as interactive health and nutrition lessons that are paired with taste tests of healthy foods during classes offered by community resources/providers. Earlier this year, Head Start teachers had the opportunity to attend a six-part after-school series of lessons provided by the campus to aid in classroom management and how to appropriately handle adverse child behaviors.*

-Challenges Year 4: **Although the principal purpose and intent of the MOU is defined and various attempts by program managers have been made, it has been difficult to connect with a local college resource (i.e. Dental Partnership).*Health Specialist has very little time available during the school day due to her multiple campus and Head start roles to offer health education lessons/classes to students, staff, and/or parents. *The nursing substitute pool is low in the district. *Despite advertising via multiple communication channels parent attendance to health classes is low.*

3. School Readiness Goals: The School Readiness Committee met and determined that there would be no changes made to the School Readiness Goals or Progress Monitoring tool, (CLI Engage) for the upcoming school year. The Texas Pre-K guidelines have recently been revised with implementation beginning in the Fall of 2023. The committee reviewed these revisions to make sure that our current School Readiness Goals continue to be aligned with the Head Start Early Learning Outcomes Framework and the Pre-K guidelines. One significant change that has positively impacted our program is that the district has begun to include our Education Specialist in their Coaching planning sessions each month with the Pre-K Coaches. This has been a very beneficial addition to our program. This allows for our Education Specialist to bring awareness to the district team about Head Start standards, requirements, and needs that are different than the Pre-K programs. As a result, the district Pre-k goals that were created for this year for our zone were aligned with our School Readiness goals. Being a part of these district planning meetings has helped with creating better alignment, creating clear assessment expectations for the Head Start Instructional staff, planning purposeful professional development, and has strengthened communications and planning between departments.

4. Program Managers provided Community Assessment updates for their designated area. They collaborated with Parents, Governing Board representatives, Community members, and Teachers/Staff to gather input for our Self-Assessment ([Uploaded Document](#)). This input was then used to create our Self-Assessment Improvement Plan Goals ([Uploaded Document](#)). We then worked to streamline these goals with our Baseline Program goals and objectives and tie them all in together in our Strategic Plan ([Supporting](#)

Document E). The documents referred to above, along with our Grant Application, are approved through the Policy Council and then submitted to School Board for approval. Our Program Goals that were created in our Baseline Grant will remain the same. The revisions to our Objectives, Expected Outcomes, and Action Steps for Year 5 followed the steps outlined above before approval was obtained.

SUB-SECTION B: SERVICE DELIVERY

1. Service and Recruitment Area:

a. Our service and recruitment area for our Head Start Program has remained the same. We currently serve students and families that live within the Denton ISD school zones which encompasses 186 square miles. Denton ISD has grown to 43 campuses: 25 Elementary Schools, 8 Middle Schools, 4 High Schools, 3 Early Childhood Centers, 1 College and Career Academy, 1 Accelerated High School of Choice, and 1 Virtual Academy. As noted in our Community Assessment Update, the city population has increased by approximately 12,000 since we conducted the baseline application back in 2019. With the steady growth within our service area, we have seen the need to increase our recruitment efforts to help to identify more students and families that may meet our eligibility requirements and to grow our priority list. According to the Zonda Demographics that was reflected in our Community Assessment Update report, there are currently 2,513 units under construction and approximately 6,970 future multi-family units in the planning stages that are zoned for Denton ISD. Roughly 1,986 units have been completed in the last 12 months. The district has 67 actively building subdivisions.

Within Denton ISD, there are 38 future subdivisions. The district posted its enrollment as starting out with 32,016 students.

b. Denton ISD had 15,626 students, which is 47.95% of the enrollment, that qualified for the free/reduced lunch program. The Denton High Zone, where our Head Start center is located, continues to show the highest rates of students falling in this category of Economically Disadvantaged at 61.84%. The Ryan High zone next to our center is at 60.05%. The Braswell High zone that is located down in the corridor is at 44.67%. This section of our service area increased from 37.76% in 2018 to 44.67% in 2022. The Guyer High zone is at 25.17%. All 4 of these zones fall within our current service area.

c. N/A

2. Needs of Children and Families

Our Community Assessment Updates each year help us to identify the greatest needs in our area for children and families. This in turn helps us to align our Selection Criteria ([Uploaded Document](#)) with the identified needs. SNAP was the one indicator added to our criteria this year. Data collected from the Head Start registration showed that our families were eligible for our program this year by the following indicators: Income below 100% of federal poverty guidelines (80.4%), Receiving Public Assistance TANF-SNAP-SSI (6.7%), Foster Care (2.8%), and Homeless (10.1%).

a. Data that we researched and gathered for our Community Assessment Update show that families considered to be within or below the poverty line is 15.3%. There was noted a slight increase in persons under 5 years of age in our service area from 5.7% to 5.8%. Single female head of household with children under 18 continue to experience the highest rates of poverty

in Denton County at 18.9%. The unemployment rate in April 2022 was 2.7% which was a decrease from the 5.8% in January 2021. According to the United Way report, the race most likely to be in poverty in Denton is Asian, with 26.8% at the poverty level. The race least likely to be in poverty is American Indian or Alaskan Native, with 8.7% at the poverty level. Hispanic poverty rate is 15.3%, Black poverty rate is 21.4%, Islander shows a 22% poverty rate, and White shows a 14.6% poverty rate. DISD currently has 320 students that qualify under McKinney Vento (Pre-K to 12th students). There are 72 students in DISD that are in Foster Care. Our center currently serves 11 students that are McKinney Vento and 1 student that is in a Foster Care placement. The percentage of Denton residents that speak only English is 77.23% while 22.77% speak other languages. The non-English language spoken by the largest group is Spanish, which is spoken by 16.7% of the population. There are a total of 57 different languages spoken across Denton ISD. Our district data for special education services for preschool age students shows that 298 students have been identified and are receiving services. Our Head Start program meets or exceeds the required 10% each year for enrolling students with disabilities. We are currently serving 27 students with special needs and have 12 more in the referral process.

b. Data from Denton County shows that 46% of students that are Economically Disadvantaged are not reading on grade level in 3rd grade. There were 5,777 Denton County Children entering Kindergarten for the 2020-21 school year who did not attend a school district Pre-K the previous year. We continue to see a rise in ESL enrollment when compared to Bilingual enrollment. The post-pandemic has been difficult for everyone physically, mentally, and financially. Due to inflation, there has been an increase in the cost of living. Homelessness and

affordable housing were identified as a need for our community. There is a rise in behavioral & mental health concerns in our community with a limited access for care. Data shows that the percent of single parent families has increased. Obesity rates continue to be a concern, even though we have seen some improvements in our program data. We are seeing a greater level of illnesses amongst the general student body population this school year. Transportation services were hindered during the pandemic. Staff shortages within the community affected resource accessibility for our families. Denton County-based childcare capacity dropped 24.5%.

c. Our Community Assessment data had Childcare/Support for at-risk children listed in the top 5 needs of families in Denton County. Affordable early childhood education/childcare was listed in the top 6 most significant concerns in education. Denton ISD values Early Education and has been working to grow their program options. State guidelines for Pre-K give priority to students who are 4. Therefore, many districts are no longer serving children that are 3. Denton ISD does serve some students that are age 3 in some designated Pre-K programs across the district. In addition to our Early Childhood campuses, DISD currently has 25 Elementary campuses that house the different types of Pre-K programs (Monolingual, Bilingual, ECSE, Deaf Ed., Academy, etc.) that serve a total of 1407 students (1,062 four year old students and 345 three year old students.) Our Head Start program currently serves 100 children who are 3 years old and 92 who are 4 years old. Denton County has 450 licensed Childcares listed in the data system. The majority of these are outside our service area. Within our service area, there are two non-profit childcares that serve families with low income. We still have a MOU with one of them, Denton City County Day School, for morning and afternoon care services for our families in need. Denton ISD continues to provide bus services for these students to participate in this care. The

second non-profit daycare, Fred Moore Day Nursery School, is now under DISD oversight. This center serves children from birth to age 3. Since the 2020-21 school year, Pre-K enrollment has been lagging compared to previous years. There were 5,777 Denton County Children entering Kindergarten for the 2020-21 school year did not attend a school district Pre-K the previous year. According to the September 2021 data, our zip code was considered a childcare desert, and many of the daycares listed in the County do not serve infants and toddlers. Our program data shows the need for early care. We currently have 46 parents at enrollment that shared they have children under the age of 3. We know that these children would benefit from Early Head Start services. We plan to apply for expansion funds to begin an Early Head Start for our service area if/when funds become available.

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

We would like to continue providing comprehensive Head Start services for our funded enrollment of 193 students through our Center-based program option with Denton ISD as the Recipient. We follow the Head Start standards for this program as well as Texas Education Agency (TEA) expectations for Highly Qualified Pre-K programs. We plan to continue to follow the DISD yearly calendar and schedule of operation for a full day program. We continue to meet/exceed the required minutes of instruction for the full day program option as well as the yearly minutes required for Head Start duration. We will continue to have our FLEX class that can be designated as a Bilingual or English class based upon the identified needs at enrollment.

4. Centers and Facilities:

No changes were made to our Center location or service area. With the use of the American Rescue funds, our program was able to enhance our outdoor play/learning areas by adding a couple of awnings to our playground structures and purchasing additional playground items/stations to enhance the exploration opportunities outdoors while strengthening gross motor skills. We purchased new signage for our center to help with our communication/recruitment efforts.

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

The annual update of our community assessment indicates no significant changes in our service and recruitment area. Our program is in a central location for our families with the most need.

We serve approximately seventeen students down the 380-corridor due to continuous growth.

Our waiting list has decreased substantially with continuously opening pre-k classrooms. To increase our waiting list, we not only partnered with the district Pre-K Director, but we also engaged in their recruitment planning and efforts and aligned some of our recruitment events.

Although we have been able to maintain funded enrollment, the Head Start program had two additional recruitment events during the school year to help strengthen the waiting list.

This year Head Start has had a significant challenge with attendance. A combination of COVID, Flu, Strep, and RSV has hit our school community hard. With all the COVID precautions and quarantine in place last year, many of our students were not exposed to many common viruses and thus had low immune systems. Many students were sent home from school due to illnesses. The program's average attendance fell below the 85-percentile specified in the

performance standards. The goal was extended to explore the factors affecting attendance at the Head Start Program. We continued to address the importance of regular preschool attendance at several points. The school nurse requested a deep cleaning of the rooms to help slow the spread of any viruses and bacteria. Parents were retrained on how attendance affects their child's education, and on when and where to go to document absences.

We met one-on-one with the parents who were unable to come to the parent meeting on attendance. More collaboration was done with the district campus attendance coordinators. The focus of attendance expectations with the parents begins at our recruitment events and carries through enrollment, parent orientation, and parent conferences. Attendance increased by 15% between November to January after these efforts. We will examine the common causes of absences, parents' perceptions about preschool, and address individual absenteeism.

6. Education and Child Development:

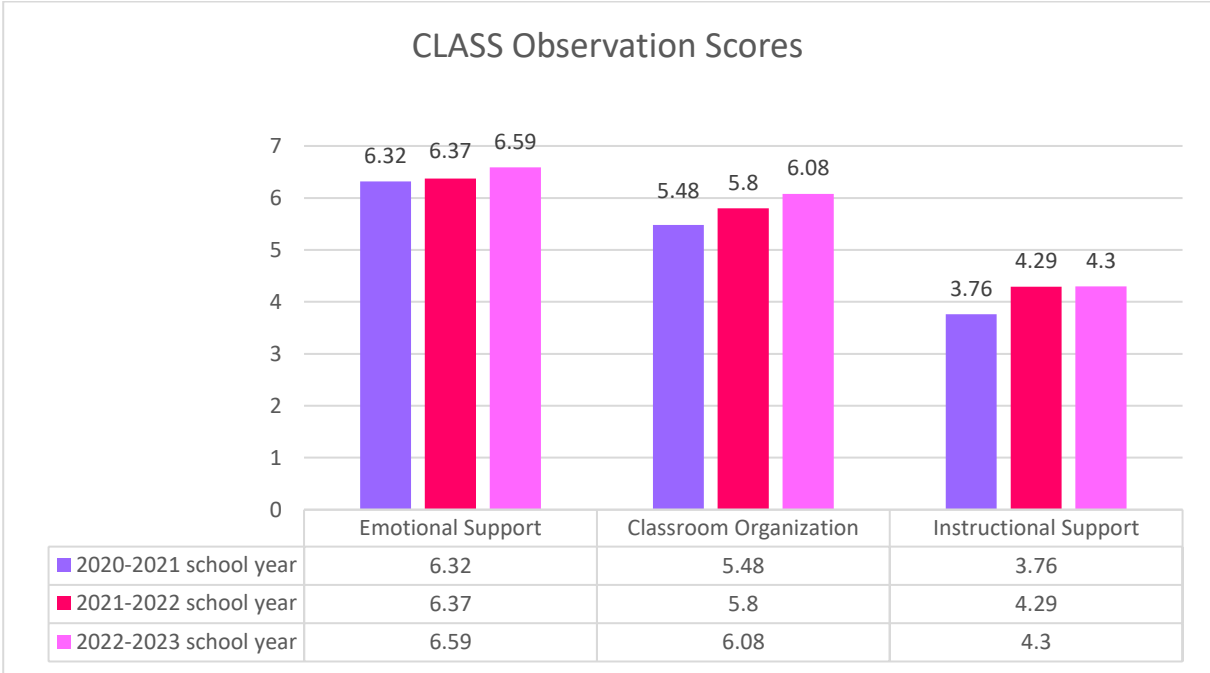
All the components of the Denton ISD Head Start newly adopted curriculum of Three Cheers for Pre-K by Savvas Learning Company LLC was received at the end of the 2021-2022 school year. Three Cheers for Pre-K is a purposeful, play-based curriculum where learning is initiated through skill-based experiences. Evidence that Three Cheers for Pre-K Curriculum aligns with Head Start ELOF can be seen at the link below.

https://assets.savvas.com/correlations/NTL_Headstart_3cheers_2022.pdf?_ga=2.15205937.644896229.1614625061-1807713014.1614625061

Our district provided additional professional development led by the district’s Pre-K curriculum writing team to staff. Our district Pre-K Instructional coaches continue to help support the teachers alongside the Head Start Educational Specialist.

Our district continues to send home quarterly report cards as an update to parents on their child’s progress. Teachers also continue to share student’s developmental progress with pictures and captions for portfolios through See Saw digital platform on an ongoing weekly basis.

One of the two yearly CLASS Observations was conducted and scored in the fall by our program’s Education Specialist who is a certified reliable rater for Pre-K. Our data shows there is growth in all domains and that our scores meet the threshold. Our program continues to use Teachstone for professional development based upon Observation scores and is guided by our Education Specialist through instructional support meetings.



The district continues to offer summer learning opportunities to students with special needs that have shown regression without recoupment and for all Pre-K bilingual students. This year, an additional offer to attend a summer jump start program will be for PreK students that will be entering Kindergarten next year who have scores on their report cards that show that are continuing to struggle with their Social-Emotional skills based on these two indicators: I can manage my own feelings and behaviors, and I can solve problems in conflict with peers. The district is trying to offer services to the children with the greatest need (the identified 10% of the Pre-K population that are struggling with these indicators).

7. Health & Nutrition

With the decline of COVID-19 cases in the Denton community and with the lifting of restrictions, COVID has become less of a health concern than it has in the previous 2 years. However, our population still faces numerous health concerns such as an increase in illnesses, lack of access to affordable health care, limited resources, and the ongoing struggle with obesity. In the city of Denton, we currently only have 3 Pediatricians who accept Medicaid and 3 resources for our early education community. Due to the issues stated above our children and families are losing time at school and work by trying to recover when ill. Our families are low income, so not being able to work or have childcare has large effects in their home life, such as: decreased pay since they are missing time and potentially losing their job for missing too many days. When a family does not have much money to begin with, lowered pay or the losing of a job can result in hunger and homelessness for the whole family.

With our school having approximately 300 students and Denton ISD having approximately 30,000 students it is difficult to find a Medicaid Pediatrician who is accepting new patients, let

alone for them to have same day or next day appointments available for illness. Although we do have 3 resources, Lions Club, Kiwanis Club, and United Way, to help families, they can only help with financial issues or potential dental services. Families still need to find health care providers for treatment and orders, which again, is difficult with limited Medicaid health care providers.

According to Medical City of Denton in November of 2023 their E.R. saw an increase of 700% in flu cases and 20% in “respiratory complaints”. The increase in R.S.V., Influenza, and COVID-19 has been called the “Triple Threat”, this “threat” is not just an issue in the city of Denton but also nationally. Due to the increase in health demands the local E.R. has wait times up to 10 hours. This has created yet another burden for our families. When these families can’t be seen by their pediatrician, they tend to go to the E.R., however even those are full. Due to this perfect storm our families are left with little to no timely access to health care. Denton ISD and Denton ISD Head Start are working to try and bring in more Medicaid Pediatric clinics, such as PediPlace, however, there still is not a guarantee we will get more providers soon.

A study in 2019 completed by the Global Pediatric Health group stated that 13.9% of all children in the U.S. ages 2 to 5 were obese. Another study completed by the state of Texas concluded in 2019, 34.8% of all Texans were obese compared to the 30.9% of all Americans, leaving Texas as the 12th worst state for obesity. Although there is no official data showing what the Texas early childhood obesity rates are, there is a correlation showing that Texas rates are higher than the average U.S. obesity rates. Although it is unknown what the current Texas early childhood obesity rates are, the current obesity rate at this Head Start program is 22%.

This Head Start program has been tracking B.M.I. rates in the school setting. Before the pandemic, our obesity rate was at 14%, after COVID-19 it shot up to 27% of the Head Start population. It hit its all-time high in 2021-2022 at 31% of our Head Start population. We have made efforts to fight this trend, such as increased nutrition/health classes, partnering with U.N.T./T.W.U. “Healthy Lifestyles” program, and sending home health information, and occasional recipes via the campus Newsletter. In our “Healthy Lifestyles” partnership the universities give each student and parent who sign up a pedometer for them to use, monitoring their physical activity. They also offer additional nutrition classes with new foods to try and give recipes to try at home. “Healthy Lifestyles” works with the Health Specialist to measure and track B.M.I.s to see the effectiveness of this program. At the beginning of this year, we did see a decrease in our obesity rates, as of September 2022 our Head Start obesity rate was 22%, down 9% from the previous year. We hope with our continuing efforts the rate will continue to decrease. Resources can be found at.....

- https://dentonrc.com/life/health/respiratory-illness-cases-impact-overwhelmed-north-texas-hospitals/article_39d9d95c-643b-54d9-991e-68c02e20da10.html
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6887808/>
- <https://txohc.org/communication/data-dashboard/obesity/>

Safety:

The Texas Education Agency (TEA) recently proposed new school safety standards for all public schools in the state. Under the new guidance, Texas schools would need to reinforce ground-level windows or windows that are adjacent to or near a door and are large enough to allow someone to enter if broken. As a result of this new guidance, the Head Start Safety & Facilities

Manager now includes weekly exterior door checks and includes this data in her safety walkthrough logs. An additional health/safety measure that Head Start put in place this school year was the requirement for all Head Start facilities to obtain Lead Testing in the water of their Head Start facilities.

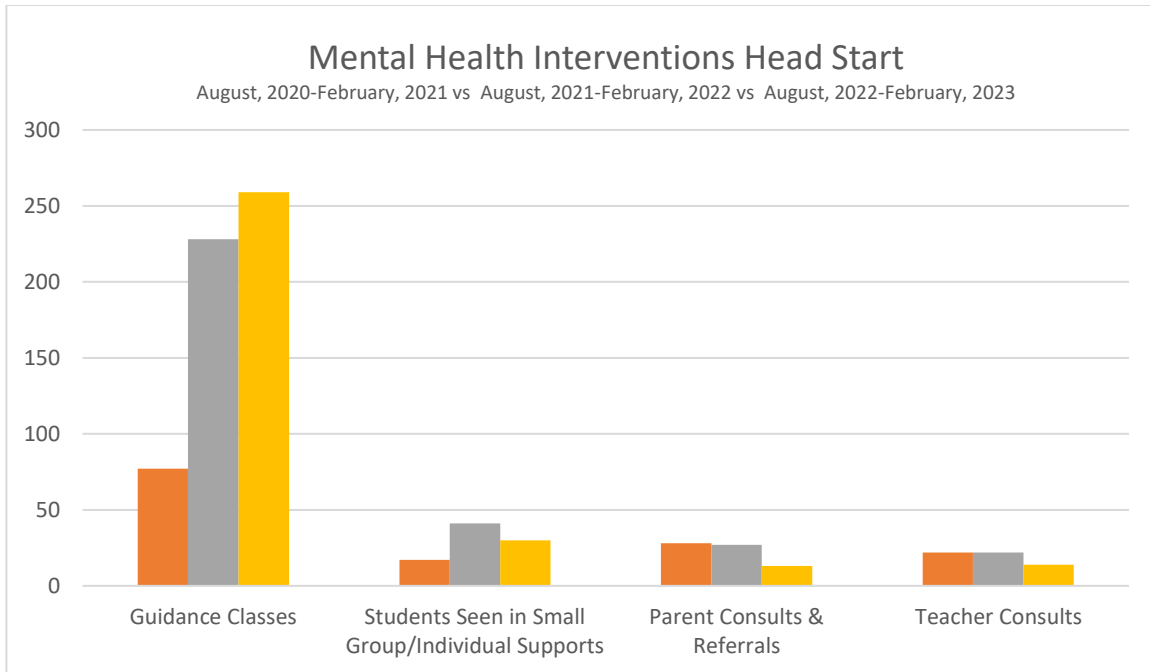
Mental Health:

This was the third year that the Ann Windle School for Young Children had a full-time counselor to help in the Manager area of Mental Health. She is a Texas Education Agency certified school counselor who is also a state licensed professional counselor as well as a national certified counselor. This year all students continued receiving weekly guidance classes, a schedule which began last year. Within these weekly lessons are the state mandated lessons as well as lessons meeting the district's Essential 8 topics and themes. She also provides additional support in the DTMSS process, individual and small group supports, and staff and parent consultations. This was also supported with work done by the counselor's assistant, a position funded through a QI grant awarded by Head Start. This year the counselor's assistant has provided support one-on-one with students in the classrooms, provided consultation with teachers and parents, and was able to distribute, score, and provide feedback on various questionnaires and screeners such as the ASQ-SE2 48 month or 60 month. Her background and bachelor's in Applied Behavior Analysis have been a tremendous benefit to the program regarding supporting students who are struggling with appropriate school behaviors. The chart below provides some data on services that the Counselor Assistant was able to provide.

Description	YTD	Most Recent 4 Week Period				
			01/15-01/21	01/22-01/28	01/29-02/04	02/05-02/11
HS Student Population	193					
	# Students Served	# Students Served	Wk1 Tot Hrs	Wk2 Tot Hrs	Wk 3 Tot Hrs	Week 4 Tot Hrs
#Students w/ Behavior Support Services	119	90	41.53	41.87	6.17	43.02
Direct Instruction	24	6	1.25	1.25	0.25	1.50
Group Instruction	68	8	3.75	3.75	0.75	4.25
Developmental Screening	88	88	32.53	36.87	5.17	37.27
Function of Behavior Screening	12	0	0.00	0.00	0.00	0.00
Perceptual-Motor Learning	8	0	0.00	0.00	0.00	0.00
Functional Communication	13	7	0.00	0.00	0.00	0.50
Social Communication	15	11	1.25	1.25	0.25	3.75
Executive Function & Impulse-Control	19	6	1.00	1.25	0.00	1.25
Pivotal Response / Replacement Behavior	27	6	1.00	1.25	0.25	1.25
Sensory Input/Processing	8	1	0.25	0.00	0.00	0.25
Staff Training/ Intervention/Support	16	21	4.00	3.00	0.00	2.32
Parent Conference/Support	4	2	0.00	0.00	0.50	0.50

Further support was provided through the University of North Texas who had counselors in training come and provide individual play therapy services on campus to 12 Head Start students (as compared to 5 last year). The district has provided a Licensed Specialist in School Psychology intern to be on campus for most of this school year. The LSSP-Intern can provide support and conduct threat assessments on students. The campus counselor has conducted five threat assessments this year on the threats of violence against staff and other students as reported by

campus staff. Both the counselor and the licensed specialist in school psychology assigned to the campus keep a list of community resources for families as does the program ERSEA specialist who is a licensed social worker. Because the community assessment identified mental healthcare as a significant community need, with our student population facing a history of Adverse Childhood Experiences, our Health Services Advisory Committee has determined that training our staff in how to recognize a history of Adverse Childhood Experiences in our students and how to handle the results of these experiences is a priority. The campus mental health specialist worked to provide these trainings to staff. Staff received trainings within faculty meetings and were given the option to attend six stand-alone behavior and classroom management trainings this fall which were led by the campus principal, mental health specialist, and mental health specialist assistant. The curriculum, Baby Doll Circle Time, was given to all classes last year and staff are continuing to implement it in their classrooms. DISD also provides some free counseling sessions for our staff through our Employee Assistance Program. Much of our focus this year was trying to prepare students socially, emotionally, and behaviorally for kindergarten.



8. Family and Community Engagement:

The top five parent goals from 2022-2023 remained similar to the previous school year. English as a second language classes for adults, nutrition, and financial literacy continued to be common goals for our families. Last year’s “help child learn” goal changed to “child behavior management” and “obtain job training and/or GED” gave way to “pursue college”. That is not to say those needs are not still there, only that our parents are prioritizing differently. As well as tracking the top five parent goals, the PFCE Specialist also took into consideration the top five needs of families as they reported.

As families set their goals and report their needs, the PFCE Specialist used that data to inform decisions about class offerings. For the 2022-2023 school year, community agencies such as MHMR Tarrant and Texas A&M AgriLife returned to once again offer classes. New community agencies/resources were identified as potential partners for parent, student, and staff

education such as United Way and Tarrant Area Food Bank. Developing these partnerships and scheduling classes was done continuously throughout the school year. Unfortunately, as of March 1, several attempts to schedule finance/budgeting classes have yet to prove fruitful. Nevertheless, the PFCE Specialist continues to communicate with community resources to bring in finance activities and/or classes.

Similarly, enrollment in the district's ESL classes has declined this school year. Historically, ESL classes had been held on the same campus as our Head Start classes. Shortly before classes were to begin this school year, the district department head for adult education informed the PFCE Specialist that the demand for ESL classes was much higher now that they had returned more fully to in-person classes and as such, they would be unable to provide those classes on our campus. The department cited a shortage of ESL teachers as well as limited space on our campus as factors in their decision. In the future, a stronger partnership with this department needs to be developed and/or other options for ESL and GED classes need to be explored.

Parents/guardians completed an Activity Availability Survey at enrollment this school year in an attempt to gauge when the best days and times were to offer parent classes, activities, and meetings. As a reflection of this data collection, in partnership with campus leadership, and supported by the campus PTA, we increased the number of after school activities and classes offered this school year. Not only did this provide working parents more opportunities to participate, it also afforded staff a chance to engage with families directly in a setting outside the classroom. Some education classes were scheduled during school hours, some after school, some virtually, and some in-person to strive to provide something for everyone.

We continue to use multiple systems to communicate with families. This includes Google Forms, See Saw, Zoom, YouTube, Facebook, phone calls, email, newsletters, and flyers sent home in backpacks. We strive to provide all forms of contact in both English and Spanish to encompass our program population. Some classrooms utilize a daily take-home folder system, while others opt for the campus standard “Tuesday folder” to send home. We have also increased our community presence by attending Denton ISD early childhood education outreach events as well as activities hosted by the city Parks and Recreation Department at the MLK Jr. Rec Center near our campus. Despite our best efforts with increased scheduling opportunities and communication attempts, parent participation in meetings and classes has declined.

We continue to hold Policy Council and Parent Committee meetings in-person and virtually via Zoom. Despite this accommodation, parent attendance to these meetings remains low. Many parents turned in papers to be a class representative for Policy Council, Parent Committee, or both, but few have followed through with their role. Volunteer hour submission has also slowed, significantly this school year, although more families have participated in the “20 for 20 Reading Challenge” to earn free books this school year than the year prior.

A known area of need is increasing father/male involvement. This continues to prove difficult, in no small part because of the lack of father figures reported during enrollment. For 2020-2021, 48.8% of families provided a phone number for father/secondary caregiver and 33.7% provided an email address. For 2022-2023, those numbers fell to 35.4% that provided a phone number and 26.5% that provided an email address. We have seen increased numbers of father/male figures attending after school fun learning opportunities such as the arts and

literacy event “Milk and Bookies”. We continue to be interested in implementing the All-Pro Dad father engagement curriculum although it was not obtained in time to begin in 2022-2023 school year.

Staff received updated training this school year on our parent curriculum, Ready Rosie. Ready Rosie is embedded into our student curriculum, making it easier for teachers to share playlists based on the curriculum theme they are currently teaching. The next step in improving parent engagement with Ready Rosie from a PFCE standpoint is to increase the number of parents that are connected to their child’s class. Currently, nearly 40% of parents are connected and have been active on Ready Rosie at least once this school year. 36.5% of students have no connected family member, however. For the 2023-2024 school year, we will strive to increase the number of connected, active parents by at least 10%.

Family connection and engagement with the class messaging app See Saw is promising. 74% of students had at least one family member connected and active on See Saw in the month of February 2023 ([Supporting Document H](#)). The See Saw administrator view only shows individual student data for the past month and does not allow for choosing date ranges. In order to better note trends in See Saw connectivity and other data points, data must be collected every month on the same day of the month.

Tracking data on family goal progress has improved this school year with the creation of a new Google Sheets spreadsheet that is shared between teachers, co-teachers, and family service staff. On this spreadsheet, family goals are listed as well as contact information and areas for the classroom staff to update family progress as well as family needs and/or crisis situations. It

has proved beneficial this year although more training with teachers/co-teachers is needed for them to feel comfortable using it. At this time, they also use paper forms to collect data from home visits as well. Ideally, the procurement of a Head Start database system would continue to improve data collection and communication between all involved parties. Attempts were made throughout this school year to obtain such a system (myHeadStart), but efforts have stalled at this time due to purchasing constraints within the school district.

9. Services for Children with Disabilities:

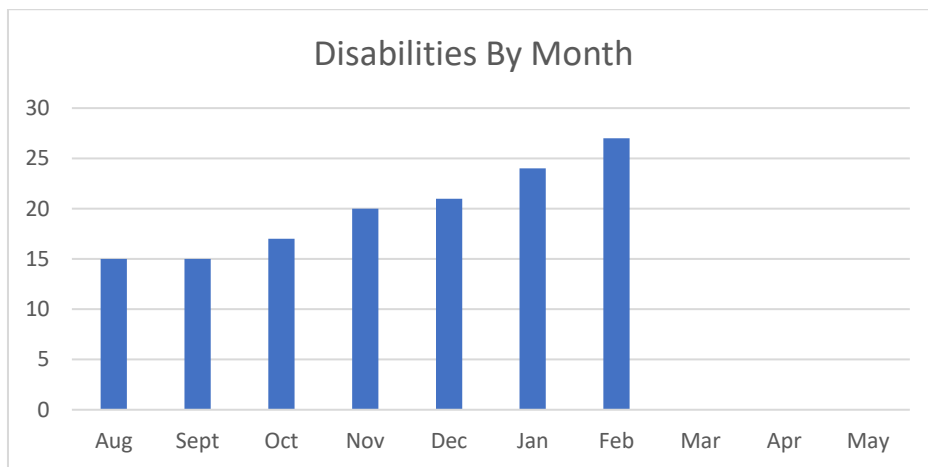
The Denton ISD Head Start Program is a part of the public school, and as such, receives services for enrolled children eligible for services under IDEA Part B through the district. Services established in the IEP/ARD meeting are provided on-site. Personnel assigned to the campus include an educational diagnostician shared with another campus, one half-time English language speech language pathologist, and a shared bilingual speech language pathologist. The licensed specialist in school psychology (LSSP) is also shared with another campus.

Occupational therapy services and physical therapy services are also provided for those children identified with an educational need for those services through the IEP process. These personnel are itinerant serving multiple schools throughout the district. If a student enrolled in the Head Start Program is identified through the IEP/ARD process as visually impaired or auditorily impaired, teaching staff certified in those areas are provided by the district to address their educational needs. Adapted Physical Education is also provided on the campus to those students identified through the IEP Process as needing that service. For students identified with a disability, the need for transportation to and from school is discussed in the IEP meeting. The district also provides any adaptive equipment or assistive technology needed for a student

with a disability as identified in the IEP/ARD meeting. Examples of such equipment include adapted seating, pencil grips, or loop scissors. The Denton ISD Head Start Program actively recruits children who are identified with a disability during the recruitment process. The campus educational diagnostician and the district's ECI diagnostician who is also the district's lead early childhood diagnostician share information about the program with families who might meet eligibility criteria for Head Start. As a part of the recruitment process, the parent completes a form reporting if their child is identified with a disability under IDEA or suspected to have a disability. If a child is already receiving services under IDEA, the prior campus is identified. Campus special education staff contact that campus and review the district's electronic special education records. For students already identified by the district under IDEA Part B, an IEP meeting is held to change the delivery of services to the Ann Windle School for Young Children campus where the Head Start Program is housed. If parents report that their child has been receiving services through a home health agency either currently or in the past, the agency providing those services is provided on the form. The Disability Specialist and/or the campus special education team contact the parents of students receiving services through a home health agency to gather further information. This is also done if the parent expresses a concern about their child's development. The district special education department uses an online system (MSB) for monitoring the delivery of services. Additionally, service providers keep a log of their sessions with students. Itinerant staff sign in and out in a Special Education Staff logbook. The Head Start teacher for a student attends the IEP/ARD meeting. Along with the parent, the teacher gives input as to goals, accommodations, and district testing. Since services are provided on the campus, the classroom teacher can consult with service providers and

continue the implementation of strategies that are being used to address IEP goals.

Additionally, special education staff are available to assist teachers in the development of goals for the Individualized Development Plan. Our Head Start program currently serves 27 students that qualify for Special Education services. This exceeds our 10% requirement. We have 12 additional referrals that have been made that our Diagnostician is working through to see if they qualify for services. The charts below are a representation of our monthly identification numbers and the disabilities that we currently serve.



10. Transition: Our program continues to work to strengthen our Transition services. The chart below represents the different types of transitions that occur within our program.

Transitions to and from Early Head Start	Transitions between Programs	Transitions from Head Start to Kindergarten
(ECI) Early Childhood Intervention referrals to Head Start	Transitioning to second year in Head Start	Special Education Transition ARDS are held & receiving campus is invited
Students attending Fred Moore Day Nursery School (birth-3) transitioning to Head Start program. This program is promoted with Head Start student's younger siblings	Students attending a Pre-K program transition to Head Start	Counselor meets with the receiving campuses on Social-Emotional needs of our children moving to kindergarten
Siblings of our Head Start students aging into the program	Some students attend the Head Start program part of the day and an (ECSE)Early Childhood Special Education program part of day	Nurse meets with receiving campus on health needs of our students moving to kindergarten
Transfer from another EHS program (points given on Selection Criteria)	Transfer from another Head Start program (points given on Selection Criteria)	Campus administrators meet with receiving campus on 504, LPAC, and severe academic or SEL concerns
Round-up & recruitment events help to find children that are about to be eligible to attend our Head Start program	Special Education staff provide inclusion support to our Head Start students that qualify for services.	Transition Summer packets are sent home with our students and graduation ceremonies are held.
		Receiving campuses share their Kindergarten round-up events and activities for our students & families to attend
		Progress report & CLI data travels in the cumulative folders to the receiving campus. DMTSS data is viewable in the system for all campuses
		Spring home visits & Parent/ Teacher conferences are held
		Kindergarten teacher can collaborate with our Head Start teachers for planning
		Some students qualify to attend a district Summer School session

11. Services to Enrolled Pregnant Women: N/A

12. Transportation:

Our community has another source of transportation services that some of our families use called GoZone. It is an on-demand rideshare service, powered by Via, that riders utilize for trips within, and sometimes between, designated zones in Denton County. The on-demand service uses a mobile app where passengers book their trips in real-time. A fleet of dedicated branded vans is used to pick up and drop off riders at virtual stops within the zones. This service can be used to commute or run errands in Denton, Highland Village and Lewisville/Castle Hills. GoZone operates seven days a week and costs \$1.50 per passenger. In Denton only, for trips over four miles, the base fare is \$1.50 with an additional charge of \$0.50 per mile, up to a cap of \$5.00. There is not a cost with any GoZone eligible DCTA pass. Reduced Fare passes are available to qualified GoZone riders.

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

1. Governance:

Structure- No Significant Changes

Processes

Governing Body- No Significant Changes

Policy Council-

This year, we tried to be more intentional about increasing our Succession Planning. Therefore, we invited the DISD fiscal department grant specialists to observe our monthly policy council

meetings along with some other key personnel in the district that want to learn more about Head Start (Area Superintendent, Early Childhood Director, Principal). Observing the Policy Council meetings and the weekly Head Start Director meetings with managers has allowed the district to gain a stronger understanding of the Head Start program and the governance processes. We felt that this was needed because of current staff changes in the district as well as potential changes in the future. This will help to bring stability to the program. To help with maintaining a successor in our Policy Council leadership from one year to the next, we added into our By-Laws a statement saying that “All members and officers will continue serving until successors for the new school year are named or elected.” Our program continues to offer virtual participation in our Policy Council meetings through zoom. This has helped us to maintain our quorum since we are continuing to struggle this year with getting/keeping our amount of parent representatives per class to show up to meetings. The trend we are seeing is that they sign up initially and drop off along the way. We are still trying to recruit more parent involvement for 6 of our Head Start classes.

Parent Committee-

The Parent Committee continues to plan activities and parent education classes that align with the identified needs of our families and students. During the Policy Council meetings, a Parent Committee representative shares the activities, events, and parent classes that they are recommending for approval. Some Parent Committee members joined in on the campus-level planning committees this year to be involved with the planning of campus-wide events for the school year. In these meetings, they collaborated with the administrators, PFCE Specialist, and

teachers. They helped to plan events/activities, prepare materials, recruit for volunteers, and participated in the events.

Relationships- No Significant Changes

2. Human Resource Management:

Since the Denton ISD Human Resource department has new staff members working in that department, we work closely with them to help to educate them on the requirements of the Head Start program. The only significant change for this school year in Head Start management is that the Director of Head Start is no longer serving in a dual role of Campus Principal and Director. The district split these two roles to allow the Director to focus solely on the Head Start program with the Head Start Program Managers, to help with Succession Planning, and to prepare for possible expansion opportunities in the future. The Director's job description was updated to reflect these changes.

3. Program Management and Quality Improvement:

Our program strives for Continuous Quality Improvement in all areas. Each year we work to align our efforts and resources with the identified needs. Receiving the American Rescue Plan funds and the QI funds last year allowed our Head Start program to obtain additional resources that helped to enhance our program services. Below are a few things that we were able to achieve in the following categories:

Staffing- The QI grant award that we received allowed us to add a part-time Fiscal Manager position for our program. We used some of the ARP funds to provide hiring, retention, and step incentives to our staff that work in our Head Start program.

Recruitment/Communications- New signage and logos for the Windle campus was added this school year. We printed more recruitment materials that we were able to hand out at district early childhood recruitment events and took around to local businesses/entities. We added an extra copier for our Program Managers to use to help with creating Head Start documents.

Outdoor Learning Environment- We enhanced our outdoor learning areas by adding turf and shade coverings (awnings) to some of the play areas. We added some gross motor play structures to the playground area to create additional play spaces for the students.

PFCE resources- We were able to purchase more children's books to be used for Family Engagement. We encourage our parents to read to their children and to have conversations with them to increase their language development and to build positive relationships with their child.

To continue our efforts toward (CQI) Continuous Quality Improvement, our program plans to apply for the additional funding opportunities that are outlined in Program Instruction ACF-PI-HS-23-02 titled Head Start Funding Increase. We will be completing the applications for COLA, QI, and Expansion funds for Head Start as these guidance letters and applications become available.

SECTION II

BUDGET and BUDGET JUSTIFICATION

FEDERAL

1. The refunding amount of \$1,537,783 is divided into three categories. These categories are payroll, supplies, and TTA. The payroll is broken down into three areas. These areas include salaries, fringes, and substitutes' pay. As one will note from the earlier SF424A form, the amounts requested for these categories are \$1,288,966, \$210,912, and \$8,319 respectively. This is a total amount of \$1,508,197 or approximately 98 % of the total federal funds requested. Programs integrated within a school district generally have higher salaries. Salaries must stay competitive with the area school districts, which accounts for the percentage of personnel and fringe in excess of the normal 60-80% of the total federal budget. These funds will be used to pay the salaries of twenty-nine (29) Head Start personnel. These personnel include one (1) Education (content area) Specialist, eleven (11) teachers, eleven (11) teacher aids, one (1) social worker (ERSEA), one (1) Mental Health Specialist assistant, one (1) Parent, Family and Community Engagement Specialist, one (1) Family Services aide and one (1) Facilities-Safety Manager/Clerical, one (1) Fiscal Manager. Head Start follows Denton ISD salary schedule. Since Denton ISD has not announced pay increases for FY23, our projected payroll for our FY23 continuation grant application is based on current salaries. Payroll projection for FY23 can be found on pages 41-42. A salary comparison for our area can be found on pages 43-44.

It may be noted that the Director's salary and salaries of other key personnel are not funded by Head Start. These personnel are paid entirely by Denton ISD page 45.

The total amount of funds requested for the supply category is \$8,319. This will be budgeted for food services and supplies. Each of the 11 classroom receives \$72 monthly for food items (snacks and cooking) for a total of \$7,920. We also have budgeted \$100 for volunteer meals, for a total of \$8,020 for food services supplies.

We have budgeted \$400 for classroom supplies, detailed below:

(\$400) Classroom materials, i.e., construction paper, paints, glue

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

The current indirect cost rate (page 46) allowed is a restricted rate of 4.111% and unrestricted rate of 15.020%. Denton ISD will allocate funds to direct costs, or those costs related to a specific cost objective, within the program period. Indirect costs will only be taken if (1) indirect costs were budgeted for in the grant application, (2) there are any remaining funds available and (3) every effort has been made to exhaust all funds on direct costs.

Please note in the In-Kind Expense Report (Page 47) DISD Central Services staff assistance (Child Nutrition, Human Resources, Payroll, Purchasing, Accounts Payable, Grant Accountant, Staff

Development personnel, Bilingual services, Counseling services and Technology services) is not included in the dollars shown. The report submitted is from the 2021-2022 school year. That is the most current data available at the time of the grant submission.

TTA/TRAVEL

The total amount of funds requested for the TTA category is \$21,166. This total includes \$5,750 to be used for travel. These funds are projected to be spent as outlined below. Remainder of the \$21,166 will be used for professional development, conferences, credentials, etc. These expenses are in the complete TTA plan that is uploaded under the document tab in HSES.

ONGOING PROFESSIONAL DEVELOPMENT: PROGRAM DESIGN & MANAGEMENT			
			Estimated Cost
Training Topic	Targeted Audience	Provider/Person Responsible	Travel
OHS/NHSA/Region VI/HS Conferences *Managers attend for their areas	Director, Program Managers	OHS, NHSA, etc. Director	\$4,000.00
Region XI New Teacher Training series	Head Start new teachers	Director/Fiscal Manager	\$50.00
TAASPYC/TAEYC conference & memberships	Director, Education Manager	Associations/Director	\$400.00
Health and Safety Trainings	Health & Safety Manager	Head Start Trainings/Director	\$800.00
Education Trainings	Instructional Staff	RegionXI & other entities/Education Specialist	\$500.00
			Travel
TOTALS ALL TRAINING			\$5,750.00

2. N/A

3. N/A

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

5. NON-FEDERAL

The Denton ISD Head Start Program is requesting a refunding grant in the amount of \$1,537,783. The district's non-federal share is \$384,446. with the total grant amount for 2023-2024 being \$1,922,229. Volunteer hours are calculated in the amount of \$18 per hour for assistance in the classroom and to help the teachers prepare lesson materials. Through February of 2023, our volunteer hours for Ann Windle School for Young Children totaled 592. Calculated in the amount of \$18 per hour, that totals \$10,656. We have approximately 45 volunteers who help with preparation of instructional classroom materials, Policy Council meetings (10 meetings per year, 1.5 hours each, 6 volunteers), Parent Committee meetings (9 meetings per year, 1.5 hours each, 4 volunteers), Board members (10 meetings per year, 1.5 hours each, 1-2 volunteers) and community members. However, we will be able to meet the district's non-federal share of \$384,446 by including the additional staff support from the District.

6. N/A

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

8. N/A

9. N/A

10. N/A

11. N/A

Position	Current Annual Salary	Medicare & Workers Comp	Retirement	Insurance	Stipends	Revised Annual Salary
EDUCATION SPECIALIST	68,749	1,231	7,494	12	1,750	79,235
SUB-TOTAL EDUCATION SPECIALSIT SALARY	68,749	1,231	7,494	12	1,750	79,235
Teacher 1	66,002	1,217	7,412	3,132	5,500	83,263
Teacher 2	68,339	1,259	7,667	3,132	2,000	82,397
Teacher 3	59,947	1,109	6,752	12	2,000	69,820
Teacher 4	63,766	1,177	7,168	3,132	5,500	80,743
Teacher 5	66,306	1,223	7,445	12	5,500	80,486
Teacher 6	66,002	1,217	7,412	12	2,000	76,643
Teacher 7	61,877	1,143	6,963	3,132	3,750	76,865
Teacher 8	60,760	1,123	6,841	3,132	2,000	73,856
Teacher 9	63,766	1,177	7,168	3,132	5,500	80,743
Teacher 10	66,002	1,217	7,412	12	5,500	80,143
Teacher 11	65,292	1,169	7,117	12	2,000	75,589
SUB-TOTAL TEACHER SALARY	708,060	13,032	79,359	18,849	41,250	860,550
						-
Teacher Aide 1	21,695	388	2,365	3,132	-	27,580
Teacher Aide 2	29,353	525	3,199	3,132	-	36,210
Teacher Aide 3	23,270	417	2,536	3,132	-	29,355
Teacher Aide 4	26,051	466	2,840	12	-	29,368
Teacher Aide 5	26,496	474	2,888	3,132	-	32,990
Teacher Aide 6	25,851	463	2,818	3,132	-	32,263
Teacher Aide 7	23,040	412	2,511	12	-	25,976
Teacher Aide 8	23,040	412	2,511	12	-	25,976
Teacher Aide 9	29,353	525	3,199	3,132	-	36,210
Teacher Aide 10	29,353	525	3,199	3,132	-	36,210
Teacher Aide 11	25,590	458	2,789	12	-	28,849
SUB-TOTAL TEACHER AIDE SALARY	283,091	5,067	30,857	21,969	0	340,985

Position	Current Annual Salary	Medicare & Workers Comp	Retirement	Insurance	Stipends	Revised Annual Salary
SOCIAL WORKER (ERSEA)	66,127	1,184	7,208	3,132	-	77,650
PFCE: FAMILY SERVICES AIDE	22,320	400	2,433	12	-	25,164
PFCE: PFCE SPECIALIST	27,141	486	2,958	12	-	30,597
SUB-TOTAL PFCE PERSONNEL	115,588	2,069	12,599	3,155	0	133,412
MENTAL HEALTH SPECIALIST ASSISTANT	24,699	442	2,692	3,132	-	30,965
SUB-TOTAL OTHER CS PERSONNEL	24,699	442	2,692	3,132	0	30,965
FACILITY SAFETY MANAGER/CLERICAL	27,433	491	2,990	12	-	30,926
SUB-TOTAL OTHER CS PERSONNEL	27,433	491	2,990	12	0	30,926
FISCAL MANAGER	18,345	328	2,000	3,132	-	23,805
SUB-TOTAL OTHER CS PERSONNEL	18,345	328	2,000	3,132	0	23,805
TOTAL PERSONNEL	1,245,966	22,661	137,990	50,261	43,000	1,499,878
Fringe (MediCare/Workman's Comp)	22,661					
Fringe (Retirement)	137,990					
Fringe (Insurance)	50,261					
TOTAL FRINGE	210,912					
SUBSTITUTES	8,319					
Supplies	400					
FOOD SERVICES SUPPLIES (snack & cooking)	7,920					
VOLUNTEER MEALS	100					
TOTAL SUPPLIES	8,420					
TOTAL ALL BUDGET CATEGORIES	1,516,617					
TTA	21,166					
GRAND TOTAL	1,537,783					



UNITED EDUCATORS ASSOCIATION

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Comparison of Teacher Salaries in the Dallas/Fort Worth Metroplex School Year 2022 - 2023 | BA / BS Degree

YEAR	0	YEAR	5	YEAR	10	YEAR	15	YEAR	20	YEAR	25	YEAR	30							
1	Grand Prairie	61000	1	Dallas	63250	1	Coppell	65814	1	Arlington	67900	1	Arlington	70400	1	Arlington	72500	1	Ft Worth	76467
2	Castleberry	60892	2	Ft Worth	62948	2	Dallas	65450	2	Ft Worth	67600	2	Ft Worth	69986	2	Alvarado	72280	2	HEB	75859
3	Everman	60608	3	Arlington	62900	3	Arlington	65400	3	Grand Prairie	66976	3	Grand Prairie	69056	3	Ft Worth	71976	3	Alvarado	75400
4	Mansfield	60500	4	Castleberry	62892	4	Irving	65325	4	Castleberry	66892	4	Castleberry	68892	4	Everman	71180	4	Irving	75091
5	Arlington	60400	5	Everman	62693	5	Ft Worth	65125	5	Coppell	66814	5	Everman	68846	5	Irving	71001	5	Castleberry	74992
6	Aledo	60200	6	HEB	62223	6	HEB	64913	6	Everman	66724	6	Frisco	68600	6	Castleberry	70992	6	Arlington	74500
7	Crowley	60010	7	Joshua	61732	7	Castleberry	64892	7	Frisco	66400	7	Irving	68021	7	Grand Prairie	70928	7	Everman	74362
8	Dallas	60000	8	Aledo	61700	8	Everman	64709	8	HEB	66363	8	HEB	67876	8	HEB	70700	8	Mansfield	74168
8	Ft Worth	60000	9	Mansfield	61612	9	Joshua	63958	9	Irving	66355	9	Coppell	67814	9	Frisco	70600	9	Joshua	73702
8	Garland	60000	10	Garland	61570	10	Frisco	63750	10	Lewisville	65900	10	McKinney	67500	10	Coppell	69988	10	Grand Prairie	73528
8	HEB	60000	11	Grand Prairie	61550	11	Aledo	63700	11	Joshua	65558	11	Kennedale	67448	11	White Sett	69650	11	EMS	73333
8	Joshua	60000	12	Lewisville	61233	12	Keller	63496	12	Aledo	65500	12	Joshua	67446	12	Kennedale	69523	12	Crowley	73147
13	Lewisville	59175	13	Crowley	61187	13	Garland	63458	13	Mansfield	65352	13	Aledo	67400	13	Mansfield	69483	13	Keller	73024
14	Keller	59000	14	Irving	61052	14	Lewisville	63385	14	Keller	65291	14	Lewisville	67391	14	Keller	69436	14	Kennedale	72766
14	Lake Worth	59000	15	Frisco	61000	15	Mansfield	63208	15	Kennedale	65194	15	Alvarado	67380	15	Crowley	69181	15	Cleburne	72759
14	White Sett	59000	16	Coppell	60920	16	Kennedale	63200	16	Garland	65008	16	Keller	67330	16	Aledo	69000	16	Azle	72350
17	Cleburne	58800	17	Keller	60915	17	Crowley	63048	17	McKinney	65000	17	Mansfield	66992	17	Carroll	68959	17	Carroll	72282
17	McKinney	58800	18	Cleburne	60836	18	Allen	62856	18	Lake Worth	64550	18	White Sett	66850	18	Cleburne	68697	18	Lewisville	72220
19	Birdville	58600	19	Lake Worth	60500	19	Grand Prairie	62832	19	Cleburne	64436	19	Garland	66728	19	Lewisville	68675	19	Birdville	71838
19	Carroll	58600	20	Carroll	60327	20	McKinney	62500	20	Carroll	64300	20	Cleburne	66636	20	EMS	68485	20	DeSoto	71718
21	Coppell	58500	21	McKinney	60300	21	Denton	62460	21	Denton	64260	21	Carroll	66624	21	Joshua	68466	21	Burleson	71379
21	DeSoto	58500	21	White Sett	60300	22	Lake Worth	62450	22	Allen	64216	22	Crowley	66365	22	Little Elm	68351	22	Northwest	71300
21	EMS	58500	23	Birdville	60075	23	Cleburne	62336	23	Crowley	64152	23	Lake Worth	66250	23	Garland	68328	23	Aledo	71205
24	Frisco	58250	24	Burleson	60052	24	Burleson	62039	24	Burleson	64113	24	Denton	66060	24	Burleson	68298	24	White Sett	71200
24	Northwest	58250	25	DeSoto	60050	25	Carroll	61967	25	DeSoto	63550	25	Burleson	66057	25	Birdville	68111	25	Frisco	70600
26	Allen	58000	26	Denton	59800	26	DeSoto	61850	26	Birdville	63506	26	Allen	65931	26	DeSoto	67934	26	Allen	70446
26	Burleson	58000	27	Little Elm	59706	27	Birdville	61606	27	Little Elm	63423	27	EMS	65921	27	Lake Worth	67750	27	Coppell	69988
26	CFB	58000	28	Allen	59550	28	White Sett	61550	28	EMS	63414	28	Little Elm	65727	28	Allen	67615	28	Grapevine	69280
26	Denton	58000	29	EMS	59316	29	Grapevine	61300	29	White Sett	63100	29	Birdville	65386	29	Denton	67560	29	Midlothian	68550
26	Kennedale	58000	30	Kennedale	59200	30	Little Elm	61281	30	Grapevine	62900	30	DeSoto	65050	30	Northwest	67550	30	CFB	68456
31	Little Elm	57655	30	Northwest	59200	31	EMS	61129	31	CFB	62753	31	CFB	64654	31	McKinney	67500	31	Weatherford	68422
32	Irving	57294	32	CFB	58950	32	CFB	60852	32	Northwest	62300	32	Grapevine	64400	32	CFB	66555	32	Little Elm	68351
33	Duncanville	57000	33	Grapevine	58700	33	Northwest	60650	33	Midlothian	62000	33	Northwest	64250	33	Midlothian	66510	33	Granbury	68337
33	Grapevine	57000	34	Richardson	58375	34	Azle	60113	34	Weatherford	61992	34	Midlothian	64000	34	Grapevine	66096	34	Garland	68328
33	Richardson	57000	35	Azle	58100	35	Midlothian	60000	35	Alvarado	61920	35	Godley	63940	35	Azle	65984	35	Duncanville	68200
36	Azle	56600	36	Duncanville	58000	36	Richardson	59750	36	Azle	61613	36	Weatherford	63672	36	Godley	65918	36	Lake Worth	67750
37	Midlothian	56000	36	Midlothian	58000	37	Weatherford	59642	37	Richardson	61125	37	Azle	63526	37	Weatherford	65892	37	Glen Rose	67590
37	Plano	56000	38	Godley	56586	38	Duncanville	59200	38	Godley	60910	38	Duncanville	62700	38	Duncanville	65600	38	Denton	67560
39	Alvarado	54600	39	Weatherford	56406	39	Godley	58595	39	Duncanville	60700	39	Richardson	62500	39	Glen Rose	64432	39	McKinney	67500
40	Weatherford	54500	40	Alvarado	55745	40	Granbury	58409	40	Granbury	59723	40	Granbury	61037	40	Granbury	64070	40	Godley	66918
41	Godley	53100	41	Glen Rose	55000	41	Alvarado	57575	41	Glen Rose	58530	41	Glen Rose	60852	41	Richardson	63775	41	Keene	65500
42	Glen Rose	52500	42	Granbury	54200	42	Glen Rose	56895	42	Keene	57000	42	Rio Vista	59830	42	Rio Vista	62330	42	Rio Vista	64830
43	Granbury	52000	43	Keene	52000	43	Keene	54500	43	Rio Vista	56720	43	Grandview	59610	43	Grandview	62160	43	Grandview	64660
44	Keene	50000	44	Ponder	46700	44	Rio Vista	52600	44	Grandview	56320	44	Keene	59500	44	Venus	62061	44	Richardson	63775
45	Venus	45050	45	Venus	46684	45	Grandview	51960	45	Venus	54919	45	Venus	58988	45	Keene	62000	45	Ponder	63400
46	Ponder	44000	46	Grandview	46210	46	Venus	50688	46	Ponder	54300	46	Ponder	58300	46	Ponder	60900	46	Venus	63373
47	Rio Vista	43000	47	Rio Vista	46000	47	Ponder	50300	47	Tolar	53264	47	Tolar	56758	47	Tolar	59478	47	Tolar	61743
48	Grandview	42090	48	Tolar	40500	48	Tolar	48654	48	Dallas	**	48	Dallas	**	48	Dallas	**	48	Dallas	**
49	Tolar	38000	49	Plano	**	49	Plano	**	49	Plano	**	49	Plano	**	49	Plano	**	49	Plano	**

Why Does UEA Publish This Salary Comparison?

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YEAR	0	YEAR	5	YEAR	10	YEAR	15	YEAR	20	YEAR	25	YEAR	30							
1	Mansfield	63000	1	HEB	64485	1	HEB	67762	1	Arlington	69400	1	Arlington	71900	1	Arlington	74000	1	HEB	78014
2	Castleberry	62142	2	Arlington	64400	2	Coppell	67014	2	Ft Worth	69000	2	Ft Worth	71386	2	HEB	73878	2	Ft Worth	77867
3	Grand Prairie	62000	3	Ft Worth	64348	3	Arlington	66900	3	HEB	68600	3	HEB	71227	3	Ft Worth	73376	3	Irving	77627
3	HEB	62000	4	Castleberry	64142	4	Irving	66850	4	Castleberry	68142	4	Castleberry	70142	4	Alvarado	73280	4	Mansfield	76527
5	Arlington	61900	5	Mansfield	63959	5	Ft Worth	66525	5	Coppell	68014	5	Grand Prairie	70056	5	Irving	73031	5	Alvarado	76400
6	Crowley	61610	6	Everman	63693	6	Castleberry	66142	6	Grand Prairie	67976	6	Irving	70052	6	Castleberry	72242	6	Castleberry	76242
7	Everman	61608	7	Dallas	63250	7	Everman	65709	7	Irving	67880	7	Everman	69846	7	Everman	72180	7	Arlington	76000
8	Ft Worth	61400	8	Garland	62870	8	Mansfield	65566	8	Everman	67724	8	Frisco	69600	8	Grand Prairie	71928	8	Everman	75362
9	Garland	61300	9	Crowley	62787	9	Dallas	65450	9	Mansfield	67710	9	Mansfield	69350	9	Mansfield	71843	9	EMS	74833
10	Aledo	61200	10	Joshua	62732	10	Joshua	64958	10	Frisco	67400	10	Coppell	69014	10	White Sett	71650	10	Crowley	74747
11	Joshua	61000	11	Aledo	62700	11	Garland	64758	11	Lewisville	66900	11	McKinney	69000	11	Frisco	71600	11	Joshua	74702
11	White Sett	61000	12	Irving	62602	12	Frisco	64750	12	Joshua	66558	12	White Sett	68850	12	Coppell	71188	12	Grand Prairie	74528
13	Cleburne	60300	13	Grand Prairie	62550	13	Aledo	64700	13	Aledo	66500	13	Kennedale	68698	13	Crowley	70781	13	Cleburne	74259
13	McKinney	60300	14	Cleburne	62336	14	Crowley	64648	13	McKinney	66500	14	Joshua	68446	14	Kennedale	70773	14	Keller	74024
15	Northwest	60250	15	White Sett	62300	15	Keller	64496	15	Kennedale	66444	15	Aledo	68400	15	Keller	70436	15	Kennedale	74016
16	Lewisville	60175	16	Lewisville	62233	16	Kennedale	64450	16	Garland	66308	16	Lewisville	68391	16	Cleburne	70197	16	Azle	73350
17	Birdville	60100	17	Coppell	62120	17	Lewisville	64385	17	Keller	66291	17	Alvarado	68380	17	Aledo	70000	17	Birdville	73338
18	Dallas	60000	18	Frisco	62000	18	Denton	64210	18	Denton	66010	18	Keller	68330	18	EMS	69985	18	Northwest	73300
18	EMS	60000	19	Keller	61915	19	McKinney	64000	19	Cleburne	65936	19	Cleburne	68136	19	Carroll	69959	19	Carroll	73282
18	Keller	60000	20	McKinney	61800	20	Allen	63956	20	Crowley	65752	20	Garland	68028	20	Little Elm	69851	20	Lewisville	73220
18	Lake Worth	60000	21	Birdville	61575	21	Cleburne	63836	21	Burleson	65613	21	Crowley	67965	21	Burleson	69798	21	White Sett	73200
22	CFB	59800	22	Burleson	61552	22	Grand Prairie	63832	22	Lake Worth	65550	22	Denton	67810	22	Lewisville	69675	22	Burleson	72879
23	Denton	59750	23	Denton	61550	23	White Sett	63550	23	Allen	65316	23	Carroll	67624	23	Garland	69628	23	DeSoto	72718
24	Coppell	59700	24	Lake Worth	61500	24	Burleson	63539	24	Carroll	65300	24	Burleson	67557	24	Birdville	69611	24	Aledo	72205
25	Carroll	59600	25	Carroll	61327	25	Lake Worth	63450	25	White Sett	65100	25	EMS	67421	25	Northwest	69550	25	Frisco	71600
26	Burleson	59500	26	Little Elm	61206	26	Birdville	63106	26	Birdville	65006	26	Lake Worth	67250	26	Joshua	69466	26	Allen	71546
26	DeSoto	59500	27	Northwest	61200	27	Carroll	62967	27	Little Elm	64923	27	Little Elm	67227	27	Denton	69310	27	Coppell	71188
28	Frisco	59250	28	DeSoto	61050	28	DeSoto	62850	28	EMS	64914	28	Allen	67031	28	McKinney	69000	28	Granbury	70497
28	Kennedale	59250	29	EMS	60816	29	Little Elm	62781	29	CFB	64553	29	Birdville	66886	29	DeSoto	68934	29	Grapevine	70280
30	Little Elm	59155	30	CFB	60750	30	CFB	62652	30	DeSoto	64550	30	CFB	66454	30	Lake Worth	68750	30	CFB	70256
31	Allen	59100	31	Allen	60650	31	Northwest	62650	31	Northwest	64300	31	Northwest	66250	31	Allen	68715	31	Little Elm	69851
32	Irving	58809	32	Kennedale	60450	32	EMS	62629	32	Grapevine	63900	32	DeSoto	66050	32	CFB	68355	32	Garland	69628
33	Duncanville	58000	33	Grapevine	59700	33	Grapevine	62300	33	Midlothian	63000	33	Grapevine	65400	33	Midlothian	67510	33	Midlothian	69550
33	Grapevine	58000	34	Azle	59100	34	Azle	61113	34	Weatherford	62992	34	Midlothian	65000	34	Grapevine	67096	34	Weatherford	69422
35	Azle	57600	35	Duncanville	59000	35	Midlothian	61000	35	Alvarado	62920	35	Godley	64940	35	Azle	66984	35	Denton	69310
36	Midlothian	57000	35	Midlothian	59000	36	Weatherford	60642	36	Azle	62613	36	Weatherford	64672	36	Godley	66918	36	Duncanville	69200
36	Richardson	57000	37	Richardson	58375	37	Granbury	60569	37	Godley	61910	37	Azle	64526	37	Weatherford	66892	37	McKinney	69000
38	Plano	56000	38	Godley	57586	38	Duncanville	60200	38	Granbury	61883	38	Duncanville	63700	38	Duncanville	66600	38	Lake Worth	68750
39	Alvarado	55600	39	Weatherford	57406	39	Richardson	59750	39	Duncanville	61700	39	Granbury	63197	39	Granbury	66230	39	Glen Rose	68590
40	Weatherford	55500	40	Alvarado	56745	40	Godley	59595	40	Richardson	61125	40	Richardson	62500	40	Glen Rose	65432	40	Godley	67918
41	Granbury	54160	41	Granbury	56360	41	Alvarado	58575	41	Glen Rose	59530	41	Glen Rose	61852	41	Richardson	63775	41	Keene	66500
42	Godley	54100	42	Glen Rose	56000	42	Glen Rose	57895	42	Keene	58000	42	Rio Vista	60830	42	Rio Vista	63330	42	Rio Vista	65830
43	Glen Rose	53500	43	Keene	53000	43	Keene	55500	43	Rio Vista	57720	43	Grandview	60610	43	Grandview	63160	43	Grandview	65660
44	Keene	51000	44	Venus	47684	44	Rio Vista	53600	44	Grandview	57320	44	Keene	60500	44	Venus	63061	44	Venus	64373
45	Venus	46110	45	Grandview	47210	45	Grandview	52960	45	Venus	55919	45	Venus	59988	45	Keene	63000	45	Ponder	63900
46	Ponder	44500	46	Ponder	47200	46	Venus	51688	46	Ponder	54800	46	Ponder	58800	46	Ponder	61400	46	Richardson	63775
47	Rio Vista	44000	47	Rio Vista	47000	47	Ponder	50800	47	Tolar	54464	47	Tolar	57958	47	Tolar	60678	47	Tolar	62943
48	Grandview	43090	48	Tolar	41700	48	Tolar	49854	48	Dallas	**	48	Dallas	**	48	Dallas	**	48	Dallas	**
49	Tolar	39200	49	Plano	**	49	Plano	**	49	Plano	**	49	Plano	**	49	Plano	**	49	Plano	**

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Key Personnel Worksheet

Title	Salary	Sources
Executive Director	\$384,480.	Denton ISD General Operating Fund
Head Start Director	\$114,795.	Denton ISD General Operating Fund
Chief Financial Officer	\$ 213,169.	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.

2023 ISD and Charter School Indirect Cost Rates
Effective July 1, 2022 - June 30, 2023

CDN	LEA Name	Restricted Rate	Unrestricted Rate
057841	CITYSCAPE SCHOOLS	4.859	16.009
057844	MANARA ACADEMY	4.577	13.846
057845	UME PREPARATORY ACADEMY	4.693	14.657
057847	VILLAGE TECH SCHOOLS	4.781	14.863
057848	INTERNATIONAL LEADERSHIP OF TEXAS (ILTEXAS)	4.308	15.266
057850	PIONEER TECHNOLOGY & ARTS ACADEMY	4.306	15.703
057851	BRIDGEWAY PREPARATORY ACADEMY	4.513	14.230
057903	CARROLLTON-FARMERS BRANCH ISD	4.918	14.682
057904	CEDAR HILL ISD	5.828	17.349
057905	DALLAS ISD	5.203	14.142
057906	DESOTO ISD	6.296	16.600
057907	DUNCANVILLE ISD	5.715	15.990
057909	GARLAND ISD	4.432	10.616
057910	GRAND PRAIRIE ISD	4.018	13.259
057911	HIGHLAND PARK ISD	4.544	19.364
057912	IRVING ISD	4.583	11.111
057913	LANCASTER ISD	6.869	18.406
057914	MESQUITE ISD	4.267	15.103
057916	RICHARDSON ISD	3.532	18.892
057919	SUNNYVALE ISD	3.099	18.746
057922	COPPELL ISD	4.919	14.261
058906	LAMESA ISD	4.580	19.714
059901	HEREFORD ISD	4.691	12.433
060902	COOPER ISD	2.724	16.435
060914	FANNINDEL ISD	2.778	17.059
061804	LEADERSHIP PREP SCHOOL	3.627	16.120
061805	TRIVIUM ACADEMY	4.038	15.518
061901	DENTON ISD	4.111	15.020
061902	LEWISVILLE ISD	4.192	13.730
061903	PILOT POINT ISD	4.082	16.241
061905	KRUM ISD	5.267	19.661
061906	PONDER ISD	4.267	16.459
061907	AUBREY ISD	1.092	14.948
061908	SANGER ISD	3.858	10.932
061910	ARGYLE ISD	4.275	18.075
061911	NORTHWEST ISD	4.400	16.384
061912	LAKE DALLAS ISD	4.271	14.959
061914	LITTLE ELM ISD	4.955	18.313
062901	CUERO ISD	5.155	19.671
062902	NORDHEIM ISD	9.630	30.297
062903	YOAKUM ISD	4.133	17.186
062904	YORKTOWN ISD	6.834	23.766
062905	WESTHOFF ISD	5.808	31.935
062906	MEYERSVILLE ISD	5.359	19.309
063903	SPUR ISD	6.118	27.576

Denton ISD In-Kind Expense for Head Start 2021-2022

Ann Windle School for Young Children
901 Audra Lane
Denton, TX 76209

Head Start Students	193	62%
Early Childhood Special Education (ECSE) & Preschool Students	117	38%

Head Start Classrooms	11	61%
"Other" Classrooms	7	39%

Type of Expense Paid by DISD

<i>Total Ann Windle Students</i>	<i>310</i>	<i>100%</i>
<i>Total Classrooms</i>	<i>18</i>	<i>100%</i>

Ann Windle Annual Cost

Allocated Head Start Program Cost

Percentage Applied to Head Start

Denton Municipal Utilities - Electric, Water, Waste	\$ 73,622	\$ 44,991	61.11%
Lawn Service	\$ 11,400	\$ 6,967	61.11%
Building Depreciation	\$ 133,930	\$ 81,846	61.11%
Custodial Service	\$ 91,951	\$ 56,192	61.11%
Total Facility Cost (Classroom Percentage)	\$ 310,903	\$ 189,996	61.11%
Teachers - Other Programs	\$ 720,563	\$ -	0.00%
Administration - Program Director, Admin Assistant, Reception	\$ 309,496	\$ 192,686	62.26%
Registered Nurse	\$ 65,305	\$ 40,658	62.26%
Librarian	\$ 51,665	\$ 32,165	62.26%
Counselor	\$ 69,809	\$ 43,462	62.26%
Diagnostician (Total 73 students served with 24 Head Start Served)	\$ 116,044	\$ -	0.00%
Total Denton ISD Staff Salary Cost (Student % Less the Diagnostician)	\$ 1,332,881	\$ 308,970	23.18%
Classroom - Supplies, Printshop	\$ 28,736	\$ 17,891	62.26%
Campus Administration - Supplies, Copiers, Postage, Printshop	\$ 7,695	\$ 4,791	62.26%
Staff Development	\$ 1,149	\$ 715	62.26%
Other Operating - Snacks, Mileage, Buses	\$ 6,666	\$ 4,150	62.26%
Other cost (Student Percentage)	\$ 44,246	\$ 27,547	62.26%
Total Public In-Kind (Denton ISD Local funds)	\$ 1,688,030	\$ 485,659	28.77%
Total Private In-Kind *	\$ 140,156	\$ 140,156	100.00%
Grand Total In-Kind	\$ 1,828,185	\$ 625,814.64	34.23%

*7,786.42 Volunteer Hours x \$18.00

Indirect Costs:

Denton ISD Central Services Staff Assistance not included in the above dollars:

Child Nutrition, Human Resources, Payroll, Purchasing, Accounts Payable, Grant Accountant, Professional Development Center (PDC) Staff Development, Bilingual Services, Counseling Services and Technology Services.



SELF-ASSESSMENT

2022-2023

Policy Council Approved: 2/17/2023
Governing Board Approved: 2/28/2023

FY 23 DISD HEAD START SELF-ASSESSMENT

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

- **Program Management & Quality Improvement**

- **Monitoring and Implementing Fiscal Infrastructure**

- **Monitoring Effective ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance**

- **Monitoring and Implementing Quality Education and Child Development Services**

- **Monitoring and Implementing Quality Health Program Services**

- **Monitoring and Implementing Quality Family & Community Engagement Services**

KEY

Teachers/Staff

Program Managers

Parents

Community Members

Governing Board

FY 23 DISD HEAD START SELF-ASSESSMENT

Program Management and Quality Improvement

Purpose: The Program Management and Quality Improvement section of the protocol includes three areas: program management, ongoing oversight and continuous improvement, and program governance. The Review Team will listen to discussion and review data to understand the ability of the Director and the Management Team to deliver highly quality services, continuously monitor program services, make improvements as needed, and achieve program goals and desired outcomes. The Review Team will also monitor the engagement of the governing body and the policy council.

Approach: The Program Management and Quality Improvement discussion with the Management Team begins on the first day of the FA2 review event. The recipient will describe and demonstrate how they implement their program management system to promote quality improvement. During the data tours, the Review Team will review data and have discussions with program management staff about the program’s progress, implementation, success, and risks.

Strengths	Identified Needs
<p>Highly qualified and professional managers</p> <p>School Board is actively involved and supportive of Early Childhood & Head Start.</p> <p>Managers are onsite and meet weekly/biweekly as a team to collaborate and for progress monitoring efforts.</p> <p>Dedicated school board members who participate in Policy Council meetings.</p> <p>Parents contacted through multiple channels - phone, email, SeeSaw, flyers, etc.</p> <p>More situational safety drills this school year to help staff and children know what to do in case of an emergency.</p> <p>Daily Safety Manager walk-throughs of the school.</p> <p>Several strong parent volunteers.</p> <p>The support that is offered to parent/guardians of the family</p>	<p>Streamline communication to all involved parties to determine overall flow/scheduling/effect on program</p> <p>Parent Orientation more focus on what is expected for staff and parent.</p> <p>Workforce: Finding & retaining quality staff</p> <p>In need of more Parents wanting to serve in leadership roles: Policy Council, etc. We also need more parent involvement from each class representatives.</p> <p>Need to create some stand-alone policy & procedure pages for key standards for each program manager area.</p> <p>Policy Council meetings should be held after school with childcare provided. This would allow for more participation from working parents, Head Start teachers and co-teachers, and interested community members.</p> <p>More district level understanding of Head Start.</p> <p>More community representatives from local resources/businesses.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Program Management and Quality Improvement

Strengths	Identified Needs
<p>Communication avenues between staff and parents are varied and consistently available.</p> <p>Front doors to school are locked - you have to ring doorbell and be granted entrance by a staff member.</p> <p>They are a good team</p> <p>Communication is excellent when promoting program governance</p> <p>Informative. Educational. Communicative.</p> <p>I like that we as parents are able to learn about the governance/policies of Head Start.</p> <p>The Policy Council meeting schedule is good for me.</p> <p>SeeSaw, emails, and flyers used frequently.</p> <p>I feel safe and my children have said they feel safe at school.</p> <p>The kids know the safety plan we drive by and they tell me they practiced the emergency drill so they know what to do.</p> <p>The school safety procedures make us feel safe</p> <p>They ask for photo identification at the entrance</p> <p>Regular meetings</p> <p>Emails, flyers, and all communication translated into Spanish.</p> <p>Communication in more than one way (Seesaw, campus fliers, social media).</p> <p>There are many safety features that are great - doorbell, drills, gates, visitor check-in with ID, student checkout with ID, car tag check at dismissal with backpack tags.</p>	<p>More collaboration with parents on decisions that affect how the program is run.</p> <p>Train new HS staff on why Head Start was created, program policies and procedures they have a hand in implementing/maintaining, and diversity/cultural sensitivity.</p> <p>New and returning HS staff should receive a "Head Start Orientation" similar to the Parent Orientation where the purpose for the program and staff expectations are reiterated each year.</p> <p>Since the campus is home to multiple programs, Head Start should have a separate day/time for Meet the Teacher Night than the PK and ECSE programs. Parent Orientation should be held at this same time.</p> <p>Communication between program managers and teachers/co-teachers needs to be more frequent.</p> <p>Communication between Head Start and campus leadership needs to be more frequent and open.</p> <p>The Head Start newsletter can be too wordy and many parents report not reading it at all. The newsletter needs rethought and updated to be more timely, pertinent, and eye-catching if the program wants to rely on it as an effective communication tactic.</p> <p>Communication with families could be improved by changing the "Tuesday Folders" to "Daily Folders". This would also align better with what parents should expect from many elementary schools in the district.</p> <p>Better window coverings and door locks throughout the school.</p> <p>Prepare programmatic infrastructure to be able to successfully expand the program in the future.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Program Management and Quality Improvement

Strengths	Identified Needs
	<p>Finding ways to have more volunteers for Program Governance.</p> <p>Maybe mentoring to parents that volunteer hours help our school financially.</p> <p>A more flexible time for meetings</p> <p>I would like for parents to be able to be more involved in the decision-making process of how discretionary Head Start dollars are spent.</p> <p>The school district is growing, especially down 380 and Head Start should be expanded that way.</p> <p>The schedule for Policy Council meetings does not work well with working parents and does not allow them to attend in person or on zoom.</p> <p>That they try to involve more people so that they see that it is important to be part of these programs</p> <p>Upfront communication with parents about how parents would know kids are ok or where they are if an emergency was to occur - like a check in system.</p> <p>More safety people at the entrance.</p> <p>More parent attendance/participation/understanding</p> <p>There is a need for more bilingual people to communicate with parents and students</p> <p>To be more promoted as a program within our service area.</p> <p>To provide transportation for those who miss school due to not having transportation.</p> <p>Formal transition team created for students moving into Kindergarten.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Program Management and Quality Improvement

Strengths	Identified Needs
	<p data-bbox="837 331 1349 394">Interdepartmental communication needs improvement.</p> <p data-bbox="837 422 1401 512">Maybe too many ways to receive information electronically; choose one main way parents receive communication from leadership.</p> <p data-bbox="837 539 1386 630">Streamlined communication between Head Start Program, Campus Admin, and Denton ISD services</p> <p data-bbox="837 657 1401 768">The building could benefit from some updated systems and/or adaptations to improve safety/security of the building structure.</p> <p data-bbox="837 795 1401 907">Have an officer from the city police and/or fire department come talk to the kids about what to do in an emergency.</p> <p data-bbox="837 934 1390 1045">Better curtains to cover classrooms in case an intruder is outdoors trying to look into classrooms.</p> <p data-bbox="837 1073 1289 1100">Newly installed fire siren is too quiet.</p> <p data-bbox="837 1127 1380 1197">Protocol specifically dealing with violent and abusive children.</p> <p data-bbox="837 1224 1349 1293">Better outlined procedures for removal of physically abusive or violent students.</p> <p data-bbox="837 1320 1255 1390">Drawing more parents in for these committees.</p> <p data-bbox="837 1417 1386 1604">Altering times so that staff members (Windle and other DISD campuses) who are also parents can participate in one/both of the committees (Policy Council and Parent Committee).</p> <p data-bbox="837 1631 1321 1701">Earlier communication about events for planning needs.</p> <p data-bbox="837 1728 1370 1797">Earlier notification of classes, meetings, and Head Start trainings.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Fiscal Infrastructure

Purpose: This section highlights the program’s intentionality in its fiscal capacity and management; how the program shares information with the director, managers, the governing body, and the policy council; and how the program uses data to make sound fiscal decisions and ensure fiscal and legal accountability.

Approach: The recipient will demonstrate the program’s development of its annual operating budget and strategies for the budget’s implementation, adjustments, and accountability

Strengths	Identified Needs
<p>Governing Board is committed to early childhood ed (Head Start) and has no hesitancy in financially supporting.</p> <p>Meeting student needs with the program we have now.</p> <p>Spending funds down and in accordance with federal regulations.</p> <p>Financial Audits</p> <p>We have many resources available within the school district.</p> <p>Extra funds received this year were beneficial to our program: COLA, QI, Covid/ARP funds</p> <p>Additional DISD grant specialist staff added this year.</p> <p>The campus seems to have a lot of materials for the students.</p> <p>I like that we have the option to review the budget.</p> <p>Classroom is sufficiently supplied as far as I can tell from a parent’s perspective.</p>	<p>Expansion grant from Head Start</p> <p>Affordable financial professional development</p> <p>Grant (financial) website development and resources</p> <p>Expansion of Head Start program</p> <p>We do a great job spending funds down but we could streamline and fine tune that process to ensure less funds are left on the table.</p> <p>Internal fiscal (written) procedures</p> <p>Streamline the process of requesting materials/training/etc. so that needs can be met in a more timely manner.</p> <p>Teachers need a say in the tech we have to use/have when space is so limited and HS requirements have to be met.</p> <p>Funds for materials for cooking lessons / activities that are not necessarily part of snack time</p> <p>Transparency/access to data on how funds are spent.</p> <p>Teacher/staff input on how funds are spent.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Fiscal Infrastructure

Strengths	Identified Needs
	<p data-bbox="802 394 1398 464">Adding a line item to budget for one day or more clinic during enrollment for physical and dental</p> <p data-bbox="802 491 1341 522">Increasing para and staff and teacher salary.</p> <p data-bbox="802 552 1325 621">With inflation, more dollars for teachers to spend on classrooms (snacks, etc).</p> <p data-bbox="802 651 1395 833">I would like for teachers to have more classroom funds. Teachers know what their classroom needs and they should have funds to get what the students need without having to go into their own pockets.</p> <p data-bbox="802 863 1386 970">Wanting to apply for expansion grants if they become available to create Early Head Start and to see if there is a need to expand Head Start</p> <p data-bbox="802 999 1386 1144">More transparency and collaboration with Head Start staff, program managers, campus leadership, and DISD grant when creating the yearly Head Start budget.</p> <p data-bbox="802 1173 1276 1243">More thorough breakdown of monthly expenditures.</p> <p data-bbox="802 1272 1336 1341">Paraprofessional compensation needs to be increased to retain dedicated staff.</p> <p data-bbox="802 1371 1386 1516">Obtaining a Head Start database program needs to be a priority, especially if the program would like to prepare to expand. Current protocols are not sustainable or easily scalable.</p> <p data-bbox="802 1545 1395 1614">Policies and procedures for what can be counted as "in-kind" and how to properly document it.</p> <p data-bbox="802 1644 1352 1713">Continue to use money for trauma, behavior, and emotional needs.</p> <p data-bbox="802 1743 1352 1812">Teachers should be involved in how money is spent for their classrooms.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Strengths	Identified Needs
	<p data-bbox="802 331 1341 443">More clarity on what each budget category includes - i.e. what items are included under “instructional supplies”, etc.</p> <p data-bbox="802 470 1333 575">Money set aside to cover the sudden rise in prices in classroom supplies and foods for snacks.</p> <p data-bbox="802 604 1328 716">More collaboration with Policy Council and campus staff on purchasing large items like playground equipment.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance

Purpose: This section focuses on how the recipient ensures compliance with ERSEA program requirements

Approach: The recipient will provide child files to assist the reviewers in monitoring that eligible children and families are receiving Head Start services. The recipient will also demonstrate the program's process for ensuring the program remains fully enrolled.

Strengths	Identified Needs
<p>Identification of potential community resources</p> <p>ERSEA Committee</p> <p>Program has been able to maintain full enrollment.</p> <p>Knowledgeable and thorough ERSEA Specialist/Social Worker.</p> <p>Increased recruitment efforts this year to three "Round Up" events from one in prior years.</p> <p>More outreach to improve attendance including a group parent meeting and one-on-one meetings.</p> <p>Faculty and staff work with parents to help find solutions to difficulties.</p> <p>Regular and Frequent recruitment efforts.</p> <p>The ERSEA team works hard throughout the school year and before school starts to ensure that the enrollment process is easy and understandable for families.</p> <p>The enrollment is pretty simple and easy access.</p>	<p>Digitize documentation for staff reference</p> <p>Let parents know about attendance is a requirement at the round-up events.</p> <p>Increase is needed in recruitment to increase our priority list</p> <p>Steps needed to help to reduce student turnover rates</p> <p>Daily Average attendance has been lower this year than previous years.</p> <p>More community outreach to build the Head Start "brand" within the community.</p> <p>Would benefit from Head Start database software/program.</p> <p>Transportation/busing provided for all Head Start students.</p> <p>A dedicated Head Start ERSEA Specialist who is not simultaneously the Social Worker. This would improve ERSEA recruitment and attendance efforts as well as allow the Social Worker to improve family goal progress monitoring and community outreach for resource gathering.</p> <p>Resource fair during recruitment to include things like: WIC, Medicaid, financial, etc.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring ERSEA: Eligibility, Recruitment, Selection, Enrollment, and Attendance

Strengths	Identified Needs
<p data-bbox="199 342 716 411">They are very attentive, they are nice, and always helping everybody</p> <p data-bbox="199 438 748 472">Extremely knowledgeable program manager.</p> <p data-bbox="199 499 626 533">Effective data collection/reporting.</p> <p data-bbox="199 560 768 630">Focus on making paperwork requirements less burdensome.</p> <p data-bbox="199 657 771 726">Increased efforts on increasing attendance and compliance.</p>	<p data-bbox="826 342 1393 600">Not every parent understands attendance is important like other schools. Some parents look at PreK/Head Start as a school, but not as “important” when it comes to attendance. If parents knew attendance was required, I feel more students would be attending as they should.</p> <p data-bbox="826 630 1339 699">Advertise (make it known) to parents that attendance is important/required.</p> <p data-bbox="826 728 1326 798">A 2-year program - You should be able to enroll once and have it be for both years.</p> <p data-bbox="826 827 1390 896">I think one thing is parents don't understand that Ann Windle is a school and not a daycare.</p> <p data-bbox="826 926 1393 959">Make parent expectations clear at enrollment.</p> <p data-bbox="826 987 1364 1056">More bilingual staff to help with enrollment and recruitment.</p> <p data-bbox="826 1085 1386 1190">Letter(s) for opting in for all special classes we provide to students during the school year should be included in registration packet.</p> <p data-bbox="826 1220 1380 1289">To provide transportation for those who miss school due to not having transportation</p> <p data-bbox="826 1318 1377 1423">Send parent survey of what obstacles contribute to poor attendance and try to find solutions bases on responses</p> <p data-bbox="826 1453 1222 1486">Expectations explained up front.</p> <p data-bbox="826 1516 1101 1549">Transportation service</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Education and Child Development Services

Purpose: The Quality Education and Child Development Services section explores four areas: school readiness efforts; teaching practices that promote progress toward the next learning environment; support for teachers in school readiness efforts; and the quality of home-based services. These sections are interrelated and collectively provide information about the program’s ability to prepare children for their next learning environment.

Approach: The recipient will describe how the program’s school readiness efforts align with the expectations of the children’s receiving schools and if they have information from the kindergarten readiness assessment of the receiving schools. OHS wants to capture rich data around this topic area. The openness of the questions gives the program the opportunity to describe how their school readiness and transition efforts are based on the needs of the children enrolled in their program

Strengths	Identified Needs
<p>In time Professional Development</p> <p>Report cards</p> <p>The program is really strong in helping the families with the development of their child</p> <p>The program is improvement-oriented with a strong focus on Kindergarten-readiness.</p> <p>Teachers and staff are very involved in each child’s learning environment and progress.</p> <p>Long term support for Head Start program – Dedicated District resources for curriculum, support for professional development</p> <p>Access to training</p> <p>Dedicated and qualified staff</p> <p>Focus on SEL</p> <p>In addition to our Education Specialist, the district has EC coaches and curriculum support and resources that our staff have access to.</p> <p>Strong DMTSS/RTI process</p>	<p>Need additional support and staff, inclusion staff, and subs</p> <p>Digitizing all student data into a single comprehensive drive/database</p> <p>TEA updated the Pre-K guidelines and we will need to provide training & instructional support and make sure that instructional resources & School Readiness goals are aligned.</p> <p>Bilingual classes more challenging to fill due to more ESL students vs. bilingual and Elementary campuses opening more bilingual PreK sections.</p> <p>Expansion of Pre-k in the district has reduced our priority list</p> <p>Comprehensive policies and procedures for home visits and teacher conferences. This would enable teachers and program managers to be on the same page about expectations.</p> <p>More Head Start to Kindergarten transition activities for parents.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Education and Child Development Services

Strengths	Identified Needs
<p>Special Education instruction/supports are available on campus</p> <p>The Head Start program is part of Denton ISD so curriculum and child outcome expectations line up to children's kindergartens.</p> <p>I do feel my children will be prepared for Kindergarten</p> <p>Ready Rosie is helpful.</p> <p>Parent Teacher Conferences are beneficial.</p> <p>I am grateful for the teachers and services offered for my child with speech therapy.</p> <p>They are really clear on the areas that the student needs help with</p> <p>The learning curriculum is great</p> <p>Bilingual program where student can learn in English and Spanish.</p> <p>Every Head Start educator works hard to provide everything needed for the education and healthy development of students.</p> <p>Well-developed curriculum for students so they are ready for Kindergarten.</p>	<p>There are several curriculums, assessments, and parent engagement tools staff and families are being asked to use. The program should have a deep look into if all systems are beneficial or being used.</p> <p>Affordable professional development</p> <p>Inclusion teachers and additional teaching assistants</p> <p>Reliable substitute teachers</p> <p>More creative arts</p> <p>Improved classroom assignments based on developmental need.</p> <p>That the teachers of more conscious on the age of the student and be understanding of the family's environment/situations</p> <p>Families need to be completely aware of expectations and be held accountable.</p> <p>Teachers need to know that it is safe to go on home visits (family members don't have violent criminal history for example).</p> <p>Fully funded behaviorist</p> <p>Too much focus testing and district curriculum.</p> <p>We need to provide students more learning opportunities, experiences, field trips, special events, nutrition, art, music, etc.</p> <p>We could use a music and an art program / curriculum</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Education and Child Development Services

Strengths	Identified Needs
	<p data-bbox="808 394 1357 457">Continued refinement of instructional practices across all Head Start classrooms.</p> <p data-bbox="808 478 1365 541">More education for families on behavior and positive discipline.</p> <p data-bbox="808 569 1390 632">Support staff and classroom teachers with what they need to teach.</p> <p data-bbox="808 667 1373 730">If there was a way to give staff scheduled time for preparation of curriculum.</p> <p data-bbox="808 762 1357 888">Teachers need more classroom support. There needs to be extra staff in classrooms for some children that have issues with emotional regulation.</p> <p data-bbox="808 915 1357 1010">Teachers need more time to be able to plan lessons. I would like to see teachers have more planning time.</p> <p data-bbox="808 1037 1365 1100">I would like to see home visits structured so they are not a burden on teachers.</p> <p data-bbox="808 1125 1195 1146">More work on fine motor skills.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Health Services

Purpose: This section focuses on how the recipient provides high-quality health, oral health, mental health, and nutrition services that are supportive of each child’s growth and school readiness. This section also focuses on the program’s approach for maintaining a system of health and safety practices and how the recipient provides quality services for expectant families.

Approach: Recipients will share how the program supports, implements, and monitors high-quality health program services. Management staff will share the data they use to monitor the quality of health services and to ensure health, mental health, and dental needs are met in a timely manner. Reviewers will ask the recipient to demonstrate how the program ensures environments for children and families are well maintained and support the desired outcomes for children. During the health data tour, the recipient will describe and demonstrate how the program monitors and maintains child health-related information and supports parents in understanding information about their children’s health and well-being. Additionally, staff will demonstrate the effectiveness of health and safety practices and discuss how these practices ultimately keep children and families healthy and safe. Five areas are measured in this section: timely health care and follow-up; mental

Strengths	Identified Needs
<p>Comprehensive health services given the potential needs of our program</p> <p>Knowledgeable practitioner</p> <p>Access to resources</p> <p>Health Specialist is RN</p> <p>New partnership this year with TWU/UNT for Nutrition and Physical activity called Healthy Lifestyles</p> <p>Knowledgeable and caring school nurse who is an RN.</p> <p>Dedicated campus counselor who is nationally certified.</p> <p>Long term commitment to registered nurse on campus</p> <p>District resources – LSSP’s, Audiology....</p> <p>Collaboration with UNT & TWU – PT, Exercise, etc.</p> <p>Communicative</p> <p>The physical activity calendar sent home.</p> <p>My children come home and talk to me about healthy eating habits and healthy snacks.</p>	<p>Continuity and documentation policy for program.</p> <p>Current SEL screenings (min. 2x per year for enrolled students)</p> <p>Inclusion teachers/classroom</p> <p>Rapid access to testing, evaluations, program implementation for students needing support – Head Start students only have 2 critical years with us, cannot after and standard wait time.</p> <p>Additional funding to increase support services at Pre-K level so needs are addressed before K5 transition – at K5-1st issues/needs (SEL) tend to raise not decrease if not addressed at Pre-k level.</p> <p>Although we have seen some improvements in our BMI levels, Obesity rates are still showing as a need.</p> <p>Need for more resources for medical and dental preventative care</p> <p>Mental health needs on the rise</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Health Services

Strengths	Identified Needs
<p>Children’s overall health is a priority noted by the various activities that are promoted like nutrition class or having gross motor activities in the activity center. I especially like that the campus counselor sends out a paper explaining the lesson they did for the week.</p>	<p>Lead testing needs to be conducted on our campus water (new requirement)</p>
<p>I like that they follow throughout the importance of health and dental.</p>	<p>Need to get MOU completed for TWU dental finalized/approved</p>
<p>Very professional they make good decisions, They always do what is best for the children</p>	<p>Need to increase health education for parents & students</p>
<p>The teachers are good and follow through with the importance of brushing teeth, which is really good.</p>	<p>Increase Community partnerships for mental, physical, and dental health needs of families.</p>
<p>Good food ideas, good, in training families</p>	<p>More involvement from the Head Start Nutrition Specialist/DISD Nutrition Department.</p>
<p>They check up on families</p>	<p>A dedicated Head Start Health Specialist that is not simultaneously the campus nurse.</p>
<p>Early identification of families/students in need of health insurance</p>	<p>Inclusion teachers/classrooms.</p>
<p>Ongoing assessment of nutritional health as well as opportunities for health education</p>	<p>Would benefit from Head Start database software/program.</p>
<p>Dental care included in classroom routines</p>	<p>MOU with TWU for dental hygiene - Limited Resources</p>
<p>Healthy meals/snacks provided by school</p>	<p>Have a clinic or kids from ATC to do a day at enrollment to get the physical forms completed on-site.</p>
<p>Extended breakfast time for tardy students</p>	<p>Better way to track health data</p>
<p>Regular counselor guidance lessons</p>	<p>A daily program offered after school - parents can go with kids.</p>
<p>Regular inclusive behavior support</p>	<p>Services provided on campus like counseling for parents, on site physicals, dental check up, etc.</p>
	<p>Partnerships within the district strengthened like having physicals done by the high school training program or the high school medical program</p>
	<p>More information about dental and nutrition</p>
	<p>Options of places where a child can be taken to see a dentist.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Health Services

Strengths	Identified Needs
<p>Timely administration of development screenings through campus mental health department.</p> <p>Thorough documentation of mental health/behavior supports provided.</p> <p>They help parents look for clinics for the students.</p> <p>Staff is knowledgeable about what resources are available.</p> <p>The Health and PFCE Program works to bring in community members that also promote health and safety practices to students, families, and staff.</p>	<p>More information about dental and nutrition</p> <p>Options of places where a child can be taken to see a dentist.</p> <p>Food pantries/places that give food away provided by the school.</p> <p>To teach families that when their child is sick to keep at home and teach how to cover their mouth when they are coughing</p> <p>That they will take more time to check on lice.</p> <p>Improved communication between departments (and from families) regarding medical history/conditions, history of trauma, recent stressful events, referrals or diagnostics.</p> <p>Additional support staff</p> <p>Additional funding</p> <p>Provide healthier meals at student meal times; too many sugary and processed foods like chocolate muffins and twix yogurt for breakfast.</p> <p>The nursing position is too much for one person. Additional nurse or assistant is needed. Two campuses, HS requirements, special needs of students on top of regular duties (for the same salary) is too much to require of one person.</p> <p>Nutrition should provide support / ideas (tips and tricks) to teachers for students that have texture issues, eat too fast, choking concerns, etc</p> <p>Lessons / cooking classes sponsored and provided by nutrition department for parents</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Health Services

Strengths	Identified Needs
	<p>Partner with DISD nutrition department to provide easy cooking/tasting lessons that teachers could do in classrooms to promote healthy habits and experiences. HS budget should include funds for materials / ingredients for these lessons.</p> <p>Partnerships to provide oral health lessons/materials to classrooms.</p> <p>Partnership with an ISD athletic department, OT, and/or curriculum to provide program/lessons on gross motor activities.</p> <p>Community partnerships for health needs (dental/vision/physicals)</p> <p>More health education for families.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Family and Community Engagement Services

Purpose: The recipient must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children’s learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program and leverage community partnerships or other funding sources.

Approach: The recipient will demonstrate how the program provides quality family and community engagement services. The Review Team will learn how the program provides services to support family well-being and promote school readiness. Management and family services staff will describe how they support families in making progress toward their life goals. Parents will discuss their experience with the program’s family engagement and support services. Reviewers will use information learned from each program area to understand how the recipient integrates family engagement into all areas of programming. Three areas are measured in this section: family well-being; strengthening parents; and parent engagement in education.

Strengths	Identified Needs
<p>Many resources to families, Love that!</p> <p>As a parent we can come and volunteer in what we want and what we like</p> <p>Parent classes are welcoming and informative.</p> <p>I like the nurturing families class.</p> <p>The program is available in Spanish and English.</p> <p>Communication, Kindness, Availability and understanding.</p> <p>They have many ways to help and support families and students</p> <p>Emphasize the value of volunteers and keeping good records</p> <p>Shared data base (google doc) was created to help to better track family goal progress.</p> <p>More community outreach this year as well as more resources found.</p> <p>More after school activities offered this year.</p> <p>Knowledgeable staff.</p>	<p>We need to recruit more parents to volunteer at their child’s school</p> <p>Daycare provided for after school parent meetings</p> <p>Asking families what time activities are a good time for their schedule</p> <p>Childcare provided for all meetings, classes, and events. An option for childcare would be to partner with the school district's child development program.</p> <p>More availability for events, training, meetings after school hours.</p> <p>More family night events.</p> <p>Different hours for working parents</p> <p>It is difficult to find common interests in a versatile community, but making the meetings more attractive would help.</p> <p>I think having a dedicated interpreter is important. Yes, having bilingual staff is good but staff have to do their other work and are unable to interpret meetings/activities for parents needing it. I believe it creates an unwelcoming environment.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Family and Community Engagement Service

Strengths	Identified Needs
<p>The PFCE program is inclusive of all Head Start families and extends that inclusion to campus PreK families as well.</p> <p>Encouraging families to volunteer</p> <p>Works with the librarian on programs to get books in home libraries.</p> <p>Monthly events for students and/or families to be involved in and enjoy.</p> <p>Community-building is a great strength</p> <p>Staff do a great job trying to meet multiple needs of the families.</p> <p>Staff and parent volunteers are very respectful and helpful with questions and able to either answer my questions or able to refer me to someone that can.</p> <p>The Health and PFCE Program works to bring in community members that also promote health and safety practices to students, families, and staff.</p> <p>Strong efforts to include fathers</p> <p>Social worker's assistant available as a Spanish language interpreter.</p> <p>Welcoming and open to parents, offering many options for support/learning</p> <p>Several dedicated volunteers</p> <p>Hardcopy and web-based options for parent engagement</p> <p>I have attended the Parent cafe which has been a really enjoyable time every time I have volunteered.</p> <p>Very knowledgeable PFCE manager with great interpersonal skills</p> <p>Many opportunities to volunteer</p>	<p>Explain why you need to be a school volunteer</p> <p>I would like to see a Spanish class for non-Spanish speakers added.</p> <p>Transportation for the children</p> <p>Insist, insist that parents participate in the school</p> <p>Lay groundwork for program expansion and advocate for more resources</p> <p>Continuing to look at other partnerships within the community for classes/events.</p> <p>It's been hard this year to find parent volunteers to help/participate. We need more community volunteers.</p> <p>Continuing to push for families to be more involved knowing that many are only here one year.</p> <p>We want to increase our Volunteers</p> <p>Transportation is an identified need for many of our families.</p> <p>Continue to expand our family service data base to help to streamline the various pieces of data that we collect.</p> <p>Parents are in need of GED. Our campus class didn't make, so we are trying to find places with open spots for them to go to.</p> <p>More resources are needed for our single parents.</p> <p>More involvement is needed from our father figures</p> <p>Parents have fiscal needs with the higher cost of living/inflation. Job security is a need for some.</p>

FY 23 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Family and Community Engagement Service

Strengths	Identified Needs
<p>Great at making sure we advise parents on how to get the help they need.</p> <p>Thorough knowledge of available community resources.</p>	<p>More Affordable housing needed in our service area</p> <p>Continue to expand our family service data base to help to streamline the various pieces of data that we collect.</p> <p>More staff are needed in this area, especially bilingual staff.</p> <p>Streamline and shorten Parent Orientation to retain parent attention and convey the most important points of expectations for families, attendance protocols, etc.</p> <p>More after school parent classes with childcare and food provided.</p> <p>A greater program-wide focus on the two-generation approach to aid parents in their goals.</p> <p>There is a need for more intensive community outreach to build the Head Start "brand" within the community.</p> <p>Obtaining a Head Start database program needs to be a priority, especially if the program would like to prepare to expand. Current protocols are not sustainable or easily scalable.</p> <p>Para for Program Manager</p> <p>Additional fun campus-wide activities that allow time for parents to get to know each other and more staff outside of their classroom teacher.</p> <p>More parent classes where families can engage in physical activity.</p> <p>Reward those that are models for the program (good attendance, family members on Policy Council or Parent Committee, etc)</p>



SELF-ASSESSMENT

Program Improvement Plan

2022-2023

Policy Council Approved: 3/8/2023
Governing Board Approved:

HEAD START SELF-ASSESSMENT PROGRAM IMPROVEMENT PLAN 2022-2023

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PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT

PROGRAM AREA RECOMMENDATION(S):

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

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
#1 Continued	1. Using the templates that have been created, Managers will continue to finish updating our current Written Plans by creating Policies & Procedures that align with the New Head Start Performance Standards for their area.	Director Head Start & Program Managers	Old set of Written Plans New Head Start Standards Created templates Head Start Act Monitoring Protocols	April 2023	Completed documents approved by the Policy Council and the Board.
#2 Continued	2. Each manager will proof our final draft and help to fill in any blanks that are left.		District/ Campus handbooks Policy & Procedure samples		
#3 New	3. Each manager will create their stand-alone policies and procedures for their area.		from neighboring programs	May 2023 & ongoing	

MONITORING AND IMPLEMENTING FISCAL INFRASTRUCTURE

PROGRAM AREA RECOMMENDATION(S):

- To create budget accounts to track TTA spending more easily.
- To attend trainings for new District personnel to become more knowledgeable about Head Start fiscal standards.
- Obtain a shared database specifically for Head Start.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
#1 New	Work with District Grant office staff to set up accounts in budget so that we can track our TTA spending.	Fiscal Manager District Grant personnel	Budget reports	April 2023	Monthly Budget reports
#2 New	New District Grant staff (2) need fiscal training as it pertains to Head Start specifically.	Fiscal Manager District Grant personnel	Conferences TTA fiscal support Webinars	April-May 2023 & Fall 2023	Fiscal Manager & District Grant personnel up to date on Head Start fiscal standards.
#3 New	Obtain a Head Start database for more efficient data collection.	Head Start Director Fiscal Manager Head Start Support staff	Excel spreadsheet & Google Doc List of Edgar Compliant shared databases & approved Vendors	Fall 2023	Data collection reports.

**MONITORING ERSEA: ELIGIBILITY, RECRUITMENT, SELECTION,
ENROLLMENT, AND ATTENDANCE**

PROGRAM AREA RECOMMENDATION(S):

The program will continue to increase child attendance so that children will develop the habit of attending school regularly by:

- Increasing parental awareness about the importance of school attendance and arriving on time
- Increase the ERSEA Committee meeting to review reports and develop strategies to follow up with chronically absent students.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
#1 New	<p>Explain attendance expectations to new parents entering the program at recruitment, and enrollment before parent orientation</p> <p>Increased recruitment events</p>	<p>ERSEA Specialist</p> <p>Head Start Staff</p> <p>ERSEA Committee</p>	<p>PIR Report</p> <p>ADA Report</p> <p>Daily Attendance Sheets</p> <p>Policy Council Monthly Attendance</p>	<p>December 2023</p>	<p>Sign-in Sheets</p> <p>Monitor Policy Council monthly attendance report</p> <p>Mid-Year Attendance Report</p> <p>Individual Attendance Report</p> <p>ERSEA Committee minutes, Attendance notes</p>

**MONITORING AND IMPLEMENTING QUALITY EDUCATION AND
CHILD DEVELOPMENT PROGRAM SERVICES**

PROGRAM AREA RECOMMENDATION(S):

- **Develop individual professional development plans for instructional staff to participate in goal setting, tracking, and progress monitoring.**

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
#1 New	Work with the Director to create a form for tracking instructional staff goal setting, PD attended, and artifacts of progress.	Educational Specialist Head Start Director Instructional Staff	Teachers do TESS goal setting that is in Eduphoria/ Strive Paras will use Head Start PD plan forms	May 2024	Nine weeks monitoring and checkups
#2 New	Maintain PD records/logs		CDA courses, trainings, webinars, conferences, instructional support, college hours, credentials, orientations, coaching, etc.		

MONITORING AND IMPLEMENTING QUALITY HEALTH PROGRAM SERVICES

PROGRAM AREA RECOMMENDATION(S):

- Health services will provide families with resources for Medicaid, CHIP and uninsured families.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
#1 New	Create a list of medical and dental professionals that accept Medicaid/CHIP, as well as uninsured.	Health Specialist	Internet Local clinics and dental offices	NOW-May 2024	Send via SeeSaw Have information printed and available at Round-Up and Enrollment. Send the Newsletter monthly.
#2 New	Continue to provide staff trainings and in class supports to increase staff confidence in managing behavior concerns safely and effectively	Counselor/ Mental Health Specialist Counselor Assistant	Changemakers Social-Emotional Learning Curriculum Social Service Specialist Education Manager District LSSP District Interventionists and support Mental Health Specialist Assistant	Now-May 2024	ASQ Scores Tracking staff trainings conducted

MONITORING AND IMPLEMENTING QUALITY FAMILY AND COMMUNITY ENGAGEMENT SERVICES

PROGRAM AREA RECOMMENDATION(S):

- Ensure all Head Start staff are aware and knowledgeable of their roll in building relationships, engagement, and volunteer opportunities.
- Provide quality parent education classes and trainings at various scheduled times to ensure offerings that work with different family schedules.
- Enrich and empower families and staff through trainings, classes, and activities.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
#1 Continued; Combined with #3 from prior school year.	Plan classes as parents set their goals for education. Contact community agencies (United Way, etc.) to provide skills to parents.	PFCE Specialist	Family Needs Assessment and Goal Setting done at Enrollment. Community resources as needed and available.	Ongoing	Class registration forms Class sign-in sheets Parent class evaluation surveys
#2 Continued; Combined with #4 from prior school year	Provide and promote more information on school activities. Use multiple channels to communicate.	PFCE Specialist	Head Start Staff Campus Leaders & office staff	Ongoing	Newsletters Flyers SeeSaw class messaging system Phone calls Emails Social Media Head Start Web Page Large signs outside during arrival/dismissal

MONITORING AND IMPLEMENTING QUALITY FAMILY AND COMMUNITY ENGAGEMENT SERVICES

PROGRAM AREA RECOMMENDATION(S):

- Ensure all Head Start staff are aware and knowledgeable of their role in building relationships, engagement, and volunteer opportunities.
- Provide quality parent education classes and trainings at various scheduled times to ensure offerings that work with different family schedules.
- Enrich and empower families and staff through trainings, classes, and activities.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
#3 New; Clarifying “provide training” from #1 from prior school year	Provide training to parents and staff on mandated topics; i.e. Confidentiality, Robert’s Rules of Order, PFCE Goals, Fiscal, Volunteering, etc. as applicable	Head Start Director PFCE Specialist	Other school district employees/ resources as needed.	As early in the school year as feasible and within Head Start required timelines.	Sign-in sheets Copies of training materials
#4 New	Offer increased after school/work hour classes, activities, and meeting times with childcare and Spanish translation provided.	Head Start Director PFCE Specialist	Head Start Staff Community resources as needed and available.	Ongoing	Sign-in sheets for classes and meetings Attendance head count for activities
#5 New	Expand and promote volunteer opportunities for families and community members.	PFCE Specialist	Head Start Staff District provided approved volunteer background check list	Ongoing Provide district mandated volunteer background check for submission at enrollment or as early as possible.	Volunteer hour logs Promotion via all previously mentioned communication channels.

Denton ISD Head Start ERSEA Selection Criteria

Selection Criteria	Points for Categories
Child receiving SSI	1000
Child receiving TANF	1000
SNAP	1000
Foster care	1000
Income Eligible	500
Transfer from another Head Start	30
Home language other than English	30
Diagnosed with mild speech or language disability	20
Diagnosed with a moderate disability such as: Emotional Disturbance, Autism, Developmental Delays, Other Health Impairments, Autism	40
Diagnosed with a severe disability such as: Intellectually Disabled, Traumatic Brain Injury, Visual or Hearing Impairment, Serious Orthopedic Impairment, Other Health Impairments, Autism.	60
Family violence, substance abuse, incarceration, eviction, or crisis.	40
Diagnosed with a Mental Health condition such as Stress and Anxiety	50
Community Referral (ECI)	10
Single Parent Household	20
Parent(s) enrolled in school or a work program	30
Medicaid, CHIPs, WIC recipients	40
Age 4.6 or Older *	50
4.0 to 4.5 years old*	40
3.6 to 3.9 years old*	30
3.0 to 3.5 years old*	20
Expectant mothers with a 5-year-old child*	30
Expectant mothers with a 4-year-old child*	20
Expectant mothers with a 3-year-old child*	10
Adverse Childhood Experiences (ACES), Families displaced due to hurricanes or natural disasters*	100
Migrant Families without a home	50
Migrant families with a home	30
Families without childcare	30

New Eligibility Criteria changes to be implemented in school year 2022-23 based off the Community Assessment

Each year, our program establishes selection criteria that weighs the prioritization of participants based on the Community Assessment. Our program does not deny enrollment based on a disability or chronic health condition or its severity. Children eligible for services under IDEA are prioritized for available slots (10% of funded enrollment) in accordance with our selection criteria reflected on the chart. During recruitment, our program searches for families who believe their child/children have a suspected disability. Criteria points are given to increase eligibility for these families. Information is shared with the Disabilities Specialist to begin the Denton ISD Special Education process.

Furthermore, our program prioritizes families when there is an absence of child-care according to performance standards 1302.12 (c)(ii) when a family would be potentially eligible for public assistance including TANF. Criteria points are given to increase the eligibility of these families.

Our program develops a waiting/priority list at the beginning of each enrollment year and maintains it during the year. Our waiting /priority list ranks children according to the program's selection criteria of families of most need. As new families express interest in the program, they are added to the waiting list and ranked according to our program's selection criteria of families most in need.

FY-23 TTA PLAN - DENTON ISD HEAD START PROGRAM

Recipient: 06CH010978	TTA Specialist:	Rebecca Clark
Denton Independent School District	TTA Specialist Phone:	(940)799-7034 (mobil)
Mailing Address:	901 Audra Lane Denton, TX.	
Director :	Main Contact:	Mary Beth Bowman
Director Phone:	Title:	Education Specialist
Fax Number:	Main Contact Email:	mbowman@dentonisd.org
	Main Contact Phone:	(940) 369-3929

Overall Vision For Growth:
 The vision for the Denton ISD Head Start Program is School Readiness-
 *Growth in children so they can be successful in Elementary school.
 *Growth for parents so they can be successful contributing to the community.
 *Growth for staff so they can do the best possible job in helping families become more successful.

- Resources Available:**
- | | |
|--|------------------------|
| *Local doctors and dentists (immunizations and screenings) | *Health Department |
| *Texas Woman's University | *Food 4 Kids |
| *Denton Independent School District | * United Way |
| *University of North Texas | *Friends of the Family |
| *Texas A & M Agrilife Extension | *HOPE, Inc |
| *Foster Grandparent Program | *ChiroMed & Wellness |
| *Local Churches | |

Strengths:
 *Early Childhood Educational Diagnostician, Librarian, Counselor, RN, LSSP, and Speech Therapist on campus.
 *Program implements curriculum with fidelity and maintains compliance with Head Start Program Performance Standards and Denton ISD Curriculum Department.
 *Program aggregates and disaggregates data for continuous improvement of program design and management.
 *Denton ISD provides professional development to instructional staff as well as Region XI Service Center trainings.

- Growth Areas To Be Addressed:**
- *Program Design and Management
 - *Education and School Readiness
 - *Mental Health and Disabilities
 - *Health & Nutrition
 - *Family Services
 - *PFCE
 - *Ongoing professional development to be addressed: See ongoing training.
 - *Increase Social & Emotional training and resources

FIVE YEAR GOALS FY 2019-2024

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

FIVE YEAR GOALS AND ACTION PLAN

Program Goal 1

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

Objective	Year 5 Expected Outcomes	Action Steps	Methods Of Tracking Progress	Expected Challenges
<p>Objective 1 Head Start daily attendance will increase by 3 percent.</p>	<p>* Continue to change behavior and the perception of parents of the importance of bringing their student to school.</p>	<ul style="list-style-type: none"> • Monitor teacher's call logs • Update attendance success plan • Utilize the ERSEA committee to help with interventions • Survey parents to check for knowledge and understanding about attendance • Work with parents to remove any barriers to absences • Grow/Increase the compacity of the ERSEA committee in attendance • Conduct a Parent Attendance meeting with the Principal, Head Start Director, ERSEA • Conduct one-on-one conferences with parents • Phone calls to parents • Staff meeting with the campus attendance officer & attendance coordinator 	<p>*ADA reports *Daily Attendance Individual Reports *Policy Council Monthly Attendance Report</p>	<p>*A lot of students were legitimately sick having low immune systems due to the pandemic and the school nurse is having to send them home (Flu, COVID, RSV). *Parents perceive us as a daycare & do not take in account that we are a school. *Some parents are having to pick up students early due to not having a vehicle for transportation. *Some parents are picking up students on their lunch break. *Getting parents to submit absence documentation has been a challenge *Due to the Pandemic, our Attendance ADA was lower than typical years</p>
<p>Objective 2 - Network with clinics & physicians to get involvement or resources from our local health community for our students.</p>	<p>To create and complete MOUs with our local health community. Increase involvement in the HSAC committee and health events from families and community.</p>	<ul style="list-style-type: none"> • Complete or resolve any unfinished MOUs • Send invite to HSAC to district nurses as well as local clinics & Universities • Create new MOUs with health community for additional help and resources • Send out at least 3 forms of notifications to parents to join or attend HSAC • Increase HSAC attendance and participation • Survey HSAC to see what the current needs are • Work with PFCE to send out at least 3 forms of notifications about health events to increase parent participation 	<p>Health data currently being collected by Health Specialist. Data needed will be collected in an Excel spreadsheet which will be set up to alert deadlines and dates of recommended care.</p>	<p>Lack of available resources and preventative care appointments due to limited Medicaid providers and increased community needs. *Limited time for Health Specialist due to increased needs in student population and lack of medically trained support staff. *Due to recession and recent pandemic, families and community members have failed to resume their previous level in involvement in school activities.</p>

<p>Objective 3-Data will be used to create small groups & interventions for students in need of Academic &/or Social-Emotional supports.</p>	<p>Monthly meetings will be conducted with teachers to review student data. These meetings will address the academic & behavioral needs. They will consist of PLC and DMTSS meetings for students who are experiencing needs. Goals and plans will be created to best support the individual needs of the students.</p>	<ul style="list-style-type: none"> • Teachers will turn in their list of students that are showing a need for Social-Emotional supports to the Counselor & Counselor Assistant • Teachers will meet in (PLC) Professional Learning Communities in multiple ways to enhance data sharing & collaboration. Teachers will look over student data, discuss needs, and create small groups and individual student plans. Meetings will be held in pods and content specific needs (bilingual, monolingual) • Refinement of campus DMTSS practices & procedures will be conducted. • Additional training will be provided to the teachers on Documentation, Behavior, and on uploading progress monitoring documentation for interventions. 	<p>Classroom teachers will administer the CLI engage assessment using i-pads or chrome books, data will be pulled and reviewed from the CLI engage data base. Data Wall will be updated after each wave of CLI engage is completed.</p>	<p>The behavioral needs of students were an initial challenge. Students came into the 2022-23 school year exhibiting much larger SEL & Behavioral needs than years prior. As a result, much more intensive support was required before any formal meetings could occur about the students. Attendance of students has been a challenge. When students are absent, the amount of time to intervene is lessened, resulting in less progress on behavioral goals.</p>
<p>Objective 4 - (Year 1)- Refine our systems on tracking progress toward family goals (Year 2-5) and house data in a shared database.</p>	<p>Continue monitoring and using technology to increase and improve family services, goal tracking, and PFCE outcomes. Increase training for teachers/classroom staff to implement family goal tracking spreadsheet.</p>	<ul style="list-style-type: none"> • Break down the case load of families between the Social Worker, Social Worker Assistant, and PFCE Specialist to decrease the case load for better monitoring *Staff meet with parents at enrollment to discuss family needs and set SMART goals (Specific, Measurable, Attainable, Relevant, & Time-Bound) • Family Services staff monitor home visit reports for updates from classroom staff on family goal progress • Goal letters sent home-Discontinue-Process now streamlined to current format • Align parent education classes to family goals & needs to help them master their goals • Ensure that instructional staff have the updated home visiting forms that have been aligned to our data collections as well as access to and training on the new Family Goals 	<p>Google doc reports, Ready Rosie reports, home visit forms, community resources, educational class surveys.</p>	<p>*This school year, the PFCE worked with a third-party company and the Fiscal Manager in an attempt to obtain a formal Head Start database system-myHeadStart. Due to certain purchasing constraints related to our program being part of a school district, progress towards the purchase of this database has stalled.*Further training is needed for classroom staff on the purpose & usage of the newly created Family Goals spreadsheet so staff feel more comfortable & confident in using it. *Parent classes are set according to family needs and goals, however, parent participation in these classes is low. *Continued training is needed for our new PFCE staff.</p>

FIVE YEAR GOALS AND ACTION PLAN

Program Goal 2

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

Objective	Year 1 Expected Outcomes	Action Steps	Methods Of Tracking Progress	Expected Challenges
<p>Objective 1- Using the data that was collected from families during enrollment, the top 5 needs will be identified in order to plan parent education classes.</p>	<p>Continue to refine the scheduling of education classes according to the Parent Availability Survey, as well as provide more offerings after school/work hours to afford staff the opportunity to attend.</p>	<ul style="list-style-type: none"> • Conduct family needs assessment and goal setting during enrollment • Identify the top 5 needs & top five goals for families from the Family Needs Assessment & Goal Setting input • Design effective recruitment strategies for classes • Identify community resources and facilitators to provide classes • Evaluate classes using feedback surveys. If the class presenter implements their own feedback survey, that data will be used in lieu of our program's proprietary evaluation document • Revise our program's parent class evaluation form for more specific data collection • Create data collection to track trends in class providers, topics, times, days, attendance, etc. that will provide insight into which aspects are engaging families more effectively. • Identify community resources to provide childcare & Spanish language translation during parent classes. Work with the Head Start Director & Fiscal Manager to obtain staffing/funding for childcare and translation services if outside resources are unavailable. 	<p>Excel Spreadsheet reports, pre/post evaluations, emails, flyers, digital media, interpersonal skills, Facebook.</p>	<ul style="list-style-type: none"> • Conduct family needs assessment and goal setting during enrollment • Identify the top 5 needs & top five goals for families from the Family Needs Assessment & Goal Setting input • Design effective recruitment strategies for classes • Identify community resources and facilitators to provide classes • Evaluate classes using feedback surveys. If the class presenter implements their own feedback survey, that data will be used in lieu of our program's proprietary evaluation document • Revise our program's parent class evaluation form for more specific data collection • Create data collection to track trends in class providers, topics, times, days, attendance, etc. that will provide insight into which aspects are engaging families more effectively. • Identify community resources to provide childcare & Spanish language translation during parent classes. Work with the Head Start Director & Fiscal Manager to obtain staffing/funding for childcare and translation services if outside resources are unavailable.

<p>Objective 2- To increase family participation in the Ready Rosie Parent Curriculum. To introduce families to Savvas Curriculum family engagement system.</p>	<p>To see an increase in family engagement activity by 10%</p>	<ul style="list-style-type: none"> • Meeting with teachers to make sure they are clear on expectations for this implementation • Including this topic in the Parent Orientation • Providing Parent classes utilizing Ready Rosie Parent Curriculum sessions • Develop an incentive program to maintain parent involvement • Data to show usage will be pulled each 9 weeks • Conduct Quarterly Data Reviews for levels of parent participation • Teachers will include Parent Engagement Activities in weekly newsletters • FCE will provide a parenting class teaching parents how to sign up and use Ready Rosie 	<p>Data from Ready Rosie and See Saw</p>	<p>: Since our parent curriculum is now within our new Savvas Three Cheers for PreK curriculum, we had so many new things to learn that it took us a little while to get the parent curriculum going by getting parents connected to it and helping to train teachers on how to share this resource in conjunction with their units of study. Managers had to navigate through these new systems of data to monitor usage. We also struggled with some teachers not utilizing the parent curriculum resources to the extent that they need to be. More training and instructional support is recommended for next year to try to increase our progress/outcomes.</p>
<p>Objective 3-To provide Health Education to our Parents, Staff, Students based on identified needs.</p>	<p>Continue to grow our partnerships with community resources that can provide physical and mental health trainings/classes to parents, staff, and students.</p>	<ul style="list-style-type: none"> • Plan classes to be provided by Community Resources and partners • Explore and experiment with alternatives to live classes for parent education • Continue CPR/first aid classes for staff and families • Continue required and requested staff education • Keep attendance logs for each class offered • Each Health class flyer will be distributed via multiple channels (Ex: via See Saw, Email, Campus Facebook page, and flyers in student backpacks) • Look into getting a substitute once a month to allow that health specialist to be able to provide student health education lessons to students, staff, and/or parents • Survey families to see if any barriers prevent them from attending meetings and/or classes 	<p>Record education provided and survey adult attendees regarding effectiveness.</p>	<p>*Although the principal purpose and intent of the MOU is defined and various attempts by program managers have been made, it has been difficult to connect with a local college resource (i.e. Dental Partnership). *Health Specialist has very little time available during the school day due to her multiple campus and Head start roles to offer health education lessons/classes to students, staff, and/or parents. *The nursing substitute pool is low in the district. *Despite advertising via multiple communication channels parent attendance to health classes is low.</p>

ONGOING PROFESSIONAL DEVELOPMENT: PROGRAM DESIGN & MANAGEMENT					
			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Parent Orientation/Parent Handbooks/Handouts	Parents	Program Team		\$200.00	\$200.00
Orientation and Roles & Responsibilities of the Policy Council, Parent Committee, and School Board	Policy Council, Parent Committee, and School Board	Dr. Johnnie Pettigrew, Disability Specialist and Program Managers			In-Kind
OHS/NHSA/Region VI/HS Conferences *Managers attend for their areas	Director, Program Managers	OHS, NHSA, etc., Director	\$4,000.00	\$3,000.00	\$7,000.00
ERSEA/PFCE Credential	ERSEA Specialist, Aide	HS University, ERSEA Specialist		\$3,716.00	\$3,716.00
Beginning of Year Staff Development/Orientation	All Staff	Director/Education Manager		\$200.00	\$200.00
CLASS Calibration and Recertification	Education Specialist	Teachstone		\$150.00	\$150.00
Region XI New Teacher training series	Teachers	Director, Education Specialist	\$50.00	\$300.00	\$350.00
OHS Webinars & Trainings	Director, Staff	OHS, Director			In-Kind
Joint Transition Training & Resource Fair	Students, Parents, Staff	DISD Social Worker, Mental Health, Education Specialist			In-Kind
TAASPYC Conference/TAEYC conference	Director, Education Specialist	Director	\$400.00	\$700.00	\$1,100.00
Confidentiality, 504, Disability Plan	All Staff	DISD, Disability Specialist			In- Kind
DMTSS/Data Collections/Interventions	Teaching Teams	DISD, Campus Leadership			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
Education Trainings	Instructional Staff	RegionXI & other entities/Education Specialist	\$500.00	\$400.00	\$900.00
Screenings, Collecting & Analyzing Data (DIAL-4, ASQ, CLI, Portfolios)	Teaching Staff	Education Specialist			In-Kind
Paraprofessional CDA Renewal/Materials	Teaching Staff	Director		\$2,471.00	\$2,471.00
T-Tess Training/Refresher	Teaching Staff	Denton ISD			In-Kind
My Teachstone Professional Development	Teaching Staff	Teachstone , Education Specialist		\$2,500.00	\$2,500.00
ACES/Trauma Training	All Staff	Denton ISD Technology Department			In-Kind
Savvas Three Cheers for PreK, Ready Rosie & See Saw Trainings	Teaching Staff, Parents	Education Specialist, Pre-K Coach			In-Kind
Safe Schools Trainings	All Staff	Denton ISD			In-Kind
NCEDT Webinars and Suites	Teaching Staff	Education Specialist			In-Kind
Dial- 4 Developmental Screener Refresher	Teaching Staff	Disability Specialist, Education Specialist			In-Kind
TIA, Assessment for Learning, Team Leader Mtgs, PLC, PBIS, District PK PD	Teaching Staff	Denton ISD, Pre-K Coach			In-Kind
Social & Emotional Changemaker Curriculum Training	Teaching staff	Director, Education Specialist			In-Kind
Social & Emotional Changemaker & Baby Doll CT Curriculum - Extra resources	Teaching Staff	DISD, Counselor, Education Specialist		400.00	\$400.00
Savvas Curriculum Training	Teaching Staff	Denton ISD, Pre-K Coach			In-Kind
PBC/ Instructional support	Teaching Staff	Education Specialist			In-Kind
NHSA membership	Head Start Program	Director		979.00	\$979.00

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, Education Specialist			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, Social Service Specialist, Health Specialist, Counselor			In-Kind
Safe Environments	All Staff	Denton ISD, Health Specialist, Safety Manager			In-Kind
TSBI and CPI Training and Refresher	All Staff	Denton ISD, Director			In-Kind
Emergency Operations and Procedures Training	All Staff	Director, Safety Manager			In-Kind
Student Health and Dental Education	Students, Parents, Staff	Denton ISD, Health Specialist, TWU Students			In-Kind
Campus Healthy Initiatives	All Staff	Denton ISD, Health Specialist & Nutrition Specialist			In-Kind
Communicable Diseases	All Staff	Denton ISD, Health Specialist			In-Kind
Mental Health Awareness / ACES	All Staff	Denton ISD , Counselor			In-Kind
Instructional Support	All Staff	Education Specialist			In-Kind
Training on working with students with difficult behaviors	All Staff	Counseling Department & DISD Behavior Specialist			In-Kind
Health and Safety Trainings	Health and Safety Manager	Outside/Out of State Vendor	\$800.00	\$400.00	\$1,200.00

ONGOING PROFESSIONAL DEVELOPMENT: PARENT FAMILY COMMUNITY ENGAGEMENT					
			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Family Literacy Trainings and Events	Parents	PFCE, Education Specialist, Librarian			In-Kind
PFCE Parent Trainings	PFCE Specialist	Webinars			In-Kind
Family Services Trainings	PFCE Assistant	Webinars			In-Kind
Personalized Parent Goal Setting and Monitoring	Parents	ERSEA			In-Kind
Robert's Rules of Order and Parliamentary Procedures	Policy Council, Parent Committee, Governing Board	DISD, Disability Specialist			In- Kind
Volunteer Orientation	Parent and Community Volunteers	PFCE Specialist			In- Kind
Confidentiality & Code of Conduct	Parent and Community Volunteers	PFCE Specialist, Disability Specialist			In- Kind
Parent Committee Roles and Responsibilities	Parents on Parent Committee	PFCE Specialist			In- Kind
Parent Classes based on identified needs	Parents	PFCE Specialist			In- Kind
PFCE Framework and Simulation	All Staff	PFCE and Education Specialist			In- Kind
PFCE role in School Readiness	PFCE Specialist	PFCE and Education Specialist			In- Kind
			Travel	Program Operations	Total (FY19) TTA
TOTALS ALL TRAINING			\$5,750.00	\$15,416.00	\$21,166.00

ONGOING PROFESSIONAL DEVELOPMENT: PROGRAM DESIGN & MANAGEMENT			
			Estimated Cost
Training Topic	Targeted Audience	Provider/Person Responsible	Travel
OHS/NHSA/Region VI/HS Conferences *Managers attend for their areas	Director, Program Managers	OHS, NHSA, etc. Director	\$4,000.00
Region XI New Teacher Training series	Head Start new teachers	Director/Fiscal Manager	\$50.00
TAASPYC/TAEYC conference & memberships	Director, Education Manager	Associations/Director	\$400.00
Health and Safety Trainings	Health & Safety Manager	Head Start Trainings/Director	\$800.00
Education Trainings	Instructional Staff	RegionXI & other entities/Education Specialist	\$500.00
			Travel
TOTALS ALL TRAINING			\$5,750.00

In addition to our refunding grant our program received the following:
 *COLA (Cost of Living Allocation) - \$17,756
 *COVID Grant - \$230,925
 *ARP (American Rescue Plan) - \$58,087

PROPOSED BUDGET	
Payroll/Subs:	\$1,455,421
Training:	21,166
Classroom Supplies:	6,720
Classroom Snacks:	10,450
Volunteer Meals:	400
Total:	\$1,494,157
General Supplies: (COVID Grant & ARP)	\$289,012

ACTUAL EXPENDITURES	
Payroll/Subs:	\$1,365,204
Training:	21,166
Classroom Supplies:	73,045
Classroom Snacks:	6,414
Funds Not Expended:	28,328
Total:	\$1,494,157
General Supplies: (COVID & ARP Grants) (balance rolls to 2022-2023)	\$39,633

FINANCIAL AUDIT
The Denton ISD Annual financial audit for the year ending June 30, 2021 was conducted by Hankins, Eastup, Deaton, Tonn & Seay. The audit in its entirety can be found at: https://www.dentonisd.org



PRIMARY LANGUAGE OF FAMILY AT HOME	
English	108
Spanish	80
Middle Eastern & South Asian Languages	3
East Asian Languages	1
African Language	1

RACE & ETHNICITY	HISPANIC OR LATINO ORIGIN	NON-HISPANIC OR NON-LATINO ORIGIN
American Indian or Alaska Native	6	0
Asian	0	1
Black or African American	67	14
Native Hawaiian or Pacific Islander	0	0
White	98	7

HEALTHY CHILDREN

Each child is required to have a physical and dental exam within 90 days of enrollment in the Head Start Program. Good health is critical in a child's development. Our campus has a full-time Registered Nurse (RN) who also serves as the Head Start Health Specialist. The RN ensures that each child has received regular dental and physical exams and meets the needs of students with acute and chronic health needs. During the 2021-2022 school year, health screenings including hearing, vision, height and weight were performed on each Head Start Student.

INSURANCE	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Enrolled in Medicaid and/or CHIP	137/71%	174/90%
Private insurance	16/8.3%	18/9.3%
No insurance	41/21%	2/1%
Tricare	1/0.5%	1/0.5%
Up to date on a schedule of age-appropriate preventive and primary health care	101/52%	147/76%

IMMUNIZATIONS	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Up to date	166/86%	175/91%
Exempt	5/2.6%	5/2.6%

BODY MASS INDEX	# OF CHILDREN AT 2021 ENROLLMENT (FIRST BMI SET)	# OF CHILDREN AT END OF ENROLLMENT YEAR (SECOND BMI SET)
Underweight	8/4%	14/7%
Healthy weight	127/66%	111/58%
Overweight	2/1%	23/12%
Obese	58/30%	47/24%



DENTAL	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Continuous, accessible dental care provided by a dentist	82/42%	129/67%
Receiving preventative care	82/42%	129/67%

SCHOOL READINESS

Curricula: 3 Cheers for PK by Savvas, Growing with Mathematics, UBD, Change Makers (SEL), Conscious Discipline Baby Doll Circle Time (SEL)

Classroom Management: Positive Behavior Interventions Supports, Bucket fillers, Character Traits

Dual Language Model: Gomez and Gomez

Developmental Screeners: DIAL-4, ASQ

Ongoing Monitoring: TSR CLI Engage, Student Portfolios, DISD Report Cards

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

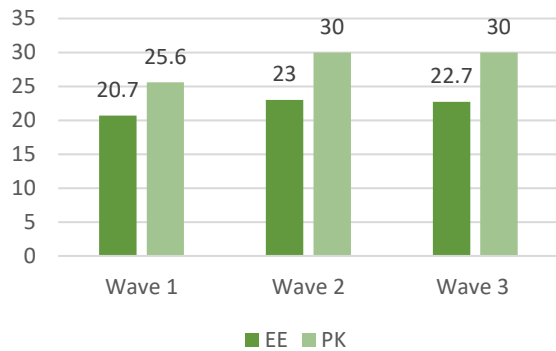


Kindergarten Transition Activities:

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

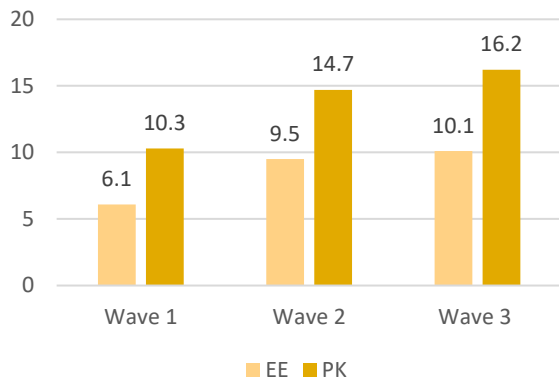
FY 21-22 Denton ISD Head Start School Readiness Outcomes (CLI Engage Progress Monitoring)

Language and Literacy

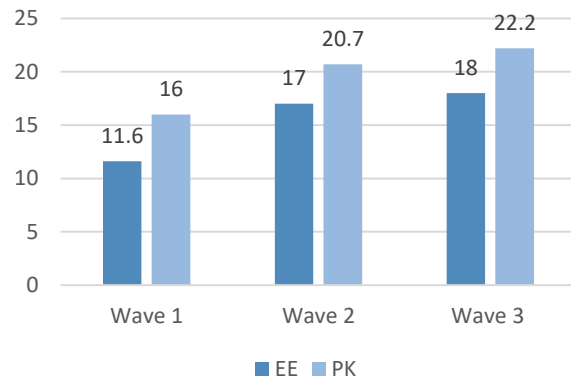


EE – is for students who are 3 years old.
 PK – is for students who are 4 years old.
 We were able to see growth in all areas between waves 1 and 2 with a slight decline or plateau in some areas for wave 3. This is our first-year post pandemic, we can see the impact the pandemic had on our students learning. We will be looking at strategies to help bridge the gap for the future.

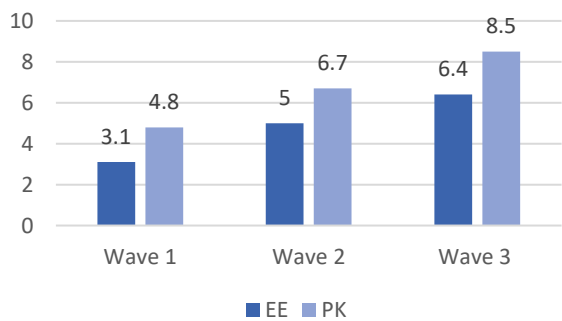
Cognition



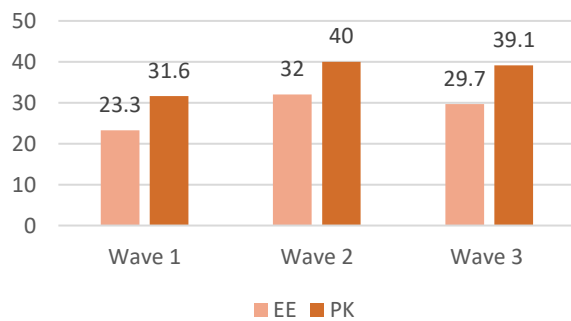
Perceptual, Motor, & Physical



Approaches to Learning



Social & Emotional





Community Assessment Update Report 2022

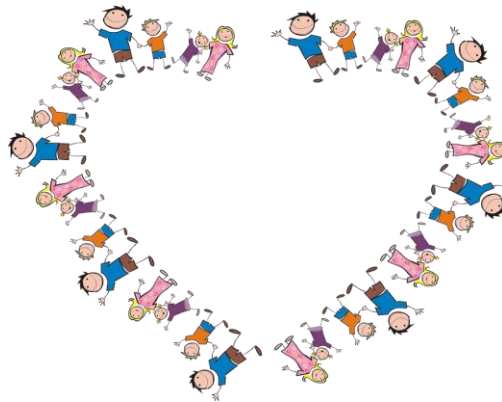
Strengths -

- Community has many entities for our families to obtain needed resources.
- Denton ISD continues to grow and expand services to meet the needs of the community.
- Plenty of community volunteers are available.
- Entities within our community provide donations to our students, families, and staff.
- Service area covers 186 square miles and continues to grow and develop.
- Health and Safety protocols increased across the community during the pandemic.
- All students in public schools received free meals this school year.

Needs -

- Adverse Childhood Experiences (including violence in the home and reports of sexual abuse) & mental health issues are on the rise which yields to the need for an increase in trauma-informed care. COVID-19 has ramifications that will need supports.
- Child screen time is on the rise and a concern for brain development.
- ESL is on the rise vs. bilingual education.
- Homelessness continues to be a concern with a need for more shelters.
- There is a lack of placements in our area for children in need of Foster Care due to the rise in the Foster Care count.
- Top 5 Identified needs from parents:
Child Behavior/Counsel, ESL, Clothing resources, Rent Assistance, and GED.
- Nutrition: obesity rates are on the rise
- Slight increase in persons under 5 years old showing a greater need for early care.
- Financial hardship-There is a 15.7% poverty rate in our community.
- With the expansion of Pre-K across the district and the recent pandemic, there is a great need to increase our Head Start recruitment efforts to serve the families with the greatest needs.

- More 3-yr. old students may be looking for a program this next school year since the district Pre-K expansion serves students who are 4.
- Pandemic caused financial burdens on families from loss of jobs due to businesses shutting down or closing.
- Safety protocols increased across the community with smaller ratios in place at locations, PPE required, and social distancing. This limited accessibility to certain entities.
- Entities had to create new modes of learning/meeting/working (virtual opportunities) which increased the need for internet access and technological devices.
- Shortage of basic supplies were difficult for families during the pandemic.
- Shortage of staff during the pandemic caused hardships on entities.
- Food Banks were full showing that this was a need in the community.
- Transportation became a hardship for many during the pandemic.
- Medical facility access was limited during the pandemic due to shortage in health care professionals.



PARENT, FAMILY AND COMMUNITY ENGAGEMENT



Month	Head Start Volunteer Hours	In-Kind Dollar Value (hrs. *18.00 ea.)
Aug/Sept	1529	27,522.
October	1105	19,980.
November	1027	18,486.
December	402	7,236.
January	647	11,646.
February	933	16,794.
March	785	14,130.
April	799	14,382.
May	559	10,062.
Total	7786	\$140,148.

PARENT CLASSES OFFERED	ATTENDANCE
Leadership Training	9
Fiscal Training	7
On-Site ESL Classes - Twice Weekly, 11/4/21-5/19/22	3
Nurturing Families Parent Group (10 class series)	24
Healthy Eating, Healthy Reading	42
Family Mealtime: Connecting for Better Health Class	25
Understanding Behaviors in Young Children (6class series)	2
Policy Council and Parent Committee Training	26
Diabetes & Childhood Obesity Virtual Class	2
CPR Class (Non-Certification)	1
G.L.O.W. Group (4 class series)	5
Robert's Rules of Order Training	12
Money Matters (6 class series)	5

SCHOOL WIDE ACTIVITIES	PARTICIPANTS
Grandparent's Day	161
Fall Festival	198
Project Adoption	193
Winter Craft & Santa	189
Crayon Days	214
Black History Month Exhibit	204
Field Day	208
Family Reading Everyday	86 Families
Volunteer Luncheon	11

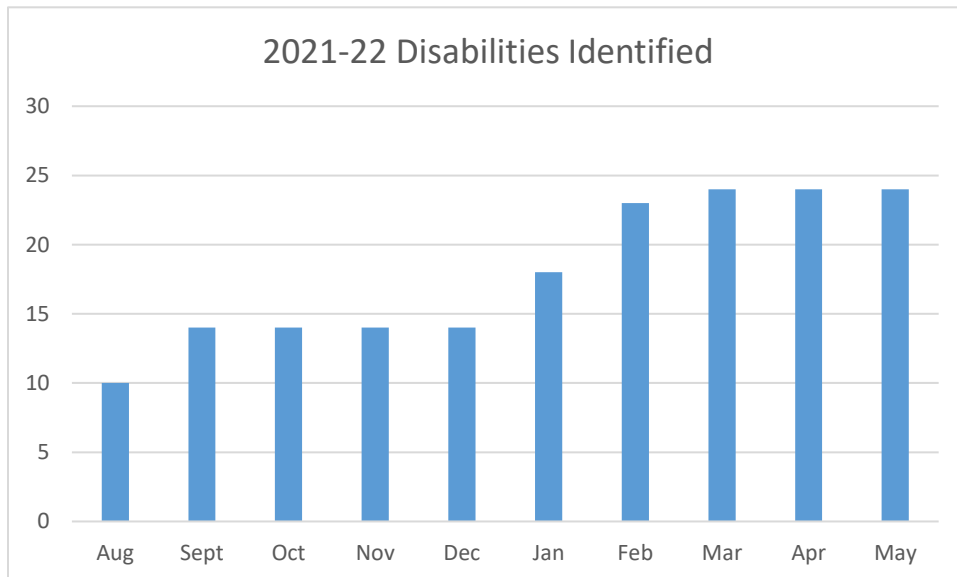


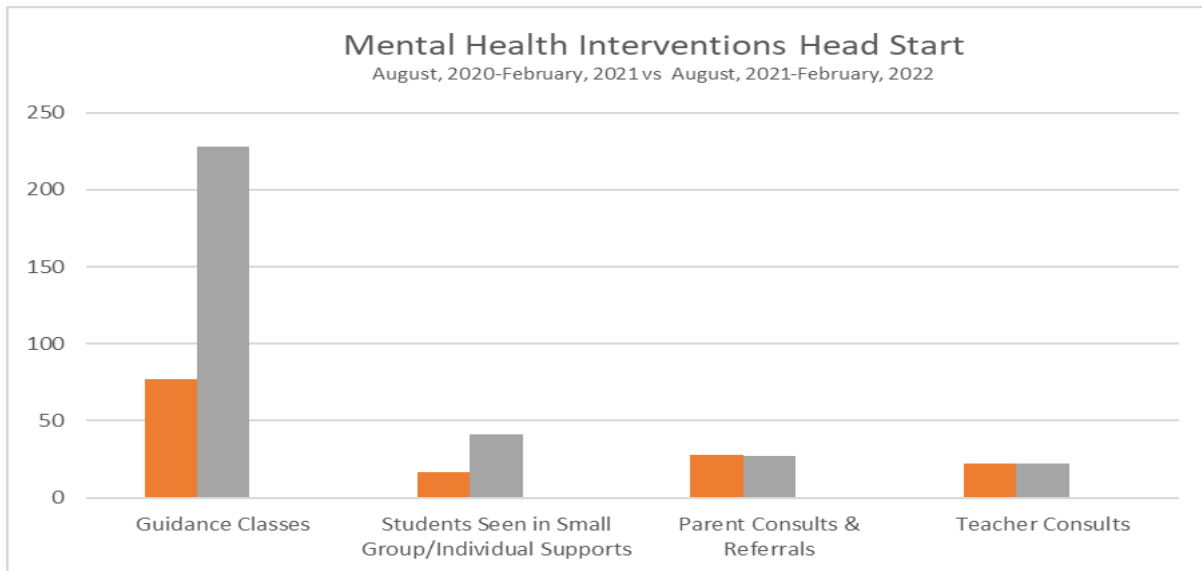
Disabilities and Mental Health Services

During the 2020-21 school year the Denton ISD Head Start Program began the year with 10 students identified as eligible for special education services. An additional 4 students were added in September. That number was maintained through December. In January the total reached 18 with 5 added in January for a total of 23. An additional evaluation was completed in March with the final total of 24 maintained through the remainder of the school year.

The campus which houses the Denton ISD Head Start Program sustained serious damage due to an unexpected severe cold snap in the previous school year. The Head Start Program returned to the campus after having had some of the children housed on another campus. The program coordinated with the District's Special Education Department to assure that service providers were aware of the current location of children for the 2021-22 school year.

The Education Specialist, Disability Specialist, and campus Educational Diagnostician continued to work together in the pre-referral process. DIAL-4 screening instruments and CLI-Engage documents were reviewed routinely to identify students that were at-risk. Strategies for intervention were shared with teachers.





Services Provided:

- Weekly guidance lessons over the district’s Essential 8 topics and themes
- Incorporation of Second Step and Baby Doll Circle Time curriculums into guidance and classroom schedules
- Individual student check-ins and supports
- Small Group Sessions
- Consultation in RTI/DMTSS processes
- Coordination with UNT Play Therapy Program to provide play therapy services to select, individual students
- Referrals made for outside counseling services as needed
- Consultation with staff and parents regarding student’s Social-Emotional needs, behavior concerns, and appropriate interventions
- Threat Assessment Screenings and follow up supports
- Food 4 Kids Program provided through the North Texas Food Bank to provide students with additional nutrition over the weekends and school breaks
- Staff and parent education on mental health and social-emotional development



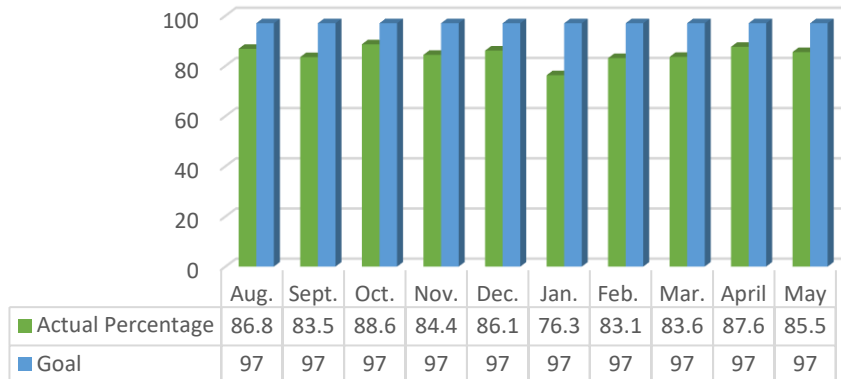
NUTRITION

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

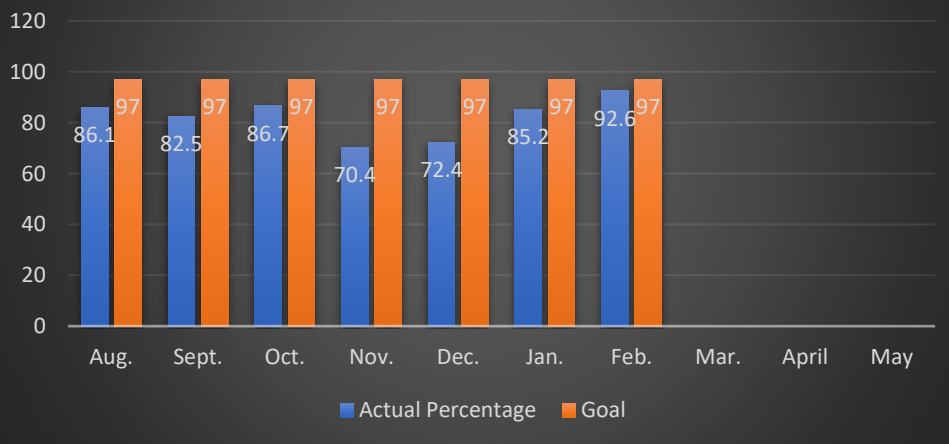
Monitoring Reviews:

For the 2021-2022 school year we were not scheduled for a monitoring review.

2021-2022 Denton ISD Head Start Monthly Attendance

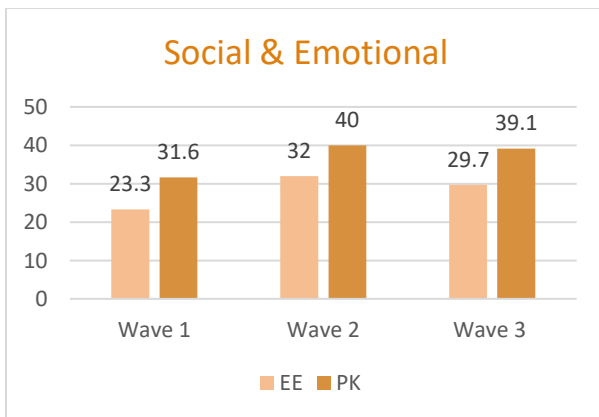
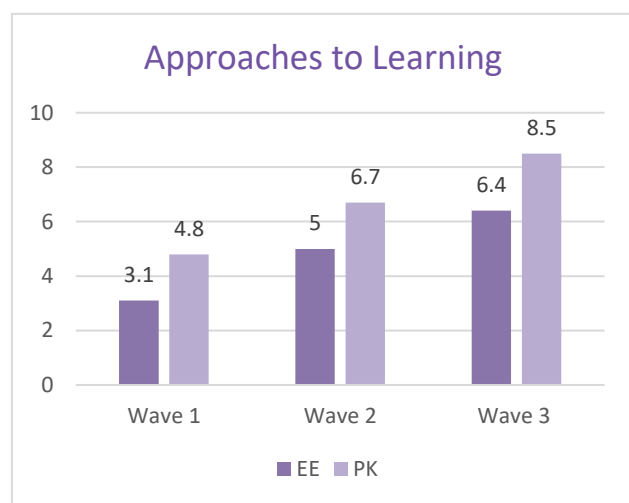
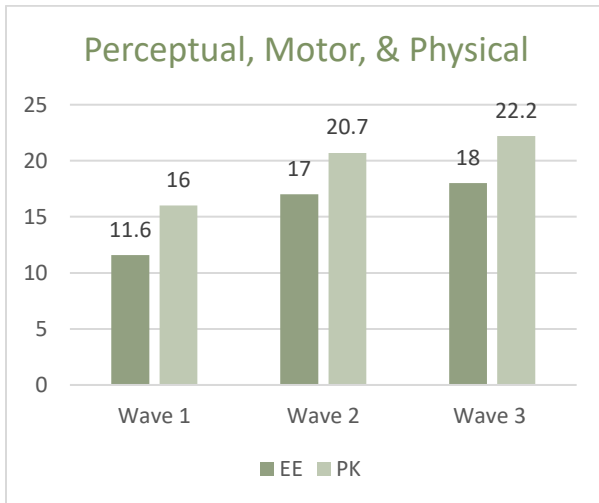
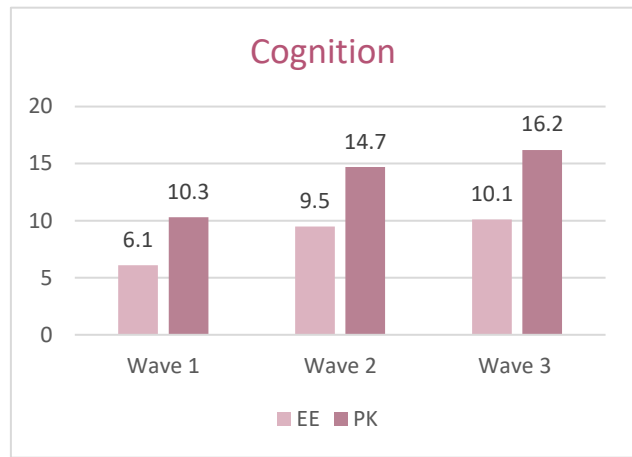
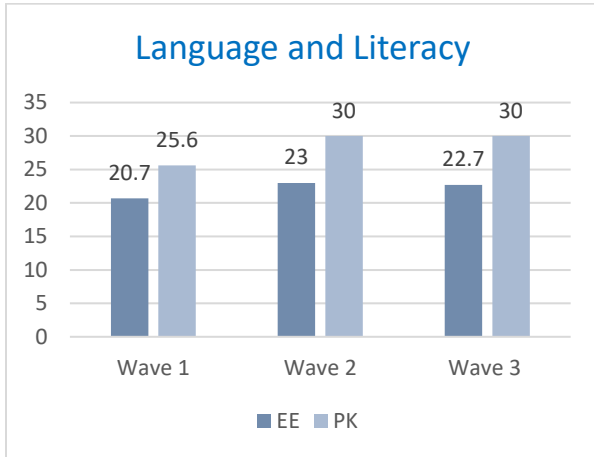


DENTON ISD HEAD START MONTH ATTENDANCE



After COVID, average attendance falls into the 80-percentile range. We applied several strategies with the focus starting at our recruitment events and carrying through enrollment, parent orientation, and parent conferences with the school and truancy classes. Four months during this school year the program monthly attendance percentage dropped below previous year. We will continue to examine the common causes of absences, parents' beliefs, and perceptions about preschool, and address individual absenteeism until the attendance rate improves to pre-pandemic rates.

FY 21-22 Denton ISD Head Start School Readiness Outcomes (CLI Engage Progress Monitoring)

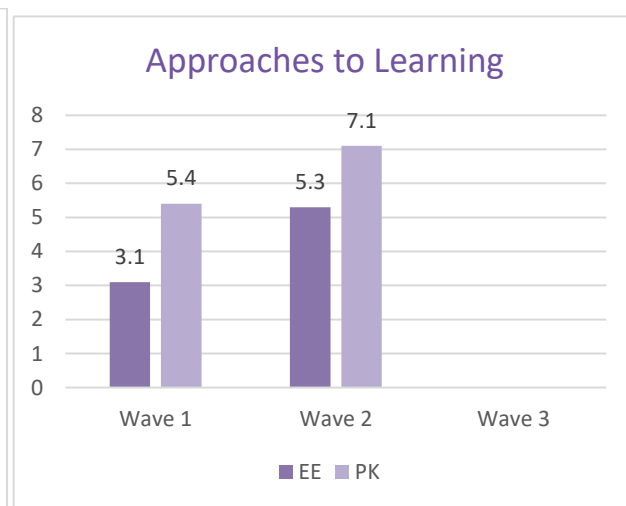
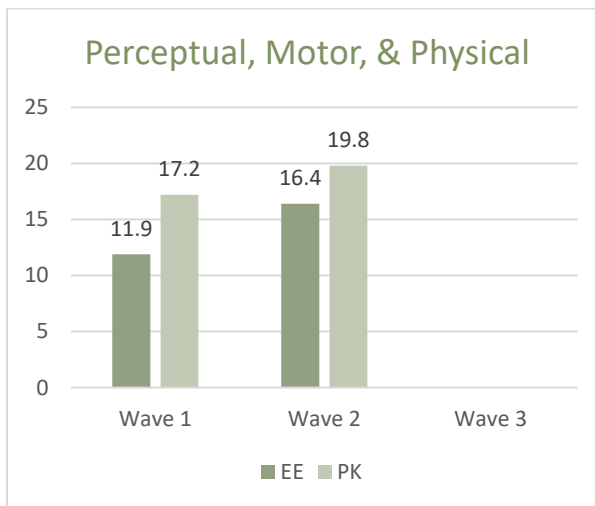
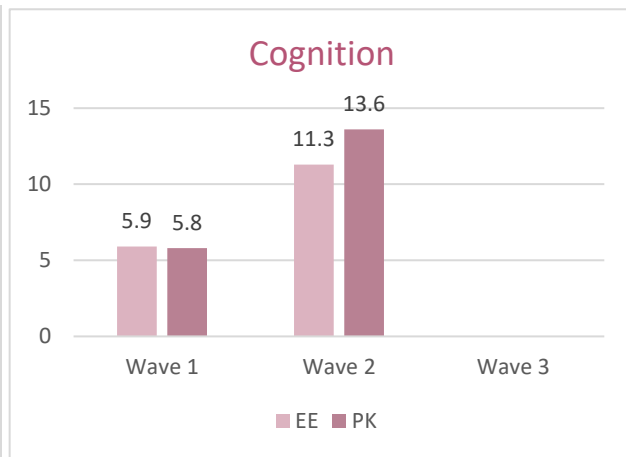
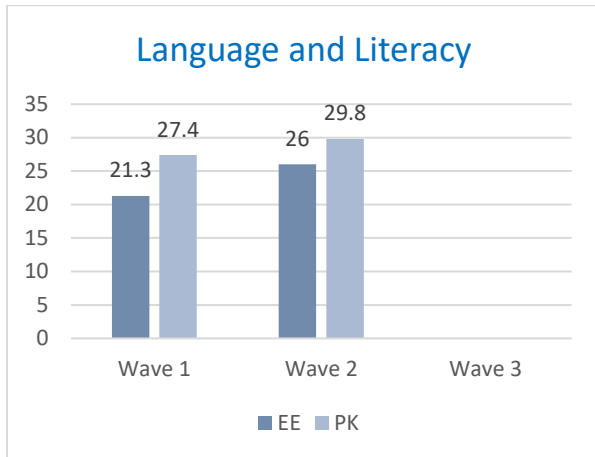


EE – is for students who are 3 years old.

PK – is for students who are 4 years old.

We were able to see growth in all areas between waves 1 and 2 with a slight decline or plateau in some areas for wave 3. This is our first-year post pandemic, we can see the impact the pandemic had our students learning. We will be looking at strategies to help bridge the gap for the future.

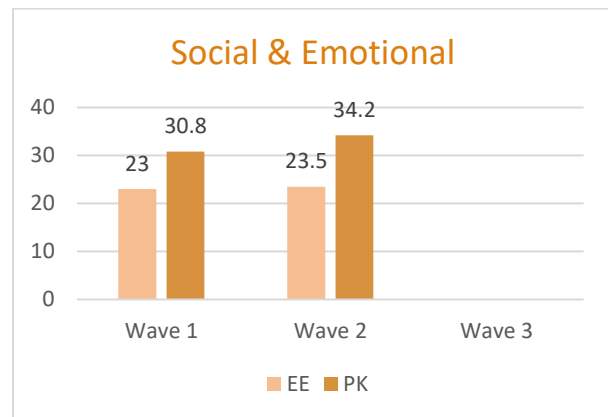
FY 22-23 Denton ISD Head Start School Readiness Outcomes (CLI Engage Progress Monitoring)



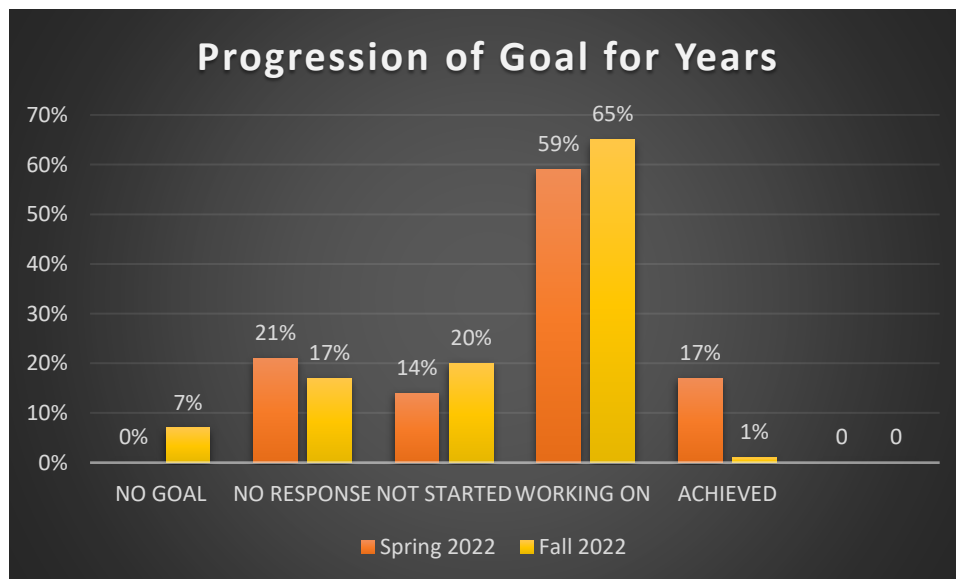
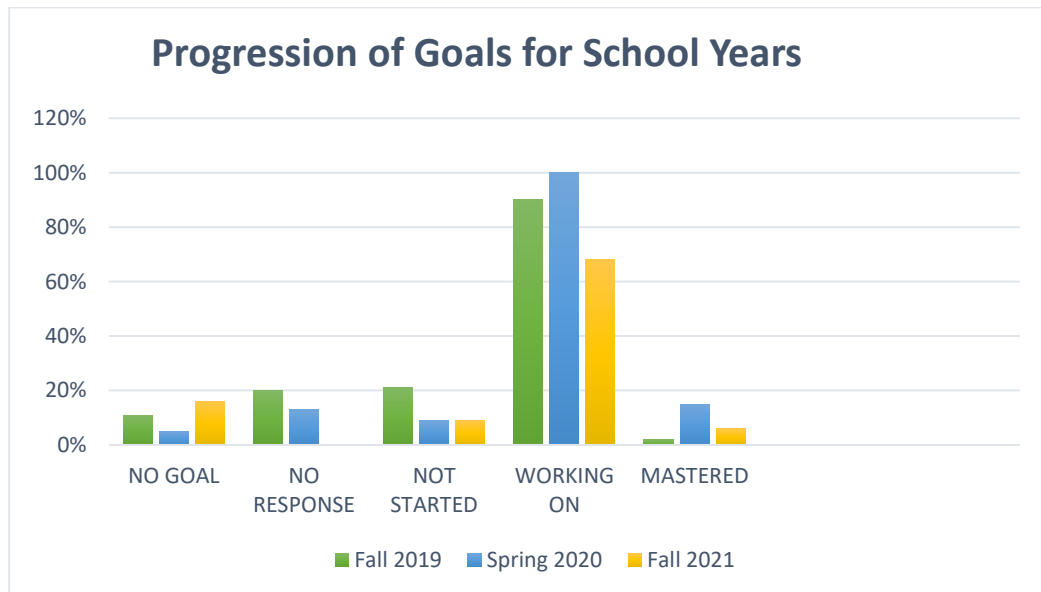
EE – is for students who are 3 years old.

PK – is for students who are 4 years old.

We were able to see growth in all areas between waves 1 and 2. Wave 3 will be conducted at the end of the school year. This is our second-year post pandemic, we continue to see the impact the pandemic had our students learning. We will continue to look at the trend and at strategies to help bridge the gap for the future.



The family service workers are consistently working toward the improvement of goal tracking and family outcomes. There is an increasing fluctuation in our goal outcomes over the years. We are still seeing the parents moving through the process but there must be the continued refinement of the system. The chart indicates that parents are working on their goals. There is a slight increase in parents achieving their goals in the 2022 spring semester. Some of the challenges that we are experiencing are unified documentation of the home visit form and unclearly marked responses on each form. The excel tracking form has been updated to a google document to reflect a better tracking system for family service workers and teachers. The PFCE framework and a column for progress and family needs was added to the form this year. There is an identified need for training on the usage of the google document to ensure accuracy, which is planned for the beginning of the school year.



If you will notice, there is a slow but gradual increase overall. There is a slight increase in parents achieving their goals in the 2022 spring semester. As we continue to refine the system achievement is predicted to increase.

Title	Details	PFCE Framework: Family Outcome Focus	PFCE Framework: Child Outcome Focus
Meet the Teacher Night	<ul style="list-style-type: none"> * School-wide, family-focused event * Attendance not taken; * all classrooms participated. 	<ul style="list-style-type: none"> * Positive Relationships * Family Engagement in Transitions * Family Connections to Peers & Community 	<ul style="list-style-type: none"> * Children are ready for school * Children are engaged in positive relationships with caregivers
Parent Orientation	<ul style="list-style-type: none"> * Head Start parent training offered in-person and virtually * 120 Head Start parents attended in-person; * an additional 55 completed online. 	<ul style="list-style-type: none"> * Family Engagement in Transitions * Families as Learners * Families as Advocates & Leaders 	<ul style="list-style-type: none"> * Children are successful in school and life
20-for-20 Family Reading Challenge	<ul style="list-style-type: none"> * School-wide, family-focused program in partnership with the school library throughout the year. * 51 Head Start families participated and received a total of 105 free books as of February 2023. 	<ul style="list-style-type: none"> * Positive Parent-Child Relationships * Families as Lifelong Educators * Family Connections to Community 	<ul style="list-style-type: none"> * Children are learning and developing * Children are engaged in positive relationships with family members * Children are ready for school * Children are successful in school and life
Grandparent's Day	<ul style="list-style-type: none"> * School-wide, family-focused event * Due to the event being open to all campus families and community members to attend, sign-in sheets were not feasible but there was a headcount of 166 adults in attendance. 	<ul style="list-style-type: none"> * Positive Parent-Child Relationships * Family Connections to Peers & Community 	<ul style="list-style-type: none"> * Children are engaged in positive relationships with family members
Volunteer & Leadership Training	<ul style="list-style-type: none"> * Head Start required training advertised to all interested campus volunteers * 9 Head Start parents and community members attended. 	<ul style="list-style-type: none"> * Families as Advocates & Leaders * Family Connections to Peers 	<ul style="list-style-type: none"> * Children are engaged in positive relationships with family members
Governance Training	<ul style="list-style-type: none"> * Head Start required training presented during a Policy Council meeting * 8 Policy Council representatives attended. 	<ul style="list-style-type: none"> * Families as Advocates & Leaders * Families as Learners 	<ul style="list-style-type: none"> * Children are successful in school and life
Amerigroup Medicaid Presentation	<ul style="list-style-type: none"> * Presentation answering parent questions about Medicaid and offering assistance in creating an online account so parents could apply for Medicaid using school technology; presented by Amerigroup * 5 Head Start parents attended. 	<ul style="list-style-type: none"> * Family Well-being * Families as Learners * Family Connections to Community * Families as Advocates 	<ul style="list-style-type: none"> * Children are healthy and well.
Fall Festival	<ul style="list-style-type: none"> * School-wide, child-focused event planned and staffed by Parent Committee volunteers * Attendance not taken; * all classrooms participated. 	<ul style="list-style-type: none"> * Positive Parent-Child Relationships * Family Connections to Peers & Community * Families as Leaders 	<ul style="list-style-type: none"> * Children are learning and developing. * Children are engaged in positive relationships with peers. * Children are healthy and well.

Title	Details	PFCE Framework: Family Outcome Focus	PFCE Framework: Child Outcome Focus
Red Ribbon Week	<ul style="list-style-type: none"> * School-wide week-long event * Participation/attendance not taken; all classrooms participated. 	<ul style="list-style-type: none"> * Family Well-being * Families as Lifelong Educators * Families as Advocates 	<ul style="list-style-type: none"> * Children are safe. * Children are healthy and well. * Children are learning and developing. * Children are successful in school and life.
Parent Cafe	<ul style="list-style-type: none"> * Five-part parent class series focused on parent mental health and positive behavior management; presented by United Way of Denton County. * 38 Head Start parents, children, and community members in attendance as of February 2023. 	<ul style="list-style-type: none"> * Family Well-being * Positive Parent-Child Relationships * Families as Learners * Family Connections to Peers & Community 	<ul style="list-style-type: none"> * Children are engaged in positive relationships with family members
Robert's Rules of Order & Confidentiality Training	<ul style="list-style-type: none"> * Head Start required training presented during a Policy Council meeting * 10 Policy Council representatives attended. 	<ul style="list-style-type: none"> * Families as Advocates and Leaders * Families as Learners 	<ul style="list-style-type: none"> * Children are successful in school and life.
Head Start to a Healthy Lifestyle: Parent Nutrition Classes	<ul style="list-style-type: none"> * Presented as part of a research partnership with two local universities (UNT/TWU) * Combined attendance for both classes was 3 Head Start parents. 	<ul style="list-style-type: none"> * Family Well-being * Families as Learners * Family Connections to Community 	<ul style="list-style-type: none"> * Children are healthy and well.
Milk and Bookies	<ul style="list-style-type: none"> * School-wide, family-focused event planned in conjunction with Parent Committee * Due to the event being open to all campus families and community members to attend, sign-in sheets were not feasible, but there was a headcount of 244 individuals in attendance. 	<ul style="list-style-type: none"> * Positive Parent-Child Relationships * Family Connections to Peers & Community 	<ul style="list-style-type: none"> * Children are learning and developing. * Children are engaged in positive relationships with family members, caregivers, and peers.
Project Adoption	<ul style="list-style-type: none"> * School-wide, child-focused event in conjunction with all area high schools * Participation/attendance not taken; all classrooms participated. 	<ul style="list-style-type: none"> * Family Connections to Community * Family Well-being 	<ul style="list-style-type: none"> * Children are engaged in positive relationships with caregivers, other children, and community members.
Healthy Eating, Healthy Reading	<ul style="list-style-type: none"> * Family class focused on building healthy reading and eating habits; presented by MHMR Tarrant County. * 11 Head Start parents and children in attendance. 	<ul style="list-style-type: none"> * Family Well-being * Positive Parent-Child Relationships * Families as Learners * Family Connections to Peers & Community 	<ul style="list-style-type: none"> * Children are healthy and well. * Children are learning and developing. * Children are engaged in positive relationships with family members.

Title	Details	PFCE Framework: Family Outcome Focus	PFCE Framework: Child Outcome Focus
Fiscal Training	<ul style="list-style-type: none"> * Head Start required training presented during a Policy Council meeting. * 5 Head Start parents in attendance. 	<ul style="list-style-type: none"> * Families as Learners * Families as Advocates and Leaders 	<ul style="list-style-type: none"> ** Children are successful in school and life.
Winter Wonderland	<ul style="list-style-type: none"> * School-wide, child-focused event planned and staffed by Parent Committee volunteers * Attendance not taken; all classrooms participated. 	<ul style="list-style-type: none"> * Positive Parent-Child Relationships * Family Connections to Peers & Community * Families as Leaders 	<ul style="list-style-type: none"> * Children are learning and developing. * Children are engaged in positive relationships with peers. * Children are healthy and well.
The Great Kindness Challenge	<ul style="list-style-type: none"> * School-wide week-long event * Participation/attendance not taken; all classrooms participated. 	<ul style="list-style-type: none"> * Family Well-being * Families as Lifelong Educators * Families as Advocates 	<ul style="list-style-type: none"> * Children are safe. * Children are healthy and well. * Children are learning and developing. * Children are successful in school and life.
Fresh Start to a Healthier You	<ul style="list-style-type: none"> * Four-part parent class series focused on healthy eating and exercise; presented by Texas A&M AgriLife. * Class canceled due to no parent registration & unforeseen circumstances. 	<ul style="list-style-type: none"> * Family Well-being * Families as Learners * Family Connections to Peers & Community 	<ul style="list-style-type: none"> * Children are healthy and well.
Nurturing Families	<ul style="list-style-type: none"> * Ten-part parent class series focused on parent mental health, peer connections, and positive behavior management; presented by MHMR Tarrant. * 13 Head Start parents, children, and community members in attendance. 	<ul style="list-style-type: none"> * Family Well-being * Family Connections to Peers & Community * Positive Parent-Child Relationships * Families as Learners 	<ul style="list-style-type: none"> * Children are safe. * Children are healthy and well. * Children are engaged in positive relationships with family members. * Children are successful in school and life.
Attendance Training	<ul style="list-style-type: none"> * Parent training provided by the ERSEA Specialist targeted specifically to families whose child's attendance was markedly low. * 36 Head Start parents in attendance. Additional parents met one-on-one with the ERSEA Specialist. 	<ul style="list-style-type: none"> * Family Engagement in Transitions 	<ul style="list-style-type: none"> * Children are learning and developing. * Children are ready for school. * Children are successful in school and life.
Cooking Matters	<ul style="list-style-type: none"> * Virtual four-part family education class focused on healthy eating habits and preparing snacks as a family; provided by Tarrant Area Food Bank. * Two out of four sessions were held. Attendance was 1 family (1 parent, 4 children). The provider canceled the remaining classes. 	<ul style="list-style-type: none"> * Family Well-being * Families as Learners * Family Connections to Community 	<ul style="list-style-type: none"> * Children are healthy and well. * Children are learning and developing. * Children are engaged in positive relationships with family members. * Children are successful in life.

Title	Details	PFCE Framework: Family Outcome Focus	PFCE Framework: Child Outcome Focus
Literacy Night	<ul style="list-style-type: none"> * School-wide, family-focused event * Due to the event being open to all campus families and community members to attend, sign-in sheets were not feasible. There was a headcount of 53 individuals in attendance. 	<ul style="list-style-type: none"> * Positive Parent-Child Relationships * Families as Lifelong Educators * Families as Learners * Family Connections to Peers & Community 	<ul style="list-style-type: none"> * Children are learning and developing. * Children are engaged in positive relationships with family members, caregivers, and peers. * Children are ready for school. * Children are successful in school and life.
Black History Month Presentation	<ul style="list-style-type: none"> * School-wide, child-focused event planned by campus Black History Month Committee * Student attendance not taken; all classrooms participated * Event presented with the aid of 14 Head Start parents and community members. 	<ul style="list-style-type: none"> * Positive Parent-Child Relationships * Families as Lifelong Educators * Family Connections to Peers & Community * Families as Advocates 	<ul style="list-style-type: none"> * Children are learning and developing. * Children are engaged in positive relationships with family and community members.
Read Across America	<ul style="list-style-type: none"> * School-wide, child-focused event planned by campus library and staffed by community volunteers * Attendance not taken; all classrooms participated. 	<ul style="list-style-type: none"> * Families as Learners * Family Connections to Peers & Community 	<ul style="list-style-type: none"> * Children are learning and developing. * Children are engaged in positive relationships with caregivers and peers. * Children are ready for school.
Grow It, Try It, Like It	<ul style="list-style-type: none"> * Three-part child-focused class focused on the lifecycle of a fruit, healthy fruit, and planting fruit; presented by Tarrant Area Food Bank. * Class begins March 7 and requires parents to opt their child in to this additional instruction. * 	<ul style="list-style-type: none"> * Family Well-Being 	<ul style="list-style-type: none"> * Children are healthy and well. * Children are learning and developing. * Children are engaged in positive relationships with peers and community members. * Children are successful in school and life.
STEM Night	<ul style="list-style-type: none"> * School-wide, family-focused event showcasing developmentally appropriate activities families can do together to strengthen science and math skills. * Event is scheduled for March 23. 	<ul style="list-style-type: none"> * Positive Parent-Child Relationships * Families as Learners * Families as Lifelong Educators * Family Connections to Peers & Community 	<ul style="list-style-type: none"> * Children are learning and developing. * Children are engaged in positive relationships with family members, caregivers, and peers. * Children are ready for school. * Children are successful in school and life.
Walk & Talk: Healthy Fruits and Vegetables	<ul style="list-style-type: none"> * Ten-week family class series focused on building healthy habits like walking and promoting healthy food choices. * Class begins March 30. 	<ul style="list-style-type: none"> * Family Well-Being * Positive Parent-Child Relationships * Families as Learners * Family Connections to Peers & Community 	<ul style="list-style-type: none"> * Children are healthy and well. * Children are learning and developing. * Children are engaged in positive relationships with family members and peers.
Field Day	<ul style="list-style-type: none"> * School-wide, child-focused event planned and staffed by Parent Committee and community volunteers. * Event is scheduled for April 14. 	<ul style="list-style-type: none"> * Family Well-Being 	<ul style="list-style-type: none"> * Children are healthy and well. * Children are engaged in positive relationships with caregivers, community members, and peers.

Denton ISD Head Start Program at Ann Windle School for Young Children
*** Information Compiled September 1, 2022 ***

Top 5 Goals

1. **Better Nutrition (36 responses)**
2. **Financial Literacy (31 responses)**
3. **Pursuing College (28 responses)**
4. **ESL Classes (25 responses)**
5. **Child Behavior (22 responses)**

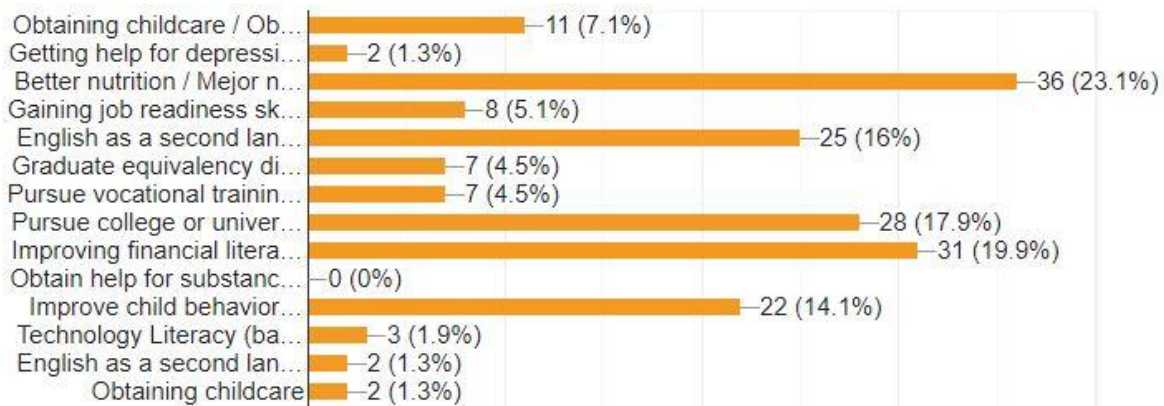
Top 5 Needs

1. **GED (12 responses)**
2. **ESL (11 responses)**
3. **Family Counseling / Rent Assistance (10 responses)**
4. **Attending College / Help with Section 8, Utilities, Furniture (7 responses)**
5. **Mental Health Counseling / Banking & Budgeting / Credit Counseling / WIC (5 responses)**

What type of goal would you like to accomplish for yourself?



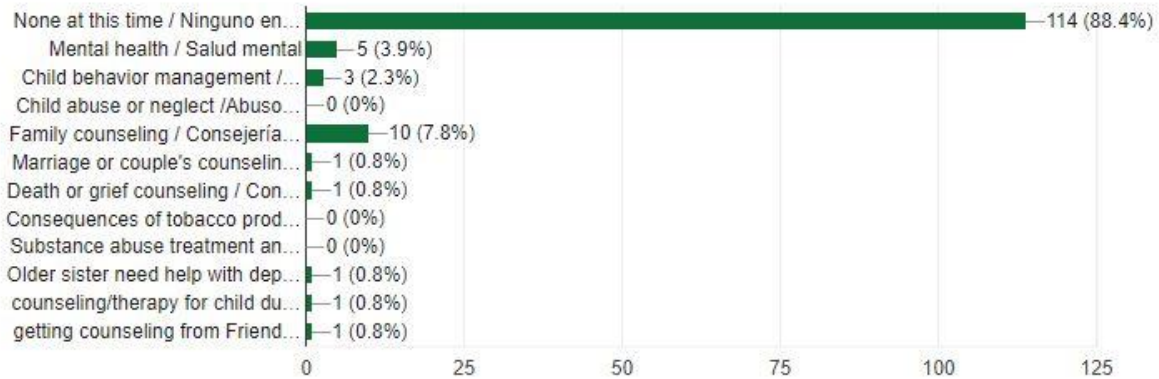
156 responses



Do you have any counseling needs?



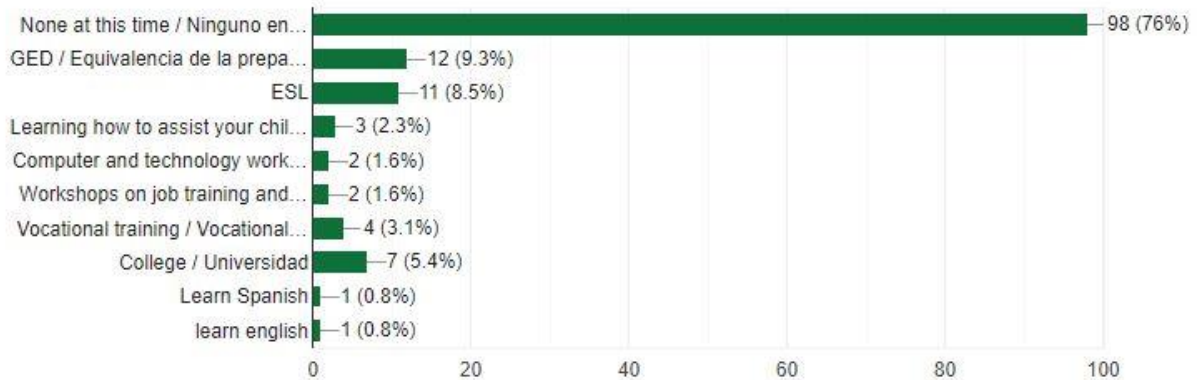
129 responses



Do you have any education needs?



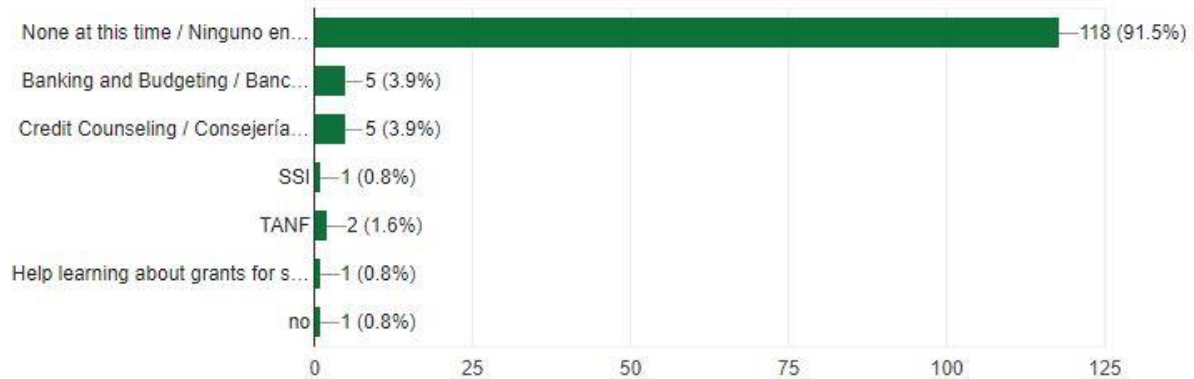
129 responses



Do you have financial assistance needs (asset building)?



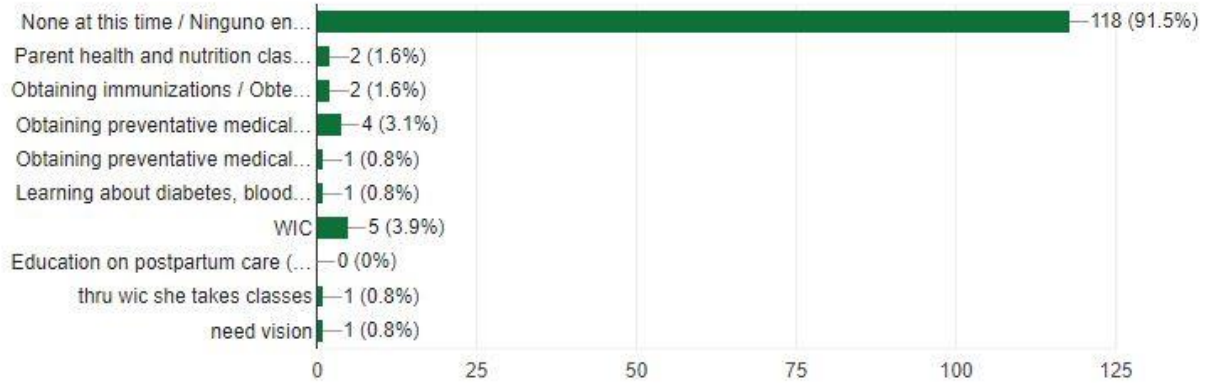
129 responses



Do you have any health service needs?



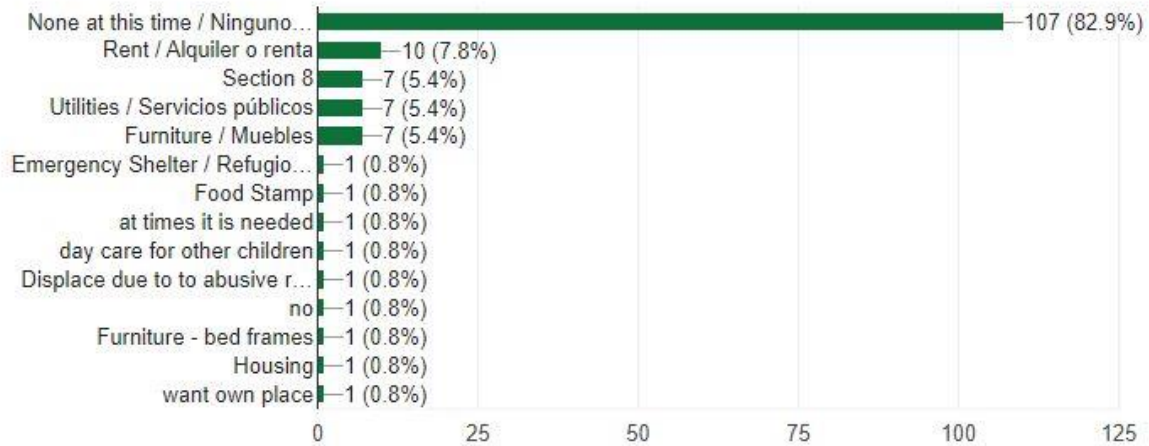
129 responses



Do you have housing needs (subsidies, utilities, repairs)?



129 responses



PROGRAM GOALS:

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

School Readiness Goals:

- 1. LANGUAGE AND LITERACY:** Child understands and uses a wide variety of words for a variety of purposes.
- 2. COGNITION:** Child will demonstrate understanding of number names, the number of items in a set, & use math concepts and language regularly during every day experiences.
- 3. PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT:** Child demonstrates control, strength, and coordination of large muscles. Child demonstrates increasing control, strength, and coordination of small muscles.
- 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.



**HEAD START
STRATEGIC PLAN
2023-2024**

Family Services Goals:

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

Disability Specialist Goal: Increase collaboration and monitoring of current disabilities number through Google form with shared responsibility between Disability Specialist, Campus Diagnostician, and campus SLPs through weekly visits to the campus.

Family Services: PFCE/ERSEA:

- *Monitor family engagement at home via Seesaw and Ready Rosie.
- *Continue to monitor Attendance & POD.
- *Increase efforts in getting more parents, Board, & community members involved in all campus committees & events.
- *Ensure all Head Start classrooms are registered in Ready Rosie to provide families with our parent curriculum.
- *Increase recruitment efforts
- *Grow ERSEA committee

Health & Nutrition:

- *Dental MOU needed
- *Provide health education to students & parents
- * Expand Health Advisory partnerships/resources
- *Identify & handle health needs as close to registration as possible.
- *Improve tracking of health needs & health screening follow-ups.
- *Provide Nutrition education and healthy recipes to our parents and students.
- *Provide families with a list of local medical & dental providers that accept Medicaid, CHIP, or uninsured at enrollment & upon request.

Education:

- *Review & refine Education Plan (PBC, PLC, ongoing PD, Instructional Support.
- *Aggregate & disaggregate data to track student progress towards school readiness (CLI, IDPs, DMTSS, formal and informal assessments).
- *Provide monitoring of the curriculum to ensure that it is taught with fidelity.
- *Increase parent engagement with the parent curriculum, Ready Rosie, that is embedded in the new curriculum adoption.
- *Use CLASS as a tool to support coaching
- *Create new Professional Development Plan tracking forms for Instructional Staff.
- *Strengthen New Teacher Onboarding

Mental Health and

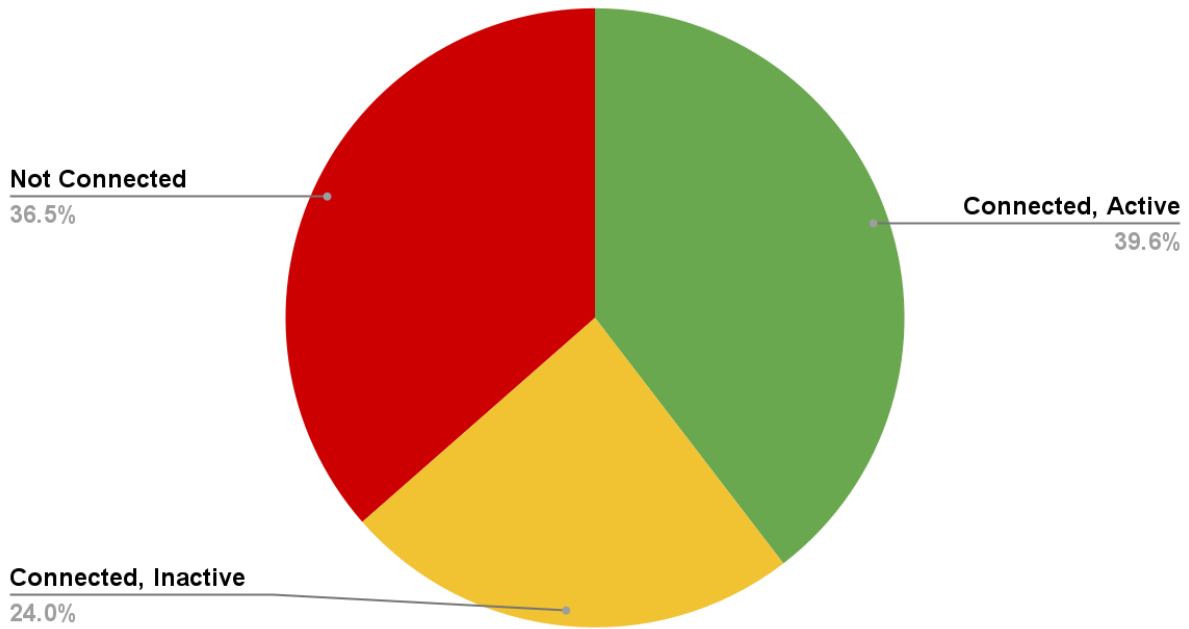
- Disabilities:**
- * Continue to strengthen the DMTSS process.
 - * Provide additional MH resources & education to staff/ students/parents in need.
 - *Continue to utilize ASQ SE-2 and additional screenings to monitor student's behavioral and SEL development
 - *Grow Small Group Interventions

Program Design & Management:

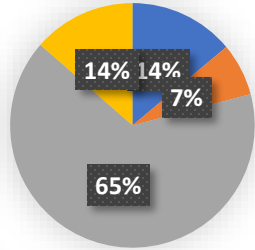
- *Strengthen ongoing monitoring/data collections (Quarterly Reviews)
 - *Completion of Program's Written Plans and Policies & Procedures that are aligned with the New HS Standards.
 - *Strengthen Orientation & Onboarding
 - *Continue to grow succession planning
- Fiscal/HR:**
- *Obtain a Head Start database program
 - *Work to create a Head Start Teacher job description that differs from the Pre-K one in place.
 - *Continue to grow the Edgar compliant Vendor list.
 - *Head Start websites further developed including school as well as district sites

Ready Rosie Connectivity, Year-to-Date is current as of February 28, 2023. Data reflects only students currently enrolled in Denton ISD's Head Start program. "Connected, Active" counts every student who has a caregiver connected to Ready Rosie and has viewed at least one video over the course of the school year. "Connected, Inactive" reflects students who have a caregiver connected to Ready Rosie but have not viewed any videos during the current school year. "Not Connected" includes all students who do not have a caregiver connected to Ready Rosie or are not rostered into the system at all.

Ready Rosie Connectivity, Year-to-Date

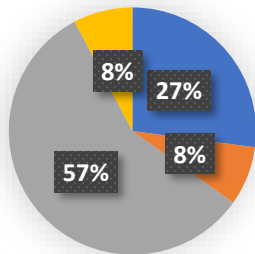


BMI 2019-2020



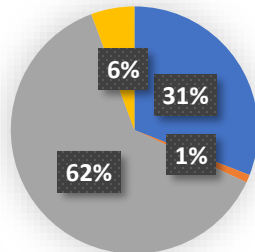
- Obese
- Overweight
- "Ideal"
- Underweight

BMI 2020-2021



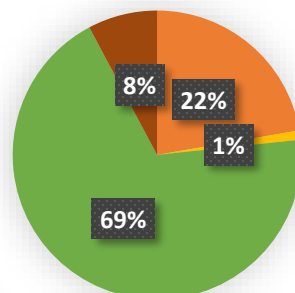
- Obese
- Overweight
- "Ideal"
- Underweight

BMI 2021-2022



- Obese
- Overweight
- "Ideal"
- Underweight

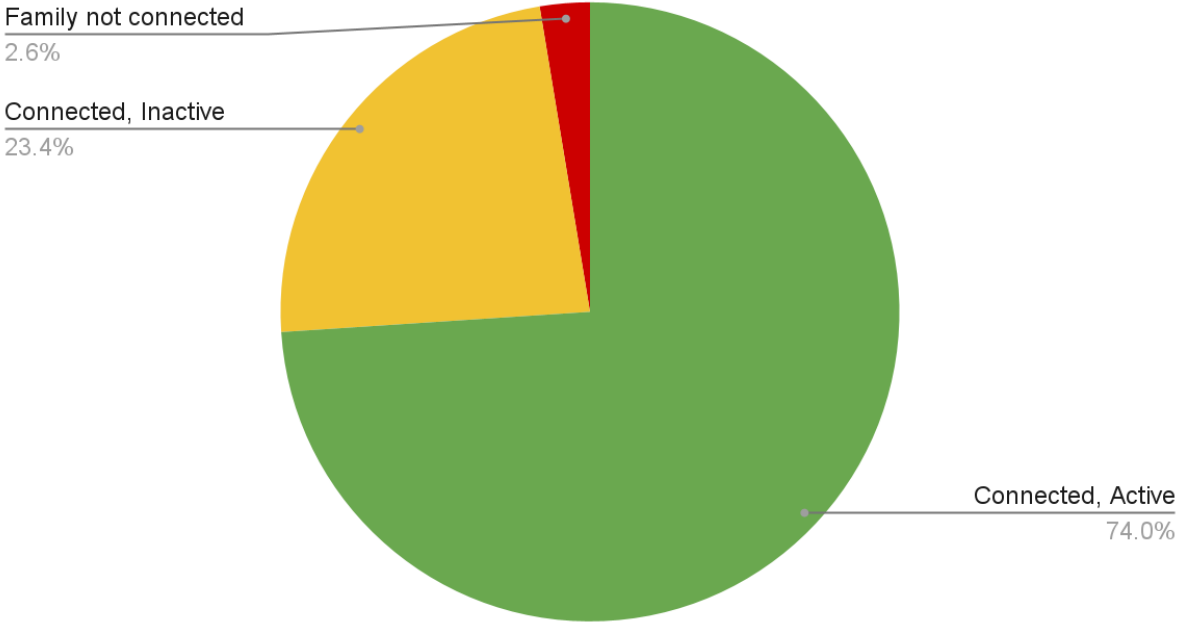
B.M.I. for Fall 2022-2023



- Obesity
- Overweight
- Average
- Underweight

February 2023 SeeSaw Connection Data is accurate for the period of February 1-28, 2023. Data reflects only students currently enrolled in Denton ISD's Head Start program. The metric used to differentiate between "Connected, Active" and "Connected, Inactive" was whether the connected caregiver had visited SeeSaw at least four times over the course of February, or an average of once per week. There were no current students who were not rostered into their SeeSaw class.

February 2023 SeeSaw Connection Data



LOBBYING, TOBACCO USE POLICIES, DRUG FREE WORKPLACE REQUIREMENTS

Associations and Political Activities

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

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

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

Tobacco Use – Policies DH, GKA, FNCD

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

Alcohol and Drug-Abuse Prevention

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

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

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

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

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

Drug-Free Workplace, DI *TASB Required Notification*

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

FEDERAL DRUG FREE WORKPLACE ACT –

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

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