

CONTINUING

FY18

2018-2019 SCHOOL YEAR

GRANT APPLICATION

06CH7130

POLICY COUNCIL APPROVED
March 9, 2018



GOVERNING BOARD APPROVED

TABLE OF CONTENTS

SECTION I

Sub Section A: Goals.....1

Sub Section B: Service Delivery.....11

Sub Section C: Approach to School Readiness.....21

SECTION II

Budget & Budget Justification Narrative.....23

Employee Compensation Cap.....28

Payroll Projection.....29

Salary Comparison.....31

Indirect Cost Rate.....38

In-Kind Report.....39

Key Personnel Worksheet.....40

Financial Reports.....41

ATTACHMENTS

- 1) Self- Assessment
- 2) Self- Assessment Improvement Plan
- 3) Governing Body & Policy Council Decisions
- 4) Selection Criteria
- 5) TTA
- 6) Annual Report to the Public
- 7) Indirect Cost Rate

OTHER SUPPORTING DOCUMENTS

- Supporting Document A – Program Goal 1
- Supporting Document B – Program Goal 2
- Supporting Document C – Program Goal 3
- Supporting Document D – Community Assessment Updates
- Supporting Document E – ERSEA
- Supporting Document F – Parenting Classes
- Supporting Document G – Organizational Chart
- Supporting Document H – Strategic Plan
- Supporting Document I - Lobbying, Tobacco Use Policies, Drug Free Workplace Requirements



SECTION I

06CH7130 – FY 18 – GRANT APPLICATION
BUDGET AND BUDGET JUSTIFICATION

Policy Council Approved: March 9, 2018

Governing Board Approved:

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 significant updates or changes to our Program Goals, Measurable Objectives, and Expected Outcomes that were outlined in our Baseline Application. For this application year, we will be reporting progress on our Year 4 Goals and Objectives.

2. The chart below portrays our Program Goals, the Progress/Outcomes toward our Year 4 Goals & Objectives, and our Challenges that we have encountered along the journey.

Program Goal 1: Children in our program will show enhancements in their growth and development that is greater than 85% mastery. (See Supporting Document A in Other Supporting Documents)

| Year 4 Program Goal & Objective: | a. Progress/Outcomes | b. Challenges |
|--|--|--|
| <p><u>Goal:</u> Teachers will teach using the Units by Design format where a lesson is centered on an essential question.</p> <p><u>Objective:</u> Teachers will teach for understanding and lesson will be at a deeper level of learning.</p> | <p><u>Progress noted:</u> Professional Development provided- Our Curriculum department for the district has provided teachers and managers with the following professional development opportunities: *Assessment for Learning 2-day training *Training on Learning Targets & Essential Questions *Some of our teachers serve on the curriculum writing team that has helped to create UBD units of study</p> | <p><u>Challenge #1:</u> Designated teachers attended the various professional development opportunities that are provided by the district. The challenge has been to find ways to share this information with all teachers. We have therefore used our PLC days/times along with Faculty meetings to devote time to share out this information with one another.</p> <p style="text-align: right;">PAGE 2</p> |

| | | |
|--|---|---|
| | <p>along with correlation materials & lessons.</p> <p>*Literacy Cadre training & Developing Talkers training.</p> <p>*Texas Teacher Evaluation and Support System (TTESS) training that includes a Planning Domain and encourages Student-Led instruction & activities.</p> <p><u>Outcomes noted:</u></p> <p>*Teachers are more intentional in their Lesson Planning efforts- Lesson plan templates contain: Learning targets, essential higher-order questions, a plan for small group interventions, student-led activities, assessment components for key learning targets, and extension activities that are</p> | <p><u>Challenge #2:</u></p> <p>The mind-shift that has been needed to move teachers from the old way of thinking that lessons should be Teacher-led vs. Student-led. Professional development on this topic has really helped to support this mind-shift in thinking and performance as well as the use of the TTESS instrument.</p> |
|--|---|---|

| | | |
|--|--|--|
| | <p>provided to enhance the learning application.</p> <p>*Class observations- show documented progress being made in the domains of: Planning, Instruction, and Learning Environments.</p> <p>*Professional Learning Communities (PLC)- Outcomes from the PLC minutes show intentional planning efforts focused around individualized learning targets.</p> | |
|--|--|--|

Program Goal 2: Families will be active participants in their child’s learning, in continuing parent education, in parent leadership opportunities, and progressing on family goals to improve child outcomes (See Supporting Document B in Other Supporting Documents)

| Year 4 Program Goal & Objective: | b. Progress/Outcomes | b. Challenges |
|--|---|---|
| <p><u>Goal:</u></p> <p>Parents will take initiatives to seek out community resources, employment opportunities, and financial assistance to be able to provide for their family and meet their current needs.</p> | <p>15 parents chose goals for either Denton ISD Adult ESL/GED classes or section 8 housing. 18 parents enrolled into and participated in the ESL/GED program in FY16.</p> <p>For FY17, 30 parents chose goals for Denton ISD Adult ESL/GED classes. 3 parents enrolled & participated.</p> <p>FY16: 19 families were declared homeless and received additional services via the Denton ISD Social Work Dept. For FY17 11 families were declared homeless.</p> | <p>The housing wait list for the City of Denton and Denton County is long and can take years for parents to receive housing.</p> <p>Identifying families who are homeless during recruitment, so they can be declared homeless via Denton ISD Social Work dept. and begin receiving services.</p> |

Program Goal 3: To provide children with the necessary Health and Nutritional Services.

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

| Year 4 Program Goal & Objective: | a. Progress/Outcomes | b. Challenges |
|---|---|---|
| <p><u>Goal:</u></p> <p>Parents will increase their awareness of mental health issues in themselves and their children.</p> <p><u>Objective:</u></p> <p>Based on the Parent Needs Survey, parents will be provided information about district resources and/or</p> | <p>Based on the Family Needs Assessment FY16, 2.4% had a need for mental health services, 2.4% suspected a disability, and 9.4% had a need for family counseling. In FY17, no families reported a need for mental health services, 1.8% suspected a disability, and 12.5% reported a need for family counseling. Once a mental health need is</p> | <p>Updating the Family Resource manual and getting it translated in a timely manner.</p> <p>Parents will usually follow-up with free services but are not able to pay for other services they may need.</p> |

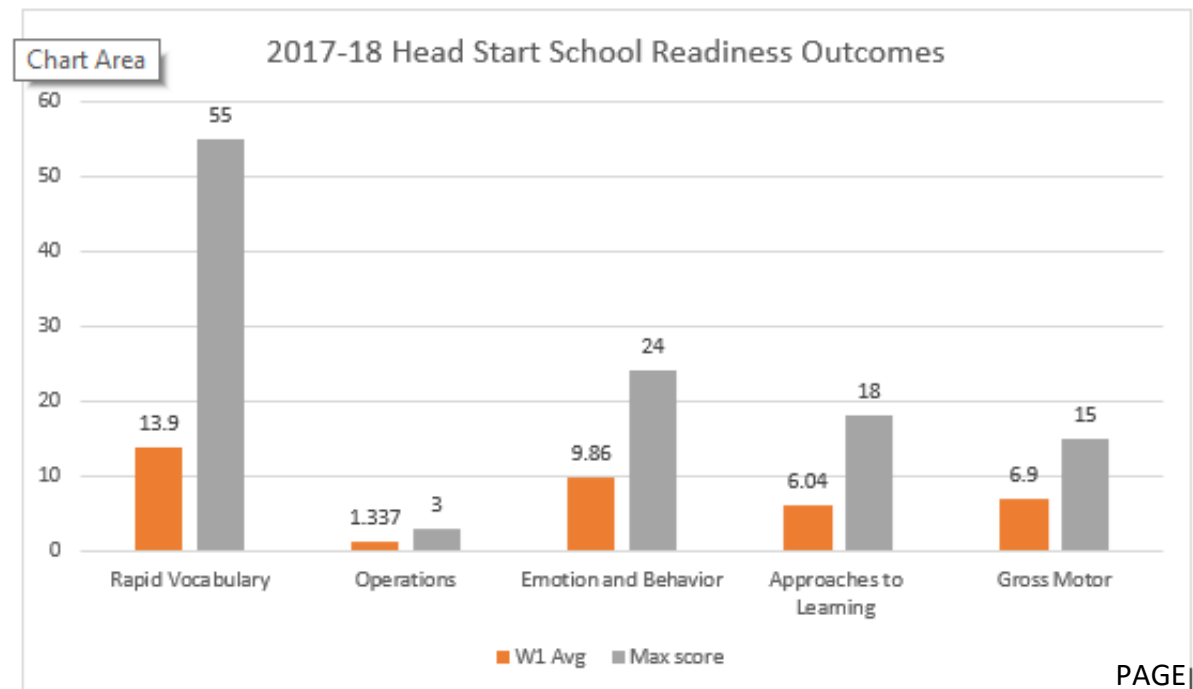
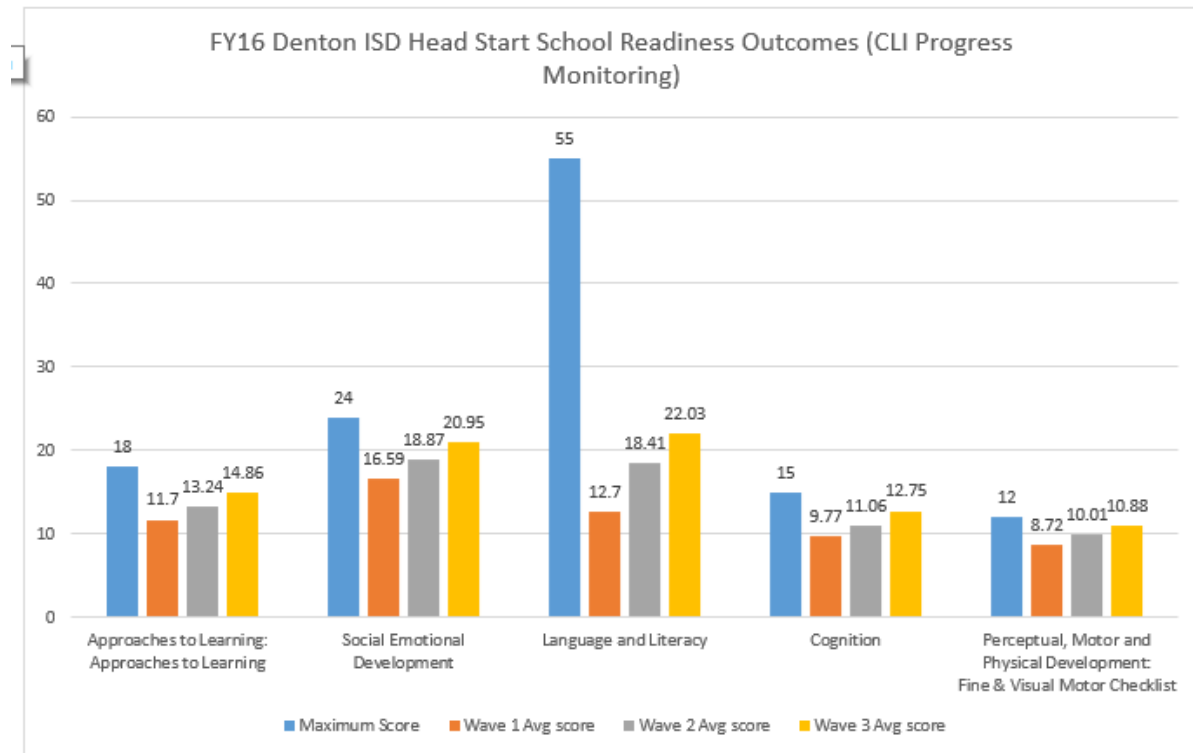
| | | |
|---|---|--|
| <p>community resources to address the mental health issues of their children.</p> | <p>identified, parents are referred to local agencies to receive services. They are also given a resource manual that has been created by the social service staff to assist families in need.</p> <p># Head Start students receiving services: <u>35</u> Counseling 2016-2017 <u>23</u> Counseling 2017-2018 <u>193</u> Counseling Guidance lessons <u>2</u> Referrals</p> <p>Denton ISD Social Work dept. sponsored a Family Resource Fair where parents could interact with community agencies and receive assistance as needed.</p> | <p>Our program shares one counselor with another Early Childhood campus. We have asked for a full-time counselor for next school year, but not sure that we will be given one.</p> <p>Available Play Therapy spots are limited.</p> <p style="text-align: right;">PAGE 7</p> |
|---|---|--|

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

| Year 4 Program Goal & Objective: | a. Progress/Outcomes | b. Challenges |
|--|--|---|
| <p><u>Goal:</u></p> <p>To increase communications with parents and to be timely with all communications.</p> <p><u>Objective:</u></p> <p>To put all activities on a monthly calendar that is attached to the campus newsletter. Advertise our upcoming events at a higher frequency.</p> | <p><u>Progress noted:</u></p> <p>Program managers have worked to improve communications this year by increasing the amount of communications and providing different modes of communication.</p> <p>Parent Committee members have helped to plan events in advance and have increased advertisement opportunities.</p> <p><u>Outcomes noted:</u></p> <p>We have a monthly calendar of events that is sent home with our students each month along with our</p> | <p><u>Challenges:</u></p> <p>*Getting parents to check back packs for notes, social media, websites, etc. on a regular basis has been difficult. We have increased our modes of communication to help with this. For example: If they didn't check their child's backpack, maybe they will read our marquee or see the announcement on our TV screens in the building.</p> <p>*With several hands involved with getting communications out, we</p> |

| | | |
|--|--|---|
| | <p>Campus Newsletter. We advertise upcoming events through:</p> <ul style="list-style-type: none"> *Social media (Facebook & Twitter) *Remind 101 app *Phone blasts to families *Outside Marquee and 6 TV monitors inside *Post flyers on Parent boards, Sign-in Tables, & foyer easels *Post on webpage, etc. | <p>encourage all parties to get approval from the Director before items are sent out. This way she can appropriately proof them for correct spelling, grammar, etc.</p> |
|--|--|---|

3. No additions, deletions, or revisions were made to our program's School Readiness Goals since last year's application. Progress is noted in graphs below.



Note: We still have two more waves to track progress for this 2017-18 school year.

4. For this year's Continuation Application, there has not been any significant updates or changes to our Program Goals, Measurable Objectives, and Expected Outcomes that were outlined in our Baseline Application **(See Supporting Document H in Other Supporting Documents)**.

SUB-SECTION B: SERVICE DELIVERY:

(See Supporting Document D in Other Supporting Documents)

1. Service and Recruitment Area-

There are no significant changes in the service and recruitment areas. We continue to serve our funded enrollment of 193 Head Start students that live within the boundaries of the Denton ISD School District. Our program is located within a fast-growing Denton community. Our School District encompasses 180 square miles and contains all or parts of 17 cities, communities, or major developments. The city population has increased approximately 15.1% from 2010-2016 with an estimated population of 133,808. Denton ISD has enrolled a total of 29,635 students. Denton ISD serves approximately 1,893 three and four-year old students throughout their different program options (PPCD, Pre-K, Head Start, & Deaf education). With this growth, we realize the importance of increasing our recruitment efforts in advertising our programs to increase parent awareness of the services that we offer. We continue to partner with neighboring child care facilities that offer extended care to our students before &/or

after school hours at reduced rates. We currently have 15 Head Start students accessing these services with Denton City County Day School program and 12 Head Start students accessing these services from 4 other local child care programs.

2. Needs of Children and Families-

There are no significant changes to the detailed plan to provide child development services for Head Start children and families. We are continuing to strive to look at children and family needs each year to plan our program direction. Our updates on our assessments indicate that we are currently serving approximately 18.4% of the eligible population in our targeted area. Our priority list currently exceeds 64 children which includes 41 who are three-years old and 23 who are four-years old. We have seen a slight decrease from 21.3% last school year to 20.6% this school year in families that live in the city of Denton that are considered within or below the poverty line. Denton ISD has identified 834 students as homeless (Pre-k to 12th grade). This is a significant increase since last school year. The recent hurricanes and new move-ins have affected the rise in numbers. Our center currently serves 27 students who are identified as homeless and 13 of those attend our Head Start program. This is a decrease since last school year for our program. Out of our 193 Head Start students, 105 are served in an English Class and 88 are served in a Bilingual classroom. According to a data analysis that was conducted, DISD has a total special education population of 214 preschool age children. We currently serve 22 in our Head Start program. We currently serve 9 Head Start students that are in Foster Care.

3. Chosen Program Option(s) and Funded Enrollment Slots and

4. Centers and Facilities-

No changes were made in these areas. We continue to serve our funded enrollment of 193 Head Start students in a full day program option and 210 other students that attend half-day Pre-K or PPCD programs or full day Deaf Ed. Program. This is a total of 403 students served at our campus. We continue to be a Center-based program within the public- school system.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance-

(See Selection Criteria Document uploaded in HSES and Supporting Document E in Other Supporting Documents)

Our program has not faced challenges with the ERSEA procedures, specifically the criteria rankings. We have faced challenges recruiting bilingual families at the beginning of the fiscal year. This is due to additional preschool programs being offered at Elementary campuses and local child cares providing both quality preschool programs and transportation to students living nearby. During a Policy Council meeting, Bilingual parents shared their feedback. They know some Bilingual families with children who need the program, but those parents dislike that preschool adds additional years to education. We contacted the Denton ISD Transportation Department and requested a map that shows enrolled students living near our campus. We asked Bilingual parents and staff to help recruit and we are using social media and local resources to advertise months in advance.

The other challenge is that as Bilingual families assimilate into the American culture, the newer generations are growing up speaking English and parents are requesting their students be enrolled in ESL classes instead of the Bilingual classes.

Funded Enrollment: 193

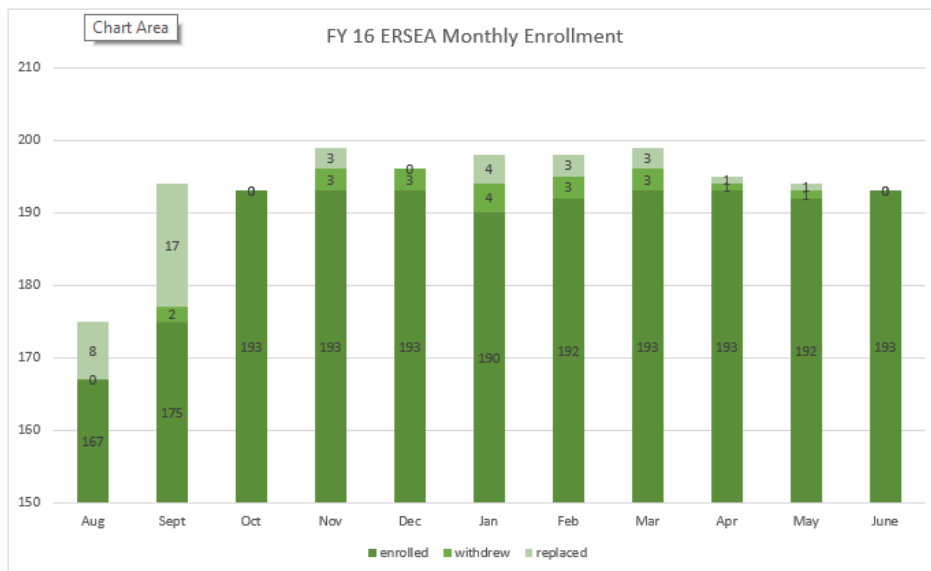
Total number of Children Served: 213

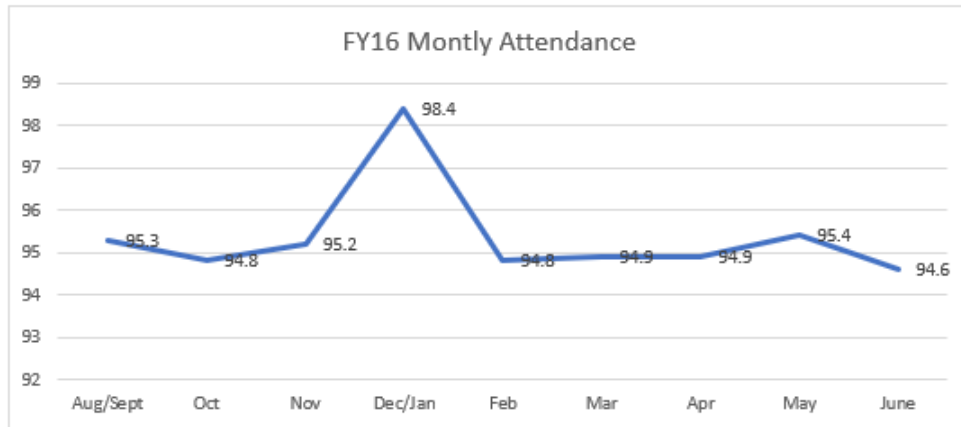
Average Monthly Enrollment: 100%

Total % of eligible families served: 93%

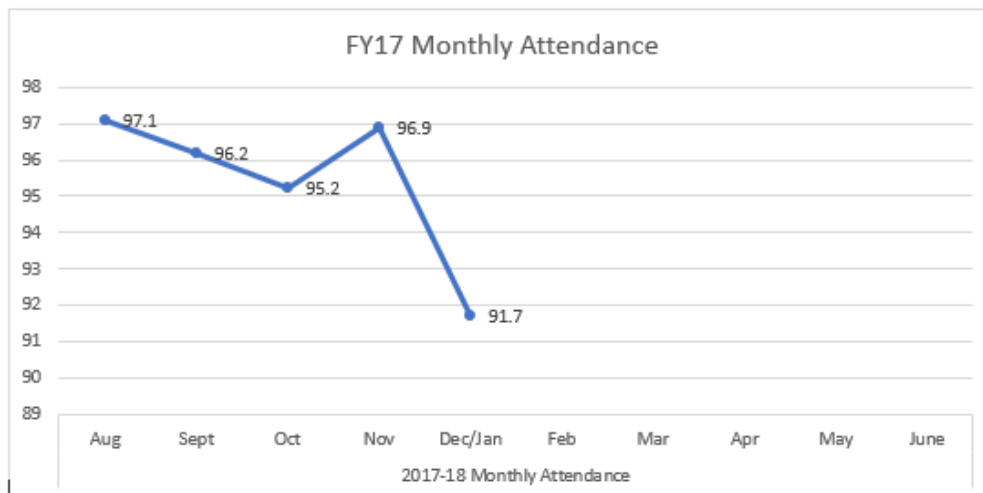
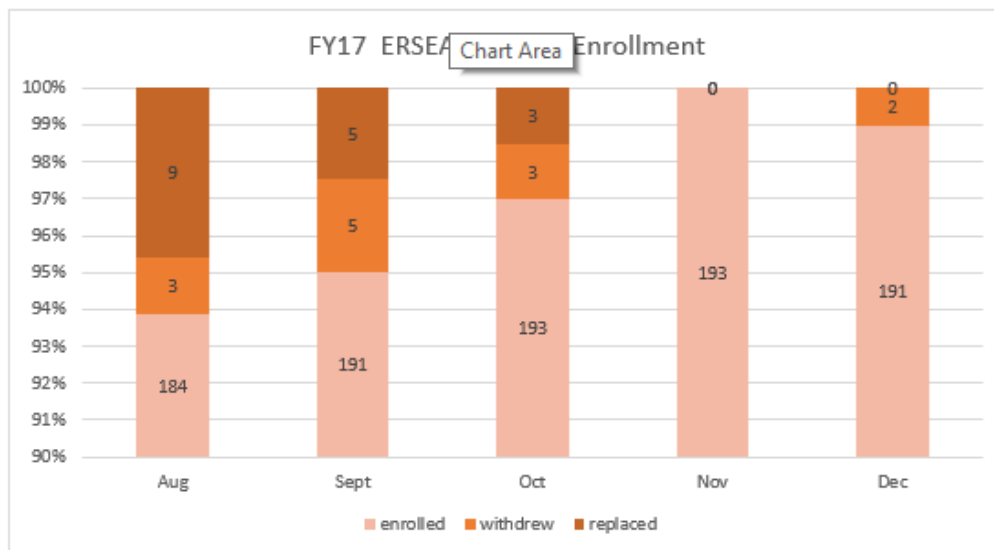
Of the 213 families that were enrolled, 68 were two-parent families. 158 had a family income below 100% of the federal poverty level. 9 received public assistance such as SSI, or TANF. 7 were in foster care, 19 were homeless, 0% were between 100% - 130% of the federal poverty level and 0% were over-income as allowed by law.

FY16 Monthly Attendance and Enrollment Numbers





FY17 Monthly Attendance and Enrollment Numbers



6. Education and Child Development-

Our program design regarding education had some slight changes in FY17. We used the CLI Classroom Environment Checklist to measure teacher efficacy in setting up the learning environment. Assessment results were shared with administration and teachers. Teachers made changes as recommended and administration followed up with teachers as needed. The (RTI) Response to Intervention process has been refined and is now the Denton ISD Multi-Tier System of Supports (DMTSS). Denton ISD began the 2017-18 school year as a District of Innovation (DOI). One of the many wonderful things about being a DOI is that PLC days are built into the calendar. Our PLCs have grown strong in using data to enhance learning and in teams collaborating for the benefit for ongoing professional development and continued school readiness. Our program began using Seesaw as a school/home connection tool. It was a little challenging for teachers to learn how to use the tool effectively and to get parents on board at first. It has since become one of the most effective tools in keeping in contact with parents, allowing them to see into the classroom in real time, and keeping them engaged in their students' progress.

Winter 2018 SeeSaw Data:

| FY 17 Seesaw Data | Total Posts | Posts per students | Connected Families | Likes | Comments | Family Visits |
|-------------------------|----------------|-----------------------|-----------------------|-------|----------|---------------|
| Class 1 | 238 | 13.2 | 7 | 42 | 11 | 66 |
| Class 2 | 439 | 20.9 | 17 | 195 | 19 | 311 |
| Class 3 | 539 | 29.9 | 18 | 106 | 53 | 169 |
| Class 4 | 343 | 19.1 | 18 | 325 | 46 | 465 |
| Class 5 | 657 | 36.5 | 16 | 284 | 30 | 396 |
| Class 6 | 330 | 19.4 | 10 | 154 | 218 | 152 |
| Class 7 | 246 | 12.9 | 26 | 133 | 18 | 113 |
| Class 8 | 434 | 22.8 | 19 | 207 | 72 | 278 |
| Class 9 | 154 | 8.6 | 9 | 15 | 3 | 31 |
| | 3380 | | 140 | 1461 | 470 | 1981 |

7. **Health-** There were no significant changes to the way we deliver Health services. Our main challenge in this area continues to be how to improve our efforts in collecting the required medical forms in a timely manner. We have revisited our procedures for our enrollment process as well as our flow of registration process to address this concern. For the area of Nutritional Services, obesity levels continue to be our biggest area of concern. There were some changes to the way we deliver these services this school year. These changes were discussed in our Health Advisory meetings and are aligned with the Nutritional guidelines that our district follows. Our nutrition specialist was involved with these changes. The portion sizes that we serve were adjusted to be more appropriate for 3 and 4 yr. old students. In addition, students are no longer given flavored milk. Our nutrition department is watching the sugar contents in food products to plan healthy meals. These changes help to support our efforts in decreasing our obesity rates. Our staff have also been more intentional with increasing gross motor activities within their daily routine. Some of our managers & teachers will be attending a professional development opportunity on “I’m moving, I’m Learning” and will

come back and share with the rest of the staff. For the area of Mental Health, we continuously work to grow our wealth of supports for our students and families.

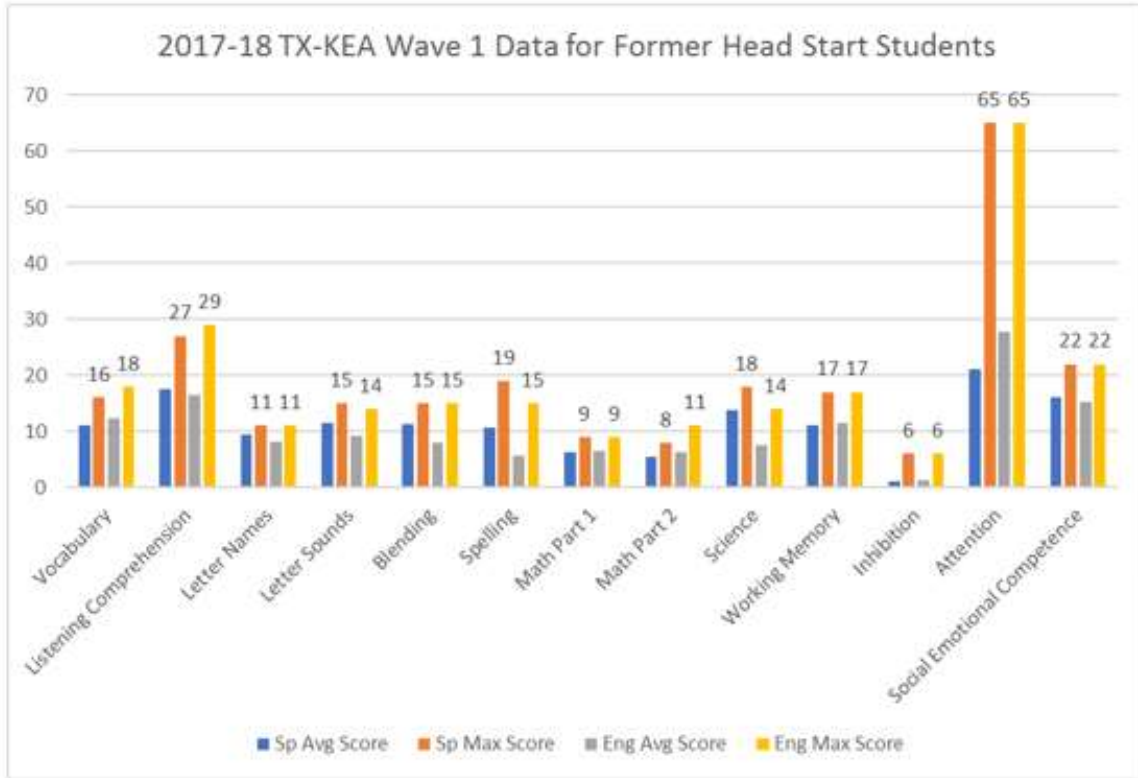
8. Family & Community Engagement- We continue to offer parent education opportunities based on their identified needs **(See Supporting Document F in Other Supporting Documents)**. We have been working toward becoming a School-Based Community. As part of this, we have been providing backpacks of food for students in need to take home on weekends through the Food for Kids program and have established a clothes closet for our families to shop in for free. A local consignment store called “Once Upon a Child” has partnered with us to provide us with clothes donations each week. A group of parents help with this new project. We have partnered with the MHMR mental health program known as HOPES to provide our parents with an opportunity to participate in Parent Cafés. This gives them an opportunity to talk with other parents about issues they may be facing. It helps parents to network with one another, learn from one another, and to support one another. We are utilizing Ready Rosie share as our Parent Engagement Curriculum resource. To increase parent participation and dedication, we are working on adding a parent pledge. We also want to offer additional training next year for our parents on code of conduct.

9. Services for Children with Disabilities- One challenge we faced this year was getting the DIAL-4 developmental screeners scored in a timely manner. Our diagnostician who usually completes these, is now splitting her time at another campus and has limited time to score these. We have looked at our current procedures and have come up with a plan

for some certified teachers to be trained on how to score this tool so that as the DIAL-4 is completed, they can proceed with scoring them to evaluate the student's need for further assessments in a more timely manner. Another challenge that we faced, was that with the new DMTSS system the disability specialist does not have access to this data. As we are learning to use this new system, strategies are being developed and will be implemented in the Fall. The disability specialist is adding some DIAL-4 kits so that each pod of 3 classes will have a kit to share. We have increased our inclusion supports in the Head Start classroom by utilizing one of our Special Education Certified teachers to coordinate inclusive supports. She helps to track their individual progress and provides individual supports as needed.

10. Transition-

Our program is now using Texas School Ready's Texas Kindergarten Entry Assessment (TX-KEA) to track student progress for Head Start students who transitioned into Kindergarten in FY17. A total of 90 former Head Starts were assessed in the fall of 2017; 43 who were enrolled in a Head Start Bilingual class and 47 were enrolled into a monolingual English Head Start class. Five of the students were enrolled into a Head Start Bilingual class and took the CLI Engage in Spanish, were assessed in English on the TX-KEA.



11. **Services to Enrolled Pregnant Women- N/A**

12. **Transportation-** No significant changes have been made to the transportation services that we offer. However, we have changed one thing in our policies and procedures when loading or receiving children. In collaboration with our bus department, we now keep a checklist/log that we can reference if needed that shows which students rode the bus each day.

SUB-SECTION C: GOVERNANCE, ORGANIZATIONAL, AND MANAGEMENT STRUCTURES:
(See Supporting Document G in Other Supporting Documents)

1. Governance-

The two changes in our Processes that we would like to note, involve the Policy Council By-Laws and our Roles and Responsibilities training for parents. These items were updated this year to align them with the new Head Start Performance Standards. We have also included an agenda item on each Policy Council meeting where a parent liaison from the Parent Committee shares updates on what they have met on.

2. Human Resource Management-

No changes have been made to our Organizational Chart. We are in the process of making sure that our district's Background check system is in line with the new Performance Standard additional requirements. The challenge we have faced when looking at these additional expectations, is getting clarification on the requirements in a public-school setting verses a licensed child care facility. The processes for these two entities are different, and we haven't been given a clear answer on this inquiry. Certified teachers are trained on the T-TESS evaluation instrument each year. Our district uses this tool to evaluate our classroom teachers to provide them with feedback on what areas they glow in and what areas they need to continue to grow in. Teachers are given opportunities to attend professional development that is aligned with the goals that they set for themselves. Our new (DOI) District of Innovation calendar allows for staff to have designated days to plan together and to learn from one

another. Our education specialist has obtained her Trainers credential for CLASS and is working on improving our Coaching efforts **(Our TTA plan has been uploaded to HSES).**

3. Program Management and Quality Improvement-

Although our program does not have any areas of non-compliance or a need for a corrective action plan, we are always trying to improve our management systems in place. We have tightened our procedures for how we account for students getting on a bus. We keep a checklist/log that is used daily. We are in the process of revisiting our enrollment procedures and have included a goal in our Self-Assessment Improvement Plan **(that has been uploaded into HSES)** to address the need for ongoing follow-up and monitoring to ensure that all documents are received in a timely manner. We aligned our Self-Assessment process with the Monitoring Protocols **(Self-Assessment has been uploaded into HSES).**



SECTION II

06CH7130 – FY 18 – GRANT APPLICATION
BUDGET AND BUDGET JUSTIFICATION

Policy Council Approved: March 9, 2018

Governing Board Approved:

SECTION II

BUDGET and BUDGET JUSTIFICATION

FEDERAL

1. The refunding amount of \$1,335,886 is divided into three categories. These are payroll, supplies, and TTA.

The payroll is broken down into three areas. These are salaries, fringes, and substitute's pay. As one will note from the earlier SF424A form, the amounts requested for this category are \$1,103,962, \$175,398, and \$25,000 respectively. This is a total of \$1,304,359 or approximately 99.2% of the total federal funds requested. Programs integrated within a school district generally have higher salaries. Salaries must stay competitive with the area school districts, which accounts for the percentage of personnel and fringe in excess of the normal 60-80% of the total federal budget.

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

Denton ISD gave each teacher aide a 4% raise for the 2017-18 school year. While looking at salaries for the 2017-18 school year we noticed the Head Start dual language

teacher aides were receiving a lower salary than the rest of the district's dual language teacher aides. This will be corrected for the 2018-19 school year.

A salary comparison for our area can be found on pages 29-30.

See the Employee Compensation Cap section (pg. 28) for a complete list of Head Start salaries paid by federal funds. It may be noted that the Director's salary and salaries of key personnel are not funded by Head Start. These personnel are paid entirely by Denton ISD.

- The total amount of funds requested for the supplies category is \$10,361. This will be budgeted for food services and supplies. Each of the 11 classroom receives \$65.00 monthly for food items (snacks and cooking) for a total of \$7,150.00. We also have budgeted \$900 for volunteer meals, for a total of \$8,050 for food services supplies. We have budgeted \$500 for office supplies, detailed below:

Laminating film (\$150.00)

Printer ink (\$150.00)

Copy paper (\$200.00)

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

- \$1,000.00 is budgeted for a mental health consultant.
- \$810.00 is budgeted for student liability insurance which is paid yearly through the Dwight Jones Agency.

The current indirect cost rate (Page 38) allowed is 2.14%. \$0 will be charged to the Head Start Grant. The district will cover the total amount. There are no shared costs.

Please note in the In-Kind Expense Report, (See page 39) DISD Central Services staff assistance (Child Nutrition, Human Resources, Payroll, Purchasing, Accounts Payable, Grant Accountant, Staff Development personnel, Bilingual services, Counseling Services) is not included in the dollars shown. The report submitted is for the 2016-2017 school year. That is the most current data available at the time of the grant submission.

TTA/TRAVEL

The total amount of funds requested for the T/TA category is \$21,166. This total includes \$8,050 to be used for travel. These funds are to be spent as outlined below. The complete TTA plan is attached under the document tab in HSES.

| Training Topic | Targeted Audience | Provider/Person Responsible | Out of State Travel | Local Travel |
|---|---------------------------|--------------------------------|---------------------|-----------------|
| OHS/NHSA Conferences | Director/Program Managers | OHS/NHSA | \$3,750.00 | |
| ERSEA | ERSEA Specialist/Aide | HS University/ERSEA Specialist | \$1,500.00 | |
| Region VI Network Meetings | Program Team | Out of State | \$1,000.00 | |
| Pre-K SDE Conference | Teachers | Director/Education Specialist | | \$550.00 |
| BEAM Conference for Dual Language Instructors | (5) Teaching Staff | Director | | \$250.00 |
| PFCE Training | PFCE Specialist & Aide | Out of State | \$1000.00 | |
| | | | \$7,250.00 | \$800.00 |
| | | Total Travel | | \$8,050 |

2. N/A

3. N/A

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

5. NON-FEDERAL

The Denton ISD Head Start Program is requesting refunding in the amount of \$1,335,886. The district's non-federal share is \$333,972, with a total grant amount for 2018-2019 being \$1,669,858. Volunteer hours are calculated in the amount of \$15.00 per hour for assistance in the classroom and to the teachers to prepare lesson materials. Through January of 2018, our volunteer hours for Ann Windle School for Young Children, totaled 25,985.54. Calculated in the amount of \$15.00 per hour, that totals \$389,783.10, which has already exceeded our \$333,972.00 non-federal share. We have approx. 250 volunteers that help with classroom preparation, classroom volunteers, Policy Council meetings (10 monthly meetings, 2 hours each, approx. 20 volunteers), Parent Committee meetings (10 monthly meetings, 2 hours each, approx. 15 volunteers), Board members (10 monthly meetings, 2 hours each, 1-2 volunteers) and community members.

6. N/A

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

8. N/A

9. N/A

10. N/A

11. N/A

06CH7130 - EMPLOYEE COMPENSATION CAP - FY18

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

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

Please note that no salary exceeds the \$246,510.00 (15% administrative cost limit.)

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

| Position | Salary | Position | Salary | Position | Salary |
|-----------------------|--------------------|---------------------------|-------------------|------------------------------------|-------------------|
| Teacher 1 | \$ 60,728 | Teacher Aide 1 | \$ 26,462 | Content Area Expert | \$ 64,089 |
| Teacher 2 | \$ 60,031 | Teacher Aide 2 | \$ 25,679 | Social Worker | \$ 59,549 |
| Teacher 3 | \$ 58,776 | Teacher Aide 3 | \$ 27,998 | PFCE Specialist | \$ 26,697 |
| Teacher 4 | \$ 58,350 | Teacher Aide 4 | \$ 26,321 | Family Services Aide | \$ 23,485 |
| Teacher 5 | \$ 59,617 | Teacher Aide 5 | \$ 23,940 | Facilities-Safety Manager/Clerical | \$ 24,143 |
| Teacher 6 | \$ 60,526 | Teacher Aide 6 | \$ 24,723 | | |
| Teacher 7 | \$ 60,526 | Teacher Aide 7 | \$ 20,837 | | |
| Teacher 8 | \$ 60,526 | Teacher Aide 8 | \$ 21,981 | | |
| Teacher 9 | \$ 57,337 | Teacher Aide 9 | \$ 20,038 | | |
| Teacher 10 | \$ 54,150 | Teacher Aide 10 | \$ 16,762 | | |
| Teacher 11 | \$ 58,350 | Teacher Aide 11 | \$ 22,341 | | |
| | | | | | |
| Total Teacher | \$ 648,916 | Total Teacher Aide | \$ 257,083 | Total other staff | \$ 197,963 |
| | | | | | |
| Total Salaries | \$1,103,962 | | | | |

06CH7310 FY18 - PAYROLL PROJECTION FOR YEAR 2018-2019

| | Position | Salary | Medicare & Workers Comp | Insurance | Teachers Retirement |
|--|--------------------------------------|-------------------|----------------------------|---------------------|------------------------|
| | Content Area Expert | \$ 64,089 | \$ 1,134 | \$ 3,132 | \$ 6,313 |
| | SUB-TOTAL CONTENT AREA SALARY | \$ 64,089 | 1,134 | 3,132 | 6,313 |
| | Teacher 1 | \$ 60,728 | \$ 1,075 | \$ 3,132 | \$ 5,982 |
| | Teacher 2 | \$ 60,031 | \$ 1,063 | \$ 12 | \$ 5,913 |
| | Teacher 3 | \$ 58,776 | \$ 1,040 | \$ 12 | \$ 5,789 |
| | Teacher 4 | \$ 58,350 | \$ 1,033 | \$ 3,132 | \$ 5,747 |
| | Teacher 5 | \$ 59,617 | \$ 1,055 | \$ 3,132 | \$ 5,872 |
| | Teacher 6 | \$ 60,526 | \$ 1,071 | \$ 3,132 | \$ 5,962 |
| | Teacher 7 | \$ 60,526 | \$ 1,071 | \$ 12 | \$ 5,962 |
| | Teacher 8 | \$ 60,526 | \$ 1,071 | \$ 12 | \$ 5,962 |
| | Teacher 9 | \$ 57,337 | \$ 1,015 | \$ 12 | \$ 5,648 |
| | Teacher 10 | \$ 54,150 | \$ 958 | \$ 12 | \$ 5,334 |
| | Teacher 11 | \$ 58,350 | \$ 1,033 | \$ 3,132 | \$ 5,747 |
| | SUB-TOTAL TEACHER SALARY | 648,916 | \$ 11,485.81 | \$ 15,729.60 | \$ 63,918.23 |
| | Teacher Aide 1 | \$ 26,462 | \$ 468 | \$ 3,132 | \$ 2,607 |
| | Teacher Aide 2 | \$ 25,679 | \$ 455 | \$ 3,132 | \$ 2,529 |
| | Teacher Aide 3 | \$ 27,998 | \$ 496 | \$ 3,132 | \$ 2,758 |
| | Teacher Aide 4 | \$ 26,321 | \$ 466 | \$ 12 | \$ 2,593 |
| | Teacher Aide 5 | \$ 23,940 | \$ 424 | \$ 12 | \$ 2,358 |
| | Teacher Aide 6 | \$ 24,723 | \$ 438 | \$ 3,132 | \$ 2,435 |
| | Teacher Aide 7 | \$ 20,837 | \$ 369 | \$ 3,132 | \$ 2,052 |
| | Teacher Aide 8 | \$ 21,981 | \$ 389 | \$ 3,132 | \$ 2,165 |
| | Teacher Aide 9 | \$ 20,038 | \$ 355 | \$ 12 | \$ 1,974 |
| | Teacher Aide 10 | \$ 16,762 | \$ 297 | \$ 12 | \$ 1,651 |
| | Teacher Aide 11 | \$ 22,341 | \$ 395 | \$ 3,132 | \$ 2,201 |
| | SUB-TOTAL TEACHER AIDE SALARY | \$ 257,083 | \$ 4,550 | \$ 21,969 | \$ 25,323 |
| | | | | | |
| | | | | | Page 29 |



UNITED EDUCATORS ASSOCIATION

4900 SE Loop 820, Suite 200
Fort Worth, TX 76140

2918 W. Park Row Drive
Arlington, TX 76013

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

(817) 572-1082
www.ueatexas.com

Comparison of Teacher Salaries in the Eastern Metroplex School Year 2017 - 2018 | BA / BS Degree

| YEAR | 0 | YEAR | 5 | YEAR | 10 | YEAR | 15 | YEAR | 20 | YEAR | 25 | YEAR | 30 | | | | | | | |
|------|---------------|-------|----|---------------|-------|------|---------------|-------|----|---------------|-------|------|---------------|-------|----|---------------|-------|----|---------------|-------|
| 1 | HEB | 55000 | 1 | HEB | 57102 | 1 | Irving | 58400 | 1 | HEB | 59562 | 1 | HEB | 62194 | 1 | HEB | 66731 | 1 | HEB | 71112 |
| 2 | Mansfield | 54149 | 2 | Irving | 56850 | 2 | HEB | 58378 | 2 | Mansfield | 59480 | 2 | Mansfield | 62086 | 2 | Mansfield | 66590 | 2 | Mansfield | 70489 |
| 3 | Grand Prairie | 53500 | 3 | Mansfield | 55871 | 3 | Mansfield | 58015 | 3 | Irving | 59400 | 3 | Irving | 61041 | 3 | Ft Worth | 64259 | 3 | Ft Worth | 68898 |
| 4 | Lewisville | 52900 | 4 | Arlington | 55537 | 4 | Lewisville | 56240 | 4 | Keller | 58219 | 4 | Arlington | 60636 | 4 | Irving | 63846 | 4 | Arlington | 68882 |
| 5 | Arlington | 52500 | 5 | Grand Prairie | 54980 | 5 | Keller | 56164 | 5 | Grand Prairie | 58118 | 5 | Ft Worth | 60019 | 5 | Arlington | 63294 | 5 | Irving | 68028 |
| 6 | CFB | 52425 | 6 | Lewisville | 54515 | 6 | Arlington | 56092 | 6 | Ft Worth | 58044 | 6 | Keller | 59783 | 6 | Lewisville | 63064 | 6 | Carroll | 67097 |
| 7 | Birdville | 52000 | 7 | Birdville | 54281 | 7 | Grand Prairie | 56052 | 7 | Lewisville | 57990 | 7 | Lewisville | 59740 | 7 | Birdville | 62571 | 7 | Keller | 65419 |
| 7 | Carroll | 52000 | 8 | Garland | 53995 | 8 | Birdville | 56011 | 8 | Arlington | 57856 | 8 | Grand Prairie | 59420 | 8 | Keller | 62119 | 8 | DeSoto | 64825 |
| 7 | Coppell | 52000 | 9 | Denton | 53725 | 9 | Ft Worth | 55746 | 9 | Birdville | 57411 | 9 | Birdville | 59246 | 9 | Carroll | 61702 | 9 | Grand Prairie | 64640 |
| 7 | Denton | 52000 | 10 | Ft Worth | 53652 | 10 | Frisco | 55400 | 10 | Frisco | 57300 | 10 | CFB | 58970 | 10 | Denton | 61590 | 10 | Lewisville | 63064 |
| 7 | Ft Worth | 52000 | 11 | Keller | 53650 | 11 | CFB | 55230 | 11 | CFB | 57100 | 11 | Carroll | 58904 | 11 | Grand Prairie | 61055 | 11 | CFB | 62710 |
| 7 | Garland | 52000 | 12 | CFB | 53360 | 12 | Carroll | 55153 | 12 | Carroll | 57023 | 12 | Frisco | 58800 | 12 | DeSoto | 61041 | 12 | Birdville | 62571 |
| 7 | Irving | 52000 | 13 | Carroll | 53275 | 13 | Denton | 55025 | 13 | Dallas | 57000 | 13 | Denton | 58725 | 13 | CFB | 60840 | 13 | Grapevine | 62249 |
| 14 | Keller | 51500 | 14 | Frisco | 53000 | 14 | Garland | 54995 | 14 | Denton | 56725 | 14 | Duncanville | 58058 | 14 | Frisco | 59800 | 14 | Denton | 61590 |
| 15 | Dallas | 51000 | 15 | Dallas | 52500 | 15 | Dallas | 54500 | 15 | Garland | 55995 | 15 | DeSoto | 57754 | 15 | Garland | 59758 | 15 | Frisco | 59800 |
| 15 | DeSoto | 51000 | 15 | Richardson | 52500 | 16 | DeSoto | 54000 | 16 | DeSoto | 55900 | 16 | Little Elm | 57500 | 16 | Duncanville | 58605 | 16 | Garland | 59758 |
| 15 | Duncanville | 51000 | 17 | Grapevine | 52479 | 17 | Richardson | 53900 | 17 | Duncanville | 55500 | 17 | Dallas | 57000 | 17 | Grapevine | 58019 | 17 | Duncanville | 58605 |
| 15 | Richardson | 51000 | 18 | DeSoto | 52400 | 18 | Duncanville | 53800 | 18 | Richardson | 55275 | 18 | Garland | 56995 | 18 | Richardson | 57925 | 18 | Richardson | 57925 |
| 19 | Frisco | 50500 | 19 | Duncanville | 52300 | 19 | Grapevine | 53499 | 19 | Grapevine | 54519 | 19 | Richardson | 56650 | 19 | Little Elm | 57500 | 19 | Little Elm | 57500 |
| 20 | Grapevine | 50000 | 20 | Little Elm | 51000 | 20 | Little Elm | 52500 | 20 | Little Elm | 54500 | 20 | Grapevine | 55539 | 20 | Dallas | 57000 | 20 | Dallas | 57000 |
| 20 | Little Elm | 50000 | 21 | Coppell | ** | 21 | Coppell | ** | 21 | Coppell | ** | 21 | Coppell | ** | 21 | Coppell | ** | 21 | Coppell | ** |

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

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

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



UNITED EDUCATORS ASSOCIATION

4900 SE Loop 820, Suite 200
Fort Worth, TX 76140

2918 W. Park Row Drive
Arlington, TX 76013

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

(817) 572-1082
www.ueatexas.com

Comparison of Teacher Salaries in the Eastern Metroplex School Year 2017 - 2018 | MA / MS Degree

| YEAR | 0 | YEAR | 5 | YEAR | 10 | YEAR | 15 | YEAR | 20 | YEAR | 25 | YEAR | 30 | | | | | | | |
|------|---------------|-------|----|---------------|-------|------|---------------|-------|----|---------------|-------|------|---------------|-------|----|---------------|-------|----|---------------|-------|
| 1 | HEB | 57000 | 1 | HEB | 59609 | 1 | HEB | 60346 | 1 | HEB | 64989 | 1 | Mansfield | 68702 | 1 | HEB | 73430 | | | |
| 2 | Mansfield | 56220 | 2 | Irving | 58374 | 2 | Mansfield | 60127 | 2 | Mansfield | 64198 | 2 | HEB | 68075 | 2 | Mansfield | 72560 | | | |
| 3 | Grand Prairie | 54500 | 3 | Mansfield | 57983 | 3 | Irving | 59900 | 3 | Irving | 63041 | 3 | Irving | 65846 | 3 | Irving | 70528 | | | |
| 4 | CFB | 54225 | 4 | Arlington | 57314 | 4 | Arlington | 57747 | 4 | Arlington | 62347 | 4 | Ft Worth | 65646 | 4 | Ft Worth | 70438 | | | |
| 5 | Arlington | 54000 | 5 | Grand Prairie | 55980 | 5 | Birdville | 57511 | 5 | Ft Worth | 59338 | 5 | Ft Worth | 61384 | 5 | Arlington | 69460 | | | |
| 6 | Lewisville | 53900 | 6 | Birdville | 55781 | 6 | Lewisville | 57240 | 6 | Keller | 59219 | 6 | Keller | 60783 | 6 | Birdville | 64071 | 6 | Carroll | 68097 |
| 7 | Denton | 53750 | 7 | Lewisville | 55515 | 7 | Keller | 57164 | 7 | Grand Prairie | 59118 | 7 | CFB | 60770 | 7 | Lewisville | 64064 | 7 | Keller | 66419 |
| 8 | Birdville | 53500 | 8 | Denton | 55475 | 8 | Grand Prairie | 57052 | 8 | Lewisville | 58990 | 8 | Birdville | 60746 | 8 | Denton | 63340 | 8 | DeSoto | 65825 |
| 8 | Irving | 53500 | 9 | Garland | 55295 | 9 | CFB | 57030 | 9 | Birdville | 58911 | 9 | Lewisville | 60740 | 9 | Keller | 63119 | 9 | Grand Prairie | 65640 |
| 10 | Garland | 53300 | 10 | CFB | 55160 | 10 | Ft Worth | 56913 | 10 | CFB | 58900 | 10 | Denton | 60475 | 10 | Carroll | 62702 | 10 | CFB | 64510 |
| 11 | Coppell | 53200 | 11 | Ft Worth | 54672 | 11 | Denton | 56775 | 11 | Denton | 58475 | 11 | Grand Prairie | 60420 | 11 | CFB | 62640 | 11 | Birdville | 64071 |
| 12 | Carroll | 53000 | 12 | Keller | 54650 | 12 | Frisco | 56400 | 12 | Frisco | 58300 | 12 | Carroll | 59904 | 12 | Grand Prairie | 62055 | 12 | Lewisville | 64064 |
| 12 | Ft Worth | 53000 | 13 | Carroll | 54275 | 13 | Garland | 56295 | 13 | Carroll | 58023 | 13 | Frisco | 59800 | 13 | DeSoto | 62041 | 13 | Denton | 63340 |
| 14 | Keller | 52500 | 14 | Frisco | 54000 | 14 | Carroll | 56153 | 14 | Garland | 57295 | 14 | Duncanville | 59058 | 14 | Garland | 61058 | 14 | Grapevine | 63249 |
| 15 | DeSoto | 52000 | 15 | Grapevine | 53479 | 15 | DeSoto | 55000 | 15 | DeSoto | 56900 | 15 | Little Elm | 59000 | 15 | Frisco | 60800 | 15 | Garland | 61058 |
| 15 | Duncanville | 52000 | 16 | DeSoto | 53400 | 16 | Duncanville | 54800 | 16 | Duncanville | 56500 | 16 | DeSoto | 58754 | 16 | Duncanville | 59605 | 16 | Frisco | 60800 |
| 17 | Frisco | 51500 | 17 | Duncanville | 53300 | 17 | Grapevine | 54499 | 17 | Little Elm | 56000 | 17 | Garland | 58295 | 17 | Grapevine | 59019 | 17 | Duncanville | 59605 |
| 17 | Little Elm | 51500 | 18 | Little Elm | 52500 | 18 | Little Elm | 54000 | 18 | Grapevine | 55519 | 18 | Richardson | 56650 | 18 | Little Elm | 59000 | 18 | Little Elm | 59000 |
| 19 | Grapevine | 51000 | 18 | Richardson | 52500 | 19 | Richardson | 53900 | 19 | Richardson | 55275 | 19 | Grapevine | 56539 | 19 | Richardson | 57925 | 19 | Richardson | 57925 |
| 19 | Richardson | 51000 | 20 | Coppell | ** | 20 | Coppell | ** | 20 | Coppell | ** | 20 | Coppell | ** | 20 | Coppell | ** | 20 | Coppell | ** |
| 21 | Dallas | ** | 21 | Dallas | ** | 21 | Dallas | ** | 21 | Dallas | ** | 21 | Dallas | ** | 21 | Dallas | ** | 21 | Dallas | ** |

Why Does UEA Print This Salary Comparison?

For the past 25 years, UEA has printed a comparison of teachers' salaries from area school districts. It allows teachers the opportunity to see how their district compares to others. It also proves to be a valuable tool that superintendents, administrators, and school boards use in determining salaries. Just like our regular newsletter, this will be distributed to over 90,000 school employees.

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

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

Denton ISD

Exempt Market - Salary Comparisons, 2016-17

Positions Sorted by Salary Compared to Market

Professionals

| | Benchmark Position | District Job Title | Note | Districts Reporting | 2016-17 Market Salary | 2016-17 District Salary | 2016-17 District Salary Compared to Market | 2016-17 District Pay Range Midpoint | 2016-17 Pay Range Midpoint Compared to Market |
|----|--|-------------------------------------|------|---------------------|-----------------------|-------------------------|--|-------------------------------------|---|
| 1 | Accountant (Degreed) | Accountants in pg 2 | C | 14 | \$65,799 | \$60,200 | 91% | \$69,354 | 105% |
| 2 | Agriculture Science Teacher | | M | 12 | \$64,042 | \$67,287 | 105% | \$65,926 | 103% |
| 3 | Assistant Director - Athletics | Asst Director, Athletics | M | 13 | \$99,249 | \$87,389 | 88% | \$93,872 | 95% |
| 4 | Athletic Trainer | | M | 15 | \$63,480 | \$64,257 | 101% | \$56,293 | 89% |
| 5 | Behavior Specialist | Specialist, Behavior Int | M | 11 | \$58,283 | \$62,664 | 108% | \$59,403 | 102% |
| 6 | Construction Project Specialist | Manager, Construction | C | 7 | \$82,102 | \$93,870 | 114% | \$93,872 | 114% |
| 7 | Custodial Supervisor | Supervisor, Custodial Svc | C | 10 | \$56,319 | \$49,496 | 88% | \$55,053 | 98% |
| 8 | Diagnostician | Diagnostician | M | 15 | \$66,256 | \$67,130 | 101% | \$68,314 | 103% |
| 9 | District Child Nutrition Supervisor | Supervisor, Child Nutr | C,X | 11 | \$48,174 | \$58,928 | 122% | \$55,044 | 114% |
| 10 | District PEIMS Data Coordinator | Specialist, PEIMS | M | 15 | \$77,758 | \$66,866 | 86% | \$63,480 | 82% |
| 11 | District Testing Coordinator | Coordinator, Testing | M | 11 | \$78,424 | \$81,889 | 104% | \$85,339 | 109% |
| 12 | Head Football Coach | Athletic Coordinator | M | 15 | \$107,814 | \$104,048 | 97% | \$93,872 | 87% |
| 13 | High School Band Director | Band Director, Head | M | 15 | \$79,067 | \$74,726 | 95% | \$79,774 | 101% |
| 14 | Instructional Coordinator | Coordinator, Instruction | M | 13 | \$82,999 | \$74,784 | 90% | \$81,629 | 98% |
| 15 | Instructional Technology Specialist | Instructional Technology Specialist | M | 11 | \$71,021 | \$59,009 | 83% | \$59,303 | 84% |
| 16 | Librarian | Librarian | M | 15 | \$61,415 | \$59,945 | 98% | \$61,979 | 101% |
| 17 | Licensed Specialist in School Psychology | School Psychologist | M | 15 | \$66,119 | \$65,884 | 100% | \$68,314 | 103% |
| 18 | Maintenance Supervisor | Supervisor, Maintenance | M,X | 10 | \$89,192 | \$71,800 | 81% | \$69,354 | 78% |
| 19 | Nurse (RN) | Reg Nurse | M | 15 | \$55,000 | \$54,172 | 98% | \$61,000 | 111% |
| 20 | Occupational Therapist | Therapist, Occup/Phy/Mus | C | 15 | \$65,890 | \$61,373 | 93% | \$68,314 | 104% |
| 21 | Payroll Supervisor | Supervisor, Payroll | C,X | 11 | \$66,637 | \$82,837 | 124% | \$79,764 | 120% |
| 22 | Physical Therapist | Therapist, Occup/Phy/Mus | C | 13 | \$67,494 | \$67,276 | 100% | \$68,314 | 101% |
| 23 | School Counselor - Elementary School | Counselor, Elem | M | 15 | \$64,647 | \$61,256 | 95% | \$64,846 | 100% |
| 24 | School Counselor - High School | Counselor, PG/Career/Sec | M | 15 | \$70,735 | \$69,184 | 98% | \$71,435 | 101% |
| 25 | School Counselor - Middle School | Counselor, PG/Career/Sec | M | 15 | \$67,000 | \$69,536 | 104% | \$71,435 | 107% |

Denton ISD

Exempt Market - Salary Comparisons, 2016-17

Professionals

Positions Sorted by Salary Compared to Market

| | Benchmark Position | District Job Title | Note | Districts Reporting | 2016-17 Market Salary | 2016-17 District Salary | 2016-17 District Salary Compared to Market | 2016-17 District Pay Range Midpoint | 2016-17 Pay Range Midpoint Compared to Market |
|--------------------|-------------------------------------|-------------------------|------|---------------------|-----------------------|-------------------------|--|-------------------------------------|---|
| 26 | Social Worker | Social Worker, Campus | C | 9 | \$53,209 | \$60,792 | 114% | \$60,911 | 114% |
| 27 | Speech-Language Pathologist | Speech Pathologist | M | 15 | \$61,622 | \$60,183 | 98% | \$64,846 | 105% |
| 28 | Speech-Language Pathology Assistant | Speech Pathologist Asst | M | 6 | \$54,652 | \$51,498 | 94% | \$64,846 | 119% |
| 2016-17 Pay | | | | | | | 98% | Plan | 101% |

| Summary of Pay Comparisons to Market | | |
|--------------------------------------|------------------------|----|
| | Above (Over 110%) | 2 |
| | At market (90% - 110%) | 19 |
| | Below (Less than 90%) | 4 |

Notes

- M** Market salary is median of reporting comparison districts
- C** Market salary is average of non-school and school markets
- X** Market comparison is excluded from overall counts and averages

| Benchmark Position | Market Days | District Days | Daily Rate Compared to Market |
|--------------------------------------|-------------|---------------|-------------------------------|
| Behavior Specialist | 187 | 197 | 102% |
| Custodial Supervisor | 261 | 230 | 100% |
| Instructional Coordinator | 226 | 220 | 93% |
| Instructional Technology Specialist | 215 | 197 | 91% |
| School Counselor - Elementary School | 194 | 187 | 98% |
| School Counselor - Middle School | 200 | 206 | 101% |

Denton ISD

Nonexempt Market - Rate Comparisons, 2016-17

Positions Sorted by Rate Compared to Market

Instructional Support

| | Benchmark Position | District Job Title | Note | Districts Reporting | 2016-17 Market Rate | 2016-17 District Rate | 2016-17 District Rate Compared to Market | 2016-17 District Pay Range Midpoint | 2016-17 Pay Range Midpoint Compared to Market |
|--------------------|---|------------------------|------|---------------------|---------------------|-----------------------|--|-------------------------------------|---|
| 1 | Brailist | Braillest | NS | | \$16.03 | \$16.11 | 100% | \$16.88 | 105% |
| 2 | Classroom Teacher Aide | Various Aides in PG 1 | M | 15 | \$14.05 | \$12.67 | 90% | \$14.21 | 101% |
| 3 | Deaf-Education Interpreter (Basic) | Deaf Ed Inter 1 (Cert) | M | 4 | \$22.42 | \$21.76 | 97% | \$22.95 | 102% |
| 4 | Library Aide | Aide, Library | M | 13 | \$14.91 | \$13.71 | 92% | \$15.35 | 103% |
| 5 | Special Education Aide - General/Resource | Aide, Inclusion | M | 15 | \$14.66 | \$13.84 | 94% | \$15.35 | 105% |
| 6 | Special Education Aide - Self-Contained | Aide, Life Skills/PPCD | M | 12 | \$14.58 | \$14.19 | 97% | \$15.35 | 105% |
| 2016-17 Pay | | | | | | | 95% | Plan | 104% |

| Summary of Pay Comparisons to Market | |
|--------------------------------------|---|
| Above (Over 110%) | - |
| At market (90% - 110%) | 6 |
| Below (Less than 90%) | - |

Notes

M Market salary is median of reporting comparison districts

NS Market salary is median value of non-school market

Denton ISD

Nonexempt Market - Rate Comparisons, 2016-17

Positions Sorted by Rate Compared to Market

Clerical

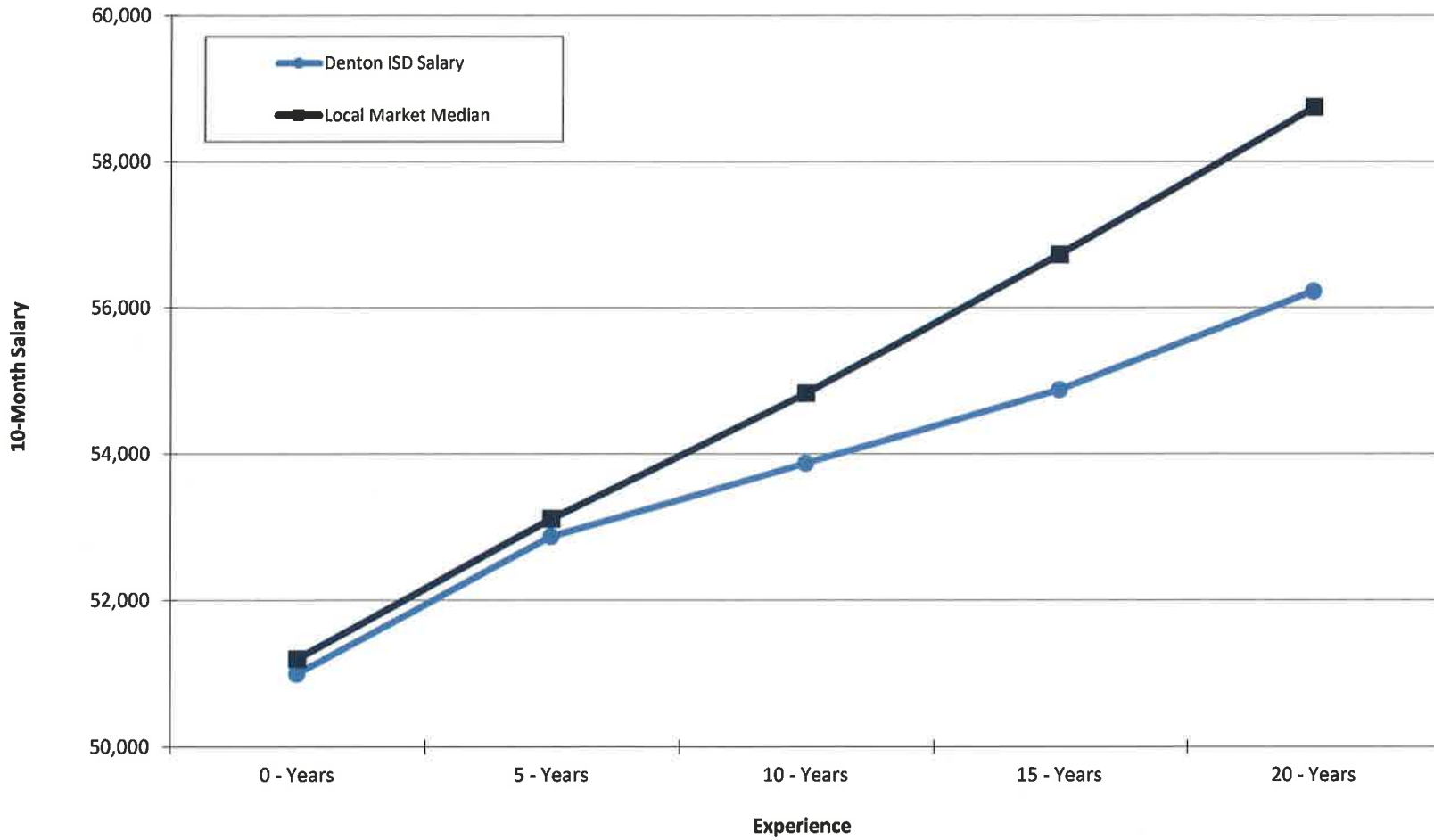
| | Benchmark Position | District Job Title | Note | Districts Reporting | 2016-17 Market Rate | 2016-17 District Rate | 2016-17 District Rate Compared to Market | 2016-17 District Pay Range Midpoint | 2016-17 Pay Range Midpoint Compared to Market |
|--------------------|--|------------------------------------|------|---------------------|---------------------|-----------------------|--|-------------------------------------|---|
| 1 | Accounts Payable Clerk | Specialist, Ap/Ins/Sub | C | 13 | \$20.20 | \$18.32 | 91% | \$20.42 | 101% |
| 2 | Bookkeeper - High School | Bookkeeper, High School | C | 13 | \$19.50 | \$16.86 | 86% | \$18.23 | 93% |
| 3 | Campus Attendance/PEIMS Data Clerk - High School | Clerk, Attendance @ Sec | M | 12 | \$17.88 | \$16.70 | 93% | \$16.88 | 94% |
| 4 | Campus Attendance/PEIMS Data Clerk - Middle School | Clerk, Attendance @ Sec | M | 11 | \$16.86 | \$15.63 | 93% | \$16.88 | 100% |
| 5 | Certification Specialist | Specialist, HR Cert/Records | M | 11 | \$26.19 | \$22.69 | 87% | \$22.30 | 85% |
| 6 | Director Secretary | Admin Assist, Director | M | 14 | \$21.98 | \$19.80 | 90% | \$20.42 | 93% |
| 7 | Employee Benefits Specialist | Specialist, Insurance/WC & Leaves | C | 13 | \$24.85 | \$22.95 | 92% | \$22.95 | 92% |
| 8 | Executive Administrative Secretary | Admin Assist - Deputy & Asst Supts | C | 14 | \$29.00 | \$25.99 | 90% | \$27.29 | 94% |
| 9 | Human Resources Specialist | Specialist, HR Records | C | 14 | \$21.15 | \$24.51 | 116% | \$22.95 | 109% |
| 10 | Parent Liaison | Parent Liaison | M,X | 9 | \$17.54 | \$14.26 | 81% | \$14.21 | 81% |
| 11 | Payroll Clerk | Clerk, Payroll 2 | C | 15 | \$22.69 | \$20.99 | 92% | \$21.65 | 95% |
| 12 | Payroll Clerk, Sr | Payroll Specialist | NS | | \$24.06 | \$25.24 | 105% | \$22.95 | 95% |
| 13 | Principal Secretary - Elementary School | Secretary, Prin @ El | C | 14 | \$18.94 | \$16.90 | 89% | \$18.23 | 96% |
| 14 | Principal Secretary - High School | Secretary, Prin @ HS | C | 14 | \$21.36 | \$19.70 | 92% | \$21.65 | 101% |
| 15 | Principal Secretary - Middle School | Secretary, Prin @ MS | C | 14 | \$19.27 | \$18.74 | 97% | \$20.42 | 106% |
| 16 | Purchasing Clerk | Clerk, Purchasing | C | 15 | \$21.49 | \$18.98 | 88% | \$18.23 | 85% |
| 17 | Receptionist - Central Office | Receptionist @ CS | C | 15 | \$16.96 | \$17.49 | 103% | \$16.88 | 100% |
| 18 | Registrar - High School | Registrar @ HS | M | 14 | \$18.41 | \$16.48 | 90% | \$18.23 | 99% |
| 19 | Registrar - Middle School | Registrar, Middle School | M | 4 | \$17.15 | \$15.80 | 92% | \$16.88 | 98% |
| 20 | Superintendent Secretary | Admin Asst to Super | M | 14 | \$34.40 | \$39.71 | 115% | \$37.69 | 110% |
| 2016-17 Pay | | | | | | | 95% | Plan | 97% |

| | | |
|---|------------------------|----|
| Summary of Pay Comparisons to Market | Above (Over 110%) | 2 |
| | At market (90% - 110%) | 13 |
| | Below (Less than 90%) | 4 |

Notes

- M** Market salary is median of reporting comparison districts
- C** Market salary is average of non-school and school markets
- NS** Market salary is median value of non-school market
- X** Market comparison is excluded from overall counts and averages

**Teacher Salary Plan, 2016-17
Market Comparison**



| | 0 - Years | 5 - Years | 10 - Years | 15 - Years | 20 - Years | Average Salary |
|---------------------------------|-----------|-----------|------------|------------|------------|----------------|
| Denton ISD Salary | \$51,000 | \$52,875 | \$53,875 | \$54,875 | \$56,225 | \$54,656 |
| Local Market Median | \$51,200 | \$53,113 | \$54,830 | \$56,725 | \$58,741 | \$55,849 |
| Difference from Market | (\$200) | (\$238) | (\$955) | (\$1,850) | (\$2,516) | (\$1,193) |
| % Difference from Market | 100% | 100% | 98% | 97% | 96% | 98% |

**2018 ISD and Charter Indirect Cost Rates Effective
July 1, 2017 - June 30, 2018**

| CDN | Name of LEA | Restricted Rates | Unrestricted Rates |
|---------------|-------------------------|-------------------------|---------------------------|
| 059901 | HEREFORD ISD | 3.186 | 18.985 |
| 059902 | WALCOTT ISD | 2.623 | 18.054 |
| 060902 | COOPER ISD | 1.255 | 14.186 |
| 060914 | FANNINDEL ISD | 3.761 | 12.649 |
| 061802 | TEXAS EDUCATION CENTERS | 2.032 | 22.133 |
| 061804 | LEADERSHIP PREP SCHOOL | 1.978 | 18.833 |
| 061805 | TRIVIUM ACADEMY | 2.648 | 17.742 |
| 061901 | DENTON ISD | 2.140 | 20.750 |
| 061902 | LEWISVILLE ISD | 1.678 | 17.199 |
| 061903 | PILOT POINT ISD | 2.471 | 20.049 |
| 061905 | KRUM ISD | 1.573 | 26.959 |
| 061906 | PONDER ISD | 1.912 | 25.654 |
| 061907 | AUBREY ISD | 0.762 | 22.795 |
| 061908 | SANGER ISD | 1.658 | 18.790 |
| 061910 | ARGYLE ISD | 2.594 | 24.696 |
| 061911 | NORTHWEST ISD | 5.585 | 12.348 |
| 061912 | LAKE DALLAS ISD | 2.500 | 27.400 |
| 061914 | LITTLE ELM ISD | 4.388 | 14.794 |
| 062901 | CUERO ISD | 1.132 | 14.406 |
| 062902 | NORDHEIM ISD | 2.895 | 19.003 |
| 062903 | YOAKUM ISD | 2.963 | 23.273 |
| 062904 | YORKTOWN ISD | 4.151 | 17.794 |
| 062905 | WESTHOFF ISD | 3.508 | 26.483 |
| 062906 | MEYERSVILLE ISD | 2.146 | 23.744 |
| 063903 | SPUR ISD | 2.951 | 29.189 |
| 063906 | PATTON SPRINGS ISD | 8.010 | 42.148 |
| 064903 | CARRIZO SPRINGS CISD | 2.859 | 21.268 |
| 065901 | CLARENDON ISD | 3.034 | 22.732 |

Ann Windle School for Young Children

901 Audra Lane

Denton, Texas 76209

Denton I S D In-Kind Expense for Head Start 2016-2017

| | | |
|---------------------------|-----|---------|
| Head Start Students | 193 | 61.27% |
| PPCD & Pre K students | 122 | 38.73% |
| Total Ann Windle Students | 315 | 100.00% |
| Head Start classrooms | 11 | 61.11% |
| "Other" classrooms | 7 | 38.89% |
| Total classrooms | 18 | 100.00% |

| Type of Expense | Ann Windle Annual Cost paid by DISD (actual) | Allocated Head Start Program Cost paid by DISD | Percentage applied to Head Start |
|--|---|---|--|
| Denton Municipal Utilities-electric, water, waste | 108,766 | 66,468 | 61.11% |
| Tru Green Lawn Service | 13,496 | 8,247 | 61.11% |
| Building depreciation | 133,930 | 81,846 | 61.11% |
| Custodial Service | 80,749 | 49,347 | 61.11% |
| Facility cost (classroom %) | 336,941 | 205,909 | 61.11% |
| Teachers-Other Programs | 649,453 | 0 | |
| Administration-Program Director, Adm Asst, reception | 206,695 | 126,642 | 61.27% |
| Registered Nurse | 57,323 | 35,122 | 61.27% |
| Librarian | 22,777 | 13,955 | 61.27% |
| Counselor | 34,625 | 21,215 | 61.27% |
| Diagnostician (Total 78 students served with 53 Head Start served) | 77,162 | 52,431 | 67.95% |
| DISD Staff Salary cost (student % except the Diagnostician) | 1,048,035 | 249,364 | 23.79% |
| Classroom-supplies, printshop | 16,339 | 10,011 | 61.27% |
| Campus Administration-supplies, copiers, postage, printshop | 8,661 | 5,307 | 61.27% |
| Staff Development | 4,771 | 2,923 | 61.27% |
| Other operating-snacks, mileage, buses | 965 | 591 | 61.27% |
| Other cost (student %) | 30,736 | 18,832 | 61.27% |
| Total Public In-Kind (Denton ISD Local funds) | 1,415,712 | 474,105 | 33.49% |
| Total Private In-Kind (29,633.79 HS Volunteer hours @ \$15.00 per hour) | 444,507 | 444,507 | 100.00% |
| Grand Total In-Kind | 1,860,219 | 918,612 | 49.38% |

Indirect costs-

DISD Central Services staff assistance not included in above dollars:

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

Key Personnel Worksheet

| Title | Salary | Sources |
|---------------------|---------------|-----------------------------------|
| Executive Director | \$286,400.00 | Denton ISD General Operating Fund |
| Head Start Director | \$91,622.00 | Denton ISD General Operating Fund |
| Fiscal Director | \$ 146,050.00 | Denton ISD General Operating Fund |

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

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



Office of Head Start

06CH7130 - DENTON INDEPENDENT SCHOOL DISTRICT
FY2018 - 07/01/2018-06/30/2019 - Non-Competing Continuation

Grantee Change

| Change | Grantee Name* |
|--------|------------------------------------|
| | DENTON INDEPENDENT SCHOOL DISTRICT |

| Grantee Name - From Last Award - 06CH7130-04-01 |
|---|
| DENTON INDEPENDENT SCHOOL DISTRICT |

| Change | Grantee Address | |
|--------|------------------|-------------------|
| | Department: | |
| | Street Address*: | 901 Audra Ln |
| | Mail Stop: | ANN WINDLE SCHOOL |
| | City*: | Denton |
| | State: | TX |
| | ZIP*: | 76209-4782 |

| Grantee Address - From Last Award - 06CH7130-04-01 | |
|--|-------------------|
| Department: | |
| Street Address: | 901 Audra Ln |
| Mail Stop: | ANN WINDLE SCHOOL |
| City: | Denton |
| State: | TX |
| ZIP: | 76209-4782 |

| Change | Program Director | |
|--------|--------------------|------------------------|
| | Name Prefix: | Mrs. |
| | First Name*: | Angela |
| | Middle Name: | |
| | Last Name: | Hellman |
| | Name Suffix: | |
| | Title: | Head Start Director |
| | Email*: | ahellman@dentonisd.org |
| Yes | Phone Number*: | (940) 369-3901 |
| Yes | Fax Number: | (940) 369-4930 |
| | Street Address 1*: | |
| | Street Address 2: | 901 Audra Lane |
| | Street Address 3: | |
| | City*: | Denton |
| | State*: | TX |
| | ZIP*: | 76209 |

| Program Director - From Last Award - 06CH7130-04-01 | |
|---|------------------------|
| Name Prefix: | Mrs. |
| First Name: | Angela |
| Middle Name: | |
| Last Name: | Hellman |
| Name Suffix: | |
| Title: | Head Start Director |
| Email: | ahellman@dentonisd.org |
| Phone Number: | 940-369-3901 |
| Fax Number: | 940-369-4930 |
| Street Address 1: | |
| Street Address 2: | 901 Audra Lane |
| Street Address 3: | |
| City: | Denton |
| State: | TX |
| ZIP: | 76209 |

| Change | Authorized Representative | |
|--------|---------------------------|-------------------------------|
| | Name Prefix: | Ms. |
| Yes | First Name*: | Mia |
| | Middle Name: | |
| Yes | Last Name: | Price |
| | Name Suffix: | |
| | Title: | |
| Yes | Email*: | mprice@dentonisd.org |
| Yes | Phone Number*: | |
| | Fax Number: | |
| | Street Address 1*: | |
| | Street Address 2: | 901 Audra Lane P. O. Box 2387 |
| | Street Address 3: | |
| | City*: | DENTON |
| | State*: | TX |
| | ZIP*: | 76209-4782 |

| Authorized Representative - From Last Award - 06CH7130-04-01 | |
|--|-------------------------------|
| Name Prefix: | Ms. |
| First Name: | Barbara |
| Middle Name: | |
| Last Name: | Burns |
| Name Suffix: | |
| Title: | |
| Email: | bburns@dentonisd.org |
| Phone Number: | 940-369-0000 |
| Fax Number: | |
| Street Address 1: | |
| Street Address 2: | 901 Audra Lane P. O. Box 2387 |
| Street Address 3: | |
| City: | DENTON |
| State: | TX |
| ZIP: | 76209-4782 |



Office of Head Start

06CH7130 - DENTON INDEPENDENT SCHOOL DISTRICT
FY2018 - 07/01/2018-06/30/2019 - Non-Competing Continuation

Head Start - Budget Categories

| <i>Budget Category</i> | <i>Program Operations</i> | <i>Training Technical Assistance</i> | <i>Non-Federal Share</i> |
|-----------------------------|---------------------------|--|--------------------------|
| Personnel | \$1,103,962 | \$0 | \$0 |
| Fringe Benefits | \$175,398 | \$0 | \$0 |
| Travel | \$0 | \$7,250 | \$0 |
| Equipment | \$0 | \$0 | \$0 |
| Supplies | \$8,550 | \$0 | \$0 |
| Contractual | \$1,000 | \$0 | \$0 |
| Construction | \$0 | \$0 | \$0 |
| Other | \$25,810 | \$13,916 | \$333,972 |
| Total Direct Charges | \$1,314,720 | \$21,166 | \$333,972 |
| Indirect Charges | \$0 | \$0 | \$0 |
| Total | \$1,314,720 | \$21,166 | \$333,972 |

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



Office of Head Start

06CH7130 - DENTON INDEPENDENT SCHOOL DISTRICT
FY2018 - 07/01/2018-06/30/2019 - Non-Competing Continuation

Head Start - Summary

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|-------------------------------|-----------------------------------|---|--------------------------|----------------------------|
| Line Item Budget Total | \$1,314,720 | \$21,166 | \$333,972 | 27 |

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|------------------------|-----------------------------------|---|--------------------------|----------------------------|
| Personnel Total | \$1,103,962 | \$0 | \$0 | 27 |

Personnel: Child Health and Development Personnel

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|---|-----------------------------------|---|--------------------------|----------------------------|
| Program Managers and Content Area Experts | \$64,089 | \$0 | \$0 | 1 |
| Teachers / Infant Toddler Teachers | \$648,916 | \$0 | \$0 | 11 |
| Teacher Aides and Other Education Personnel | \$257,083 | \$0 | \$0 | 11 |
| Total | \$970,088 | \$0 | \$0 | 23 |

Personnel: Family and Community Partnership Personnel

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|---|-----------------------------------|---|--------------------------|----------------------------|
| Other Family and Community Partnerships Personnel - Other Family and Community Partnerships Personnel | \$109,731 | \$0 | \$0 | 3 |

Personnel: Program Design and Management Personnel

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|------------------------------------|-----------------------------------|---|--------------------------|----------------------------|
| Managers - Facility Safety Manager | \$24,143 | \$0 | \$0 | 1 |

Fringe Benefits

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|--|-----------------------------------|---|--------------------------|----------------------------|
| Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI) | \$19,540 | \$0 | \$0 | |
| Health / Dental / Life Insurance | \$47,118 | \$0 | \$0 | |
| Retirement | \$108,740 | \$0 | \$0 | |
| Total | \$175,398 | \$0 | \$0 | |

Travel

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|--------------------------|-----------------------------------|---|--------------------------|----------------------------|
| Staff Out-Of-Town Travel | \$0 | \$7,250 | \$0 | |

Supplies

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|------------------------|-----------------------------------|---|--------------------------|----------------------------|
| Office Supplies | \$500 | \$0 | \$0 | |
| Food Services Supplies | \$8,050 | \$0 | \$0 | |
| Total | \$8,550 | \$0 | \$0 | |

Contractual

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

Other

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|--|-----------------------------------|---|--------------------------|----------------------------|
| Building and Child Liability Insurance | \$810 | \$0 | \$0 | |
| Local Travel | \$0 | \$800 | \$0 | |
| Volunteers | \$0 | \$0 | \$333,972 | |
| Substitutes (if not paid benefits) | \$25,000 | \$0 | \$0 | |
| Training or Staff Development | \$0 | \$13,116 | \$0 | |
| Total | \$25,810 | \$13,916 | \$333,972 | |

Direct Costs

| | <i>Cost for Program Operation</i> | <i>Cost for Training Technical Assistance</i> | <i>Non-Federal Share</i> | <i>Number of Employees</i> |
|---------------------------|---------------------------------------|---|------------------------------|--------------------------------|
| Direct Costs Total | \$1,314,720 | \$21,166 | \$333,972 | 27 |



Office of Head Start

06CH7130 - DENTON INDEPENDENT SCHOOL DISTRICT
FY2018 - 07/01/2018-06/30/2019 - Non-Competing Continuation

Other Funding

Other Funding Source

| <i>Other Funding</i> | <i>Head Start</i> |
|--|-------------------|
| Federal Funding | |
| 1. Federal Child Care and Development Fund (CCDF) | \$0 |
| 2. Child and Adult Care Food Program (CACFP) Funds | \$156,629 |
| 3. Other Federal Funding | \$0 |
| State Funding | |
| 4. State Preschool Programs | \$0 |
| 5. Other State Funding | \$0 |
| Local Government Funding | |
| 6. School District Funding | \$0 |
| 7. Other Local Government Funding | \$0 |
| Other Funding | |
| 8. Tribal Government Funding | \$0 |
| 9. Fundraising Activities | \$0 |
| 10. Other | \$0 |
| Total | \$156,629 |



Office of Head Start

06CH7130 - DENTON INDEPENDENT SCHOOL DISTRICT
 FY2018 - 07/01/2018-06/30/2019 - Non-Competing Continuation

Enrollment by Program Option

| | <i>Center-based</i> | <i>Combination Program</i> | <i>Family Child Care</i> | <i>Home-based</i> | <i>Locally Designed Program</i> | <i>Funded Child Enrollment Total</i> |
|-------------------------|---------------------|----------------------------|--------------------------|-------------------|---------------------------------|--------------------------------------|
| Total Enrollment | 193 | 0 | 0 | 0 | 0 | 193 |

Program Schedules

Center-based

| <i>Schedule Number</i> | <i>2. Funded Child Enrollment</i> | <i>3a. Number of classes / groups</i> | <i>3b. Double Session</i> | <i>4. Number of hours of classes / groups per child per day</i> | <i>5. Number of days of classes / groups per child per week</i> | <i>6. Number of days of classes / groups per child per year</i> | <i>7. Number of home visits per child per year</i> | <i>8. Number of hours per home visit</i> |
|------------------------|-----------------------------------|---------------------------------------|---------------------------|---|---|---|--|--|
| CB-000-1 | 193 | 11 | no | 6.5 | 5 | 174 | 2 | 2 |



Office of Head Start

06CH7130 - DENTON INDEPENDENT SCHOOL DISTRICT
FY2018 - 07/01/2018-06/30/2019 - Non-Competing Continuation

Head Start - Application Summary Items

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

1. Administrative Costs:

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

| | <i>Amount</i> |
|------------------------------|----------------|
| Total Admin Cost | \$8,560.00 |
| Total Budget | \$1,669,858.00 |
| Admin as a % of Total Budget | 0.51% |

2. Non-Federal Share:

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

| | <i>Amount</i> |
|--|----------------|
| Total Non-Federal Costs | \$333,972.00 |
| Total Budget | \$1,669,858.00 |
| Non-Federal Share as a % of Total Budget | 20.00% |

3. Average Class Size:

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

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

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

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

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

| | <i>Amount</i> |
|----------------------------------|---------------|
| Total Hours of Service Per Child | 1,135.00 |
| Overall Cost Per Child Per Hour | \$7.62 |

5. Federal Personnel and Fringe Costs:

| | <i>Amount</i> |
|---|----------------|
| Federal Personnel Cost | \$1,103,962.00 |
| Federal Fringe Cost | \$175,398.00 |
| Total Federal Budget | \$1,335,886.00 |
| Federal Personnel Cost as a % of Total Federal Budget | 82.64% |
| Federal Fringe Cost as a % of Total Federal Budget | 13.13% |
| Federal Personnel plus Fringe Cost as a % of Total Federal Budget | 95.77% |

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

6. Fringe Rate:

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

| | <i>Amount</i> |
|--|----------------|
| Total Fringe Cost | \$175,398.00 |
| Total Personnel Cost | \$1,103,962.00 |
| Total Fringe Cost as % of Total Personnel Cost | 15.89% |

7. Fringe Benefits:

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

| | |
|------------------------|-----|
| Health / Dental / Life | Yes |
| Retirement | Yes |

8. Out-of-Town Staff Travel:

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

| | <i>Amount</i> |
|---|---------------|
| Out-of-Town Staff Travel Cost | \$7,250.00 |
| Out-of-Town Staff Travel Cost Per Child | \$37.56 |

9. Case Loads:

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

| | |
|------------------------|------|
| Home Visitor Case Load | 0.00 |
|------------------------|------|

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

| | <i>Amount</i> |
|---|---------------|
| CACFP Funding | \$156,629.00 |
| CACFP Funding as a percentage of Total Federal Budget | 11.72% |



ATTACHMENTS

06CH7130

FY 18

Policy Council Approved: March 9, 2018

Governing Board Approved:



SELF- ASSESSMENT

2017-2018

Policy Council Approved: March 9, 2018

Governing Board Approved:

FY 18 DISD HEAD START SELF-ASSESSMENT

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

- Program Design & Management

- Designing, Monitoring, & Implementing Fiscal Infra-Structure

- Developing & Monitoring Effective ERSEA Strategies

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

- Designing, Monitoring, & Implementing Quality Health Program Services

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

KEY

Teachers/Staff
Program Managers
Parents
Governing Board
Community Members

FY 18 DISD HEAD START SELF-ASSESSMENT

Program Design & Management

Purpose: The grantee will demonstrate how the program provides management, ongoing monitoring, and continuous improvement for achieving program goals, ensuring child safety, and ensuring the delivery of effective, high-quality program services.

Approach: Our self-assessment process has been aligned with the monitoring protocols. Key members met to review our program procedures & systems in place, reviewed key documents such as Community Assessment Updates, previous Self-Assessment Improvement Plan, program goals, mission/values of program and DISD zone, Strategic Plan, Policy Council By-laws, etc. We collaborated on current needs, and brain-stormed ideas for improvement.

Strengths

- *School board members are supportive of our Early Childhood programs.
- *Policy Council By-laws have been updated.
- *Information is shared between committees by a designated parent liaison.
- *Program managers keep Policy Council & Board informed and involved.
- *We have highly qualified staff.
- *We have rich resources through our district: professional development, teaching materials, facilities, staff evaluation systems (T-TESS), student intervention processes (DMTSS), special education and bilingual program support, etc.
- *DISD zone goal: focus on improving Literacy and aligning PD for this (Cadre, Developing Talkers)
- *Our pod (PLC) Professional Learning Communities have grown and are data-driven.
- *We are becoming a (SBC) School-Based Community.
- *DHS zone goal of improving Literacy is in place.
- *Teacher and co-teachers create a contract for success together.
- *The Governing Board receives monthly reports in their board packets for review and approval.

Recommendations for Improvement

- *To create new Written Policies and Procedures that are aligned with the new Standards.
- *Quarterly reviews are needed for goal progress.
- *Consider a financial raise for Co-Teachers.
- *Review the pros and cons of keeping mixed aged classrooms or separating the ages.
- *Obtaining more District resources to address severe student behaviors.

FY 18 DISD HEAD START SELF-ASSESSMENT

Designing, Monitoring, & Implementing Fiscal Infra-Structure

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

Approach: The program works closely with the district's business office who is knowledgeable of the fiscal responsibilities involved with federal grants. We reviewed monthly financial reports, audit reports, and the Annual Financial report. These pieces were shared with the Policy Council. We met with key personnel about budget projections to plan accordingly.

Strengths

- *Excellent systems of checks & balances
- *Every transaction goes through multiple approvals
- *Passing of all audits conducted
- *Open communication between the program and the business office
- *Knowledge & available resources of (GAAP) Generally Acceptable Accounting Principles
- *Program is responsible with the money
- *Something great because funding benefits children and the school
- *Try to do a lot of things to get parent involvement and not waste money
- *Shows organization
- *Making excellent jobs with teachers and staff for everything to come out perfect
- *Open communication between the Program and Head Start Advisory Council regarding the budget, including volunteer hours/in kind services.
- *The Governing Board is actively involved in budget oversight and determination for the entire district. Governing Board members serving on the Policy Council report to the Board information regarding Head Start Budget.

Recommendations for Improvement

- *Find better ways to document purchases and identify them as Head Start Property
- *Create efficient electronic workflows of processes
- *Familiarize additional business staff with the program.
- *Add one final check of the Head Start Budget before spending is cut off in the district to spend the allotted funds accordingly.

FY 18 DISD HEAD START SELF-ASSESSMENT

Developing & Monitoring Effective ERSEA Strategies

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

Approach: The ERSEA committee met and completed a random file review of 33 files to ensure ERSEA compliance. Information was also gathered through parent and teacher interviews.

| Strengths | Recommendations for Improvement |
|--|--|
| <p>*ERSEA committee in place to help to make decisions.</p> <p>*Highly qualified staff member serves as manager of this area (Social Worker).</p> <p>*Systems are in place to track attendance rates, to call parents when a student is absent, district warning letters are sent out to parents, attendance contracts are in place along with referral to truancy class.</p> <p>*Open communication between the Program and Head Start Advisory Council regarding the enrollment and attendance</p> <p>*The Governing Board is an advocate of learning through consistent attendance. Our funding is determined by attendance so it is a priority throughout the district.</p> | <p>*Re-visit the Checklist that is in place for enrollment and make sure that all staff are educated on this process.</p> <p>*Increase efforts in the follow-up process to ensure that missing documents are turned in in a timely manner.</p> <p>* Conduct periodic file reviews to make sure that all files are complete.</p> <p>*At Round-Up, keep track of the Spanish and English counts to plan appropriately. Consider maintaining separate priority lists for English and Spanish.</p> <p>*Determine a plan to increase Bilingual enrollment at the beginning of the year.</p> <p>*Review procedures for passing out manila folders and pick up forms for returning students so that teachers receive the information sooner.</p> <p>*Work on tardiness and educating parents on the importance of every minute of class time for their children.</p> |

FY 18 DISD HEAD START SELF-ASSESSMENT

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

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

Approach: Information was gathered through parent interviews, staff survey, and during Instructional Support.

| Strengths | Recommendations for Improvement |
|---|--|
| <ul style="list-style-type: none"> *District provides a wealth of curriculum resources, PD, and teaching materials. *Inclusion support/services given to identified students in need (collaborative effort) *Coaching efforts have increased. *New CLI Environment Checklists are in place. *T-TESS has helped to improve the Planning pieces in teacher lesson plans (learning targets, increasing vocabulary building, forming small group instruction based on CLI data in PLC's). *Curricula are rich in oral language, align with state PK guidelines, and groups information in small learning clusters to give children a better learning experience. *Program implements Positive Behavioral Instruments and Supports: Bucket fillers, Fish Philosophy, Energy Bus, Character Pillars *Instruction is individualized through use of IDPs. *Increase of parent initiative and response in obtaining services for their children. *Teachers learn about students, know student strengths & weaknesses, and teach at their levels. *Parents and teachers work together on creating goals and teachers help parents understand they are preparing students for Kindergarten. *Full day program provides more instructional time than the half day programs. *Staff make sure we know and understand the special education process. *Classroom environment is conducive to learning for students with IEPs. *We do a good job in preparing kids for kindergarten. | <ul style="list-style-type: none"> *Increase the number of classroom observations and coaching opportunities *Review procedures for including parents in DISD curriculum selection process *Increase intentional planning and implementing of Instructional Support teaching practices into lesson plans and daily schedule. *Review procedures for scoring and returning DIAL-4 protocols to provide teachers time to retest within 30-day deadline. *Decrease length of time for referral process and responses to teacher emails about referrals. *Plan more challenging activities for returning students. *Continue to provide Professional Development opportunities focusing on the area of Early Childhood Education. |

FY 18 DISD HEAD START SELF-ASSESSMENT

Designing, Monitoring, & Implementing Quality Health Program Services

Purpose: Grantees will share how the program supports, implements, and monitors high-quality health program services that are developmentally, culturally, and linguistically appropriate to support children's growth and school readiness.

Approach: Information was gathered through parent and teacher interviews. Information is also collected at registration regarding health issues and program required health documents. Health screenings are completed within 45 days of program enrollment. Data collections is ongoing.

| Strengths | Recommendations for Improvement |
|---|--|
| <ul style="list-style-type: none"> *Two local pediatricians have joined our Health Advisory Committee and are eager to serve. *Vision/Hearing/BMI screenings are conducted on time and up-to-date records are maintained. Results are shared with parents. *Health screenings are done in a timely manner. *Lists of needed health documents are provided to teachers. *Full time RN on campus. *Health and safety information, classes and flyers are provided for families. *Frequent walk throughs and building safety checks. *Building safety concerns are addressed quickly. *Teachers contact parents if/when a child is injured. *Building is always clean and I never have safety concerns. *Offering the School Based Resource Center with clothing and classes to support families is a great addition. | <ul style="list-style-type: none"> *Conduct mini-lessons in the classrooms on Health tips/education (ex: hand-washing, oral hygiene, etc.) *Possibly have local providers offering services during Round up/Registration. *Classes for parents regarding health issues. *Provide a list of students who are missing health documents. *Surveying the parents to determine what areas they would be interested in learning more through the School Based Resource Center. (first aide class, food/nutrition, health and safety...) |

FY 18 DISD HEAD START SELF-ASSESSMENT

Developing/Monitoring Quality Family & Community Engagement Program Services

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

Approach: Information was gathered by staff and parent interviews.

| Strengths | Recommendations for Improvement |
|--|--|
| <ul style="list-style-type: none"> *We provide parent education opportunities based on identified needs. *We have a very open campus where parent presence is encouraged. *We provide parents with opportunities to serve in leadership roles. *During Home Visits and Parent Teacher Conferences, teachers provide materials to do activities at home. *The staff communicates with parents; helps them when they do not understand something or assist when struggling. *Program provided training on how to be part of the various committees. *The clothing closet is fantastic. *Program assists parents in getting help taking classes to further education. | <ul style="list-style-type: none"> *Continue to improve our data collections and data reviews for this area *Increase efforts in improving attendance (explore a parent pledge & point system) *Conduct Code of Conduct training with volunteers. *Review standards for staff credentials required for the PFCE area. *Decrease typographical errors in documents or fliers. *Increase planning efforts and quality for school wide activities. *Provide a variety of times for working parents to attend parent education classes. *Send parent announcements home earlier. *Train volunteers not to interrupt instructional time. *Address dissension among parent volunteers. *It is difficult to get parents engaged. |

FY 18 DISD HEAD START SELF-ASSESSMENT

Parents who participated in the Interviews

Michayla Vanderstelt

Jasmine Foster

Sara Olguin

Anel Guima

Yessica Garza



SELF-ASSESSMENT

Program Improvement Plan

2017-2018

Policy Council Approved: March 9, 2018

Governing Board Approved:

HEAD START SELF-ASSESSMENT PROGRAM IMPROVEMENT PLAN

2017-2018

TABLE OF CONTENTS

- **PROGRAM DESIGN & MANAGEMENT**

- **DESIGNING, MONITORING, & IMPLEMENTING FISCAL INFRA-STRUCTURE**

- **DEVELOPING & MONITORING EFFECTIVE ERSEA STRATEGIES**

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

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

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

PROGRAM DESIGN & MANAGEMENT

PROGRAM AREA RECOMMENDATION(S):

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

| OUTCOME: Continued Completed New | ACTION STEP | PERSON(S) RESPONSIBLE | RESOURCES | DATES | MEASUREMENT REPORTING <i>(Effort & Effect)</i> |
|---|--|--------------------------|---|---------------|---|
| Continued | Using the templates that have been created, Managers will update our current Written Plans by creating Policies & Procedures that align with the New Head Start Performance Standards. | Program Managers | Written Plans New Standards Created templates Head Start Act Monitoring Protocols | December 2018 | Completed documents approved by the Policy Council and the Board. |

DESIGNING, MONITORING, & IMPLEMENTING FISCAL INFRA-STRUCTURE

PROGRAM AREA RECOMMENDATION(S):

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

| OUTCOME: Continued Completed New | ACTION STEP | PERSON(S) RESPONSIBLE | RESOURCES | DATES | MEASUREMENT REPORTING <i>(Effort & Effect)</i> |
|---|--|---------------------------|--|--|--|
| Continued | Meet with key personnel in the District that would be able to help us to determine what processes we should follow. Have them view our current insurance policy. | Director & Fiscal Manager | Current insurance policy New Head Start Standards Email correspondence with district personnel | Before due date of insurance policy Dec. 2018 | Policy & Procedure for this standard will be completed and copies of the insurance documents will be kept on file. |

DEVELOPING & MONITORING EFFECTIVE ERSEA STRATEGIES

PROGRAM AREA RECOMMENDATION(S):

***Re-visit the checklist and procedures that is in place for enrollment and make sure that all staff are educated on the process.**

***To increase IPT testers**

| OUTCOME: Continued Completed New | ACTION STEP | PERSON(S) RESPONSIBLE | RESOURCES | DATES | MEASUREMENT REPORTING <i>(Effort & Effect)</i> |
|---|--|--------------------------|---|---------------|---|
| New | <p>Increase Training and retrain staff on enrollment procedures</p> <p>ERSEA Committee will review and ensure procedures are compliant to the Head Start Performance Standards.</p> <p>*steps of enrollment are clearly understood *classroom placement *teacher's folders</p> | ERSEA Specialist | <p>Checklist</p> <p>ERSEA Committee</p> | December 2018 | <p>Checklist</p> <p>ERSEA Committee</p> <p>Teachers' Feedback</p> |

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

PROGRAM AREA RECOMMENDATION(S):

1. Track CLI TX-KEA progress monitoring as students transition to Kindergarten.
2. Increase CLASS Instructional Support scores through intentional planning.
3. Review and refine developmental screening procedures during enrollment.

| OUTCOME: Continued Completed New | ACTION STEP | PERSON(S) RESPONSIBLE | RESOURCES | DATES | MEASUREMENT REPORTING <i>(Effort & Effect)</i> |
|---|--|---|-------------|---------------|--|
| Continued | Collaborate with district personnel that have access to district data to track the Head Start student's progress using the TX-KEA Kindergarten data. | Education Specialist and Director | TX-KEA data | December 2018 | Data and outcomes from the data review |
| New | Increase intentional planning and implementation of Instructional Support teaching practices into lesson plans and daily schedule. | Education Specialist | CLASS | Spring 2018 | Lesson Plans and CLASS Data |
| New | Review procedures for scoring and returning DIAL-4 protocols to provide teachers time to retest within 30-day deadline. | Disability Specialist Education Specialist | | Fall 2018 | Teacher feedback |

DESIGNING, MONITORING, & IMPLEMENTING QUALITY HEALTH PROGRAM SERVICES

PROGRAM AREA RECOMMENDATION(S): All Head Start health folders will be complete with physical and dental exam forms.

| OUTCOME: Continued Completed New | ACTION STEP | PERSON(S) RESPONSIBLE | RESOURCES | DATES | MEASUREMENT REPORTING <i>(Effort & Effect)</i> |
|---|--|--|---|--|--|
| New | <p>Collect documents at registration.</p> <p>Conduct monthly file reviews and create spreadsheet of missing items.</p> <p>After 90 days of school enrollment incomplete folders will be referred to the ERSEA Committee.</p> <p>Make follow-up phone calls, home visits, emails and notes in backpacks to track efforts/progress on spreadsheet.</p> | <p>Collaborative effort: *Health Specialist *ERSEA Specialist *ERSEA Assistant *Parents</p> <p>ERSEA Committee and Health Advisory</p> | <p>Health Folders</p> <p>Physical and Dental forms</p> <p>Medical Release forms</p> <p>Directors Report</p> | <p>Upon start date and up to 90 days of student enrollment</p> <p>Monthly file reviews</p> | <p>Monthly file review reports showing any missing items and efforts made and next steps to be taken</p> <p>Add missing document numbers on Directors Report</p> |

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

PROGRAM AREA RECOMMENDATION(S):

1. Develop and train parents on the Parent Pledge to increase parent engagement
2. Implement training on the Parent Code of Conduct so parents know how to conduct themselves in the school setting with other parents and with staff.

| OUTCOME: Continued Completed New | ACTION STEP | PERSON(S) RESPONSIBLE | RESOURCES | DATES | MEASUREMENT REPORTING <i>(Effort & Effect)</i> |
|---|--|--------------------------|----------------------------|---------------|---|
| New | Finalize the Parent Pledge | PFCE Specialist | Pledge | Spring 2018 | Signed pledges and Sign in sheets for Parent Classes |
| New | Conduct training on the Parent Code of Conduct | PFCE Specialist | Head Start Parent Handbook | February 2018 | Parent Committee Agenda and Sign in Sheets Parent sign Code of Conduct Sheet |



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

March 9, 2018

DENTON INDEPENDENT SCHOOL DISTRICT
HEAD START PROGRAM

The Head Start Policy Council for the Denton Independent School District's Head Start Program at Ann Windle School for Young Children, along with DISD board members, met on March 9, 2018. The purpose of this meeting was to review the 2018-2019 Head Start Refunding Grant. The Policy Council reviewed the budget and discussed the grant including the line item budget and other items and authorizes the Director to make application for the 2018-2019 school year for the following:

1. Program Operations in the amount of \$1,314,720.00
 2. Training and Technical Assistance in the amount of \$21,166.00
- Total Grant amount for the 2018-19 school year: \$1,335,886.00

The Policy Council also authorizes those making application for any other additional funds for which the program has reasonable needs for the 2018-2019 school year.

Dedra Lipka
Policy Council Chair
Head Start Program
Denton ISD



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

March 20, 2018

Re: Refunding Grant (FY18)

To Whom It May Concern,

Application for the Denton Independent School District Head Start Program located at the Ann Windle School for Young Children (AWSYC), will be submitted online via the HSES. The total amount of the grant is \$1,335,886.

The School Board and our district look forward to its continued work with the Head Start Program in serving the needs of our economically disadvantaged students and families in our school district. The board authorizes those making application to submit the application for the 2018-2019 school year for the following:

1. Refunding, in the amount of \$1,314,720 for Program Operations
2. Training and Technical Assistance, in the amount of \$21,166

The board also authorizes those making application for any other additional funds for which the program has reasonable needs for the 2018-2019 school year.

Sincerely,

Ms. Mia Price
Board President

Denton ISD Head Start ERSEA Selection Criteria

| Selection Criteria | Points for Categories |
|---|-----------------------|
| Child receiving SSI | 1000 |
| Child receiving TANF | 1000 |
| Foster care | 1000 |
| Income Eligible | 505 |
| Age 3 | 20 |
| Age 4 | 30 |
| Transfer from another Head Start | 30 |
| Diagnosed with mild speech or language disability | 20 |
| Diagnosed with a moderate disability such as: Emotional Disturbance, Autism, Developmental Delays, Other Health Impairments | 40 |
| Diagnosed with a severe disability such as: Intellectually Disabled, Traumatic Brain Injury, Visual or Hearing Impairment, Serious Orthopedic Impairment, Other Health Impairments. | 60 |
| Family violence, substance abuse, incarceration, eviction, or crisis. | 40 |
| Mental Health | 30 |
| Community Referral (ECI) | 10 |
| Single Parent Household | 20 |
| Parent(s) enrolled in school or a work program | 30 |
| Medicaid, CHIPs, Food Stamps, WIC recipients | 40 |
| Age 4.6 or Older * | 50 |
| 4.0 to 4.5 years old* | 40 |
| 3.6 to 3.9 years old* | 30 |
| 3.0 to 3.5 years old* | 20 |
| Expectant mothers with a 5-year-old child* | 30 |
| Expectant mothers with a 4-year-old child* | 20 |
| Expectant mothers with a 3-year-old child* | 10 |
| Families displaced due to hurricanes or natural disasters* | 100 |

New Eligibility Criteria changes to be implemented in FY18 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.

During registration, families complete an occupational survey that informs us if they are migrant workers. FY17 occupational survey results reflected that none of our families are migrant workers. In our service area, one International Baccalaureate (IB) elementary campus offers a high-quality full school day dually funded pre-kindergarten program. Eight (8) elementary campuses offer high-quality publicly funded pre-kindergarten half day programs.

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 most in 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-18 TTA PLAN - DENTON ISD HEAD START PROGRAM

Grantee: 06CH7130

TTA Specialist: Wendy King

Denton Independent School District

General Information

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

| | |
|---|--|
| <p>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, and growth for staff so they can do the best possible job in helping families become more successful.</p> | <p>Resources Available: *Local doctors and dentists (immunizations and screenings) *Texas Woman's University *Health Department *Denton Independent School District *University of North Texas *Texas A & M Agrilife Extension *Friends of the Family * Foster Grandparent Program *HOPE, Inc</p> |
| <p>Strengths: *Early Childhood Educational Diagnostician Librarian, and Counselor on campus. *Full time RN on campus *Program implements curriculum with fidelity and maintains compliance with revised Head Start Program Performance Standards and Denton ISD Curriculum Department. *Program aggregates and disaggregates data for continuous improvement of program design and management. *Campus is a Community based school providing resources regardless of enrollment into the program.</p> | <p>Growth Areas to be Addressed: *Program Design and Management/Ongoing Monitoring and Communication *Education and Early Childhood Development/Disabilities School Readiness (PFCE, Social Services, Health, Education, Program Design) *Ongoing professional development to be addressed: See ongoing training</p> |

FIVE YEAR GOALS FY 2014-2019

| Growth Area or Ongoing Professional Development Identified | Performance Standards to be addressed | Additional information gathered | Outcomes |
|--|---------------------------------------|---|--|
| Program Design and Mangement | 1302 Subpart B | Strategic Plan, Survey Results, Student Outcomes, revised HSPPS, Written Procedures, PIR | To maintain a well-managed Head Start Program where everyone is working collaboratively toward a common goal. |
| Education and Child Development Program Services | 1302 Subpart C | CLASS, DMTSS, Seesaw, Report Cards, Dial-4, ASQ, DLM Express Curriculum, CLI Progress Monitoring, UbD, PBIS, T-TESS | Children in our program will show enhancements in their growth and development that is greater than 85% mastery. |
| Health Program Services | 1302 Subpart D | Staff Surveys, team builders, staff goal setting, Energy Bus, fish philosophy, character traits and bucket fillers. Ongoing Monitoring of obesity rates. | To provide children with the necessary Health and Nutritional Services. Children in our Head Start Program will show an increase in their overall health as documented by 1) a decrease in the number of cases of obesity 2) an increase in the number of parents advocating for their children by obtaining services to address medical, dental, and mental health issues, and 3) an increase in parents advocating for children with disabilities. |
| Family and Community Engagement Program Services | 1302 Subpart E | Parent satisfaction surveys, parent education classes, Policy Council, Parent Committee & PTA | Parents will be active participants in their child's learning, in continuing parent education, in parent leadership opportunities, and progressing on family goals to improve outcomes. |

YEAR 5 GOALS AND ACTION PLAN

| Program Design and Mangement | Expected Program Impacts | Impact on Goals/Objectives | Measurement |
|---|--|--|---|
| <p>Goal 1: To have all parties on campus involved in the decision-making process, planning and direction of school</p> <p>Obj. 1: To hold regularly scheduled weekly or biweekly meetings with key parties such as office staff, Program Team managers, Team Leads, Special Ed., ESL/BIL, PLC, Horizontal team, etc.</p> <p>Obj. 2: Have meetings set up for the year and placed on the hall calendar and in outlook.</p> | <p>*All parties/groups on campus will be better informed.</p> <p>*All groups will have a better sense of ownership on campus initiatives by being more actively involved in the planning.</p> <p>*Teachers will become more involved in deciding the campus needs and direction.</p> <p>*Everyone will have opportunity to help with problem-solving in collaborative effort toward a common goal.</p> | <p>*More can be accomplished when more stakeholders are actively involved and invested in the project.</p> <p>*More can be accomplished when all parties are fully informed in the mission and are given the necessary tools to be successful.</p> | <p>*Team meeting logs and agendas</p> <p>*Review of all program outcomes</p> <p>*Campus surveys</p> |
| Education and Early Childhood Development | Expected Program Impacts | Impact on Goals/Objectives | Measurement |
| <p>Goal 1: To align our Professional Development with outcome data in all areas.</p> <p>Obj. 1: Focus on the area of the greatest need.</p> | <p>*Gains will be noted in learning in the area of concern over time.</p> <p>*Teachers will be more equipped and have the necessary tools to help a student to make it to the next level of learning.</p> | <p>*With the right tools in place, we can reach our destination.</p> | <p>*Student performance data will show improvements. Graphs will be used to report this growth in order to provide a pictorial representation of growth over time.</p> <p>*TTA Plan</p> |
| Child Health and Safety | Expected Program Impacts | Impact on | Measurement |
| <p>Goal 1: Parents will increase their skills in advocating for their children who have or are suspected to have a disability.</p> | <p>*Review facilitates the identification of the required 10% disability enrollment.</p> <p>*Participation in the development of an action plan fosters the development of advocacy skills.</p> | <p>*Children who are healthy perform better in all areas.</p> | <p>*Parent Social Emotional and Adaptive Behavior Summaries</p> <p>*Program support staff activity logs</p> <p>*Action plans completed with parent</p> |
| Parent Family and Community Engagement | Expected Program Impacts | Impact on Goals/Objectives | Measurement |
| <p>Goal: To provide opportunities for parents to show their strengths as leaders/advocates for our program.</p> | <p>*Parents will lead and oversee designated committees or activities that are needed in the program.</p> <p>*More parents will want to serve in a leadership, officer, or key roles.</p> <p>*Parents will become active advocates in community initiatives.</p> | <p>*Parents are able to find purpose and meaning in their lives by becoming advocates which will lead them to become stronger parents for their children.</p> | <p>Parent surveys (pre and post)</p> |

ONGOING PROFESSIONAL DEVELOPMENT: PROGRAM DESIGN & MANAGEMENT

| | | | Estimated Cost | | |
|--|--|----------------------------------|----------------|--------------------|------------|
| Training Topic | Targeted Audience | Provider/Person Responsible | Travel | Program Operations | Total Cost |
| Parent Orientation/Parent Handbooks/Handouts | Parents | Program Team | | \$300.00 | \$300.00 |
| Roles & Responsibilities of the Policy Council, Parent Committee, ERSEA and School Board | Policy Council, Parent Committee, and School Board | Outside Consultant | | \$700.00 | \$700.00 |
| OHS/NHSA Conferences | Director/Program Managers | OHS/NHSA | \$3,750.00 | \$1,200.00 | \$4,950.00 |
| ERSEA Credential | ERSEA Specialist/Aide | HS University/ERSEA Specialist | \$1,500.00 | \$2,716.00 | \$4,216.00 |
| Beginning of Year Staff Development | All Staff | Director | | \$500.00 | \$500.00 |
| OHS Webinars and Trainings | Director/Staff | OHS/Director | | | In- Kind |
| Region VI Network Meetings/Conf | Program Team | Out of State | \$1,000.00 | \$1,000.00 | \$2,000.00 |
| CLASS Calibration and Recertification | Education Specialist | Teachstone | | \$400.00 | \$400.00 |
| Joint Transition Training | Students/Parents/ Staff | Denton ISD/ Education Specialist | | | In-kind |
| TEPSA/TAASPYC Conferences | Director | Denton ISD | | | In-kind |
| Pre-K SDE Conference | Teacher | Director/Education Specialist | \$550.00 | \$200.00 | \$750.00 |
| Confidentiality, 504, Disability Plan | All Staff | Dr. Pettigrew | | | In- Kind |
| DMTSS/Data collections/interventions | Teaching Teams | Director/Pre-K Coach | | | In- Kind |
| Learning Targets/Goals | Teaching Teams | Director/Pre-K Coach | | | In- Kind |
| Monitoring Protocols Training | Program Team | Director | | | In-Kind |

ONGOING PROFESSIONAL DEVELOPMENT: EDUCATION & EARLY CHILDHOOD DEVELOPMENT

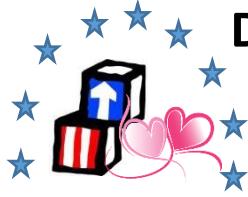
| | | | Estimated Cost | | |
|--|--------------------|-------------------------------|----------------|--------------------|------------|
| Training Topic | Targeted Audience | Provider/Person Responsible | Travel | Program Operations | Total Cost |
| Instructional Support | Teaching Staff | Education Specialist | | \$500.00 | \$500.00 |
| CLASS Resources | Teaching Staff | Education Specialist | | \$500.00 | \$500.00 |
| BEAM Conference for Dual Language Instructors | (5) Teaching Staff | Director | \$250.00 | \$750.00 | \$1,000.00 |
| Collecting & Analyzing Data (DIAL-4, ASQ, CLI, Portfolios) | Teaching Staff | Education Specialist | | \$1,300.00 | \$1,300.00 |
| Classroom Management, Classroom Readiness, Environmental Checklist | Teaching Staff | Director/Pre-K Coach | | \$500.00 | \$500.00 |
| Teacher selected PK Level Conferences | Teaching Staff | Outside Vendors | | \$500.00 | \$500.00 |
| Clear Touch Trainings | Teaching Staff | Denton ISD Technology Dept | | | In-kind |
| PBIS | Teaching Staff | Denton/Pre-K Coach | | | In- Kind |
| T-TESS Training/refresher | Teaching Staff | Denton ISD | | | In- Kind |
| Beginning Teacher Series | Teaching Staff | NCQTL/Education Specialist | | | In- Kind |
| Literacy Cadre | Teaching Staff | Denton ISD | | | In- Kind |
| Developing Talkers Kits | Teaching Staff | Director/Education Specialist | | \$800.00 | \$800.00 |
| CLASS Dimension Manuals | Teaching Staff | Education Specialist | | \$250.00 | \$250.00 |
| NCEDT webinars and suites | Teaching Staff | Education Specialist | | | In- Kind |
| Understanding By Design and Learning Targets | Teaching Staff | Denton ISD/Pre-K Coach | | | In- Kind |
| Paraprofessional CDA Renewal | Teaching Staff | Director/Principal | | \$150.00 | \$150.00 |
| DIAL 4 Developmental Screener Refresher | Teaching Staff | Disabilities Specialist | | | In- Kind |
| TIA and Assessment for Learning | Teaching Staff | Denton ISD | | | In- Kind |
| Team Leader Mtgs and PLC | Teaching Staff | Denton ISD/Director | | | In- Kind |
| PBC | Teaching Staff | Education Specialist | | | In- Kind |

ONGOING PROFESSIONAL DEVELOPMENT: CHILD HEALTH & SAFETY

| | | | Estimated Cost | | |
|---|-------------------------|--|----------------|--------------------|------------|
| Training Topic | Targeted Audience | Provider/Person Responsible | Travel | Program Operations | Total Cost |
| Bus Evacuation, Pedestrian Safety, Fire Safety, Bike Safety and School Safety | Students/Parents/ Staff | Education Specialist | | | In -Kind |
| Active Supervision | Teaching Staff | Director | | | In- Kind |
| CPR and First Aide | All Staff | Denton ISD/Health Specialist | | | In- Kind |
| Blood born Pathogens and Asthma | All Staff | Denton ISD/Health Specialist | | | In- Kind |
| Child Abuse Reporting | All Staff | Denton ISD/Health Specialist/Counselor | | | In- Kind |
| Safe Environments | All Staff | Denton ISD/Health Specialist/Office Aide | | | In- Kind |
| CPI Training and Refresher | All Staff | Denton ISD/Director | | | In- Kind |
| Emergency Operations and Procedures Training | All Staff | Director/Office Aide | | | In- Kind |
| Travis & Presley Guidance Lessons - Suicide/Bullying | Students/Parents/ Staff | Denton ISD/Counselor | | | In- Kind |
| Student Health Education | Students/Parents/ Staff | Denton ISD/Health Specialist | | | In- Kind |
| Campus Healthy Initiatives | All Staff | Denton ISD/Health Specialist | | | In- Kind |
| Communicable diseases | All Staff | Denton ISD/Health Specialist | | | In- Kind |
| Mental Health Awareness | All Staff | Denton ISD Diagnostition | | | In-Kind |

ONGOING PROFESSIONAL DEVELOPMENT: PARENT FAMILY COMMUNITY ENGAGEMENT

| | | | Estimated Cost | | |
|--|---|---|-------------------|--------------------|--------------------|
| Training Topic | Targeted Audience | Provider/Person Responsible | Travel | Program Operations | Total Cost |
| Family Literacy Trainings and Events | Parents | PFCE and Education Specialist and Librarian | | \$300.00 | \$300.00 |
| PFCE Training | PFCE Specialist | Out of State | \$1,000.00 | \$450.00 | \$1,450.00 |
| Personalized Parent Goal setting & monitoring | Parents | ERSEA, PFCE, Teachers | | \$100.00 | \$100.00 |
| Robert's Rules of Order and Parliamentary Procedures | Policy Council, Parent Committee, Governing Board | Dr. Pettigrew | | | In- Kind |
| Volunteer Orientation | Parent and Community Volunteers | PFCE Specialist | | | In- Kind |
| Confidentiality/Code of Conduct | Parent and Community Volunteers | PFCE Specialist/Dr. Pettigrew | | | In- Kind |
| Parent Committee Roles and Responsibilities | Parents | PFCE Specialist | | | In- Kind |
| Health and Nutrition | Parents | PFCE Specialist | | | In- Kind |
| Budgeting for Families | Parents | PFCE Specialist | | | In- Kind |
| PFCE Framework and Simulation | All Staff | PFCE and Education Specialist | | | In- Kind |
| PFCE role in School Readiness | PFCE Specialist | PFCE and Education Specialist | | | In- Kind |
| | | | Travel | Program Operations | Total (FY17) TTA |
| TOTALS ALL TRAINING | | | \$8,050.00 | \$13,116.00 | \$21,166.00 |



DENTON ISD HEAD START PROGRAM

901 AUDRA LANE. DENTON, TX. 76209

ANNUAL REPORT 2016-2017

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

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

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

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

COMMUNITY PARTNERS

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

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

ENROLLMENT

Funded Enrollment: 193
Total number of Children Served: 213
Average Monthly Enrollment: 100%
Total % of eligible families served: 93%

Of the 213 families that were enrolled, 68 were two-parent families. 158 had a family income below 100% of the federal poverty level. 9 received public assistance such as SSI, or TANF. 7 were in foster care, 19 were homeless, 0% were between 100% - 130% of the federal poverty level and 0% were over-income as allowed by law.

| PROPOSED BUDGET | |
|---------------------------------|--------------------|
| Payroll/Subs: | \$1,250,240 |
| Training: | 21,166 |
| Mental Health Consultant | 1,700 |
| Classroom snacks: | 16,500 |
| Classroom supplies & Technology | 9,437 |
| Head Start Insurance: | 810 |
| Total: | \$1,299,853 |

| ACTUAL EXPENDITURES | |
|--------------------------|------------------|
| Payroll/Subs: | \$1,257,238 |
| Training: | 21,166 |
| Classroom Supplies: | 23,599 |
| Classroom Shades: | 5620 |
| Furniture | 4037 |
| Classroom Snacks: | 9,699 |
| Head Start Insurance: | 810 |
| Policy Council Training: | 700 |
| Total: | 1,322,869 |



FINANCIAL AUDIT

The Denton ISD Annual financial audit for the year ending June 30, 2016 was conducted by Hankins, Eastup, Deaton, Tonn & Seay. The audit in its entirety can be found at: <http://www.dentonisd.org>

The program also received a COLA (Cost of Living Allocation) in the amount of \$23,016 which was used exclusively for salaries, which then enabled us to increase our proposed budget in the supplies and technology areas.

2016-2017 FEDERAL MONITORING REVIEWS

The Denton ISD Head Start Program is on a 5 yr. grant cycle. With this award, the new comprehensive monitoring process is being implemented. For the 2016-17 school year, we participated in the following review event:
ERSEA Review (1/25-26, 2017)
 Based on the information gathered, no area of non-compliance was found during the course of the review. Accordingly, no correction action is required at this time.

| RACE & ETHNICITY | HISPANIC OR LATINO ORIGIN | NON-HISPANIC OR NON-LATINO ORIGIN |
|--|---------------------------|-----------------------------------|
| American Indian or Alaska Native | 2 | 0 |
| Asian | 2 | 5 |
| <i>Black or African American</i> | 6 | 47 |
| <i>Native Hawaiian or Pacific Islander</i> | 1 | |
| <i>White</i> | 109 | 21 |



| PRIMARY LANGUAGE OF FAMILY AT HOME | |
|---|----|
| <i>English</i> | 93 |
| <i>Spanish</i> | 91 |
| <i>Middle Eastern & South Asian Languages</i> | 6 |
| <i>East Asian Languages</i> | 2 |
| <i>African Language</i> | 1 |



HEALTHY CHILDREN

Each child is required to have a physical and dental exam within 90 days of enrollment in the Head Start Program. Good health is critical in a child’s development. Our campus has a full-time Registered Nurse (RN) who also serves as the Head Start Health Specialist. The RN ensures that each child has received regular dental and physical exams and meets the needs of students with acute and chronic health needs. During the 2016-2017 school year, health screening including hearing, vision, height and weight were performed on each Head Start Student.

| INSURANCE | # OF CHILDREN AT ENROLLMENT | # OF CHILDREN AT END OF ENROLLMENT YEAR |
|--|-----------------------------|---|
| Enrolled in Medicaid and/or CHIP | 190/98.4% | 190/98.4% |
| Private insurance | 2/1.03% | 2/1.03% |
| No insurance | 1/.52% | 1/.52% |
| Up to date on a schedule of age-appropriate preventive and primary health care | 193/100% | 193/100% |

| IMMUNIZATIONS | # OF CHILDREN AT ENROLLMENT | # OF CHILDREN AT END OF ENROLLMENT YEAR |
|---------------|-----------------------------|---|
| Up to date | 192/99.5% | 190/99.5% |
| Exempt | 1/.52% | 1/.52% |

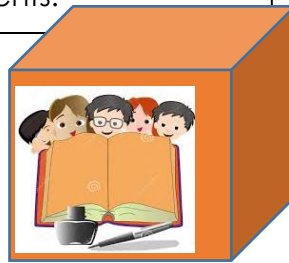
| BODY MASS INDEX | # OF CHILDREN AT ENROLLMENT |
|-----------------|-----------------------------|
| Underweight | 5/2.6% |
| Healthy weight | 137/70.98%% |
| Overweight | 24/12.43% |
| Obese | 27/13.98% |

| DENTAL | # OF CHILDREN AT ENROLLMENT | # OF CHILDREN AT END OF ENROLLMENT YEAR |
|--|-----------------------------|---|
| Continuous, accessible dental care provided by a dentist | 185/95.9% | 193/100% |
| Receiving preventative care | 185/95.9% | 193/100% |

SCHOOL READINESS

Kindergarten Transition Activities:

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



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

Classroom Management: PBIS, Energy Bus, Bucket fillers

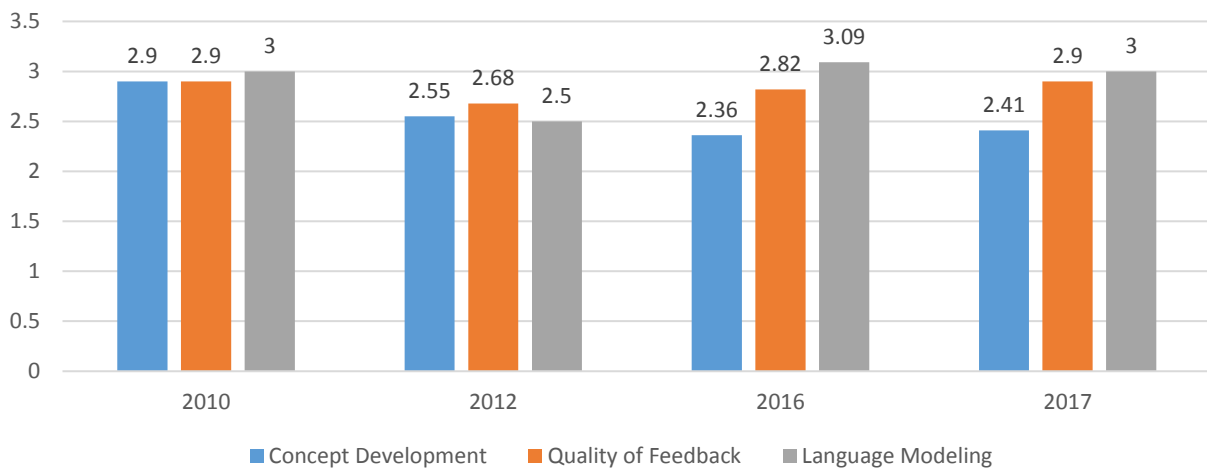
Dual Language Model: Gomez and Gomez

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

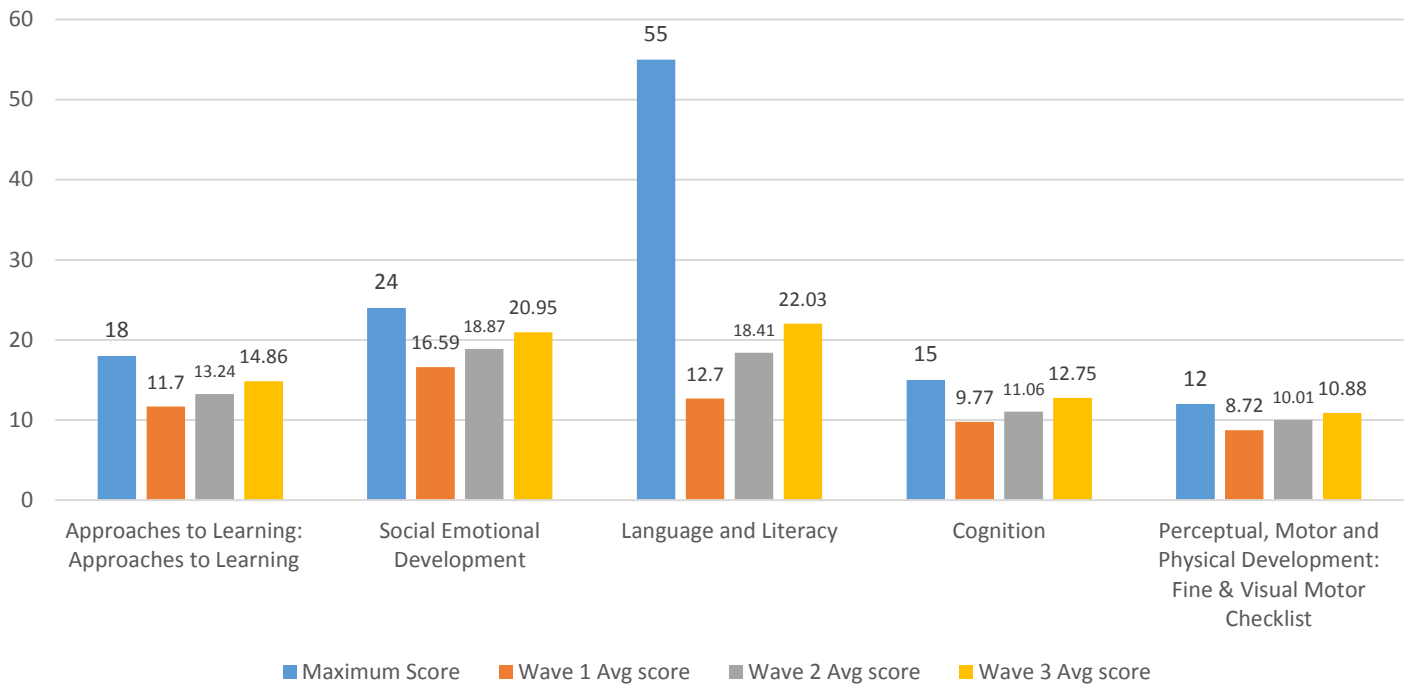
Ongoing Monitoring: TSR CLI Engage, Student Portfolios

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

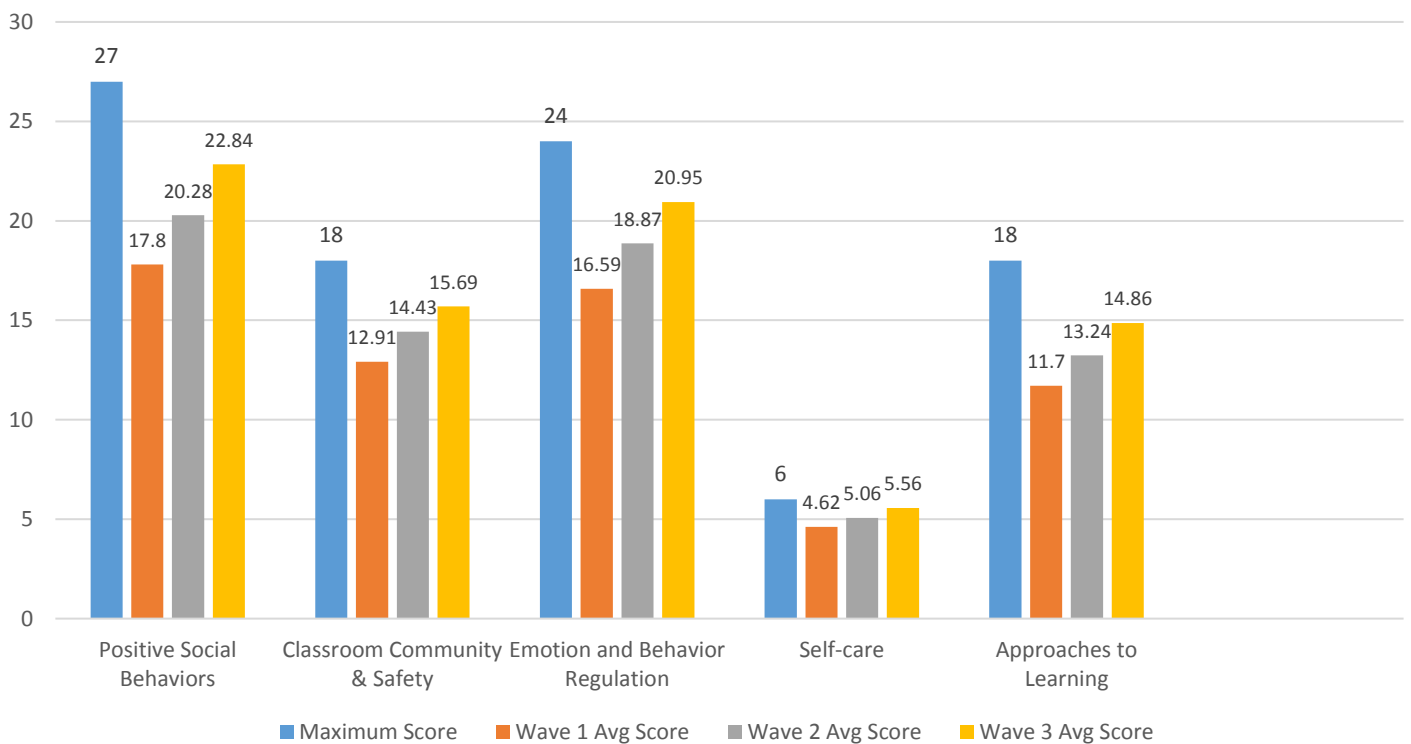
DISD CLASS Instructional Support Domain Data



FY16 Denton ISD Head Start School Readiness Outcomes (CLI Progress Monitoring)



FY16 DISD Head Start CLI Social Emotional Growth Report



PARENT, FAMILY AND COMMUNITY ENGAGEMENT



| SCHOOL WIDE ACTIVITIES | ATTENDANCE |
|------------------------------|--------------|
| Grandparent Day | 118 |
| Dunken With Dearest | 52 |
| Hat Parade | 96 |
| Nation's Celebration | All students |
| Make It Take It | 360 |
| Santa Day | All students |
| Black History Presentation | All students |
| Walk Across Texas | 9 |
| Rodeo Day | All students |
| Week of the Young Child | All students |
| Cinco de Mayo | All students |
| Saving more at Grocery Store | 5 |
| Field Day | All students |
| Volunteer Reception | 15 |

| PARENT CLASSES OFFERED | ATTENDANCE |
|----------------------------------|------------|
| ESL | 15 |
| Eating the Rainbow on my Plate | 17 |
| Nutrition/Walk Across Texas | 9 |
| Child Behavior | 15 |
| Families Reading Everyday (FRED) | 38 |
| FRED Celebration | 14 |
| Choose Your Foods (Diabetes) | 6 |
| Marriage Adjustment | 5 |
| Budgeting | 2 |
| Diabetic Class | 12 |
| Creating Safe and Healthier Meal | 6 |
| Balancing Your Day | 7 |

| Month | Head Start Volunteer Hours | In-Kind Dollar Value (hrs * 15.00 ea) |
|--------------|----------------------------|--|
| Aug/Sept | 4754.23 | 71,313.45 |
| October | 2,787.55 | 41,813.25 |
| November | 2,617.22 | 39,258.30 |
| December | 3,487.00 | 52,305.00 |
| January | 3,309.63 | 49,644.45 |
| February | 3,438.13 | 51,571.95 |
| March | 3336.50 | 50047.50 |
| April | 3,734.53 | 56,017.95 |
| May | 2,169.00 | 32,535.00 |
| Total | 29633.79 | 444,506.85 |

Disabilities and Mental Health Services



During the 2016-17 school year the Denton ISD Head Start Program began the year with 9 returning students identified as eligible for special education services. At the start of the school year, 4 students were found to have been identified as eligible for special education while enrolled in another district program resulting in a total of 13 students eligible due to a disability on 8/22/2016. By January of 2017, the program had identified 7 additional students as having a disability through the RTI/Referral process. The program ended with a total of 25 students identified as having a disability.

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

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

| MENTAL HEALTH SERVICES PROVIDED | |
|--|----|
| Number of children that the mental health professional consulted with Head Start staff about the child's behavior/mental health | 62 |
| Number of children that the mental health professional consulted with the parent/guardian about the child's behavior/mental health | 37 |
| Number of children that the mental health professional provided an individual mental health assessment | 69 |
| Number of children that the mental health professional facilitated a referral for mental health services | 19 |

NUTRITION

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

**2018 ISD and Charter Indirect Cost Rates Effective
July 1, 2017 - June 30, 2018**

| CDN | Name of LEA | Restricted Rates | Unrestricted Rates |
|------------|-------------------------|-------------------------|---------------------------|
| 059901 | HEREFORD ISD | 3.186 | 18.985 |
| 059902 | WALCOTT ISD | 2.623 | 18.054 |
| 060902 | COOPER ISD | 1.255 | 14.186 |
| 060914 | FANNINDEL ISD | 3.761 | 12.649 |
| 061802 | TEXAS EDUCATION CENTERS | 2.032 | 22.133 |
| 061804 | LEADERSHIP PREP SCHOOL | 1.978 | 18.833 |
| 061805 | TRIVIUM ACADEMY | 2.648 | 17.742 |
| 061901 | DENTON ISD | 2.140 | 20.750 |
| 061902 | LEWISVILLE ISD | 1.678 | 17.199 |
| 061903 | PILOT POINT ISD | 2.471 | 20.049 |
| 061905 | KRUM ISD | 1.573 | 26.959 |
| 061906 | PONDER ISD | 1.912 | 25.654 |
| 061907 | AUBREY ISD | 0.762 | 22.795 |
| 061908 | SANGER ISD | 1.658 | 18.790 |
| 061910 | ARGYLE ISD | 2.594 | 24.696 |
| 061911 | NORTHWEST ISD | 5.585 | 12.348 |
| 061912 | LAKE DALLAS ISD | 2.500 | 27.400 |
| 061914 | LITTLE ELM ISD | 4.388 | 14.794 |
| 062901 | CUERO ISD | 1.132 | 14.406 |
| 062902 | NORDHEIM ISD | 2.895 | 19.003 |
| 062903 | YOAKUM ISD | 2.963 | 23.273 |
| 062904 | YORKTOWN ISD | 4.151 | 17.794 |
| 062905 | WESTHOFF ISD | 3.508 | 26.483 |
| 062906 | MEYERSVILLE ISD | 2.146 | 23.744 |
| 063903 | SPUR ISD | 2.951 | 29.189 |
| 063906 | PATTON SPRINGS ISD | 8.010 | 42.148 |
| 064903 | CARRIZO SPRINGS CISD | 2.859 | 21.268 |
| 065901 | CLARENDON ISD | 3.034 | 22.732 |



SUPPORTING DOCUMENTS

06CH7130
FY 18

Policy Council Approved: March 9, 2018

Governing Board Approved:

Denton ISD Head Start Progress Monitoring for FY16 and FY17

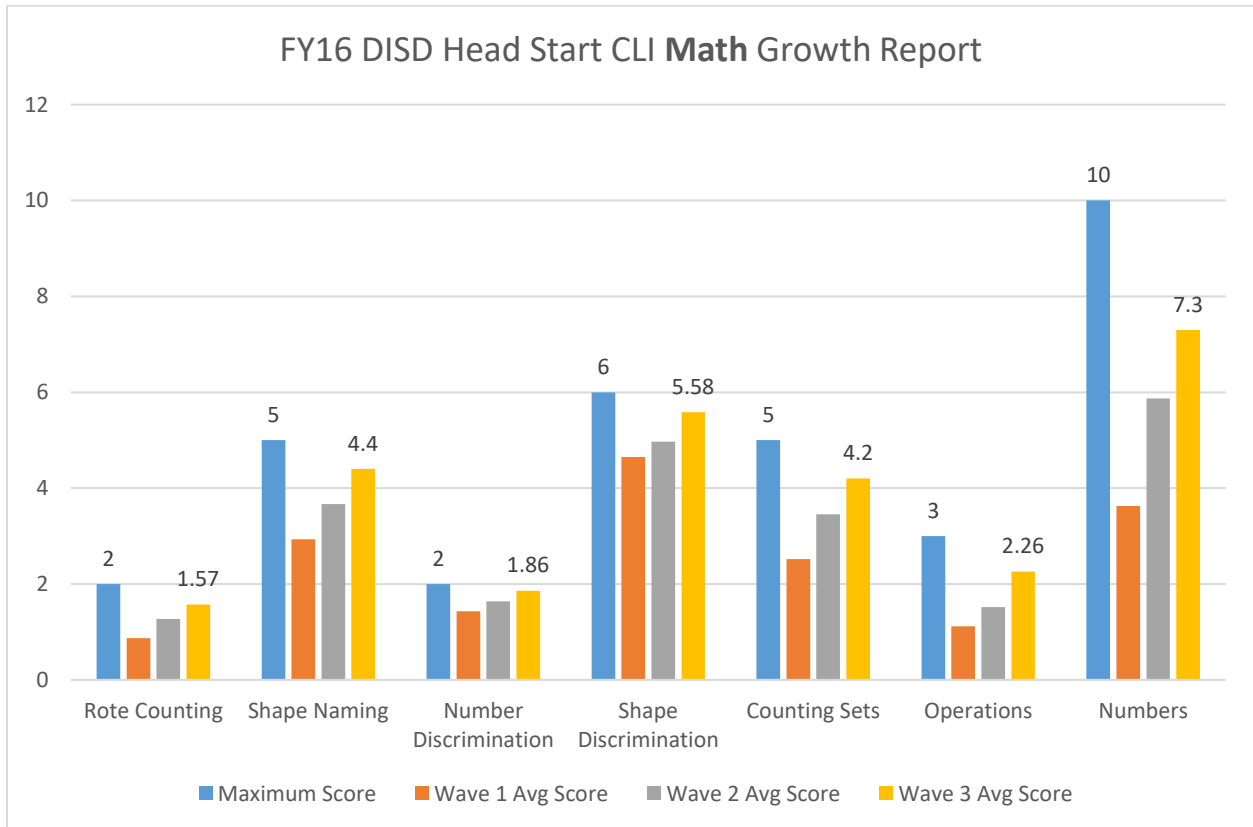
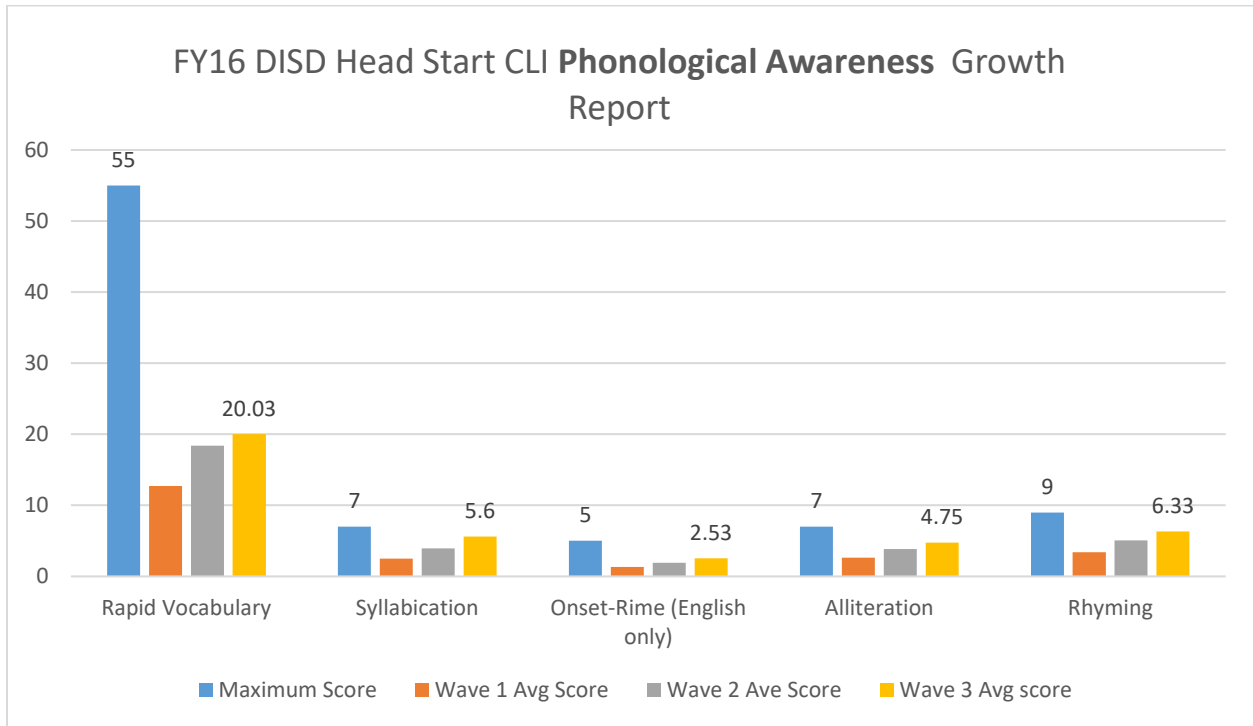
Our program uses the CLI Engage Progress Monitoring tool. It consists of a variety of subtests that teachers facilitate three times a year. This tool is aligned with the Head Start Early Learning Outcomes Framework, the Texas Prekindergarten Guidelines, and is a component of the Texas Education Agency's Texas school readiness model.

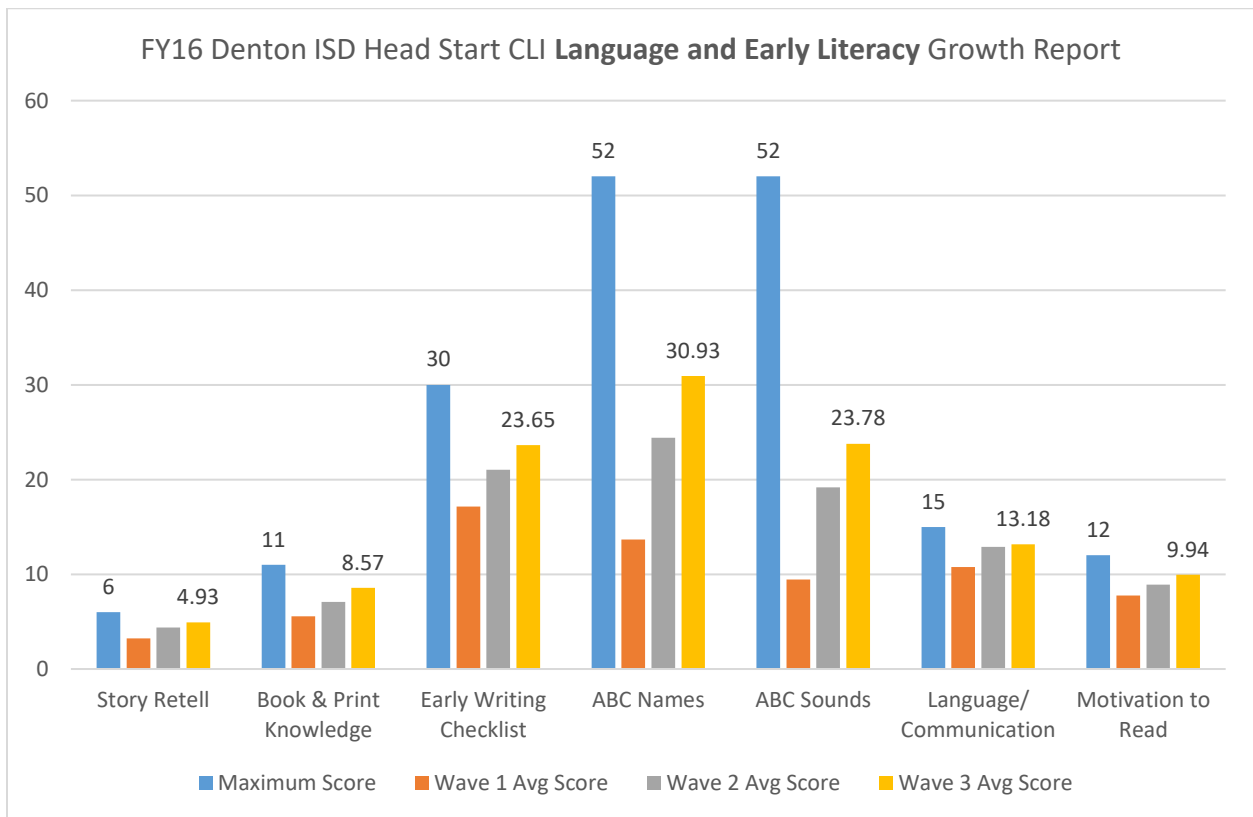
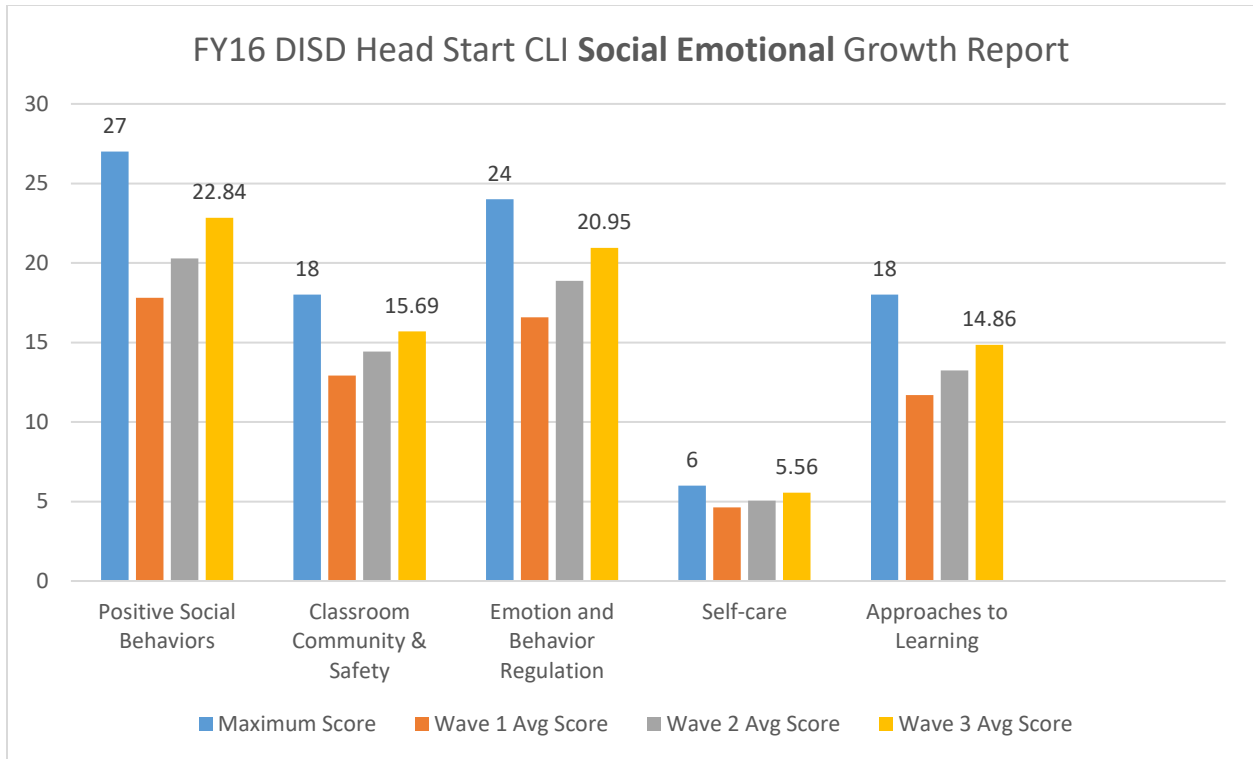
115 students of our funded enrollment, were 4 or 5 years old and transitioned at the end of the school year. Of these 115 students, 63 were enrolled in the program in FY15 and 51 were new to our program in FY16. The remaining students were 3 years old and were most likely going to participate in the program in FY17. The 63 returning students were assessed with this tool in FY15. A total of 130 took the assessment for the first time.

Student progress increased in all CLI Engage subtests. In fact, students scored over 80% mastery in 20 of the 32 subtests. In the following subtests, end of the year scores were between 50-80%: Onset-Rime, Alliteration, Rhyming, Rote Counting, Operations, Book & Print, early Writing, Numbers, and ABC Names. Although progress in Rapid Letter Naming, Rapid Vocabulary, and ABC Sounds consistently increased, scores were under 50% by the end of the year.

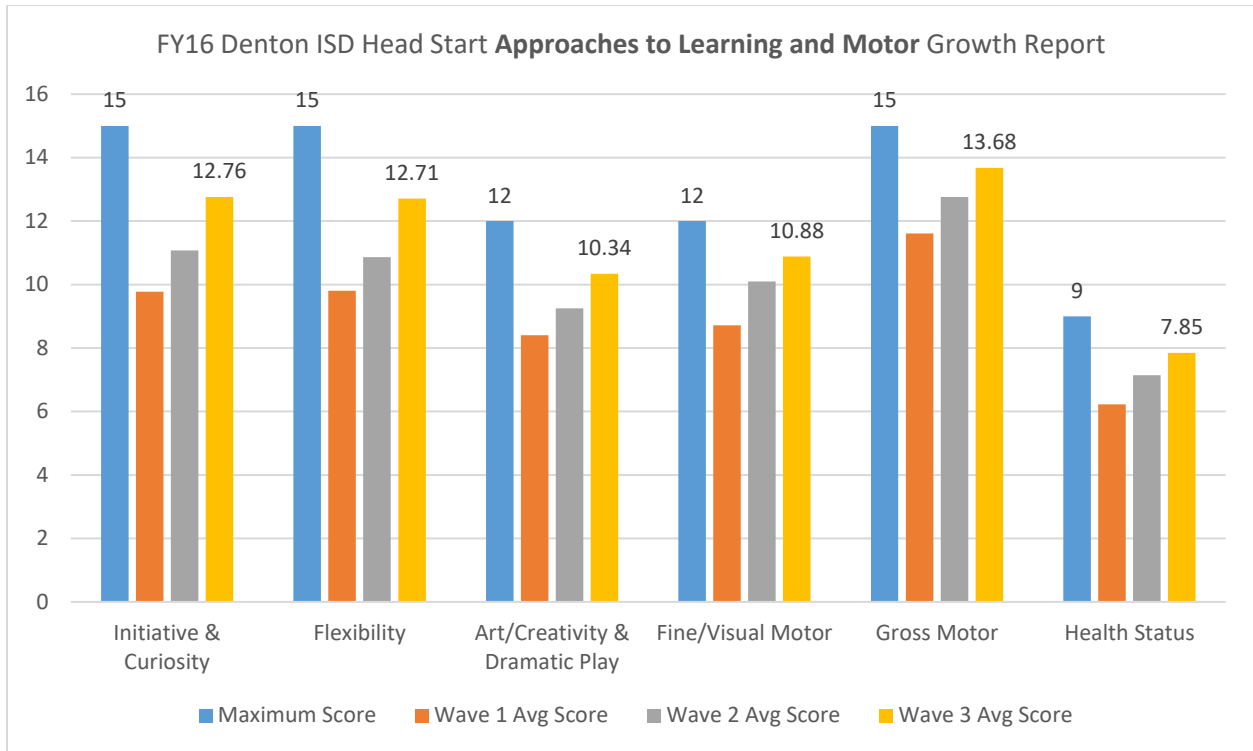
In FY17, developing oral language is the focus for our campus and all the elementary and middle schools that are zoned to Denton High School. Professional Development is focused on training staff how to effectively develop oral language.

FY16 Head Start CLI Data

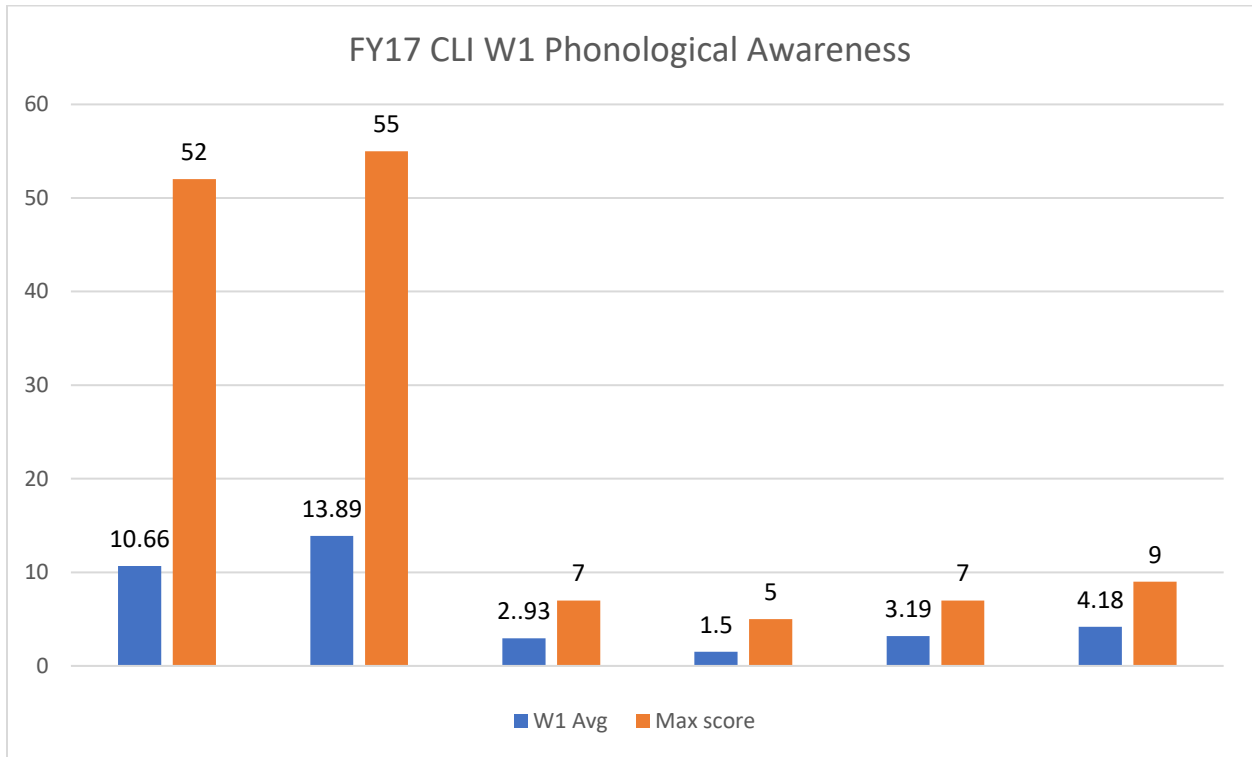




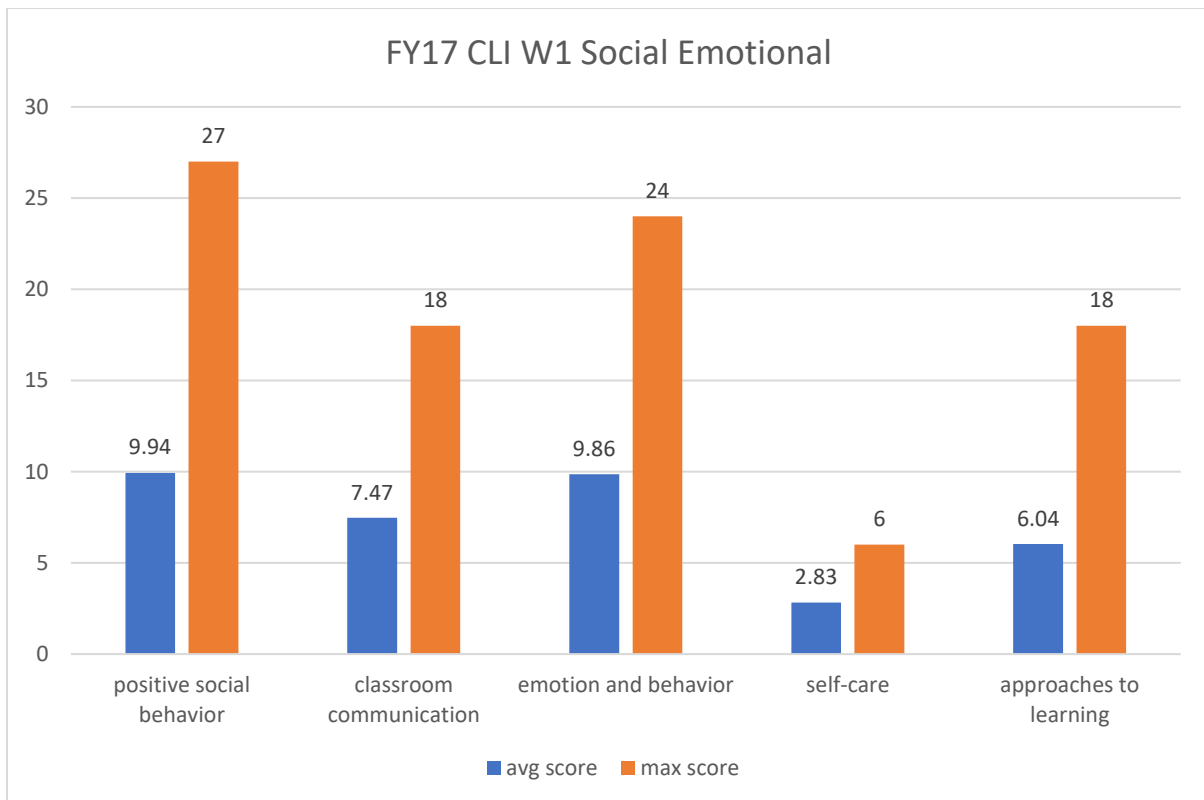
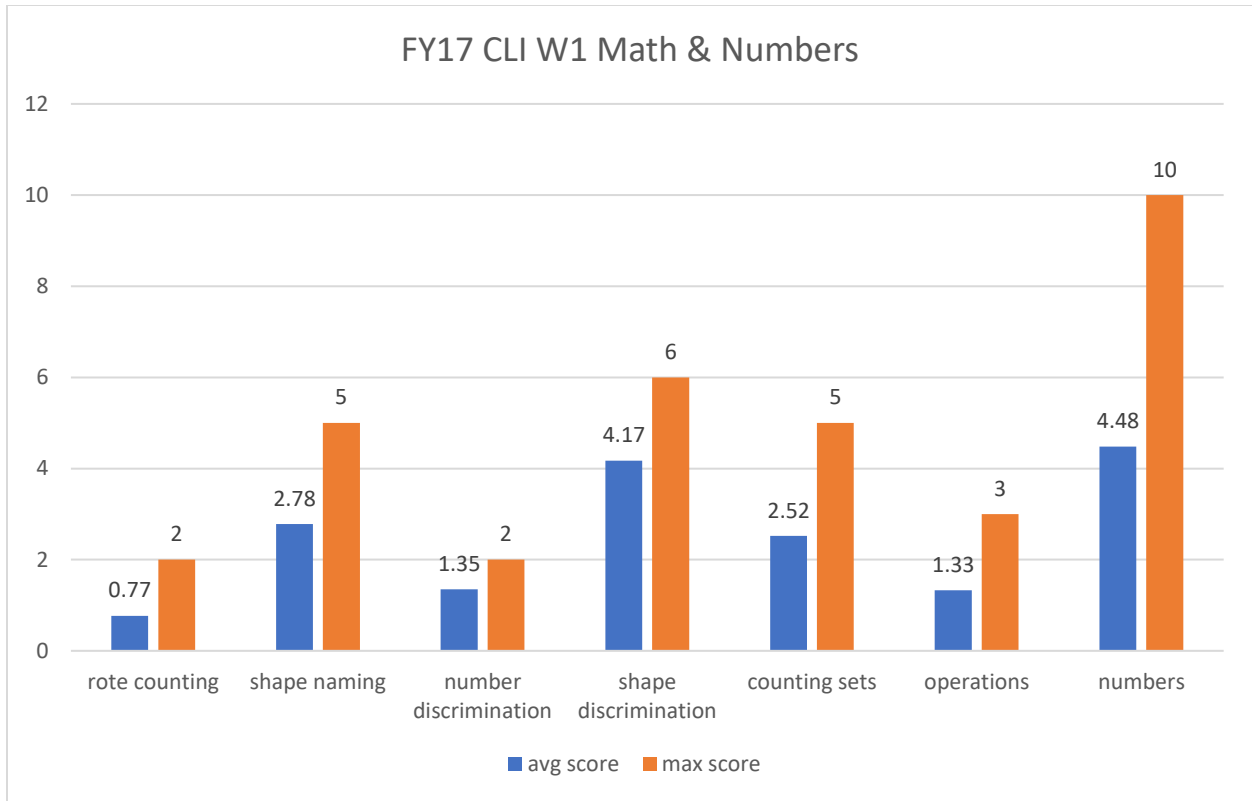
SUPPORTING DOCUMENT A -Program Goal 1

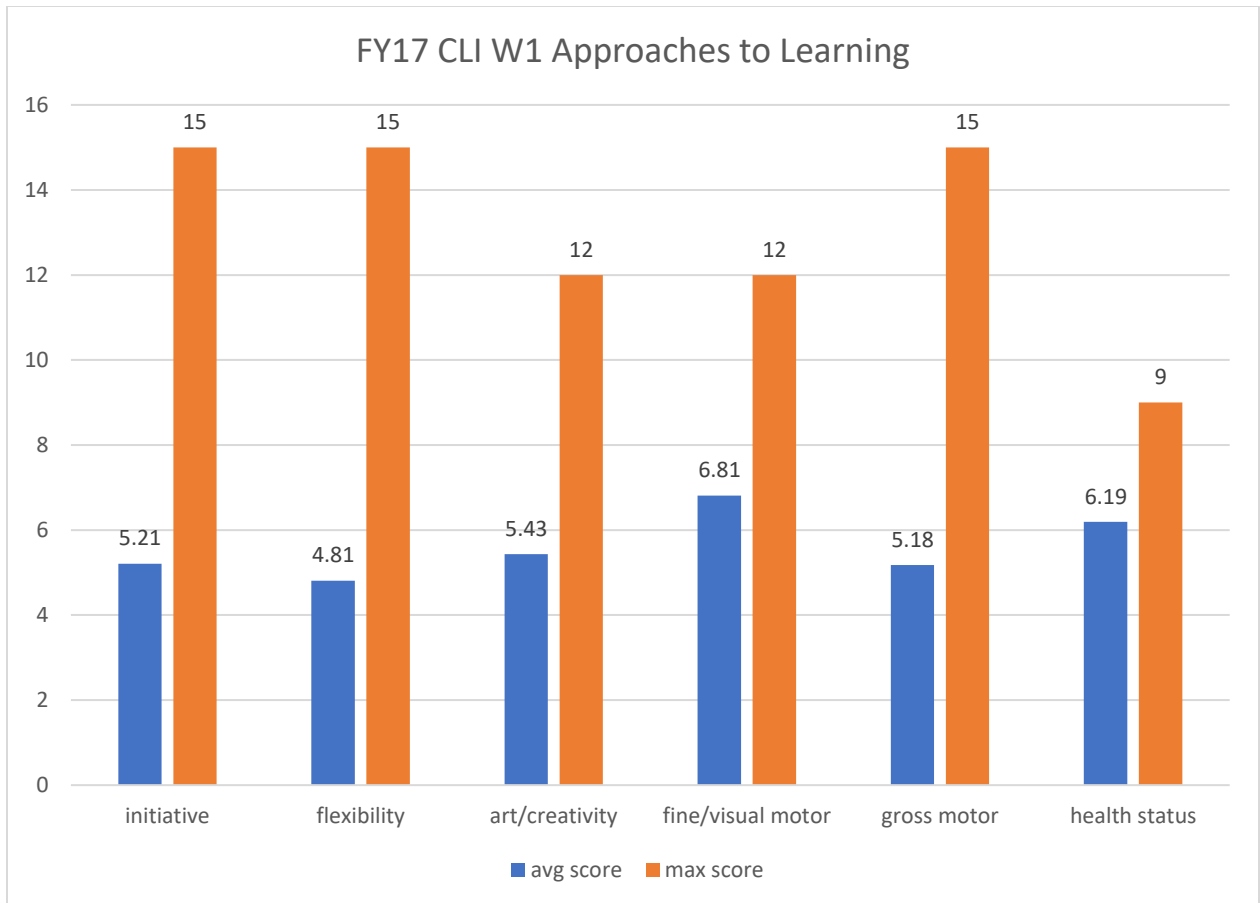
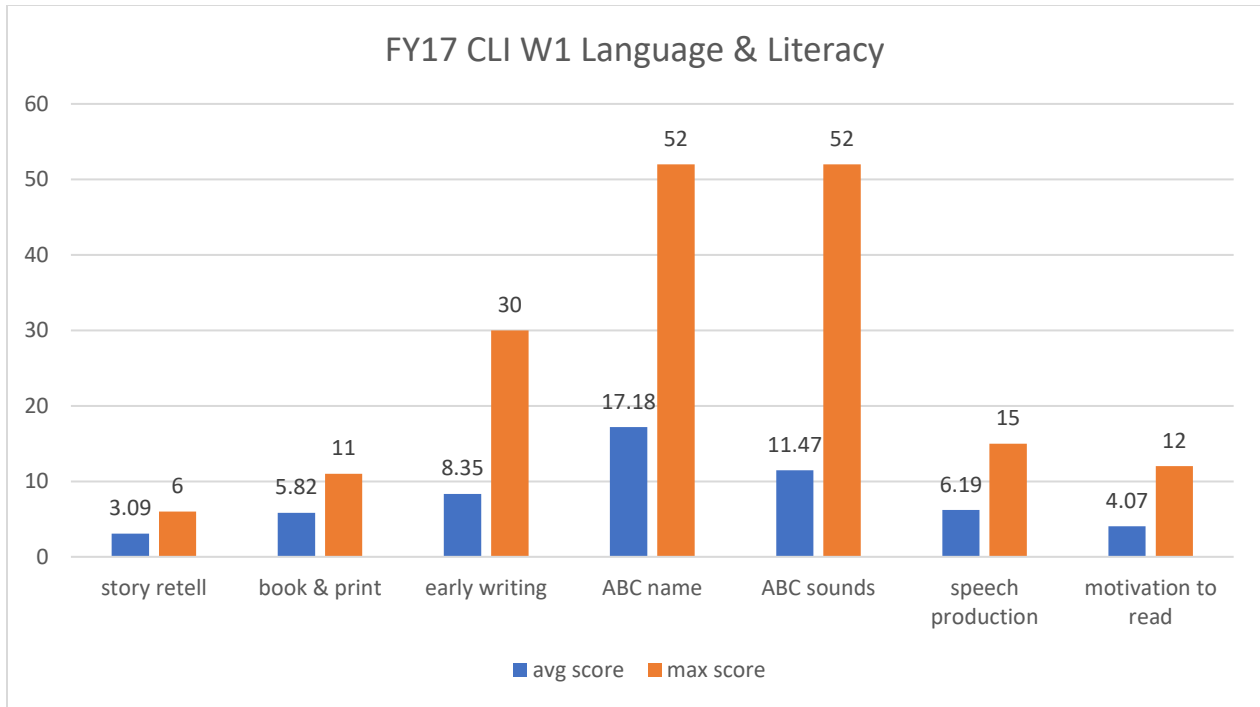


FY17 CLI Engage Wave 1 Data



SUPPORTING DOCUMENT A -Program Goal 1





| Program Goal | Measurable Objective | Program Outcomes | Challenges |
|--|--|--|---|
| <p>Families will serve as the primary nurturers of their children.</p> | <p>Encourage them to volunteer by including volunteer application during enrollment. Parents are welcome to volunteer and be a part of the classroom environment and school wide activities</p> <p>Provide Head Start Parent Orientation for new and returning students.</p> <p>During recruitment, home visits, and parent teacher conferences, parents share strengths and needs for their child and family.</p> <p>Teachers share lesson plans, school activities, student progress with parents throughout the year.</p> <p>Parent education classes on parent child relationships are offered.</p> <p>DATA: Head Start Application, Orientation Sign in Home Visit/Parent, Teacher Conference, Parent Education Sign In & pre/post-tests, CLI Progress Reports</p> | <p>During enrollment, parents completed the DISD online registration and volunteer application.</p> <p>Parent Orientation and Meet the Teacher were held in August.</p> <p>Parents, teachers, and staff formally met a minimum of six times in a face to face setting to share child/family strengths and needs.</p> <p>Some teachers began using Seesaw to keep parents engaged with instructional and school wide activities and student progress.</p> <p>Parent Ed classes were offered.</p> <p>Our systems are becoming more strategic, intentional, and specific.</p> | <p>Computer Literacy was a challenge.</p> <p>Due to corresponding events at local elementary campuses, parent attendance was low.</p> <p>After orientation keeping parents engaged in parenting classes.</p> <p>Discussions were held on addressing computer literacy and moving orientation to after recruitment to address needed medical documents, parent handbook, to inform parents of selection into the program earlier and face to face.</p> |

SUPPORTING DOCUMENT B – Program Goal 2

| Program Goal | Measurable Objective | Program Outcomes | Challenges |
|---|---|--|---|
| <p>Families will build upon their strengths as the initial educator</p> | <p>Parents participate in the developmental screening process by completing the ASQ.</p> <p>During Home visits and parent teacher conferences, parents learn more about their students’ progress and how they can support them outside the classroom.</p> <p>Teachers provide developmentally appropriate home learning activities.</p> <p>Parent education classes on parent child relationships are offered.</p> <p>Families are regularly informed of student attendance and their attendance in parent education classes.</p> <p>DATA: ASQ, Parent Developmental Report, Home Visits, Attendance Report, Parent Conferences, Parent Education Sign In & pre/post tests</p> | <p>Parents completed the ASQ during enrollment process. Results of the ASQ are shared with parents.</p> <p>Teachers shared developmental screening results. Parents and teachers developed individual goals to work on both at home and school.</p> <p>CLI Engage Progress Monitoring Reports are sent home so parents can work on specific areas of need with students.</p> <p>Education Specialist conducted portfolio reviews each quarter to assure assessment folders were updated and developmental screening reports were complete.</p> | <p>Finding creative ways to increase parent participation in parenting classes and in increasing efforts to encourage parents to volunteer in the classrooms.</p> |

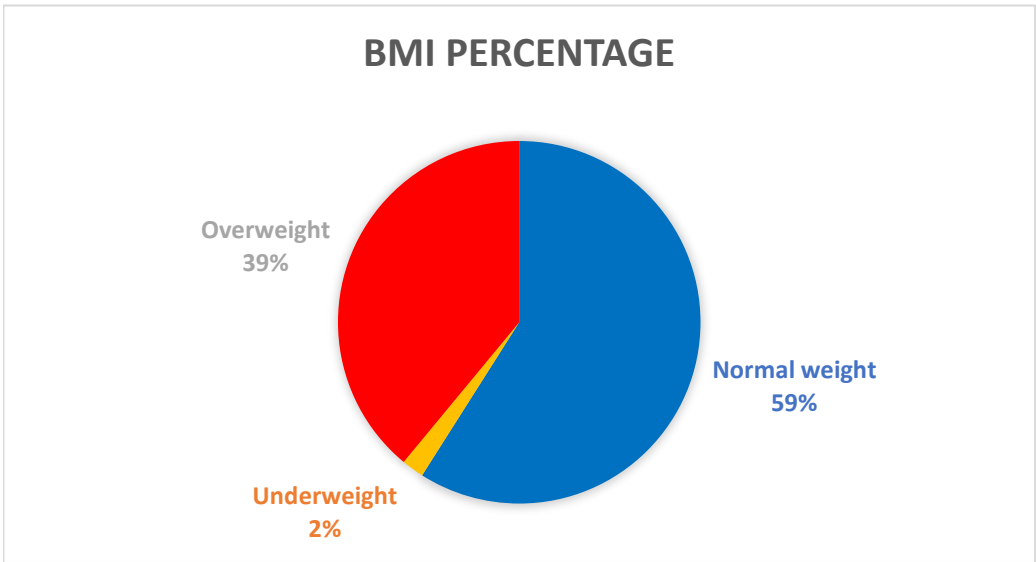
| Program Goal | Measurable Objective | Program Outcome | Challenges |
|--|---|---|---|
| <p>Families will choose goals based on needs assessments and actively work towards mastering them to improve child outcomes.</p> | <p>During recruitment, parents complete a needs assessment and choose corresponding family goals.</p> <p>During enrollment, parents review the needs assessment and choose one goal to work on throughout the year.</p> <p>During Home visits and parent teacher conferences, parents can update progress on family goals.</p> <p>Parent education classes and school wide events are provided to help families reach goals.</p> <p>DATA: Head Start Application, Family Partnership Agreement, Home Visit Reports, Parent Teacher Conference Form, Parent Education Classes</p> | <p>Parents completed a paper copy of the needs assessment.</p> <p>Parents reviewed their needs assessment and chose at least one goal to work on during the year.</p> <p>Teachers were given a spreadsheet to update parent goals during home visits and conferences.</p> <p>The Head Start application includes a needs assessment section. The data is used to plan relevant parent education classes based on need and interest. Parent participation is logged.</p> | <p>Tracking data on paper copies was time consuming.</p> <p>Some parents did not want to choose a goal to work on or chose the same goal from the previous year.</p> <p>Some teachers were uncomfortable with this, because they thought it was intrusive and time consuming. Additional training and clarification of expectations was provided.</p> <p>Discussions on using a digital format (Google Forms) to complete needs assessment (returning families) and goal setting (all families) was held in preparation for the upcoming school year.</p> |

SUPPORTING DOCUMENT B – Program Goal 2

| Program Goal | Measurable Objective | Program Outcome | Challenges |
|--|--|---|---|
| <p>Families will build upon their strengths as advocates and leaders in parent-initiated program supported activity.</p> | <p>During recruitment and parent orientation, program staff share the importance and provide opportunities for parents to become active participants in advocacy and leadership roles (Policy Council and Parent Committee)</p> <p>Data from the needs assessment is used to plan parent education classes.</p> <p>Program will recruit fathers to participate in Father Engagement activities and families to participate in family engagement activities.</p> <p>Parent Volunteers are acknowledged and rewarded for their participation in the various entities of the program</p> <p>DATA: Round Up & Orientation Sign in, Policy Council & Parent Committee Sign In, Parent Education Sign In & Pre/post-tests, sign in sheets for specific family engagement activities, Volunteer Books.</p> | <p>Parents participated in the Parent Committee and Policy Council.</p> <p>Classes were planned and facilitated by Texas AgriLife.</p> <p>Dunkin with Dads was a school wide activity geared to our father engagement.</p> <p>A volunteer reception was given to recognize and award parent volunteers, both on our campus and district wide.</p> | <p>Throughout the year, it was challenging establishing a quorum.</p> <p>Low attendance due to work schedules, adequate advertising and parent follow through. Started using Remind 101 to remind parents of upcoming events and stay in touch with them.</p> <p>Some parent mothers and alternative families were dissatisfied with an activity geared toward fathers, so we changed the name of the activity to Dunkin with Dearest and opened it to all parents.</p> |

SUPPORTING DOCUMENT C - Program Goal 3

| BMI Data | Percentage |
|-----------------|-------------------|
| Normal weight | 59% |
| Underweight | 2.00% |
| Overweight | 39.00% |



Community Assessment Updates

Denton ISD Head Start Program

(January 2018)

Executive Summary

Our Comprehensive Community Assessment was conducted February-March of 2014. For our current school year, each Program Manager took a close look at their areas and provided updates during December 2017-January 2018. While no significant changes were noted that would change our initial assessment results, slight changes/trends that stood out as worthy of noting are highlighted below.

Our Program is located in a fast growing Denton community with sufficient resources. Our School District encompasses 180 square miles and contains all or parts of 17 cities, communities or major developments. The city population has increased approximately 15.1% from 2010-2016, with an estimated population of 133,808. Families considered to be within or below the poverty line have had a slight decrease to 20.6%. According to the data from the City of Denton, there has been a decrease in the homeless count from 230 – 176. DISD has 834 students identified as homeless in our district (Pre-K to 12th grade) which is a significant increase since last school year. The recent hurricanes and new move-ins have affected the rise in numbers. Our campus currently serves 27 students who are identified as homeless and 13 of those attend our Head Start program. This is a decrease since last school year.

Denton ISD is currently one of the fastest growing school districts in Northern Texas. This year, the district has enrolled 29,635 students. Community volunteers spend about 481,319+ hours in the DISD schools every year. Our Head Start program at Ann Windle recorded approximately 27,465 volunteer hours for the 2016-17 school year. According to Templeton Demographics projections, the district currently is on pace for 2,000+ new home closures this year which in turn will bring more students to our schools. DISD has a total of 4 High Schools, 1 alternative High School, 8 Middle Schools, 23 Elementary Schools, 2 Early Childhood Centers, and an Advanced Technology Complex. Elementary #24 is projected to open for the 2019-2020 school year. Together, the two Early Childhood campuses currently serve 737 three and four- year old students of which 193 of those students participate in our Head Start program. Out of the 193, 105 are served in an English Class and 88 are served in a Bilingual classroom. To serve additional students in other geographical locations of Denton, 8 of our Elementary campuses & 1 partnership campus house Pre-K and PPCD programs that serve Pre-K age students. These programs consist of some whole-day and half-day options. They currently serve approximately 1,156 students which is an increase from last school year. Our assessment indicates that our Head Start program is serving approximately 18.4% of the eligible population in this targeted area. The current program priority list exceeds 64 children which includes 41 who are three-years old and 23 who are four-years old. There has been a significant change in this area. During eligibility, recruitment, and selection, there was an increase in the number of children who were 3 years old that applied and enrolled into the program. This trend of Denton ISD Head Start program enrolling more students who are 3 years old may continue due to the district qualifying for a Pre-K grant for 4 year olds and opening more Pre-k

programs. The Early Childhood Coalition that DISD is a part of is also advocating for comprehensive services for all students 0-8 years of age in our community.

Denton ISD continues to provide support to preschool aged children with disabilities through its special education department. To address the growth in our district, an additional campus is now offering preschool special education classes. Savannah Elementary School added a morning and afternoon preschool classroom for children with IEPs (PPCD).

For updates to disability services, information was obtained from the Denton ISD Special Education software program. Data was viewed to determine the number of children served with a disability within the district's attendance area on elementary campuses. Results of the analysis indicated that the district's total special education population of preschool age children (3 or 4 years of age on September 1st) to be 214. Of the total preschool population served 39% were 3 years old and 61% were 4 years old.

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

| Primary Disability | Total | Percent |
|---------------------------------|-------|---------|
| Auditory Impairment | 14 | 6% |
| Autism | 22 | 10% |
| Deaf-Blind | 1 | 0.5% |
| Emotional Disturbance | 2 | 1% |
| Intellectually Disabled | 1 | 0.5% |
| Non-Categorical Early Childhood | 19 | 8% |
| Other Health Impaired | 9 | 4% |
| Orthopedic Impairment | 1 | 0.5% |
| Speech Impairment | 141 | 67.5% |
| Traumatic Brain Injury | 0 | 0% |
| Visually Impaired | 2 | 2% |

Within the community there are multiple home health agencies that provide services to children. Some children are referred to these agencies by physicians who see a concern in the child’s development. These services may include speech therapy, occupational therapy, and/or physical therapy. Criteria for these services differs from the guidelines used in the public school. MHMR of Denton County also provides services. Both the University of North Texas and Texas Woman’s University have programs at low cost that are available to the public. These universities also have partnerships with our district and send students to our campus to render services to our students in need such as: Play Therapy, Music enrichment, and Gross Motor development. Early Childhood Intervention (ECI) continue to be provided to children with developmental delays from birth-third birthday by ECI of North Central Texas, an MHMR agency whose office is in Fort Worth.

While reviewing data sources for programs and services in our community, there is additional growth noted in the following areas:

- **Medical:** One new facility added-Pediatric Urgent Care
- **Mental Health:**
 - *DISD continues to offer additional services for staff members
 - *Green Apple Therapy services is a new available resource to families.
- **Educational:** Partnership through the Pre-K grant added at Tree House Academy center.

The DISD community, with support from our local United Way agency, continues to develop and improve early childhood efforts and initiatives through our Early Childhood Coalition: Serving the North Texas Region. This has been a collaborative effort and has increased our partnerships with other key stakeholders in the field of Early Education in our community. We held our very first Early Childhood summit to help guide our purpose and direction. We have developed a clear mission and focus for our group. Our mission statement is: “To engage and empower parents, families, professionals, and communities to provide enriched environments for all children birth-8 years through: Advocacy, Resources, and Comprehensive Services”. In line with these efforts, DISD has continued the partnership between Ann Windle and our neighboring Denton City County Day School. This partnership allows students needing care/supervision before or after school to be transported by DISD transportation to and from the child care center before and/or after their school day. This has been a great partnership that has helped some of our Head Start families in need of extended care. We currently have 31 students accessing these services and 15 of these are Head Start students. To date, there are still 34 licensed community child care programs open that are accounted for in Denton outside our DISD Public School Centers. There are 18 additional licensed child care

homes. Some of these centers have been joining our Coalition and collaborating with us on professional development opportunities for their staff and on using Google Docs in their centers to create Sign in/out logs. Our district qualified for a Pre-K Partnership grant. This has allowed us to partner with a Four-Star High-Quality Child Care Center, Treehouse Academy, where more Pre-K age students could be served. The current enrollment at Tree House Academy is 14. We have worked to become a School-Based Community campus where we provide more resources to our families and community members on-site. We have developed a clothes closet and participate in the Food for Kids program where backpacks of food travel home with the students in need for the weekend.

Program Manager Updates:

ERSEA: As new housing developments pop up throughout the city, Denton ISD is expanding to meet the needs of the population. More preschool programs are being offered in Denton ISD and its partnerships so that preschool children are receiving quality education before Kindergarten. This impacts ERSEA recruitment, especially among the Spanish speaking families. Four additional Denton ISD campuses offer Dual Language preschool programs, which alleviates transportation issues for families with multiple children enrolled at their home elementary campuses. The last two years, have been challenging with recruiting children for our 5 Dual Language Head Start classes. We have also noticed an increase of Second Language Learners not speaking Spanish which resulted in newly enrolled children being placed in the English classes rather than Dual Language classes. Denton ISD uses the pre-IPT to assess language and determine placement.

Transportation continues to be a concern for a percentage of our families and has proven to result in children arriving late, being picked up late, or even dropping from the program. Fortunately, we have partnerships in place where families can receive after school child care and transportation at a local child

care center for a nominal fee. This partnership is just one of the many ways Denton’s community is working together to provide quality education and care for preschool children. This year, we have had three families drop due to transportation.

PARENT FAMILY COMMUNITY ENGAGEMENT: During recruitment, parents complete a family needs assessment. We use this data to plan parent education classes that will help parents meet their family goals. The areas of greatest need were domestic violence, job training & placement, WIC/nutrition, banking/budgeting, child care services, rent, dental health, and children’s health. There are many community agencies offering services, but somehow parents are not aware of or accessing them. Therefore, there is a great need for parent education. Our program is offering classes to address these needs and to help parents progress on family goals. A new way that we will be trying to help our parents this year will be through hosting a Parent Cafe.

EDUCATION: Ready Rosie is an online curriculum Denton ISD makes available to families with young children. Our program has been intentionally promoting Ready Rosie since 2012; a time when data showed that about 1000 children in our community were not receiving child care services. Our recruitment data shows

that of 184 responses, 138 children were not enrolled in a child care program and of 132 responses, 74 children were receiving child care by a parent or other relative. Although the community of Denton offers preschool and child care programs, most of the incoming families are not using these services. Our recruitment procedures include registering parents for Ready Rosie so they have access to this free resource, whether or not they choose to enroll into our program.

HEALTH: Seventy-three students returned to our Head Start program. Out of those returning students, 23 remain in the high BMI range for the second year, 5 students that were on the list from last year are now in the normal BMI range. 42 newly enrolled students are in the high BMI range. Our data shows that our higher BMI rates are greater in the bilingual classes that serve children of Hispanic origin. Our program sends home information with tips about how to achieve a healthy weight. This information includes limiting screen time, engaging in moderate to vigorous activity, getting enough sleep, healthy eating choices and limiting sugary drinks. We provide BMI screening results to the parents encouraging them to follow up with a physician. We offer nutrition classes for parent education. Two community physicians joined our Health advisory committee this year and are excited about partnering with us on

PAGE 9 OF 10

our efforts to increase Health services and awareness. A low-cost facility, First Refuge, has also partnered with us to provide low-cost services to our newly hired Head Start employees to help them to obtain their physical examination prior to their start date.

As Denton ISD continues to grow, the School Board continues to value the importance of Early Education. A committee of key community members are currently accessing the district's needs to plan for a future bond election proposal, which includes our campus. Since our Head Start program is within a school district, we have access to more valuable resources than we would if we were a separate center. To help us plan the direction of our program, we continually assess the needs of the Community.

FY 16 Family Contact Log

April 18, 2016-March 23, 2017: 190 Face to Face Parent Interviews (recruiting)

Fall 2016: 100% participation for home visits and parent teacher conferences for all students.

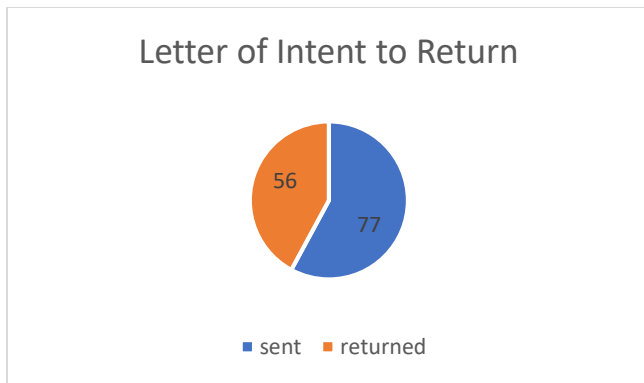
Spring 2017: 100% participation for home visits and parent teacher conferences.

Call Log: 101 parent/client phone calls made to recruiting and social services.

Social Worker Home Visits: 4 home visits conducted for truancy and 4 home visits were conducted for child safety.

Recruiting returning Families

Letters were sent home twice in the spring of 2017, gathering information from parents as to if their children would attend the Head Start program in FY17.



Social Services

30 families served in the Food4kids program.

193 students that participated in Project Adoption and received Christmas gifts.

150 families received food baskets from local agencies.

193 students received complimentary backpacks and summer transition packets.

SUPPORTING DOCUMENT F - Parenting Classes

| Date | Name of Event | Attendance | Evaluations Returned | Follow Up |
|-------------|---|--------------------|-----------------------------|--|
| 2/4/2017 | DIABETIC CLASS: Basic nutrition and self-care management | 6 | 5 | Ongoing |
| 2/11/2017 | DIABETIC CLASS: Learn skills needed to manage diabetes | 6 | 5 | 2 had questions/concerns: provided booklets on Diabetes |
| 1/18/2017 | CREATING SAFE AND HEALTHIER MEALS: Parents cooked a healthy snack and received a recipe. | 6 | 6 | Series 1: Ongoing |
| 2/1/2017 | LESSON 2: BALANCING YOUR DAY: Parents learned how to prepare snacks. | 7 | 7 | Series 2: Parents were pleased to learn how to prepare new snacks. |
| 2/22/2017 | LESSON 3: SAVING MORE AT THE GROCERY STORE: Parents learned how to use coupons, read ads, and help each other. | 5 | 5 | Series 3: 1 parent helped with coupons |
| 2/25/2017 | CELEBRATION FAMILIES READING (F.R.E.D.): Parents read. Free books/ Certificate for reading | 14 | 14 | Log check monthly |
| 3/2/2017 | TEXAS RODEO DAY: Teach valuable skills and child development. | 10 | | Teachers & children (enjoyed) |
| 4/17/2017 | BUDGETING: What a spending plan will do for you: Assess Needs, Set Goals, Make a Plan. A power point was provided. | 2 | | Parents were pleased to make a plan |
| 5/5/2017 | CINCO DE MAYO: Parents get involved and help participate in the Cinco de Mayo Parade with their children for the City. At school, students had a Cinco de Mayo performance in which parents were involved by attending and giving their support. | Schoolwide | | Got suggestions on how we can improve our Cinco de Mayo celebration. |
| 5/17/2017 | MARRIAGE ADJUSTMENTS: Marriage tips/handout. Provided a power point on Marriage Adjustments. Gave resources for parents to use as needed. | 3 HS & 2 Community | 3 | Follow up by giving them support as needed. One parent stated that information given saved her marriage. |

SUPPORTING DOCUMENT F - Parenting Classes

| | | | | |
|--|--|--|--|---|
| 5/22/2017 | VOLUNTEER RECEPTION: Volunteer Reception awards were given and recipients were referred to our District Banquet. All parents received certificates. | 12 | | Getting more volunteers Opinions on awards |
| 8/4/2017 8/7/2017 8/11/2017 8/14/2017 8/18/2017 8/21/2017 8/25/2017 8/26/2017 | ANN WINDLE COMMUNITY CLOTHES CLOSET: Parents separate children's clothing to different sizes and arrange clothing neatly in containers. This activity increased communication and community involvement. On Saturday morning, families sign in. | 2 Community 3 Head Start 24 Families | | Ongoing Weekly: Families that are in need continue to come back and we encourage participation. |
| 9/12/2017 | GRANDPARENTS DAY: Read Dr. Seuss, <u>Green Eggs & Ham</u> , made handprint, sung a song for grandma and grandpa. Grandparents were very thankful. | 35 HS/ 48 PK | | Grandparents continue to get involved in school wide activities. |
| 9/20/2017 | SESSION 1: GENERAL NUTRITION & MY PLATE: Healthy Lifestyle Choices & Wellness Program | 0 | | Ongoing |
| 11/8/2017 | SESSION 2: GROCERY SHOPPING TIPS AND READING FOOD LABELS: Parents were taught how to read food labels. | 3 | | Ongoing |
| 11/29/2017 | SESSION 3: MEAL PLANNING, MEALS TO GO & GET ACTIVE: Provided information on my plate. | 3 | | Ongoing: Invite parents |
| 12/13/2017 | SESSION 4: HOLIDAY SEASON FOOD CHOICES AND HOW TO GET ACTIVE: Recipes for holidays and active exercise with a HS classroom. | 3 | | Interacted with parents and encouraged more participation in classes. |

Ann Windle Parenting Classes and School Wide Activities/2017-2018

| | | | | |
|---------------------------------------|--|----|----|--|
| 12/15/2017 | PARENTING CLASS: CHILD GUIDANCE/DISCIPLINE: Parents and their children are engaged in very important interactions. Children are continually learning, doing, and growing. Parents are continually helping their children to learn, behave, and grow in appropriate ways. Information was given to parents on effective ways to discipline a child. | 13 | 9 | Parents were pleased with information on discipline. Had a couple of parents wanting more information. Gave them Power on Discipline with Love resource. |
| 10/26/2017 | SESSION 1: A FRESH START TO A HEALTHIER YOU: Sign in, Voice by Choice Principles, Support of friends with a fresh start. Parents filled out forms about themselves. | 11 | 11 | Ongoing for four sessions. Support to return and participate. |
| 11/1/2017 | SESSION 2: A FRESH START TO A HEALTHIER YOU: Sign in, Food Shopping on a Budget, Food Shopping List Guide, On a Budget Meal Planning. | 6 | 4 | Ongoing: |
| 11/9/2017 11/16/2017 11/17/2017 | SESSION 3 & 4: A FRESH START TO A HEALTHIER YOU: Sign in, Meal planning, Cooking, Dining out, How to choose in season vegetables & fruits, Learn about processed foods. Parents were given a booklet on weekly planning as well as tips on store bonus nutrition, stock up & save, and shopping with your children. Parents participated in filling out a survey at end of session. | 3 | 1 | Parents requested help in couponing in the last session so the PFCE set up some dates to be able to help on budgeting. |
| 10/9/2017 | DUNKEN WITH DEAREST: Parents and child working on social, emotional skills. (Parent and child relationship.) | 34 | | Encourage parents to participate in activities with their child. |
| 12/7/2017 | MAKE IT, TAKE IT: Parents and child made Dr. Seuss puppets and took them home. | 40 | | Encourage parents to engage with child. |

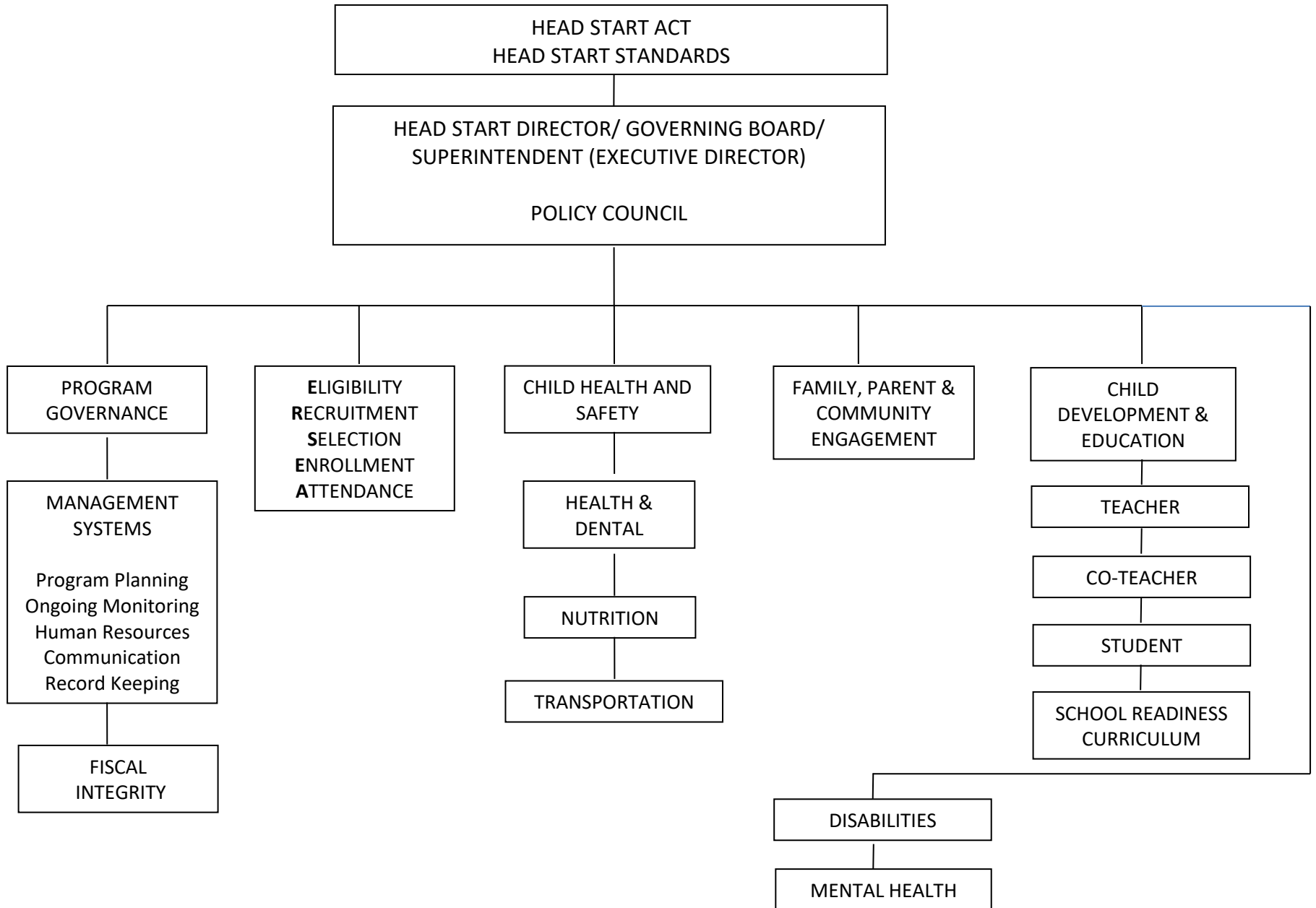
Ann Windle Parenting Classes and School Wide Activities/2017-2018

| | | | | |
|------------------------|--|----|---|---|
| 12/13/2017 | PARENTING CLASS: Basic Money Management Principles How to make a plan and administer money. How to make spending decisions. Gave out a power point and monthly budget worksheets. An evaluation tool was also given out that was suitable for their level as well as their needs. | 12 | 7 | Gave out more resources and ideas to 2 parents |
| 12/19/2017 | Parenting Class: Hygiene Parents were very interested in getting information on dental hygiene, handwashing, and food safety. Handed out printed power point and an evaluation form. Parents requested more information on hygiene. | 6 | 6 | Follow up by adding a Dental Hygiene class on March 28, 2018 |
| 12/20/2017 | Parenting Class: How to Administer Money: How to administer money and how to save. Second thoughts, do I need that item or not. Handed out a power point and a monthly worksheet for expenses to aid parents. Parents were willing to share their information with their family | 6 | 7 | Encourage parents as I see them in hallways. I had 1 parent come and ask for resources. |
| 1/19/2018 1/24/2018 | Parenting Class: Couponing (3 sessions) A parent led the class and provided newspapers for couponing and was very detailed on what to look for. | 7 | | PFCE ask parents if couponing had helped and they were pleased with results. They made appointments to go shopping and be helped. |
| 2/8/2018 | Heart With Dearest: Parents had a fun learning experience with their child. Social skills, math and reading learning activities. | 31 | | Encourage parents to participate in next activity. |

Ann Windle Parenting Classes and School Wide Activities/2017-2018

| | | | | |
|-----------|---|----|---|---|
| 2/21/2018 | Parent Café: Be Strong, Families/Strengthening Families to support program and communities by being engaged, building protective factors, and promoting deep individual self reflection and peer-to-peer learning. Parent Cafes are based on the principles of adult learning and family support and the gateway to providing parent leadership opportunities. | 14 | 9 | Ongoing: 4 additional sessions listed below |
| 3/6/2018 | Parent Café | | | |
| 3/21/2018 | Parent Café | | | |
| 3/28/2018 | Health Care/ Dental | | | |
| 4/4/2018 | Health Care/ Dental | | | |
| 4/11/2018 | Parent Café | | | |
| 4/23/2018 | Parent Café | | | |

SUPPORTING DOCUMENT G - DISD Head Start Organizational Chart



PROGRAM GOALS:

1. Children in our program will show enhancements in their growth and development that is greater than 85% mastery.
2. Parents will be active participants in their child’s learning, in continuing parent education, in parent leadership opportunities, and progressing on family goals to improve child outcomes.
3. To provide children with the necessary health and nutritional services. Children in our Head Start Program will show an increase in their overall health as documented by 1) a decrease in the number of cases of obesity 2) an increase in the number of parents advocating for their children by obtaining services to address medical, dental, and mental health issues 3) an increase in parents advocating for children with disabilities.
4. To maintain a well-managed Head Start Program where everyone is working collaboratively toward a common goal.

School Readiness Goals:

1. **LANGUAGE AND LITERACY:** Child understands and uses a wide variety of words for a variety of purposes.
2. **COGNITION:** Child understands addition as adding to and subtracting as taking away from.
3. **PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT:** Child will develop knowledge & skills that help promote nutritious food choices and eating habits; will demonstrate knowledge of personal safety practices & routines.
4. **APPROACHES TO LEARNING:** Child demonstrates initiative and independence; shows interest in & curiosity about the world around them.
5. **SOCIAL AND EMOTIONAL DEVELOPMENT:** Child manages emotions with increasing independence.

**DISD HEAD START
STRATEGIC PLAN
2018-2019**



PFCE Goals:

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

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

- * Increase efforts for Family engagement in the classrooms.
- * Monitor family engagement at home via Seesaw and Ready Rosie
- * Continue to monitor Attendance & LOSIT.
- * Increase recruiting efforts for leadership roles.
- * Maintain parent engagement and participation volunteering & in leadership roles

Health & Nutrition:

- * Provide education to students & parents
- * Increase follow-up efforts on BMI referrals
- * Expand Health Advisory partnerships/resources
- * Search for Dental MOU
- * Ensure that parents input all health concerns in online registration
- * Track staff & volunteers being free of communicable diseases.
- * Send monthly reports of missing documents/needs

Education:

- * Review & refine developmental screening process
- * Track TX-KEA data for former students now in Kindergarten
- * Increase intentional planning & implementation of Instructional Support teaching practices into lesson plans & the daily schedule
- * Review & refine Education Plan (PBC, PLC, ongoing PD, Instructional Support
- * Aggregate & disaggregate data in tracking student progress towards school readiness (Seesaw, CLI, DIAL-4, ASQ, IDPs, DMTSS)

**Mental Health and
Disabilities:**

- * Provide more training to strengthen the DMTSS process & timeline.
- * Train selected teachers on scoring DIAL-4
- * Provide additional mental health resources & education to staff, students, & parents in need.

Program Design & Management:

- * Strengthen ongoing monitoring/data collections
- * Create Policies & Procedures that are aligned with the New Head Start Standards.
- * Conduct Quarterly reviews for Goal progress.

Fiscal:

- * Work with district personnel to match insurance coverage to identified risks.
- * Train new staff on fiscal procedures and on program requirements.

SUPPORTING DOCUMENT I -

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.

SUPPORTING DOCUMENT I -

Lobbying, Tobacco Use Policies, Drug Free Workplace Requirements

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.

DATE ISSUED: 3/12/2012
UPDATE 93
DH(LEGAL)-P

Denton ISD
061901
EMPLOYEE STANDARDS OF CONDUCT