

CONTINUING

**FY 20**

2020-2021 SCHOOL YEAR

# GRANT APPLICATION

**06CH010978**



POLICY COUNCIL APPROVED:  
March 6, 2020

GOVERNING BOARD APPROVED:

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## SECTION 1

### **PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY**

#### **SUB-SECTION A: GOALS**

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

2. The charts below portray our Program Goals, the Progress/Outcomes toward our Year 1 Objectives, our Challenges that we have encountered along the journey, and notes any revisions that our program would like to make for Year 2.

<b>PROGRAM GOAL 1:</b> To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.		
<b>MEASUREABLE OBJECTIVE</b>	<b>YEAR 1 Expected Outcomes</b>	<b>YEAR 2 Expected Outcomes</b>
<b>Objective 1 (year 1)</b> Head Start daily attendance will increase by 10 percent by Jan. 2020 <b>Objective 1 (year 2)-</b> The program will continue to work to increase child attendance.	10 % increase in daily attendance	*Develop the habit of attending school regularly. *See an increase in attendance *Increase meetings with ERSEA committee
<b>-Activities or Action Steps:</b> <ul style="list-style-type: none"> <li>• Staff and district personnel meet with parents- <b>Completed</b></li> <li>• Attendance letters mailed-<b>Completed</b></li> <li>• School-wide incentives for perfect attendance each 9 weeks-<b>Completed</b></li> <li>• Monitor teacher’s call logs-<b>Continue</b></li> <li>• Update attendance success plan-<b>Continue</b></li> <li>• <b>Utilize the ERSEA committee to help with interventions</b></li> <li>• <b>Educate and engage parental knowledge about attendance laws</b></li> </ul>		
<b>Progress/Outcomes year 1:</b> ERSEA Specialist was granted access to the automated attendance system for the district (Eschool). Absentee data was shared with parents. Mid-year Head Start Attendance report was created to show outcomes ( <b>See Supporting Document A</b> ) ERSEA specialist collaborates with the campus AP who tracks attendance through various types of correspondence with parents (Ex: mailed letters, emails, backpack notes). Our campus holds truancy classes on-site for parents who are unable to attend the district required meetings.		
<b>Challenges faced year 1:</b> <ul style="list-style-type: none"> <li>*Parent Motivation</li> <li>*Tracking and monitoring attendance regularly</li> <li>*Clarifying the expectations of attendance with parents (including tardies/losits)</li> <li>*Monitoring call logs</li> <li>*Completing home visits</li> </ul>		

<b>PROGRAM GOAL 1:</b> To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.		
<b>MEASUREABLE OBJECTIVE</b>	<b>YEAR 1 Expected Outcomes</b>	<b>YEAR 2 Expected Outcomes</b>
<p><b>Objective 2 (Year 1)-</b> Refine our systems to better track &amp; follow-up on health needs. (Year 2 create a shared data dashboard)</p> <p><b>Objective 2 (Year 2)-</b> Refine system for communication and follow-up with families to ensure they have acquired or are aware of resources for acquiring all scheduled preventative care prior to end of age 4.</p>	<p>System will be in place to determine the percentage of students who have received their age-based recommended immunizations and THSteps check-ups by the end of the school year.</p>	<p>*Program will find a way to place the excel spreadsheets in a shared location to be accessed by all managers.</p>
<p><b>-Activities or Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Determine ages when THSteps recommendations are due-MET</li> <li>• Determine additional data needed to be tracked- MET</li> <li>• Create Excel spreadsheet to track data-MET</li> <li>• Create alerts for when requirements are due-MET</li> <li>• Develop a system of notifying parents that recommended care is due-Continue</li> <li>• Determine how to track if care is completed and ways of encouraging parents to complete care-Continue</li> </ul>		
<p><b>Progress/Outcomes Year 1:</b> Health Specialist created an excel spreadsheet to collect all health data including birthdates and data that is needed. This Excel spreadsheet was set up in a way to alert deadlines and dates of recommended care. It gives percentages of Head Start students who have received their age-based recommended immunizations and THSteps check-ups.</p>		
<p><b>Challenges Faced Year 1:</b> *Parental motivation to comply with recommendations (We will determine ways to educate parents on importance of recommended care and determine other ways to increase motivation to get care.) *While Excel spreadsheet works well to track this data, we now need to create a shared data dashboard for this to be easily accessed by all managers.</p>		

<b>PROGRAM GOAL 1:</b> To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.		
<b>MEASUREABLE OBJECTIVE</b>	<b>YEAR 1 Expected Outcomes</b>	<b>YEAR 2 Expected Outcomes</b>
<b>Objective 3-</b> To conduct data reviews on student progress on School Readiness goals using the CLI engage tool after each wave.	Teachers will use the data to plan their instruction. 75% of the students will meet the benchmark for their age by the end of the program year.  (See Supporting Document B)	Teachers will use data to plan instructions and interventions. 75% of students 4 years old will meet benchmark by the end of the program year and students 3 years old will show growth in increased levels.
<b>-Activities or Action Steps:</b>		
<ul style="list-style-type: none"> <li>• More training provided to Instructional staff on the administration process of the CLI engage assessment tool-MET</li> <li>• Create a data wall where results from each wave are posted by class-MET</li> <li>• Conduct quarterly data reviews with the classroom teacher to identify areas of strength and need- CONTINUE</li> <li>• Form intervention groups and plan for individualized instruction-CONTINUE</li> <li>• PLC meetings will be held to review data-CONTINUE</li> <li>• Graph progress on school readiness goals for all waves to depict yearly progress-CONTINUE</li> </ul>		
<b>Progress/Outcomes Year 1:</b>		
Data wall was created. Teachers administered the CLI Engage Assessments following guidelines given by the district and Education Specialist. Education specialist pulled data and updated the data wall at the end of each wave (each 9-weeks). The district went from measuring 3 waves this year to 4 waves to provide updates to parents on students progress more often. Completed data from the 2018-19 school year shows student growth in all areas by at least 3 points with the exception of cognition which increased by .5 points.		
<b>Challenges Year 1:</b>		
<p>*Finding time to meet with instructional staff on an ongoing basis to review data can be difficult.</p> <p>*CLI Engage student entry set-up needs to separate programs (Pre-K/Head Start) for specialist to be able to run reports in a more efficient manner. Set-up needs to be completed a little earlier next school year so that testing can begin at an earlier time.</p>		

<p><b>PROGRAM GOAL 1:</b> To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.</p>		
<p><b>MEASUREABLE OBJECTIVE</b></p>	<p><b>YEAR 1 Expected Outcomes</b></p>	<p><b>YEAR 2 Expected Outcomes</b></p>
<p><b>Objective 4</b> (Year 1)- Refine our systems on tracking progress toward family goals (Year 2) and house data in a shared database.</p>	<p>Systems will be in place that will depict family progress made during the school year toward their goals in a measurable way.</p>	<p>To see an increase in the amount of families meeting their goals and to see an increase in the number of parents attending parent education classes aligned with their goals.</p>
<p><b>-Activities or Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Break down the case load of families between the PFCE specialist and Social Service staff to decrease the case load for better monitoring-Continue</li> <li>• Staff meet with parents-Continue</li> <li>• Monitor home visit reports for updates on family goal progress-Continue</li> <li>• Goal letters sent home-Continue</li> <li>• Align education classes to family needs to help them to master their goals-MET</li> <li>• To ensure that instructional staff have the updated home visiting forms that have been aligned to our data collections.</li> <li>• Work to desegregate family outcome data in a way to portray what percent of parents have completed their goals.</li> </ul>		
<p><b>Progress/Outcomes Year 1:</b> Our family goal progress data showed us which parents were actively working toward their goals, which parents met their goals, which parents have not started their goals, and which parents have not responded at all to any of our program outreach efforts (Supporting Document E).</p>		
<p><b>Challenges Year 1:</b> Parental motivation to keep focus on their goals to improve family well-being and getting parents to attend educational classes.</p>		

<b>PROGRAM GOAL 2:</b> To align our education classes with the identified needs for our Parents, Staff, and Students.		
<b>MEASUREABLE OBJECTIVE</b>	<b>YEAR 1 Expected Outcomes</b>	<b>YEAR 2</b>
<b>Objective 1-</b> Using the data that was collected from families during enrollment, the top 5 needs will be identified in order to plan parent education classes.	Top 5 needs will be identified, and classes will be planned accordingly. Family progress in these areas will be tracked to show progress.	Continue to build upon Year 1 Expected Outcomes and expand efforts with collecting and analyzing pre- and post- data of family progress.
<p><b>-Activities or Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Conduct family interest survey during enrollment-<b>Met</b></li> <li>• Choose the top 5 needs to design classes based on the interest survey-<b>Met</b></li> <li>• Design effective recruitment strategies for classes-<b>Continue</b></li> <li>• Implement Parent Classes-<b>Continue</b></li> <li>• Identify community resources and facilitators needed for classes-<b>Continue</b></li> <li>• Evaluate the classes-<b>Continue</b></li> <li>• Create or revise evaluation form-<b>Continue</b></li> </ul>		
<p><b>- Progress/Outcomes Year 1:</b> During Head Start enrollment, the PFCE specialist surveyed parents to identify their top needs for Education. The data was then compiled, and the top 5 needs identified were: Assist child with learning, Nutrition, Child Behavior Management, ESL, Education/University. Parent classes were created to match these needs and parent attendance was tracked (See Supporting Document F). Parents filled out Pre-and Post- Evaluations that helped to measure their learning (See Supporting Document G).</p>		
<p><b>-Challenges Year 1:</b> Parental motivation to come to classes and keep them focused. Showing how participation will increase knowledge of the family well-being and how it ties into their family goals.</p>		



<b>PROGRAM GOAL 2:</b> To align our education classes provided with the identified needs for our Parents, Staff, and Students.		
<b>MEASUREABLE OBJECTIVE</b>	<b>YEAR 1 Expected Outcomes</b>	<b>YEAR 2</b>
<b>Objective 2-</b> To increase family participation in the Ready Rosie Parent Curriculum.	Engagement will increase to 50% and we will learn how to utilize the data that can be pulled to show activity aligned with the ELOF.	Family Engagement will increase 50% and maintain parent involvement throughout the year.
<p><b>-Activities or Action Steps:</b></p> <ul style="list-style-type: none"> <li>• Have Ready Rosie come out and provide more training with our Managers/Instructional staff/Parents-Continue</li> <li>• Meeting with teachers to make sure they are clear on expectations for this implementation-Continue</li> <li>• Including this topic in the Parent Orientation-Continue</li> <li>• Providing Parent classes utilizing Ready Rosie Parent Curriculum sessions-Continue</li> <li>• Add a “Marquee” board in a high traffic area designated to weekly lessons for parents to use.</li> <li>• Develop an incentive program to maintain parent involvement.</li> </ul>		
<p><b>-Progress/Outcomes Year 1:</b></p> <p>The Ready Rosie parent curriculum program was provided by DISD and it depicts data that tracks usage by teacher and parents. Our data shows approximately 75% of Head Start parents are enrolled in our Parent Curriculum opportunities. Our user growth increased almost 50% from August-February and data showed the parent’s learning that was aligned with the ELOF (See Supporting Document C and D).</p>		
<p><b>-Challenges Year 1:</b></p> <p>Data by teacher showed high parent usage. However, looking further at data, shows may be from only one or two parents using it the most per class.</p>		

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

<b>MEASUREABLE OBJECTIVE</b>	<b>YEAR 1 Expected Outcomes</b>	<b>YEAR 2</b>
<p><b>Objective 3-</b> To provide Health Education to our Parents, Staff, and students based on identified needs.</p>	<p>Increased number of educational opportunities will be provided which helps to increase knowledge on health needs and techniques.</p>	<p>Continue to increase health education classes for parents and students.</p>

- Activities or Action Steps:**
- Survey teaching staff regarding student’s health education needs-**Continue**
  - Request parent input regarding health education needs and delivery options-**Continue**
  - Prioritize identified needs-**Continue**
  - Plan classes to be provided by Health Specialist or outside health partners in accordance with determined needs-**Continue**
  - Explore and experiment with alternatives to live classes for parent education-**MET and Continue**
  - Continue CPR/first aid classes for staff-**MET**
  - Continue required and requested staff education-**MET**

**-Progress/Outcomes Year 1:** This year we increased the number of CPR/first aide classes that we offered to staff and parents. A health tips bulletin board was created and displayed in our front foyer for parents to view. We included health tips for parents in our monthly newsletters. Our PFCE specialist held parent classes on the topic of healthy eating/nutrition. We partnered with the local college to provide dental education to our students with this greatest need. School nurse figured out a way to share a video she made discussing the dangers of too much screen time on the child’s development as a virtual learning opportunity.

**-Challenges Year 1:**  
Finding time to provide education that is convenient for attendees when Health Specialist is available for teaching, Coordinate staff schedules for education, Coordinating class schedules for student education

### **3. SCHOOL READINESS GOALS:**

Education specialist met with instructional staff, parents, and Education Committee to review the current School Readiness Goals. This group identified that one goal needs to be changed for the upcoming school year. The new goal is shown in **RED** below. This goal is aligned with the ELOF and the state Pre-K guidelines. Progress will be measured using CLI Engage, Physical development and Health checklist, fine motor and visual checklist, and gross motor checklist. The justification for this change is due to teachers seeing a decrease of students with adequate fine motor and gross motor skills from our data obtained from our ASQ and DIAL-4 developmental screeners upon entry. The previous Health and Nutrition goal that was under this category can still be addressed through curriculum lessons and units of study.

#### **LANGUAGE AND LITERACY:**

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

#### **COGNITION:**

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

#### **PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT:**

Child demonstrates control, strength, and coordination of large muscles.

(ELOF goal P-PMP-1 and Texas Pre-K guidelines I.A.1)

Child demonstrates increasing control, strength, and coordination of small muscles.

(ELOF goal P-PMP-3 and Texas Pre-K guidelines IX.B.1)

#### **APPROACHES TO LEARNING:**

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

#### **SOCIAL AND EMOTIONAL DEVELOPMENT:**

Child manages emotions with increasing independence.

4. Policy Council parents, Board representatives and Community members were involved in providing us with input on our Self-Assessment. This input was then used to create our Self-Assessment Improvement Plan Goals. We try to streamline these with our Program goals and objectives and tie them all in together in our Strategic Plan ([Supporting Document H](#)). The plans mentioned above along with our grant application are approved through the Policy Council and submitted for Board approval. Our Program Goals will remain the same as outlined in our Baseline grant. The revisions to our Objectives and our Expected Outcomes for Year 2, followed the steps outlined above before approval was obtained.

## **SUB-SECTION B: SERVICE DELIVERY**

### **1. Service and Recruitment Area:**

a. Our district service area has increased from 180 square miles to 186 square miles. The city population has increased from 17.1% to 19.1%. Estimated population has increased from 136,268 to 138,541. Denton ISD enrollment went from 30,206 to 31,009.

b. Families considered to be within or below the poverty level decreased from 19.5%-17.7%. There was an increase from 39.8%-42.6% in the estimated percentage of families below the poverty line with a female householder, with no husband present, with related children under the age of 5.

## **2. Needs of Children and Families:**

c. Our priority list has dropped from 67 to 17. This is largely due to the district opening more Pre-K programs across 15 Elementary campuses that serve students 4 years old. These programs also moved from a half-day to a full-day program. Our district approximately served 1,083 Pre-K students. This trend shows us that we will have to increase our Head Start recruitment efforts next school year. This will need to be a collaborative effort alongside the district in order to get the neediest families to our program. This trend also shows us that during eligibility, recruitment, and selection, we may see an increase in the number of children who are 3 years old apply and enroll into the program.

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

For our Head Start classes to be equitable to the full-day options that our State Pre-K classes are getting, we decided to increase the length of our day to meet the Texas Education Agency's required minutes of instruction. Therefore, our Head Start classes moved to a 7 hour and 20-minute day which increased from a 6.5-hour day. We exceed the duration required minutes for our program.

**4. Centers and Facilities:** No changes

**5. Eligibility/Recruitment/Selection 1302.13, 1302.14:** No Changes

a. Enrollment 1302.15 No Significant Changes

b. Attendance 1302.16 No Significant Changes

## **6. Education and Child Development:**

Only changes to note in this section are that CLASS observations will be conducted by our Education Specialist twice a year and our CLI Engage Assessment will be conducted four times a year (each 9 weeks) where reporting periods are aligned with the District calendar.

**7. Health:** With obesity on the rise nation-wide, we continue to see the importance of tracking our student's body mass index. For the 2019-2020 school year, 35.8% of our students began the year with high BMIs, more than last year's percentage of 29.6%. This year, 11% of our students began the year with low BMIs compared to last year's percentage of 13.1%. a slightly higher percentage of our high BMI students are in our bilingual classes, primarily serving Latino students. These classes also have a slightly higher percentage of our healthy weight students. However, our bilingual classes have a significantly lower percentage of our underweight students. We have initiatives to serve our students and encourage healthy weights. We participate in the Food for Kids program which sends food home on the weekends with students in need. We encourage healthy eating and activity through a variety of means. We encourage decreased screen time for our students. Those students who are identified as under or over a healthy BMI are sent referral letters encouraging parents to discuss their numbers and any concerns with their primary care providers. Those students are also checked during the spring to determine if that student is moving towards a healthy BMI or if follow-up is needed with the family. Those who have BMIs moving significantly towards unhealthy high or low numbers are counselled in person by the nurse to discuss possible causes and ways to work towards a healthy weight.

## **8. Family and Community Engagement:**

a. We have added to our Positive School Climate initiatives on campus this year and will continue to expand on this for next school year. Our theme is “Happy Campers Have Heart.” We are training staff on ACES (Adverse Childhood Experiences) and learning about getting to the heart of the matter and meeting families where they are to help them to overcome adversity.

b. Some of our Campus events this year were focused around a core subject. (Ex: Fall Fest was centered around Math activities and around Valentine’s Day the librarian did a Reading with Heart activity). The PFCE worked to align classes with needs identified by our families upon entry during our registration days. Our ESL classes for parents are averaging about 20 parents two times a week. This class size has grown this school year. Six of these families are currently in Head Start and five are former Head Start parents. Out of the 20 attendees, two parents from the community have asked to become volunteers to support our program.

c. We changed our FRED (Fathers Read Every Day) program to FRED (Families Read Every Day). This change was made because some parents expressed concerns that not all students have fathers in their lives. Students actively use their time in the library to check out books to take home to read each week. Our data shows that approximately 75% of our Head Start families are enrolled in our Ready Rosie Parent Curriculum. We saw a 50% increase of user growth from August-February. We also have included data showing learning and family outcome opportunities that align with the ELOF ([Supporting Document D](#)).

**d.i.i.** We have a better plan in place this school year for tracking data for family goal progress.

Next steps are to figure out a way to have this data in some type of shared data dashboard/drive so that more managers have access to it in addition to the Family Service managers.

## **9. Services for Children with Disabilities:**

All services determined by the IEP committee for a student with a disability are provided on the campus. With the district's implementation of a full-day Pre-K program for four-year old students, it was necessary for the early childhood special education classes to also be full-day. This meant that the afternoon sections of the early childhood special education classroom were no longer available as a resource room setting for children with this service established by the IEP committee. The early childhood special education classrooms, like the Head Start classrooms, have a nap time in the afternoon. To address this loss, the special education teachers and Head Start teachers worked together to create inclusion instructional opportunities. In the developed model, students served in the early childhood special education classrooms come with a staff member from the early childhood special education classroom to the Head Start classroom. While the special education students engage in play with typical peers, the special education staff member works with the Head Start student.



## **10. Transitions:**

When a student transitions from our Head Start program to Kindergarten, a final CLI Engage Assessment report of the child's outcomes will be placed in the student's Cumulative folder for the district that will be transferred to the receiving home campus.

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

## **12. Transportation:**

Data from our Parent's Needs Survey shows that 15.3% of parents have a need for transportation services. Our city transportation service (DCTA) Denton County transportation is free to children 5 and under.

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

**1. Governance Structure-** Our attendance at our Policy Council meetings has increased this school year. Our parents have been very faithful in attendance, and we have always had plenty of members to exceed our quorum.

**Governing Body Processes-**No significant changes.

**Policy Council-** We changed the name of our Monthly Report from "Director's Report" to "Program Information Monthly Report" since this report is aligned with our PIR report items.

**Parent Committees-** No significant changes.

**Relationships-** No significant changes.

## **2. Human Resource Management-**

d. Region XI Educational Service Center provided three of our Head Start Teachers with extra coaching opportunities, classroom observations, multiple resources, and professional development through the (TSR) Texas School Ready project that we participated in this school year. This was a great addition to our coaching efforts and individualized instruction for these teaching staff members. We hope to grow this program.

## **3. Program Management and Quality Improvement-**

The district this year added two more paraprofessionals that help to cover teacher conference periods each day. This has helped us a lot with scheduling these. The schedule allows for two teachers to be able to have a common planning time. To help with increasing mental health services, our district is providing us with a full-time counselor on-site. For previous school years, we have only had a part-time counselor on-site. These positions above are paid by the district and not out of our federal grant dollars. To improve our PFCE area, we had two of our program managers and a few parents attend a training on how to run Parent Cafe's. They received a certification certificate to be able to lead these events. This will be a great addition to our program. As we assess program needs each school year, we update our TTA plan to align it with our current professional development needs.

## SECTION II

### BUDGET and BUDGET JUSTIFICATION

#### FEDERAL

1. The refunding amount of \$1,393,945 is divided into three categories. These categories are payroll, supplies, and TTA. The payroll is broken down into three areas. These areas include salaries, fringes, and substitutes' pay. As one will note from the earlier SF424A form, the amounts requested for this category are \$1,150,910, \$185,970 and \$25,000 respectively. This is a total of \$1,361,880 or approximately 97.6% 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 of twenty-seven (27) Head Start personnel. These personnel include one (1) Education (content area) Specialist, eleven (11) teachers, eleven (11) teacher aids, one (1) social worker, one (1) Parent, Family and Community Engagement Specialist, one (1) Family Services aide and one (1) Facilities-Safety Manager/Clerical. Head Start follows Denton ISD salary schedule. Historically, a 2% raise is given each year. If no raise is given, then Head Start will follow DISD's salary schedule and any monies designated to salaries for the predicted 2% raise will be used for program operations.

A salary comparison for our area can be found on pages 24-25.

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

The total amount of funds requested for the supply category is \$339. This will be budgeted for food services and supplies. Each of the 11 classroom receives \$85 monthly for food items (snacks and cooking) for a total of \$9,350. We also have budgeted \$400 for volunteer meals, for a total of \$9,750 for food services supplies.

We have budgeted \$339 for office supplies, detailed below:

(\$339) Printer toner

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

- \$810 is budgeted for student liability insurance which is paid yearly through First National Insurance Agency, Inc.

The current indirect cost rate (Page 27) allowed is a restricted rate of 3.554% and unrestricted rate of 14.573%. \$0 will be charged to the Head Start Grant. The district will cover the total amount. There are no shared costs.

Please note in the In-Kind Expense Report (Page 28) 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 from the 2018-2019 school year. That is the most current data available at the time of the grant submission.

**TTA/TRAVEL**

The total amount of funds requested for the TTA category is \$21,166. This total includes \$9,051 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.

<b>ONGOING PROFESSIONAL DEVELOPMENT: PROGRAM DESIGN &amp; MANAGEMENT</b>			
<b>Training Topic</b>	<b>Targeted Audience</b>	<b>Provider/Person Responsible</b>	<b>Estimated Cost Travel</b>
OHS/NHSA Annual Conferences *Managers attend for their areas	Director, Program Managers	OHS, NHSA	\$3,750.00
ERSEA Credential	ERSEA Specialist, Aide	HS University, ERSEA Specialist	\$1,500.00
Region VI Network Meetings/Conferences	Program Team	Some Outside/Out of State Vendors	\$276.00
Pre-K SDE Conference	Teachers	Director, Education Specialist	\$250.00
Education Trainings	Teaching Staff	Education Specialist	\$500.00
BEAM Conference for Dual Language Instructors	(5) Teaching Staff	Director	\$250.00
Health and Safety Trainings	Nurse and Safety Manager	Outside/Out of State Vendor	\$1,100.00
PFCE Parent Training	PFCE Specialist	Outside/Out of State Vendor	\$500.00
Family Services Credentials	PFCE Specialist	HS University	\$925.00
			<b>Travel</b>
<b>TOTALS ALL TRAINING</b>			<b>\$9,051.00</b>

**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 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 administration team quarterly to discuss budget. Our district works diligently to update vendor status to ensure compliance with EDGAR requirements. All purchase order requests, and their accompanying documentation must first be approved by the Director and then by the fiscal manager. The purchase order is then sent to the purchasing department for approval and is then sent to the appropriate vendor. When the product is received, the campus secretary receives the order, enters it into inventory, signs the P.O., and then sends the signed P.O. to the accounts payable department who then pays the vendor. No cash is ever transacted. The use of credit cards is prohibited. There is a district card available to use for lodging expenses while traveling. A Head Start budget report is approved by Policy Council and the School Board monthly.

## **5. NON-FEDERAL**

The Denton ISD Head Start Program is requesting a refunding grant in the amount of \$1,393,945. The district's non-federal share is \$348,486, with the total grant amount for 2020-2021 being \$1,742,431. Volunteer hours are calculated in the amount of \$18 per hour for assistance in the classroom and to the teachers to prepare lesson materials. Through January of 2020, our volunteer hours for Ann Windle School for Young Children totaled 25,771. Calculated in the amount of \$18 per hour, that totals \$463,878 which has already exceeded our \$348,486 non-federal share. We have approximately 240 volunteers that help with classroom preparation, classroom volunteers, Policy Council meetings (10 monthly meetings, 2 hours each, 22 volunteers), Parent Committee meetings (10 monthly meetings, 2 hours each, 15 volunteers), Board members (10 monthly meetings, 2 hours each, 1-2 volunteers) and community members.

## **6. N/A**

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

## **8. N/A**

## **9. N/A**

## **10. N/A**

## **11. N/A**



# SELF-ASSESSMENT

2019 - 2020

Policy Council Approved:  
March 6, 2020

Governing Board Approved:



# FY 20 DISD HEAD START SELF-ASSESSMENT

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

- **Program Design/Management & Quality Improvement**
  
- **Designing, Monitoring, & Implementing Fiscal Infra-Structure**
  
- **Developing & Monitoring Effective ERSEA Strategies**
  
- **Designing, Monitoring, & Implementing Quality Education & Child Development Program Services**
  
- **Designing, Monitoring, & Implementing Quality Health Program Services**
  
- **Designing, Monitoring, & Implementing Quality Family & Community Engagement Services**

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

Policy Council Approved:

Governing Board Approved:

# FY 20 DISD HEAD START SELF-ASSESSMENT

## Program Design/Management and Quality Improvement

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

**Approach:** We met with parents and Board member representatives after a policy council meeting to gather input. We surveyed teaching staff by providing them time at a Faculty meeting to work in groups to provide feedback for program improvement. We reviewed our program policies, procedures, and reports. Each manager had opportunity to add input for each area.

Strengths	Identified Needs
<p><b>Governing Board are HS Policy Council members and report back to entire Governing Board. HS reports are included and are voted for approval at all regular Governing Board meetings.</b></p> <p><b>Everyone really cares about our students.</b></p> <p><b>Outstanding participation, we always and easily have a quorum and everyone especially parents speak freely and often.</b></p> <p><b>Parents are an integral part to our decision-making process.</b></p> <p><b>The trainings provided help our staff and parents to understand their role and purpose and gives them a deeper understanding of our program.</b></p> <p><b>All stakeholders are advocates for the importance of Early Childhood.</b></p> <p><b>Program works to create a warm, inviting environment.</b></p> <p><b>Having DISD as the Board is great because we get their help and guidance and access to their network of specialists, lawyers, etc.</b></p>	<p><b>Expansion</b></p> <p><b>Maybe go digital if cost effective for record keeping.</b></p> <p><b>Continue to improve communications across all areas.</b></p> <p><b>Managers need continued work on completing our program’s written plans for policies and procedures aligned with the new standards.</b></p> <p><b>Strengthen our CQI by conducting quarterly reviews of progress (after each 9 weeks).</b></p> <p><b>Need to hold elections of officers sooner.</b></p> <p><b>A shared dashboard needs to be created so that data can easily be shared among Program Managers and is easily accessible.</b></p> <p><b>Work to strengthen communications.</b></p> <p><b>Identify areas that Instructional Staff want/need more training on.</b></p> <p><b>Having a list of contacts for our Policy Council members (especially leaders) that is accessible to all members.</b></p>

## FY 20 DISD HEAD START SELF-ASSESSMENT

<p>Parents on Policy Council get trained with no cost to them so they can be more knowledgeable about how to conduct meetings.</p> <p>Parents always see office staff and specialists every day. They are in the lobby greeting, holding doors, walking through halls. They are always available if we need them and they take time to help.</p> <p>Program allows all the parents who want to participate to do so. They help needy families in many ways, and they train members on the different committees.</p> <p>I see my children progress quickly in reading and learning English. They love the school because of all that is offered as well as the love and attention they receive.</p>	<p>Get Policy Council binders more organized. Suggestion to have English/Spanish in all binders instead of separate.</p> <p>Be more intentional with ensuring verbal interpretations (English/Spanish)</p>
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# FY 20 DISD HEAD START SELF-ASSESSMENT

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

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

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

Strengths	Identified Needs
<p data-bbox="203 703 755 808">District has multiple steps in place for budget process, spending procedures with multiple steps of approval.</p> <p data-bbox="203 850 779 913">DISD has great resources that Head Start shares (In Kind)</p> <p data-bbox="203 955 787 1018">Our Head Start staff are highly qualified on DISD pay scales.</p> <p data-bbox="203 1060 771 1228">Training is provided to our Policy Council members by our district’s fiscal personnel who monitor grant expenditures to give them a better understanding of fiscal operations and how to read Head Start financial reports.</p> <p data-bbox="203 1270 779 1333">On a monthly basis, the budget is submitted for Stakeholder review.</p> <p data-bbox="203 1375 787 1543">At each meeting we receive budget updates and it is evident that sound budgeting practices are being implemented. At the beginning of the year we receive a training on how to review the budget. I feel that everything is transparent.</p> <p data-bbox="203 1585 779 1690">During each meeting we are updated on the enrollment and what measures are being taken to ensure the enrollment is maintained.</p> <p data-bbox="203 1732 771 1900">The governing body is actively involved and appraised of the budgeting process every step throughout the entire discussion. Early childhood education is a priority and adequate funding continues to be of great importance.</p>	<p data-bbox="820 714 1388 819">Find ways to compensate Head Start staff for extra things they do beyond the Pre-K teachers (timesheets)</p> <p data-bbox="820 861 1404 955">Hold budget meetings with district grant/Fiscal Dept. to ensure our financial standing along the way.</p> <p data-bbox="820 997 1372 1102">As the district gives teachers pay raises each year and cost of insurance continues to go up the COLA is needed in order to cover costs.</p> <p data-bbox="820 1144 1339 1207">There is a need for more EDGAR approved vendors.</p>

## FY 20 DISD HEAD START SELF-ASSESSMENT

At our monthly Policy Council meetings we receive updates on the budget. We also receive training on how to read and understand the budget. We get to see breakdowns of where all the money goes and comes from.

Because Ann Windle is part of Denton ISD we have access to financial supervisors, lawyers, etc. to help make sure everything runs smoothly.

# FY 20 DISD HEAD START SELF-ASSESSMENT

## Developing & Monitoring Effective ERSEA Strategies

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

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

Strengths	Identified Needs
<p><b>A member of the Governing Board sits on our ERSEA committee and reviews compliance with program requirements.</b></p> <p><b>Our Governing Board is committed to early childhood education and understands and appreciates the value HS brings to the educational success of young children.</b></p> <p>Staff and parents are a part of the ERSEA process.</p> <p>By conducting our round-up by child's last name, it decreased parents wait time for applying for our Head Start program.</p> <p>ERSEA Team has bilingual staff members that bridge communication and knowledge of needs of our bilingual communities.</p> <p>At round-up the families receive a folder that tells them what is required and what to expect and the upcoming steps in the process.</p> <p>We have an additional Assistant Principal that is doing a great job with monitoring attendance on an ongoing basis for all programs on campus. He follows through with the next steps for parents to help improve attendance.</p> <p>DISD is working collaboratively with us by including us in the Pre-K registration days so that we can be sure to serve the families with the greatest need.</p>	<p><b>We need to work collaboratively with other entities to identify creative strategies that will illustrate to parents the importance of daily attendance.</b></p> <p>Continue to post Round-Up on Facebook and explore other facilities for hosting Round-Up. During Round -Up and Enrollment it is a slower process for Spanish speakers and additional staff is needed for paperwork.</p> <p>More meetings are needed to discuss students with multiple attendance issues. *</p> <p>Create recruitment materials to provide Head Start information and to tell our story.</p> <p>Need to train district campuses on Head Start and get their support on getting the neediest kids/families to us. Create a flow chart for other campuses to help with this.</p> <p>Priority list is low. We need to increase recruitment efforts and educate others on the benefits of Head Start. Since the district isn't serving very many 3's, we need to recruit them for Head Start.</p> <p>Need to communicate with the parents about how/when their child will be tested so they can emotionally prepare their child for this.</p>

## FY 20 DISD HEAD START SELF-ASSESSMENT

The enrollment process is very organized with different stations to rotate through.

A report of attendance is sent home to show student attendance (Mid-Year Report)

The Head Start program utilizes multiple resources to reach the communities about enrollment.

Make poster size advertisement of flyers.

Make play area for children applying for Head Start.

Continue to have more community outreach  
Ex: mall

The online enrollment process is very lengthy. Try to find ways to streamline this.

Increase the times and dates for parent orientation.

Continue to ensure that parents are aware of what documents are needed to apply for our Head Start program.

# FY 20 DISD HEAD START SELF-ASSESSMENT

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

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

**Approach:** We surveyed teachers, met with parents at drop-off/pick-up times, and conducted one-on-one interviews with community members.

Strengths	Identified Needs
<p>Ready Rosie Share (parent curriculum) and SEE SAW (portfolios) are great school-home connection tools.</p> <p>We meet TEA requirements for instructional minutes. We align with Pre-K guidelines for the state.</p> <p>We have a data wall for teachers to see class progress on school readiness goals and assist them in instructional planning.</p> <p>TTESS and CLASS are great tools that we use to help to determine what PD is needed, what coaching is needed, etc.</p> <p>District provides teachers with a variety of resources to use in order to differentiate for students based on individual needs.</p> <p>We have a certified Education manager and certified teachers.</p> <p>DISD has Bilingual LPACS, DMTSS, 504, and Special Ed. services in place. We have OT, PT, music therapy, play therapy, speech, APE, etc. provided to students with identified needs.</p> <p>Staff participates in Professional Learning Communities (PLC’s), they look to the data to plan individual instruction and interventions.</p>	<p>More training needed on Ready Rosie in order to access/use its data to fullest.</p> <p>More parenting classes on how parents can help their child learn while at home and strengthen the use of district provided programs like Ready Rosie.</p> <p>Include Parent Committee and instructional staff in reviewing curriculum for new adoption in 2020-2021.</p> <p>Increase our coaching sessions aligned with identified needs (individual, small groups, PLC’s, etc.)</p> <p>Continue to strengthen lesson plans by including key components such as learning target, assessment, small group tiered instruction/intervention, etc.</p> <p>Find ways to compensate for extra time given or help instructional staff to have more time provided within their day to work on the extra Head Start pieces – IDP, home visits, parent/teacher conferences, etc. (Ex: possibly create a substitute schedule)</p>



## FY 20 DISD HEAD START SELF-ASSESSMENT

The buzzer system to get in the front door and the main door to the classrooms makes parents feel safe.

Parents like that our school has onsite support services, i.e. speech, OT & PT therapy.

This district is very fortunate to have outstanding Special Education, Bilingual/ESL and Curriculum Departments. Reports are given to the Board regarding best practices, professional development and outcomes.

The Head Start team are provided with opportunities and resources for professional development.

Parents would like more resources on how they can help their child at home.

To encourage teachers to individualize homework assignments for students based on individual needs.

More frequent updates for children with disabilities and student's progress on goals made in IEP.

More Big books and classroom books in Spanish to support and secure language and concept development.

# FY 20 DISD HEAD START SELF-ASSESSMENT

## Designing, Monitoring, & Implementing Quality Health Program Services

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

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

Strengths	Identified Needs
<p>Head Start screenings completed within regulatory time limits, referrals being sent out earlier than in previous years.</p> <p>Nurse provides staff wellness initiatives.</p> <p>Nurse created bulletin boards to provide parents with monthly health tips.</p> <p>We have a welcoming atmosphere with RN on campus.</p> <p>Nurse has provided frequent CPR classes, staff trainings, and parent education trainings.</p> <p>Flu shots were available on campus for staff.</p> <p>Frequent walk-throughs and building safety checks are conducted.</p> <p>Building safety concerns are addressed quickly.</p> <p>Hearing and vision screenings help parents to find out about child’s needs.</p>	<p>Continued need to refine health follow-up with families to be efficient, effective, and to help build relationships.</p> <p>Continue to expand partnerships (MOUs).</p> <p>Facility maintenance completed in an economically and timely manner. i.e.: window tint</p> <p>Utilize district/college supports with screenings.</p> <p>Need data dashboard that can be shared for all Head Start specific health/screenings data.</p> <p>Due to student population having high occurrence of adverse traumatic events, there is a need to address mental health concerns.</p> <p>Time required outside of classroom to perform screenings leads to significant lost learning time.</p> <p>More health classes needed for parents and students.</p> <p>More resources needed for low-income families, both for students’ care and parents’ care.</p> <p>Need clearer policy for managing illnesses and education on that policy.</p> <p>Need resources for insurance options.</p> <p>Parents feel hassled and “picked on” regarding getting paperwork in and with follow-ups.</p>

# FY 20 DISD HEAD START SELF-ASSESSMENT

## Developing/Monitoring Quality Family & Community Engagement Program Services

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

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

Strengths	Identified Needs
<p>High parent involvement and participation in committees and school-wide activities.</p> <p>Parents feel valued and appreciated which motivates their participation and involvement through volunteering in school activities and during home projects with their children.</p> <p>Classes offered this year were different than the ones we normally offer.</p> <p>We offer a lot of support to our parents, i.e. car repair, basic needs, books, food, clothing.</p> <p>Classes were more in-line with the topic's parents needed and wanted.</p> <p>Our parents are engaged in the school (PTA, Policy Council, Parent Committee)</p> <p>Parents are engaged in the classrooms, (See-Saw, Ready Rosie).</p> <p>All notices and materials are provided in English and Spanish.</p> <p>Several measures to communicate with parents, emails, flyers, tv's in hallway.</p> <p>Continuing to build parent relationships throughout the program, always available to talk.</p> <p>Providing ESL classes on campus.</p>	<p>More parents need to attend the trainings and classes provided through the family and community engagement services.</p> <p>Parents need professional workshops in which they learn about the disastrous consequences of excessive exposure and abuse of the screens and technology, and the importance of outdoor play and exercise.</p> <p>Parents and families need more information about physical and emotional child development to better take care of their children's needs.</p> <p>School events need to be better publicized.</p> <p>School events need to be planned and told to the teachers earlier so that we can promote them.</p> <p>School events need to be organized and then told to teachers, so we know what to do with our kids or to tell parents.</p> <p>Use of our on-line document to keep track of parent volunteer hours, instead of paper/binders.</p> <p>Better organization for paperwork, volunteer hours, etc.</p> <p>Regarding family goals – more motivation is needed, ie phone calls, list of resources sent out each month.</p>

## FY 20 DISD HEAD START SELF-ASSESSMENT

<p><b>Having lots of MOU's and expanding them to be able to provide parents and children with resources.</b></p> <p><b>Trainings of different kinds and in different areas that help strengthen families.</b></p> <p><b>Provide opportunities to mothers, to continue the educational training of children, through the service of "voluntary Mamas" in school.</b></p> <p><b>Allow the participation of parents and people in the community to participate in the important and relevant decisions of the school, through different committees, "Policy Council and "Parent Committee.</b></p> <p><b>They show us how important we are to the growth of our children, our school and our community, giving us the opportunity to have an opinion on the different ideas or projects that the school must improve.</b></p>	<p><b>Create a shared data dashboard to better track family goal progress.</b></p> <p><b>Need to further improve how to approach parents, to be able to communicate more from person to person, and not only through group meetings or school communications.</b></p> <p><b>Recover the enthusiasm and motivation of administrative, in the special activities carried out by the school for parents or with parents, during the school year.</b></p>
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# SELF-ASSESSMENT

## *Program Improvement Plan*

2019 - 2020

Policy Council Approved:  
March 6, 2020

Governing Board Approved:

# **HEAD START SELF-ASSESSMENT PROGRAM IMPROVEMENT PLAN 2019 - 2020**

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COMMUNITY ENGAGEMENT SERVICES**

## PROGRAM DESIGN/MANAGEMENT & QUALITY IMPROVEMENT

### PROGRAM AREA RECOMMENDATION(S):

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

<b>OUTCOME:</b> Continued Completed New	<b>ACTION STEP</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>DATES</b>	<b>MEASUREMENT REPORTING (Effort &amp; Effect)</b>
<b>Continued</b>	1.Using the templates that have been created, Managers will finish updating our current Written Plans by creating Policies & Procedures that align with the New Head Start Performance Standards.	Program Managers	Written Plans  New Standards  Created templates  Head Start Act  Monitoring Protocols	October 2020	Completed documents approved by the Policy Council and the Board.

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

### PROGRAM AREA RECOMMENDATION(S):

#### To retain highly qualified Head Start teachers

- To evaluate the extra duties a Head Start teacher does above what a Pre-K teacher is required to do and to brainstorm ways that we can compensate for these extra duties.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
New	<p>Create a list of all the extra things a Head Start teacher does above Pre-K teachers.</p> <p>Meet with district fiscal personnel to discuss options and procedures needed (timesheets, subs, etc.)</p> <p>Figure out which items above could be covered by obtaining substitutes and which items would need compensation for time.</p>	Fiscal Staff and Director	<p>Head Start Grant monies.</p> <p>Timesheets</p>	October 2020	Plan in place for substitute days and/or process in place for timesheet collections, etc.



## DEVELOPING & MONITORING EFFECTIVE ERSEA STRATEGIES

### PROGRAM AREA RECOMMENDATION(S):

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

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

<b>OUTCOME:</b> Continued Completed New	<b>ACTION STEP</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>DATES</b>	<b>MEASUREMENT REPORTING (Effort &amp; Effect)</b>
<b>New</b>	<p>Increase Training and re-train staff</p> <p>The assistant principal will provide a presentation to parents attending HS Parent Orientation.</p> <p>Continue attendance awareness training at: Parent meetings Policy Council meetings, Newsletters, Home visits, and Parent Conferences</p> <p>Track, monitor, and follow-up for attendance</p> <p>Update Attendance Success plan</p> <p>Meeting with the ERSEA Committee twice a month</p> <p>Recognize perfect attendance</p>	<p>ERSEA Specialist</p> <p>Assistant Principal</p> <p>Head Start Staff</p> <p>ERSEA Committee</p> <p>HS Director</p>	<p>PIR Report</p> <p>ADA Report Daily Attendance Sheet</p> <p>Policy Council Monthly Attendance</p>	<p>August May 2021</p>	<p>Sign in Sheets</p> <p>Individual Attendance report</p> <p>Monitor Policy council month attendance report</p> <p>Mid-Year Attendance Report</p> <p>ERSEA Committee Meeting Minutes</p>

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

**PROGRAM AREA RECOMMENDATION(S):**

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

<b>OUTCOME: Continued Completed New</b>	<b>ACTION STEP</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>RESOURCES</b>	<b>DATES</b>	<b>MEASUREM ENT REPORTING (Effort &amp; Effect)</b>
<b>Continued and expand</b>	<ol style="list-style-type: none"> <li>1. Meet with teachers</li> <li>2. Train teachers on expectations for Ready Rosie, See Saw</li> <li>3. Assess what Access is needed for parents</li> <li>4. Kick-Off meeting with parents (orientation)</li> <li>5. Pull and use data from Ready Rosie to increase parent involvement.</li> </ol>	Education Specialist,  Social Service Specialist,  PFCE Specialist  Teachers	District provided resources: Ready Rosie, and See Saw	Oct. 2020 Feb. 2021 May 2021	Track parent usage for See Saw and Ready Rosie by running reports, monthly newsletter

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

### PROGRAM AREA RECOMMENDATION(S):

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

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort &amp; Effect)</i>
<p><b>#1 Completed and Expanded</b></p> <p><b>#2 Continued /Updated goal</b></p>	<p>1. Refine system to better track and follow-up on health needs in shared database.</p> <p>2. Refine system for communication and follow-up with families to ensure they have acquired or are aware of resources for acquiring all scheduled preventative care prior to end of age 4 year.</p>	<p>Health Specialist</p>	<p>District provided software programs</p> <p>District Health Services</p> <p>HSAC committee</p> <p>MOU partnerships</p>	<p>Now - May 2021.</p>	<p>Kindergarten vaccination reports</p> <p>Excel spreadsheet reports tracking screening, vaccinations, recommended preventative care, contact efforts</p>

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

### PROGRAM AREA RECOMMENDATION(S):

The PFCE specialist will provide detail information regarding school activities to both parents and staff.

- Provide quality parent education classes
- Make sure that our families and staff enrich, empower and make a strong positive relationship

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort &amp; Effect)</i>
<b>New</b>	1. Plan classes as parents set their goals for Education and provide training.	PFCE Specialist	Human Resource	Ongoing	Class sign-up sheets
		Specialist	Community Resources	August and May 2021	Class sign-up sheets
	2. Provide and promote more information on school activities.	Specialist	School	August and May 2020	Plan Accordingly
<b>Continued</b>	Contact community agencies (Texas Workforce, etc.) to provide skills to parents.	PFCE Specialist	Texas Workforce Agency	February 2020 – May 2021	Class sign-up sheets.  Parenting class evaluation surveys.

## Denton ISD Head Start ERSEA Selection Criteria

Selection Criteria	Points for Categories
Child receiving SSI	1000
Child receiving TANF	1000
Foster care	1000
Income Eligible	500
Transfer from another Head Start	30
<b>Home language other than English</b>	<b>30</b>
Diagnosed with mild speech or language disability	20
Diagnosed with a moderate disability such as: Emotional Disturbance, Autism, Developmental Delays, Other Health Impairments, <b>Autism</b>	40
Diagnosed with a severe disability such as: Intellectually Disabled, Traumatic Brain Injury, Visual or Hearing Impairment, Serious Orthopedic Impairment, Other Health Impairments, <b>Autism</b> .	60
Family violence, substance abuse, incarceration, eviction, or crisis.	40
<b>Diagnosed with a Mental Health condition such as Stress and Anxiety</b>	<b>50</b>
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
<b>Adverse Childhood Experiences (ACES)</b> , Families displaced due to hurricanes or natural disasters*	100

## FY-20 TTA PLAN - DENTON ISD HEAD START PROGRAM

<b>Grantee: 06CH7130</b>	<b>TTA Specialist:</b>	<b>J. Yvette Dominguez</b>
<b>Denton Independent School District</b>	<b>TTA Specialist Phone:</b>	<b>(505)660-8100</b>
<b>Mailing Address:</b>	901 Audra Lane Denton, TX. 76209	
<b>Director :</b>	<b>Main Contact:</b>	Mary Beth Bowman
<b>Director Phone:</b>	<b>Title:</b>	Education Specialist
<b>Fax Number:</b>	<b>Main Contact Email:</b>	<a href="mailto:mbowman@dentonisd.org">mbowman@dentonisd.org</a>
	<b>Main Contact Phone:</b>	(940) 369-3929

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

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

# FIVE YEAR GOALS AND ACTION PLAN

## Program Goal 1 (PAGE 1 OF 2)

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

Objective	Year 1 Expected Outcomes	Action Steps	Methods Of Traking Progress	Expected Challenges
<b>Objective 1</b> -The program will continue to increase child attendance so that children will develop the habit of attending school regularly.	Increasing Parental awareness about the importance of school attendance and arriving on time. Incease the ERSEA Committee meetings to review reports and develop strategies to follow - up with chronically absent students.	<ul style="list-style-type: none"> <li>* Staff and district personnel meet with parents.</li> <li>* Attendance letters mailed.</li> <li>* School-wide incentives for perfect attendance each 9 weeks.</li> <li>* Monitor teacher's attendance call logs.</li> <li>* Update attendance success plan.</li> <li>* Create a shared data base system.</li> </ul>	<ul style="list-style-type: none"> <li>* ADA reports</li> <li>* Daily Attendance Individual Reports</li> <li>* Policy Council Monthly Attendance Report</li> </ul>	Parents having a better understanding of the importance of attendance, parent participation/buy-in that attendance is the foundation for the child's education, and keeping up with who is absent.
<b>Objective 2</b> - Refine our systems to better track & follow- up on health needs.	System will be in place to determine the percentage of students who have received their age-based recommended immunizations and THsteps check-ups by the end of the school year.	<ul style="list-style-type: none"> <li>* Determine ages when THSteps recommendations are due.</li> <li>* Determine additional data needed to be tracked.</li> <li>* Create Excel spreadsheet to track data.</li> <li>* Create alerts for when requirements are due.</li> <li>* Develop a system of notifying parents that recommended care is due.</li> <li>* Determine how to track if care is completed and ways of encouraging parents to complete care.</li> </ul>	Health data currently being collected by Health Specialist. Data needed will be collected in an Excel spreadsheet which will be set up to alert deadlines and dates of recommended care.	Parental motivation to comply with recommendations (We will determine ways to educate parents on importance of recommended care and determine other ways to increase motivation to seek care.)
<b>Objective 3</b> -To conduct data reviews on student progress on School Readiness goals using the CLI engage tool after each wave.	Teachers will use the data to plan their instruction. 75% of the students will meet the benchmark for their age by the end of the program year.	<ul style="list-style-type: none"> <li>* More training provided to Instructional staff for CLI enage.</li> <li>* Update data wall of CLI results.</li> <li>* Conduct quarterly data reviews with teachers to identify areas of strengths and needs of students.</li> <li>* Form intervention groups and plan for individualized instruction.</li> <li>* PLC meetings to review data.</li> <li>* Graph progress on school readiness goals for all waves of CLI to depict yearly progress.</li> </ul>	Classroom teachers will administer the CLI engage assessment using i-pads or chrome books, data will be pulled and reviewed from the CLI engage data base. Data Wall will be updated after each wave of CLI engage is completed.	Aggregating and disaggregating data can be time consuming, finding time to meet with instructional staff on an ongoing basis can be difficult.

# FIVE YEAR GOALS AND ACTION PLAN

## Program Goal 1 (PAGE 2 OF 2)

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

<p><b>Objective 4</b> - Refine our systems on tracking progress toward family goals.</p>	<p>Systems will be in place that will depict family progress made during the school year toward their goals in a measurable way.</p>	<ul style="list-style-type: none"> <li>*Break down the case load of families between the PFCE specialist and Social Service staff to decrease the case load for better monitoring.</li> <li>*Staff meet with parents.</li> <li>*Monitor home visit reports for updates on family goal progress.</li> <li>*Family goal letters sent home.</li> <li>*Align Education classes to family needs to help them master their goals.</li> </ul>	<p>Google doc reports, Ready Rosie reports, home visit forms, community resources, educational class surveys.</p>	<p>Parental motivation to keep focus on their goals to improve family well-being and getting parents to attend educational classes.</p>
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# FIVE YEAR GOALS AND ACTION PLAN

## Program Goal 2

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

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

## PROGRAM GOALS:

1. **TO IMPROVE OUR DATA MANAGEMENT SYSTEMS BY CONDUCTING INTENTIONAL QUARTERLY DATA REVIEWS AT THE END OF EACH 9-WEEK PERIOD.**

Objectives: Attendance, Health Needs, School Readiness, Family Goal Progress

2. **TO ALIGN OUR EDUCATION CLASSES WITH THE IDENTIFIED NEEDS FOR OUR PARENTS, STAFF, AND STUDENTS.**

Objectives: Align family needs to classes, Engagement in Parent Curriculum, Health Education

### School Readiness Goals:

1. **LANGUAGE AND LITERACY:** Child understands and uses a wide variety of words for a variety of purposes.
2. **COGNITION:** Child will demonstrate understanding of number names, the number of items in a set, & use math concepts and language regularly during every day experiences.
3. **PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT:** Child demonstrates control, strength, and coordination of large muscles. Child demonstrates increasing control, strength, and coordination of small muscles.
4. **APPROACHES TO LEARNING:** Child demonstrates initiative and independence; shows interest in & curiosity about the world around them.
5. **SOCIAL AND EMOTIONAL DEVELOPMENT:** Child manages emotions with increasing independence.



### **HEAD START STRATEGIC PLAN 2020-2021**

### PFCE Goals:

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

### Family Services: (PFCE/ERSEA)

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

### Health & Nutrition:

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

### Education:

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

### Mental Health and Disabilities:

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

### Program Design & Management:

- \*Strengthen ongoing monitoring/data collections (Quarterly Reviews)
- \*Complete Policies & Procedures that are aligned with the New HS Standards.
- \*Explore ways to create a shared data dashboard for key data for program managers to access easily.

### Fiscal:

- \*Continue to work with district personnel to look at options for compensating Head Start staff for the extra things they are required to do above Pre-K staff requirements.



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

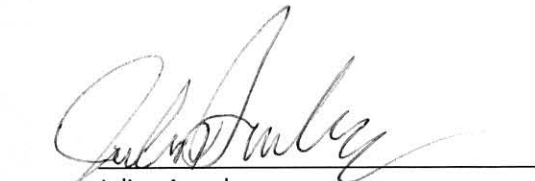
March 6, 2020

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 6, 2020. The Purpose of the meeting was to review the 2020-2021 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 2020-2021 school year for the following.

1. Program Operations, in the amount of \$1,372,779
2. Training and Technical Assistance, in the amount of \$21,166  
- Total refunding grant amount for 2020-2021 school year: \$1,393,945

The Policy Council also authorizes those making application for any other additional funds for which the Program has reasonable needs for the 2020-2021 school year.



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Julian Amador  
Policy Council Chair  
Head Start Program  
Denton ISD

## **LOBBYING, TOBACCO USE POLICIES, DRUG FREE WORKPLACE REQUIREMENTS**

### **Associations and Political Activities**

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

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

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

### **Tobacco Use – Policies DH, GKA, FNCD**

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

### **Alcohol and Drug-Abuse Prevention**

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

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

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

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

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

## **Drug-Free Workplace, DI \*TASB Required Notification\***

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

### **FEDERAL DRUG FREE WORKPLACE ACT –**

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

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