

CONTINUING

FY 22

2022-2023 SCHOOL YEAR

GRANT APPLICATION

06CH010978



POLICY COUNCIL APPROVED: 3/11/2022
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 change to our Program Goals that were outlined in our Baseline Application. We do plan to make adjustments/changes to some of the Measurable Objectives, Action Steps, and Expected Outcomes to better align them with what we would like to measure for year 4 to support our program's Continuous Quality Improvement. These revisions and progress toward outcomes are noted in **RED** in our Goal Charts found in question 2.

2. The charts below portray our Baseline Program Goals, the Progress/Outcomes toward our Year 3 Objectives, our Challenges that we have encountered along the journey, and notes any revisions that our program would like to make for Year 4. Action steps have also been updated to reflect progress and next steps.

<p>PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.</p>		
MEASUREABLE OBJECTIVE	YEAR 3 Expected Outcomes	YEAR 4 Expected Outcomes
<p>Objective 1 (year 1) Head Start daily attendance will increase by 10 percent by Jan. 2020 (Year 2-4)- The program will continue to work to increase child attendance.</p>	<p>*Develop a change in behavior by celebrating parents of students with increased attendance *Continue to see an increase in attendance</p>	<p>*Re-establish a shared understanding of accountability to re-ensure an increase in attendance.</p>
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Staff and district personnel meet with parents- MET • Attendance letters mailed- MET • School-wide incentives for perfect attendance each 9 weeks-MET • Monitor teacher’s call logs-Continue • Update attendance success plan-MET • Utilize the ERSEA committee to help with interventions-Continue • Educate and engage parental knowledge about attendance laws-Continue • Use the See Saw platform to contact parents regarding their child’s attendance-Continue • Survey parents to check for knowledge and understanding about attendance-Continue • Engage parents at orientation on the importance of attendance • Work with parents to remove any barriers to absences • Grow/Increase the compacity of the ERSEA committee in attendance 		
<p>Progress/Outcomes year 3: Our Head Start Attendance policy is aligned with the school district’s policy and procedures. Funded enrollment returned after partnering with the district.</p>		
<p>Challenges faced year 3:</p> <p>*In spite the continued pandemic, there was significant growth this year. However, many families did choose to keep student’s home when they had been exposed.</p> <p>*Parents are having to drop off other Elementary age siblings at the same time Head Start begins contributing to chronic tardiness.</p> <p>*Experimenting with a virtual parent orientation option seems to have weakened the parent’s understanding of the importance of daily attendance.</p> <p>*The district no longer offers the connected learning option to Pre-K age students.</p> <p>*Due to the Pandemic, our Attendance ADA was lower than typical years (Supporting Document A).</p>		

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.		
MEASUREABLE OBJECTIVE	YEAR 3 Expected Outcomes	YEAR 4 Expected Outcomes
<p>Objective 2 (Year 3)- Refine system for tracking data 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 (Mastered)</p> <p>New Objective: Network with clinics & physicians to get involvement or resources from our local health community for our students.</p>	<p>Rework word document into an excel spreadsheet for better tracking of student health data, needs, and parent follow-up. Mastered</p>	<p>To create and complete MOUs with our local health community. Increase involvement in the HSAC committee and health events from families and community.</p>
<p>-Activities or Action Steps for New Objective:</p> <ul style="list-style-type: none"> • Complete or resolve any unfinished MOUs • Send invite to HSAC to district nurses as well as local clinics & Universities • Create new MOUs with health community for additional help and resources • Send out at least 3 forms of notifications to parents to join or attend HSAC • Increase HSAC attendance and participation • Survey HSAC to see what the current needs are • Send out at least 3 forms of notifications about health events to increase parent participation 		
<p>Progress/Outcomes Year 3: Excel spreadsheets were created that include all student health information required for Head Start. These spread sheets include formulas to alert the nurse when something is due or incomplete. These sheets track: when immunizations are due, screenings, referrals, follow-ups, and all Head Start health documents. All this information is stored on a large drive and a back-up drive. Every Friday, all health information is re-saved to both drives. One drive always stays on campus and the other is always with the nurse. We were able to start the process of on a MOU with TWU (local college) for a free dental clinic for our population. We are also in the works of renewing a MOU with Dr. Nuby's office for free service to students.</p>		
<p>Challenges Faced Year 3:</p> <p>*Lack of available resources and preventative care appointments due to COVID-19 restrictions.</p> <p>*Limited time for Health Specialist due to increase needs in student population this school year.</p> <p>*MOUs are taking longer to complete due to increased lawyer involvement between the entities and reconstruction of systems due to COVID pandemic.</p>		

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.		
MEASUREABLE OBJECTIVE	YEAR 3 Expected Outcomes	YEAR 4 Expected Outcomes
Objective 3- Data will be used to create small groups & interventions for students in need of Academic &/or Social-Emotional supports.	Teachers will use data to plan their instruction and interventions based on the individual needs of the child. Progress monitoring will help to ensure that continuous growth is evident throughout the waves.	Quarterly meetings will be held with teachers to review student data. Progress Monitoring of CLI data & new Curriculum assessments will assist teachers in planning their instruction and intervention small groups. DMTSS (Denton Multi-tiered System of Support) meetings will be held for students in need.
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Create a data wall where results from each wave are posted by class-MET • Conduct quarterly data reviews with the classroom teacher to identify areas of strength and need- MET • Form intervention groups and plan for individualized instruction-CONTINUE • PLC meetings will be held to review data-CONTINUE • Graph progress on school readiness goals for all waves to depict yearly progress-MET • Data was segregated into EE for 3 yr. old students and Pre-K for 4 yr. old students-MET • To accommodate assessments for virtual learners, we offered them appointment times to come to campus to be assessed- MET • Teachers will turn in their list of students that are showing a need for Social-Emotional supports to the Counselor. • Teachers will meet in (PLC) Professional Learning Communities with pod teachers to look over student data and to plan intervention groups. 		
<p>Progress/Outcomes Year 3: We met with teachers to discuss student progress of the School Readiness Goals (SRG) to see if any student needed additional Multi-tiered Intervention Supports. Data for the 2020-2021 school year showed continuous progress and growth across the 5 SRG domains for the 3 waves of CLI Engage measurement for both virtual and face-to-face learners. For the 2021-2022 school year, all students were face-to-face learners and showed growth in all areas. We have completed 2 of the 3 waves for this year to date. (Supporting Document B).</p>		
<p>Challenges Year 3: There was a progress monitoring learning curve with the new curriculum assessments and the district’s revised report cards. Absences due to the pandemic caused shortages of staff and substitute teachers which led to support staff having to help with class coverage. We have seen a spike in behaviors of students due to the pandemic and increased absences and see a need for more Social-Emotional supports and learning.</p>		

PROGRAM GOAL 1: To improve our data management systems by conducting intentional Quarterly Data Reviews at the end of each 9-week period.		
MEASUREABLE OBJECTIVE	YEAR 3 Expected Outcomes	YEAR 4 Expected Outcomes
Objective 4 (Year 1)- Refine our systems on tracking progress toward family goals (Year 2-4) and house data in a shared database.	To continue to see an increase of families completing their goals. PFCE Specialist will continue to develop communication skills and use technology to increase family services.	Continue monitoring and using technology to increase and improve family services, goal tracking, and PFCE outcomes
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Break down the case load of families between the PFCE specialist and Social Service staff to decrease the case load for better monitoring-MET • Staff meet with parents-Continue • Monitor home visit reports for updates on family goal progress-MET • Goal letters sent home-Continue • Align education classes to family needs to help them master their goals-MET • To ensure that instructional staff have the updated home visiting forms that have been aligned to our data collections-MET • Work to desegregate family outcome data in a way to portray what percent of parents have completed their goals-Continue • Strengthen communication systems between PFCE and families-Continue • Retrain the PFCE specialists on how to help families to develop goals-Continue • Continue to train and monitor new family service workers 		
<p>Progress/Outcomes Year 3: An excel spreadsheet was created early in the year to communicate with teachers, staff, and parents. New staff were available to assist with monitoring family goal progress. Majority of our families are working toward their goals (Supporting Document C).</p>		
<p>Challenges Year 3: *Parent presence is less due to not being able to have large gatherings and the COVID safety protocols in place for arrival and dismissal. *Although we have increased various lines of communication, families are struggling to respond to communications. *Due to COVID-19 and staffing and substitute shortages within DISD, PFCE specialist and Social Worker assistant have been needed to cover classrooms at times leaving less time for PFCE duties. *Continued training is needed for our new PFCE staff.</p>		

PROGRAM GOAL 2: To align our education classes with the identified needs for our Parents, Staff, and Students.		
MEASUREABLE OBJECTIVE	YEAR 3 Expected Outcomes	YEAR 4 Expected Outcomes
Objective 1- Using the data that was collected from families during enrollment, the top 5 needs will be identified in order to plan parent education classes.	For next school year, we will have Pre-Post-test evaluations on 80% of the parent classes that are offered.	Continue to build upon information from the Pre-Post test and survey Head Start families to establish the appropriate availability for parenting classes.
<p>-Activities or Action Steps:</p> <ul style="list-style-type: none"> • Conduct family interest survey during enrollment-MET • From Excel sheet provided by ERSEA specialist, identify the top 5 needs based on interest survey-MET • Design effective recruitment strategies for classes-Continue • Implement Parent Classes-MET • Identify community resources and facilitators needed for classes-Continue • Evaluate the classes using pre/post Head Start Evaluation Form-Continue • Create or Revise evaluation form for more specific data collection - Continue • Explore the use of the Chat log in Zoom to have participants rate their knowledge of the topic prior to the beginning of the session and again after the session-MET • Revise the evaluation form for more specific data collection 		
<p>- Progress/Outcomes Year 3: *During the fall of the 2021 school year, the ERSEA specialist collaborated with the Parent Engagement Specialist by sharing the Excel sheet created from the Parent Interest Form. The Parent Engagement Specialist identified by a manual count the five highest ranked areas of concern. From the list, parenting classes that focused on family goals were created (Supporting Document D). *Communications have improved by using See Saw and Google. *Family Outcomes improved by aligning both Social Services and PFCE.</p>		
<p>-Challenges Year 3: *Although face-to-face and virtual meetings both have their strengths and weaknesses, providing classes on Zoom and face-to-face simultaneously is difficult due to technical issues, communication gaps, and other issues. *The system of parent drop-off and pick-up related to COVID safety protocols affects the willingness of parents to be physically present on campus. This hinders the connection of families to the Head Start Program and the effectiveness of communication. *Parents have the opportunity for early registration for parenting classes, but they have not been registering for them. The pandemic has made it harder to get parents to participate and we cannot have gatherings in large groups. We had to do smaller group settings for activities, classes, and events.</p>		

PROGRAM GOAL 2: To align our education classes provided with the identified needs for our Parents, Staff, and Students.		
MEASUREABLE OBJECTIVE	YEAR 3 Expected Outcomes	YEAR 4 Expected Outcomes
Objective 2 (Year 1)- To increase family participation in the Ready Rosie Parent Curriculum. (Year 2-4) To introduce families to Savvas Curriculum family engagement system.	Ready Rosie usage will increase due to it being embedded within our new Savvas Curriculum. Data for each 9 weeks will track our growth for usage toward family outcomes.	To see an increase in family engagement activity
-Activities or Action Steps: <ul style="list-style-type: none"> • Have Ready Rosie come out and provide more training with our Managers/Instructional staff/Parents-Continue • Meeting with teachers to make sure they are clear on expectations for this implementation-Continue • Including this topic in the Parent Orientation-Continue • Providing Parent classes utilizing Ready Rosie Parent Curriculum sessions- Continue • Add a “Marquee” board in a high traffic area designated to weekly lessons for parents to use-Discontinue and use See Saw instead • Develop an incentive program to maintain parent involvement-Continue • Training on new Savvas Curriculum will have Ready Rosie embedded in it- MET • Data to show usage will be pulled each 9 weeks-Continue • Find a way to separate the Head Start Class data from the Pre-K classes-MET • Conduct Quarterly Data Reviews for levels of parent participation • Teachers will include Parent Engagement Activities in weekly newsletters • Education Specialist will provide Instructional Support on teacher expectations for family engagement and help to ensure that information is being sent out to families. • PFCE will provide a parenting class teaching parents how to sign up and use Ready Rosie. 		
-Progress/Outcomes Year 3: The new adopted Curriculum, Savvas Three Cheers for PreK, has Ready Rosie within it. The district no longer had to pay separately for the use of Ready Rosie. This new curriculum has a family engagement section along with Ready Rosie activities that teachers can select from the libraries to support class learning at home.		
-Challenges Year 3: Learning the new Curriculum that now contains Ready Rosie within it was a challenge this school year. Further training/guidance is needed on how to navigate the data for parent and teacher use. More collaboration is needed with the district to figure out how to pull our campus data for current family use versus the total use of all district families.		

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

MEASUREABLE OBJECTIVE	YEAR 3 Expected Outcomes	YEAR 4 Expected Outcomes
<p>Objective 3- To provide Health Education to our Parents, Staff, and students based on identified needs.</p>	<p>Increase family and community awareness and participation in health education classes.</p>	<p>To continue to grow our Health Education class offerings for Parents & Staff. Health Specialist will pick the main topics identified to provide student health education mini-lessons to the classes.</p>

- 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-Continue
 - Explore and experiment with alternatives to live classes for parent education- MET
 - Continue CPR/first aid classes for staff and families-MET
 - Continue required and requested staff education-MET
 - Keep attendance logs for each class offered- MET
 - Each Health class flyer will be distributed in multiple ways of communication (Ex: via See Saw, Email, Campus Facebook page, and flyers in student backpacks)- MET
 - Reiterate and offer both face-to-face and virtual parent orientation
 - Look into getting a substitute once a month to allow that health specialist to be able to provide student health education lessons
 - Survey families to see if any barriers prevent them from attending meetings

-Progress/Outcomes Year 3: This year we increased the number of nutrition classes. We have had 6 classes to date. We provide healthy tips and recipes via our Newsletter. We also offer CPR and other health courses to our parents and staff. When a student is identified with a health need, the Health Specialist contacts families for personalized education, as well as creates an individual health plan if needed for care while at school.

-Challenges Year 3: *Changing the parent pick-up and drop-off system due to COVID safety protocols has affected parent participation and response. *Due to the enhanced response needed for COVID testing and vaccinations, the Health Dept. is currently not offering classes.
 *Although the principal purpose of the MOU is defined and various attempts by program managers have been made, it has been difficult to connect with local college resources (Ex: Dental partnership). There is limited to no partnerships with local colleges and clinics due to limited resources and staffing in the community.
 *Health Specialist has very little time available within her busy day to offer health education lessons to students.
 *Poor family attendance to health classes in person and virtually.

3.School Readiness Goals: No significant changes. Our School Readiness Goals and Progress Monitoring tool, CLI Engage, will stay the same.

4. Program Managers provided Community Assessment updates for their designated area. They collaborated with Parents, Governing Board representatives, Community members, and Teachers/Staff to gather input for our Self-Assessment ([Uploaded Document](#)). This input was then used to create our Self-Assessment Improvement Plan Goals ([Uploaded Document](#)). We then worked to streamline these goals with our Baseline Program goals and objectives and tie them all in together in our Strategic Plan ([Supporting Document E](#)). The documents referred to above, along with our Grant Application, are approved through the Policy Council and then submitted to School Board for approval. Our Program Goals that were created in our Baseline Grant will remain the same. The revisions to our Objectives and our Expected Outcomes for Year 4 followed the steps outlined above before approval was obtained.

SUB-SECTION B: SERVICE DELIVERY

1.Service and Recruitment Area:

a. The district service and recruitment area has stayed the same covering 186 square miles. When comparing data from last year's Continuation Grant, the city population has remained steady with an estimated population of 141,541. There was a slight increase to 5.7% in persons under 5 years of age. Denton ISD total enrollment went from 30,624 to 31,992 for

Pre-K through 12th grade. The district opened three additional Pre-K classes and two Academy Tuition-based programs based on identified needs. The district currently has 82 total units for Pre-K age programs that are spread throughout 19 different schools across our service area. The majority of the Child Care centers and in-home caregivers in our area that had closed due to the pandemic have now re-opened. Denton ISD has added Fred Moore Day Nursery School, which serves infants through age 3, to their oversight. This program is run on a tuition-based sliding scale. Students are then eligible to attend a free program for 3 years-old within Denton ISD based on their qualifications. Many of these students will qualify for our Head Start program when they transition from Fred Moore. Denton ISD continues to rank number one, as the fastest-growing school district in DFW based on new housing closings, posting 2,841 annually. According to Zonda Demographics, there are currently 55 actively building subdivisions with 42 future subdivisions and approximately 4,881 futures multi-family units in the planning stages that are zoned for Denton ISD. This will increase DISD enrollment. The multiple factors mentioned above will play vital rolls into our recruitment and enrollment efforts for next school year.

b. The area that our center serves continues to be an area of great need for Head Start services. Denton ISD currently has 574 students that are identified as McKinney Vento (Pre-K-12th) which is a decrease from last year's count of 752. The Foster Care count increased from 84 to 176 students. Our Head Start program has served 11 students in Foster Care and 9 families identified as McKinney Vento experiencing homelessness. The district has 47.3% that qualify for free/reduced lunches based on the household income. Our campus has 100% that qualify for free/reduced lunches. Our campus has one of the highest percentages of low

Socio-Economic enrollment within Denton ISD. City data shows that there is a 14.36% male poverty rate and a 16.98% female poverty rate.

2. Needs of Children and Families:

Our Community Assessment Updates each year help us to identify the greatest needs in our area for children and families. This in turn helps us to align our Selection Criteria ([Uploaded Document](#)) with the identified needs. There were no changes made to our Selection Criteria this school year. Data collected from the Head Start registration showed families were eligible for our program this year by the following indicators: Income below 100% of the federal poverty guidelines (73.54%), Receiving Public Assistance TANF-SSI (11%), Foster Care (7.1%), and Homeless (5.8%). Our community assessment data showed that the percentage of Denton residents that speak only English is 77.23% while 22.77% speak other languages. The non-English language spoken by the largest group is Spanish, which is spoken by 17.10% of the population. We continue to see an increase in ESL students versus students qualifying for Bilingual Classes. Based on enrollment needs this school year, one of our bilingual sections (flex class) changed to an English Class. We currently are serving 72 Bilingual students. With the district Pre-K programs mainly serving 4-year old students, we predict that our 3-year old student population will continue to rise in our Head Start classes. We currently serve 109 students that are 4 years-old and 83 students that are 3 years-old. Our MOU with Denton City County Day School is still a need for our families. We have 16 students using this service for extended hours of care before and after school. Our Disability

Specialist reported that we are currently serving 23 students with special education needs and 7 more students are in the referral process being evaluated.

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

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

4. Centers and Facilities:

We have been fully restored from last year's Winter Storm that flooded our facility. All Head Start classes that had to move to a neighboring campus last year due to their classrooms being flooded have moved back to our campus for this school year. The building was renovated with new flooring, walls, cabinets, and classroom materials.

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

Although we did not reach funded enrollment for the 2020-21 last year due to the school closing and virtual enrollment, our program benefited from collaborating with the Denton

ISD McKinney Vento Liaison and the Director of Pre-K. The Head Start Director and Social Worker joined the Pre-K Advisory Committee. We attended planning meetings and aligned enrollment procedures. A virtual Pre-K Information Night informed the parents about all the pre-k programs in our district, including the Head Start Program. This helped to educate the parents and community providers about the limitations and the benefits of both state-funded pre-K and Head Start programs. We reached funded enrollment of 193 students for this current school year 2021-2022. One challenge we faced is that our district program enrolls four-years old and refers more three years old to our Head Start program. This affects and makes it difficult to balance our student-teacher ratio. We must be very mindful of this as we create our class lists.

6.Education and Child Development:

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

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

Our district provided professional development led by Savvas representatives to staff and provided continued support by our district curriculum team coaches. Due to a continued increase in students with social and emotional needs, our district purchased additional social

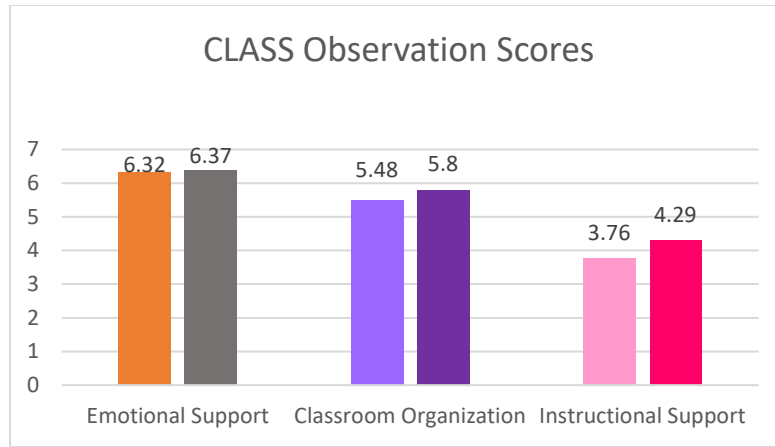
and emotional curriculum for our classes. Baby Doll Circle Time Curriculum from Conscious Discipline is an approach that strengthens attachment, attunement, and social play and was purchased in January. Training was provided to our teachers by our district's counseling department.

In spite the continued pandemic, our teachers attempted to make as many face-to-face Home Visits as possible. However, for teachers and family's welfare, some needed to be completed either over the phone or zoom conferences. Parent teacher conferences were able to be completed face-to-face at the school.

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

A provision was put in place based upon our community assessment allowing for a flex class to switch from being a Bilingual class to a Monolingual English class if needed. This year's enrollment trend showed the need to convert our bilingual flex class to a monolingual English class for the 2021-2022 school year.

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



Left columns are school year 20-21 Right columns are school year 21-22

7. Health:

Globally and locally, the largest health issue we have faced this year is COVID-19. This pandemic has been going for a little over two years now; however, it has not been consistent with new variants coming out every few months. With each new variant comes another wave of sickness in our community. These waves of sickness have made it difficult for local clinics and hospitals to provide preventive care that is still very much needed in this community. Our families have expressed difficulty accessing health care for basic needs such as physicals, vaccinations, and other preventive care. That's why we are working to create additional connections with local universities and clinics for extra resources for our families.

As of November 29, 2021, Head Start announced that all Head Start employees and students would be required to wear a mask and be vaccinated, if eligible, for the COVID-19 vaccine. As a Head Start school, we are aware of the guidelines put in place by Head Start federally, however as of December 31, 2021, it was ruled against by Federal Judge James Hendrix for all Texas schools. Therefore, we were required to default back to Texas standards of highly

recommending masking and vaccinations. We still have systems in place that if the ruling were to be overturned at any point, we would work toward compliance of this Head Start standard within one month's notice. These systems include the survey results of vaccinated vs unvaccinated employees, as well as a document that each employee signed stating they understand they would need to be vaccinated within a month's notice if required by Head Start or apply for one of the allowable exemptions.

So far this year we have had a total of 36 confirmed positive COVID cases at this school. This is a 7% increase from last school year ([Supporting Document F](#)). We completed contact tracing and tracking for all these COVID cases. We actively worked with the Denton Health Department for guidance on how to handle COVID and to minimize the spread. With their guidance we highly recommend both our student and staff to wear a mask as well as to be fully vaccinated, if eligible. We also have staff and students washing their hands frequently, social distancing, increased cleaning, refraining from large group gatherings, and using dividers during mealtimes. Due to COVID, we have temporarily refrained from toothbrushing in the classroom setting, as to minimize the spread through bodily fluids. Another added measure we put in place are air purifiers, we have one in each room that removes particles as small as the COVID virus, 0.1 microns or larger. Each time we are notified of a positive case, we contact the Denton Health Department and Texas Department of Health Services for reporting and guidance. During our process we contact trace, notify parents of confirmed COVID cases in a classroom, and individual notifications are sent out if a close contact is determined. Finally, we "fog" all the rooms where a positive COVID individual has been. The fog acts as an aerosol disinfecting

agent, killing 99.9% of all pathogens. With all these measurements in place we are working on reducing the amount of spread in the school setting.

We also have been working to establish connections with our local health community. We have an MOU with Nuby Pediatrics who offer health services for Head Start students for free with Medicaid or at low cost, 25 USD. These services include, blood withdraws for H&H and lead, lab levels for lead and H&H, and physicals. We also are in the process of finishing an MOU with Texas Woman's University Dental Hygiene Program for free dental and speech/audiology services. The services for the dental clinic include, health history review, blood pressure screening, oral examination, oral cancer screening, oral cleaning, non-surgical periodontal therapy, x-ray, assessment for oral disease risk with customized oral hygiene instructions, pit-and-fissure sealants, cleaning of any removable appliances, irrigation of periodontal pockets, and finally, topical fluoride applications. The speech and audiology services include speech/language evaluation, developmental/feeding/oral motor evaluation, and audiological/hearing evaluation. The evaluations include customized education and referrals if needed. All these services offered by TWU are completely free for Ann Windle SYC families. Although our MOU may not be complete, TWU and Ann Windle still hosted a Dental and Audiology event in July of 2021 and we're having another one in March 2022. We hope with these partnerships in place we can create a better community and help our students become healthier.

Nutrition:

Although COVID has been the main concern for most of the nation, if not the world, here in the United States we are still fighting the battle of childhood obesity. This fight started in the 1970's and has slowly been becoming a growing concern for our nation's children. Obesity has become such an issue Head Start incorporated B.M.I. (body mass index) tracking and referring into Head Start health standards. Due to this standard, twice a year we gather every Head Start students' height and weight to calculate their body mass index. A study out of Michigan in 2015 showed that the Head Start's tracking and referral system can be effective in improving Head Start preschoolers B.M.I. in comparison to children in the primary health care system. Although last year's data had a 3% increase in obesity due to COVID, as parents were keeping kids indoors and the children had overall less activity. With less panic about COVID, this year we saw a 7% decrease in obesity from Fall when the initial referrals were sent to Spring ([Supporting Document G](#)). Our B.M.I. data has also shown that this year and last year the Hispanic population at our school had the most difficulty fighting obesity. Our Hispanic students make up more than 50% of the schools' obesity population ([Supporting Document H](#)). This data that we collect helps us focus our efforts on families that need it. We have increased our number of nutrition classes; so far this year we have had a total of 6 classes and are planning to have more. These classes have included Spanish translation, so our Spanish speaking population is included. Finally, we also send out monthly nutrition tips or recipes for families to use. With the increase in education and awareness we hope to continue to bring our obesity numbers down.

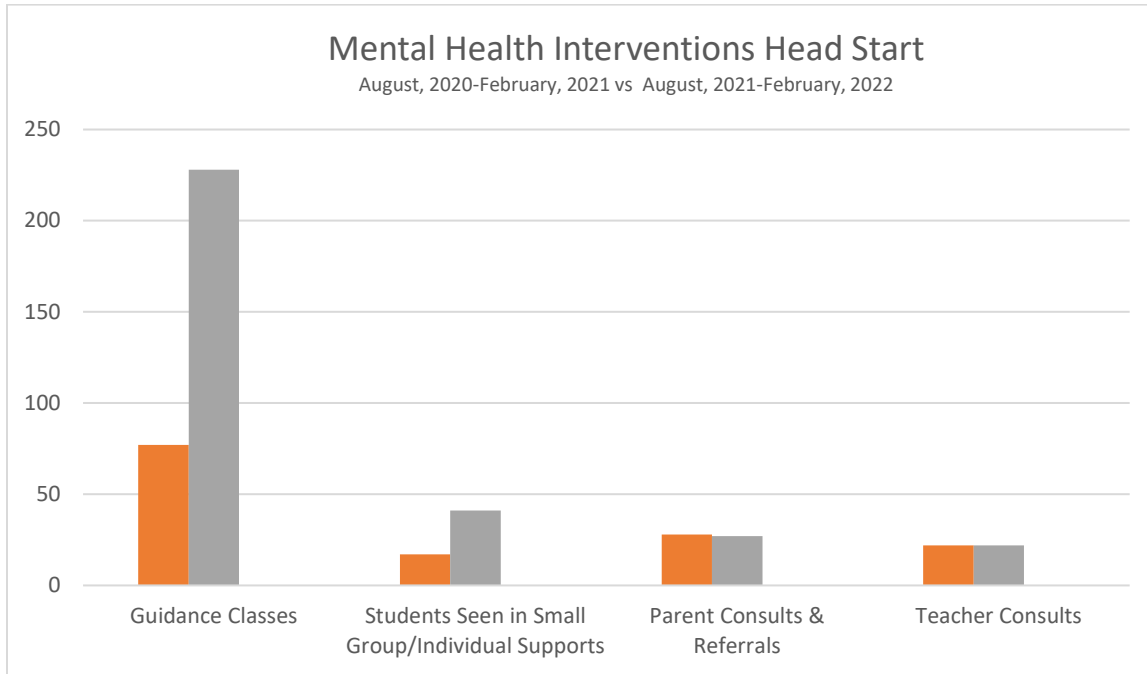
COVID has affected us in many ways, from limited health services to increasing childhood obesity to causing shortages. Some of these shortages include food, supplies, and even staff. This has caused difficulties in getting the correct foods needed to stay in compliance with the USDA requirements, as well as getting trays, utensils, and other supplies for school meals. Our Nutritionist has managed to modify our menu enough to be in compliance and ensure our students are always getting their meals on time, even if from a bag and not a tray. One positive of COVID is the passing of the USDA's Universal School Meals Program Act of 2021. This allows for all children in the United States to receive free breakfasts and lunches while in school. The act was originally supposed to end in June of 2021 and was extended to cover the 2021-2022 school year. Although our Head Start students will receive free meals with or without the act, it helps our community as a whole. With all these measures put into place we hope to continue to see an improvement for our students' and community.

Mental Health:

This was the second year that the Ann Windle School for Young Children had a full-time counselor to help in the area of Mental Health. She is a Texas Education Agency certified school counselor who is also a state licensed professional counselor as well as a national certified counselor. This year, to provide more tier-one supports, all students began receiving weekly guidance classes. Within these weekly lessons are lessons utilizing the Second Step Curriculum, as well as lessons meeting the district's Essential 8 topics and themes. She also provided additional support in the DTMSS process, individual and small group supports, and staff and parent consultations. This was also supported with work done by the counselor's assistant, a

position funded through the Quality Improvement grant provided by Head Start. She provides support in all the classrooms and works with individual students for behavior supports and Social Emotional Learning. Further support was provided through the University of North Texas who had counselors come and provide individual play therapy services on campus to 5 Head Start students. The district has provided a Licensed Specialist in School Psychology to come when needed since that position has been not directly filled on campus for part of this school year. The LSSP can provide support and conduct threat assessments on students. She has conducted one this year while the campus counselor has conducted two, based on the threats of violence against staff and other students as reported by campus staff. Both the counselor and the licensed specialist in school psychology assigned to the campus keep a list of community resources for families as does the program ERSEA specialist who is a licensed social worker. Because the community assessment identified mental healthcare as a significant community need, with our student population facing a history of Adverse Childhood Experiences, our Health Services Advisory Committee has determined that training our staff in how to recognize a history of Adverse Childhood Experiences in our students and how to handle the results of these experiences is a priority. The campus mental health specialists worked to provide these trainings to staff. Additional curriculum was provided this year to support this Social Emotional Learning in students. The curriculum, Baby Doll Circle Time, was purchased and given to all classes. Staff were trained on this new curriculum and are currently implementing it within their classes with great success. DISD also provides some free counseling sessions for our staff through our Employee Assistance Program. As a campus, we have put a lot of effort into developing a Culture and Climate for our school that is centered around building

Social Emotional skills for staff, students and parents. Data below shows a graph of services rendered.



8. Family and Community Engagement:

We are continuing our initiative of building a positive school climate. The Head Start Director/Principal trains the school staff on maintaining a positive school climate by implementing the initiatives of Happy Campers have Heart, Pillars of Character, Positive Intervention Behavior Supports (PBIS), Bucket filling traits, and Strength Finder. These initiatives are built upon each year.

Parents are invited to all campus events and parenting classes. Events are held both virtually, and in-person, and gatherings have been reduced to smaller groups by having some events in pods or classrooms due to COVID safety protocols in place.

According to our data, parent participation is declining. The school-wide activity 20-for-20 had half the participants of last year. With the COVID pandemic, a pattern of parents not returning class evaluations has occurred. Our local Health Department is focusing on vaccinations and boosters and will not provide public classes until further notice. They plan to revisit their decision at the beginning of the year.

To increase parent participation and to build relationships, we will continue to establish relationships as early as possible starting at Round-up and in-person parent orientation. We will send home flyers in advance, increase the use of Remind 101, Seesaw, phone calls, and Facebook. We plan to implement the All Pro Dad curriculum next school year that engages dads and their children in meaningful conversations, resources, activities and plan to meet once a month. We will continue to seek additional training for new family service specialist.

The plan for data tracking of family goal progress continues. As families set their goal for the year, the PFCE Specialist does a manual count and identifies the top five areas of need amongst all enrolled families. Throughout the year as students drop and new students enroll, the top five needs may vary slightly. To this end, an identified “top five need” may be overtaken by a new area as the school year progresses.

9. Services for Children with Disabilities:

For this school year, all Special Education services have moved back to Face-to-Face instruction. When planning the schedule of services through the (ARD) Admission, Review, Dismissal committee, projected Virtual minutes are included for us to be prepared with a plan in case the pandemic causes another shutdown. With COVID safety protocols in place that do not allow for

larger gatherings or mixing of several classes/groups during the school day, our Special Education team had to be strategic in planning our Inclusion time services in a way to try to limit exposures among students and staff for delivery of services.

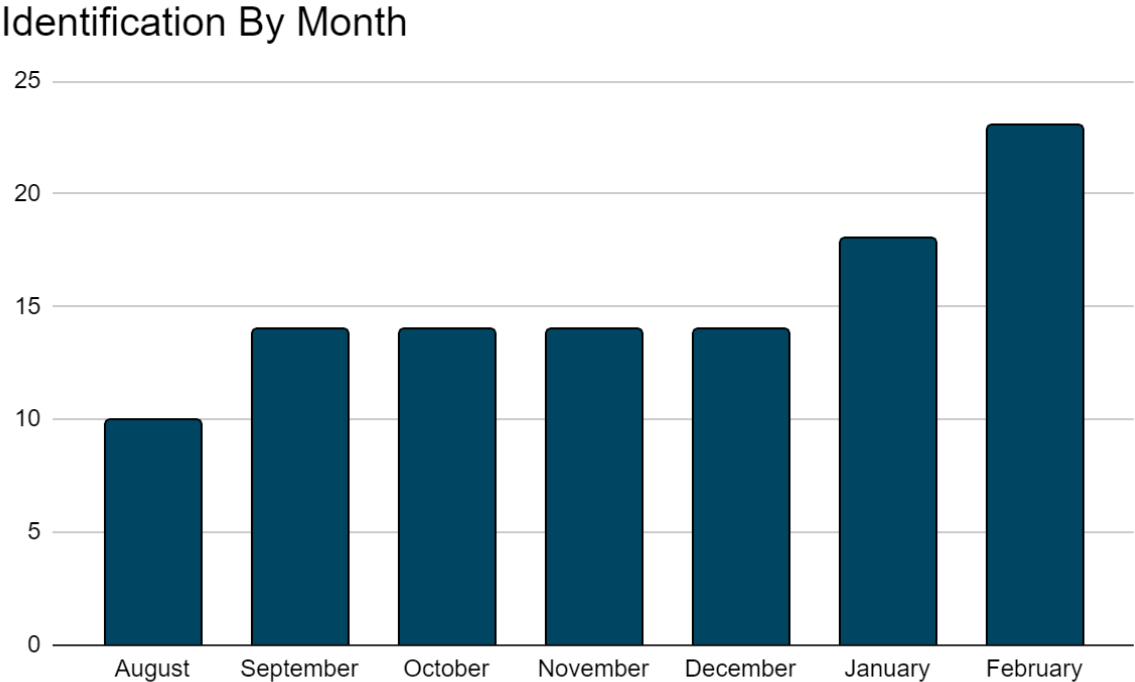
Parents continue to have a variety of means to participate in our ARD meetings this school year. We offer meetings in the following formats: Face-to-Face, by way of phone, or Virtually by way of Zoom or TEAMS. This allows for flexibilities based on the parents needs.

Denton ISD has systems in place that highly recommend mask-wear by all. However, if a student with special education needs has medical, health, or developmental issues that hinder mask-wear, the health specialist works with these families to try to get accommodations in place such as wearing a face shield in place of the mask. We work with these families on an individualized basis.

Our Disability Specialist has expanded her job duties and now helps with all the (ECI) Early Childhood Intervention assessments. Therefore, she is collaborating more with the campus diagnostician to help to oversee the special education caseloads for our Head Start students. The diagnostician shared how timelines for testing and referrals have greatly been affected this school year by the amount of student absences due to the pandemic. The Texas Education Code 29.004 states that if a student has been absent a period of three or more days from school during the initial assessment timeline of 45 school days, that period must be extended by the number of school days equal to the number of school days during that period on which the student has been absent. Therefore, identification of students needing services has taken a

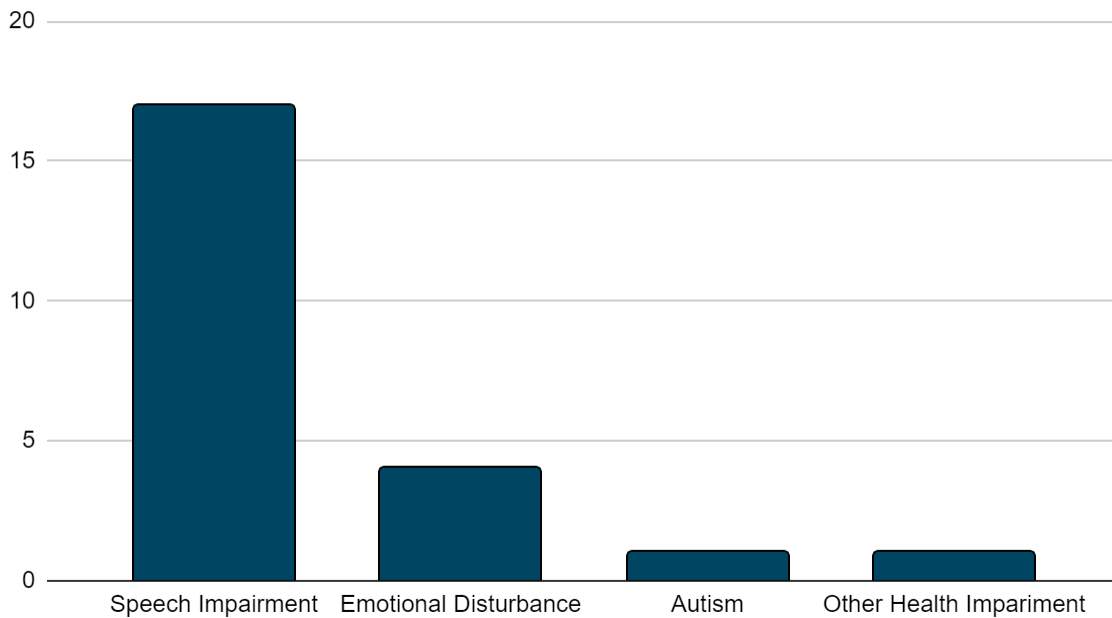
little longer than in a typical school year. We currently have 23 Head Start students that qualify for special education services. This exceeds our 10% requirement.

Head Start Month Identification Chart



Head Start Students by Disability

Served by Disability



10. Transition:

We had one addition to our Transition services this school year. Since Denton ISD added Fred Moore Day Nursery School (Birth-age 3) to their oversight, we now try to help those students graduating their program at age 3 to transition smoothly to our Head Start program if they qualify. Fred Moore Day Nursery school attendees qualify based on low-income and attend based on a financial sliding scale according to their household income. Therefore, many of these families will qualify for our Head Start program. We also share information with our Head Start families about this Fred Moore program in case they have siblings in the home that are younger than 3 years and need care since we do not have an Early Head Start program at this time.

11. Services to Enrolled Pregnant Women: N/A

12. Transportation:

District Transportation Bus services continue to be offered to Head Start students who qualify for Special Education services as well as students that participate in our (DCCDS) Denton City County Day School MOU we have in place for before and after school care options. We currently have 6 students that ride Special Education Buses and 16 Students that ride a bus to DCCDS. The district transportation department continues to sanitize the buses daily and fogs the buses twice a week to help to eliminate germs. Transportation staff follow the same COVID tree guidelines for determining when a driver needs to be out sick and when they need to be on quarantine, etc. Masks are “highly recommended” on buses for staff and students. We currently have two additional Day Care centers nearby that will transport students for after school care. We have 4 students participating in those centers after our Head Start program ends for the day. Family Service managers work to provide resources to our families with identified needs. We had one family that was struggling with obtaining transportation and was walking to and from school each day. The weather was affecting when they could come to school. Our Education Manager worked with this family and helped them to obtain a car that had been donated. This really helped this family out. They were very appreciative, and it helped the student to be able to attend more regularly.

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

1. Governance:

Structure- No significant changes

Governance Processes- For **Governing Body**, we have struggled this year with getting/keeping our amount of parent representatives per class. They signed up initially and dropped out along the way. We are still trying to recruit more parent involvement for four classes. For **Policy Council**, Virtual Participation was added to our Policy Council By-Laws. For **Parent Committee**, members kept COVID safety protocols in mind as they planned campus events. Since we could not do large group gatherings, they planned activities that could be done in smaller groups/rotations where sanitization and safety protocols could be followed. Volunteering was limited in the classrooms due to trying to limit exposures. Parents mainly worked in the parent room, work room, and common areas while practicing social distancing. The pandemic has made it more difficult to build **relationships** with parents and to have them on campus more often for events. Our Parent Orientation was held virtually this school year. To limit large group sizes in the building, our arrival and dismissal process has a drive through option and an option to come inside the building. This has also affected parents not being present as much as previous years.

2. Human Resource Management- As new HR staff are hired for Denton ISD, we help to educate them on the Head Start standards and expectations. The Human resource department is working on adding a statement on the Head Start Staff Job descriptions for hiring purposes that states that all Head Start Health/Safety protocols will be followed for new Head Start hires. Our school counsel/lawyer is working closely with HR to navigate through the Final Rule that requires masking and vaccines. Texas is currently in an injunction. Therefore, we are following HR and counsel guidance on steps to take. We are in the gathering data stage for vaccine status. Risk Management will be working with us in the near future to try to get new policies and procedures in place that will allow us to render payment or reimburse employees for costs related to required health standards for Head Start employees such as TB tests, physicals, vaccines, etc. HR provides us with Health & Safety trainings through Safe Schools courses. We assigned our Head Start staff some extra courses that help to cover training requirements that are aligned with the Head Start standards.

3. Program Management and Quality Improvement-

RESOURCES: The Quality Improvement grant has helped us with promoting retention of our Head Start Certified Teachers by giving them a \$2000 stipend for the extra work they are required to do above our Pre-K teachers. The grant also funded an extra staff position that provides Social-Emotional support in classes with difficult behaviors. This has been key since we continue to see a rise in student behaviors. The extra funds that we received for COVID-19 and the American Rescue plan have helped us to purchase the needed PPE equipment, sanitation

supplies, extra student supplies, outdoor learning equipment, air purifiers, outdoor eating areas, Social-Emotional Curriculum and materials, etc.

HEALTH/SAFETY: The district conducted a Safety Audit on our facility, and we passed all measures. COVID-19 safety protocols were put in place that were in line with the CDC, Health Department, and TEA recommendations/guidelines.

STUDENT SERVICES: Teachers met with administration and Education Specialist to conduct Quarterly data reviews. Data was used to determine student progress being made and which students needed interventions. A data wall was maintained to show progress throughout the school year. Students who continue to need more supports were taken to the Denton Multi-tiered Systems of Support (DMTSS) committee to see what next steps should be taken.

STAFF SUPPORT: New Teachers were able to attend the Region XI New Teacher Academy training and the district new staff trainings throughout the year. All teachers participated in goal setting and provided artifacts of their progress toward their Professional and Student goals. The TTESS and CLASS tools were used to help Managers know what extra trainings, coaching, or supports the staff may need. The greatest need we are seeing is a need for more Social-Emotional Behavior training for staff. Teachers have access to district coaches, Region XI coaches, Education Specialist coaching and instructional support, and professional development offered by district, campus, webinars, and conferences in the surrounding areas. Staff participated in leading committees this school year. We created the following committees to help to grow them professionally and to grow our program: STEAM, Gardening, Gross motor/Playground, Sunshine, Black History Month, Cinco de Mayo, and Technology. Teachers

have opportunities to serve in leadership roles such as: Team Leader and training others on how to do something that they do well at our staff meetings. We support managers, parents, staff, and students in advancing to the next level of continual growth. Denton ISD like to refer to this as “Grow Your Own” initiatives.

SECTION II

BUDGET and BUDGET JUSTIFICATION

FEDERAL

1. The refunding amount of \$1,494,155 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 \$1,211,012, \$184,061 and \$35,000 respectively. This is a total of \$1,430,073 or approximately 95.7% 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-eight (28) Head Start personnel. These personnel include one (1) Education (content area) Specialist, eleven (11) teachers, eleven (11) teacher aids, one (1) social worker (ERSEA), one (1) Mental Health Specialist assistant, one (1) Parent, Family and Community Engagement Specialist, one (1) Family Services aide and one (1) Facilities-Safety Manager/Clerical. 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. Payroll projection including the 2% raise for FY22 can be found on page 36. A salary comparison for our area can be found on pages 38-39.

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 page 40.

The total amount of funds requested for the supply category is \$42,916. This will be budgeted for food services and supplies. Each of the 11 classroom receives \$95 monthly for food items (snacks and cooking) for a total of \$10,450. We also have budgeted \$300 for volunteer meals, for a total of \$10,750 for food services supplies.

We have budgeted \$32,166 for classroom supplies, detailed below:

(\$3700) Printer toner

(\$3632) Classroom materials, i.e. construction paper, paints, glue

(\$7500) Classroom furniture

(\$2000) Classroom manipulatives

(\$4200) Library Books

(\$3734) Classroom technology

(\$600) Copy Paper

(\$400) Laminating film

(\$2400) Activity Center items

(\$4000) Outside storage unit

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

The current indirect cost rate (Page 41) allowed is a restricted rate of 3.883% and unrestricted rate of 15.879%. \$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 42) 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 2020-2021 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 \$4850 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.

ONGOING PROFESSIONAL DEVELOPMENT: PROGRAM DESIGN & MANAGEMENT			
			Estimated Cost
Training Topic	Targeted Audience	Provider/Person Responsible	Travel
Region VI/OHS/NHSA Annual Conferences *Managers attend for their areas	Director, Program Managers	OHS, NHSA	\$3,150.00
ERSEA Credential/PFCE credential	ERSEA Specialist, Aide	HS University, ERSEA Specialist	\$1,000.00
Pre-K SDE Conference	Teachers	Director, Education Specialist	\$250.00
Education Trainings	Teaching Staff	RegionXI/Education Specialist	\$450.00
			Travel
TOTALS ALL TRAINING			\$4,850.00

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, grants accountant, senior buyer and then by the director of purchasing. Upon final approval the purchase order is then sent to the appropriate vendor. When the product is received on campus, the campus secretary confirms receipt is correct, enters receipt into district accounts payable department's system, who then pays the vendor. No cash is ever transacted. The use of credit cards is prohibited. There is a district card available to use for lodging expenses while traveling. A Head Start budget report is approved by Policy Council and the School Board monthly.

5. NON-FEDERAL

The Denton ISD Head Start Program is requesting a refunding grant in the amount of \$1,494,155. The district's non-federal share is \$373,538 with the total grant amount for 2022-2023 being \$1,867,693. 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 2022, our volunteer hours for Ann Windle School for Young Children totaled 4,762. Calculated in the amount of \$18 per hour, that totals \$85,716. We have approximately 153 volunteers who help with preparation of instructional classroom materials, Policy Council meetings (10 meetings per year, 2 hours each, 22 volunteers), Parent Committee meetings (10 meetings per year, 2 hours each, 15 volunteers), Board members (10 meetings per year, 2 hours each, 1-2 volunteers) and community members. Volunteering was limited due to the impact of COVID-19. However, we will be able to meet the district's non-federal share of \$373,538 by including the additional staff support from the District.

6. N/A

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

8. N/A

9. N/A

10. N/A

11. N/A

06CH010978 FY22 - PAYROLL PROJECTION FOR YEAR 2022-2023

Position	Current Annual Salary	Medicare & Workers Comp	Retirement	Insurance	Stipends	Revised Annual Salary
EDUCATION SPECIALIST	67,492	1,208	7,660	12		76,372
SUB-TOTAL EDUCATION SPECIALSIT SALARY	67,492	1,208	7,660	12		76,372
Teacher 1	67,270	1,233	7,862	12	2,000	78,377
Teacher 2	61,778	1,197	7,636	3,132	5,500	79,243
Teacher 3	66,959	1,228	7,827	3,132	2,000	81,146
Teacher 4	64,679	1,249	7,965	3,132	5,500	82,525
Teacher 5	64,679	1,249	7,965	12	5,500	79,405
Teacher 6	63,850	1,172	7,474	12	2,000	74,508
Teacher 7	61,778	1,197	7,636	3,132	5,500	79,243
Teacher 8	64,679	1,187	7,568	12	2,000	75,446
Teacher 9	65,094	1,257	8,012	12	5,500	79,875
Teacher 10	60,575	1,113	7,102	12	2,000	70,802
Teacher 11	58,451	1,075	6,861	12	2,000	68,399
SUB-TOTAL TEACHER SALARY	699,792	13,157	83,908	12,612	39,500	848,969
Teacher Aide 1	28,687	513	3,256	3,132		35,588
Teacher Aide 2	27,010	483	3,066	12		30,571
Teacher Aide 3	25,976	465	2,948	12		29,401
Teacher Aide 4	24,315	435	2,760	3,132		30,642
Teacher Aide 5	20,493	367	2,326	12		23,198
Teacher Aide 6	22,686	406	2,575	12		25,679
Teacher Aide 7	22,341	400	2,536	12		25,289
Teacher Aide 8	18,713	335	2,124	12		21,184
Teacher Aide 9	23,031	412	2,613	3,132		29,188
Teacher Aide 10	19,976	358	2,267	12		22,613
Teacher Aide 11	19,976	358	2,267	12		22,613
SUB-TOTAL TEACHER AIDE SALARY	253,204	4,532	28,738	9,492		295,966
						Page 36

06CH010978 FY22 - PAYROLL PROJECTION FOR YEAR 2022-2023

Position	Current Annual Salary	Medicare & Workers Comp	Retirement	Insurance	Stipends	Revised Annual Salary
SOCIAL WORKER (ERSEA)	65,342	1,170	7,416	3,132		77,060
PFCE: FAMILY SERVICES AIDE	17,745	318	2,014	12		20,089
PFCE: PFCE SPECIALIST	23,768	425	2,698	12		26,903
SUB-TOTAL PFCE PERSONNEL	112,781	2,019	12,518	3,156		• 130,474
MENTAL HEALTH SPECIALIST ASSISTANT	11,765	211	1,335	12		13,323
SUB-TOTAL OTHER CS PERSONNEL	11,765	211	1,335	12		13,323
FACILITY SAFETY MANAGER/CLERICAL	26,478	474	3,005	12		29,969
SUB-TOTAL OTHER CS PERSONNEL	26,478	474	3,005	12		29,969
TOTAL PERSONNEL	1,171,512	21,601	137,164	25,296	39,500	1,395,073
Fringe (MediCare/Workman's Comp)	21,601					
Fringe (Retirement)	137,164					
Fringe (Insurance)	25,296					
TOTAL FRINGE	184,061					
SUBSTITUTES	35,000					
Supplies	32,166					
FOOD SERVICES SUPPLIES (snack & cooking)	10,450					
VOLUNTEER MEALS	300					
TOTAL SUPPLIES	42,916					
TOTAL ALL BUDGET CATEGORIES						
TTA	21,166					
GRAND TOTAL	1,494,155					



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Comparison of Teacher Salaries in the Eastern Metroplex School Year 2021 - 2022 | BA / BS Degree

YEAR	0	YEAR	5	YEAR	10	YEAR	15	YEAR	20	YEAR	25	YEAR	30
1	HEB 58500	1	Dallas 61200	1	Irving 64678	1	Arlington 65900	1	Arlington 68400	1	Arlington 70400	1	HEB 74528
2	Arlington 58400	2	HEB 61058	2	Arlington 63400	2	Irving 65698	2	Ft Worth 67664	2	Irving 70298	2	Ft Worth 74485
3	Mansfield 58300	3	Ft Worth 60927	2	Dallas 63400	3	Ft Worth 65477	3	Irving 67348	3	HEB 70224	3	Irving 74348
4	Ft Worth 58000	4	Arlington 60900	4	HEB 63033	4	Grand Prairie 64902	4	HEB 67336	4	Ft Worth 69825	4	Arlington 73400
5	Grand Prairie 57250	5	Irving 60448	5	Ft Worth 62980	5	Frisco 64650	5	Grand Prairie 66906	5	Frisco 68850	5	Mansfield 72296
6	CFB 57050	6	Mansfield 59735	6	Grand Prairie 62635	6	HEB 64581	6	Frisco 66850	6	Grand Prairie 68722	6	Keller 71995
7	Birdville 57000	7	Frisco 59250	7	Frisco 62000	7	Keller 63991	7	Keller 66030	7	Keller 67736	7	Grand Prairie 71222
8	Lewisville 56925	8	Grand Prairie 59109	8	Keller 61596	8	Lewisville 63634	8	Lewisville 64994	8	Mansfield 67391	8	Birdville 69813
9	Keller 56800	9	Lewisville 58948	9	Lewisville 61484	9	Mansfield 63061	9	Mansfield 64491	9	Lewisville 66557	9	Carroll 69193
10	Irving 56727	10	Keller 58915	10	Mansfield 61456	10	Denton 62810	10	Denton 64310	10	Birdville 66511	10	Frisco 68850
11	Little Elm 56525	11	Garland 58121	11	Denton 60810	11	Birdville 61911	11	Birdville 64011	11	Little Elm 65928	11	Grapevine 68680
12	Coppell 56500	12	Birdville 58106	12	Garland 60058	12	Garland 61734	12	Little Elm 63971	12	Denton 65810	12	CFB 67335
12	Dallas 56500	13	Denton 58050	13	Birdville 60031	13	CFB 61725	13	Carroll 63606	13	Carroll 65632	13	Lewisville 66557
12	Frisco 56500	14	CFB 57985	14	CFB 59855	14	Carroll 61595	14	CFB 63595	14	CFB 65465	14	Little Elm 65928
15	Denton 56400	15	Carroll 57805	15	Carroll 59470	15	Little Elm 61448	15	Garland 63428	15	Garland 64929	15	Denton 65810
16	Garland 56325	16	Little Elm 57668	16	Grapevine 59246	16	Grapevine 60746	16	Grapevine 62246	16	Grapevine 63746	16	DeSoto 65218
17	Carroll 56100	17	Grapevine 56896	17	Little Elm 59233	17	Richardson 59125	17	Richardson 60500	17	Duncanville 61800	17	Garland 64929
18	Grapevine 55000	18	Richardson 56375	18	Richardson 57750	18	Duncanville 57100	18	Duncanville 59200	18	Richardson 61775	18	Duncanville 64800
18	Richardson 55000	19	Duncanville 54000	19	Duncanville 55500	19	DeSoto 57050	19	DeSoto 58550	19	DeSoto 61434	19	Richardson 61775
20	Duncanville 53000	20	DeSoto 53550	20	DeSoto 55350	20	Coppell **	20	Coppell **	20	Coppell **	20	Coppell **
21	DeSoto 52000	21	Coppell **	21	Coppell **	21	Dallas **	21	Dallas **	21	Dallas **	21	Dallas **

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

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



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Comparison of Teacher Salaries in the Eastern Metroplex School Year 2021 - 2022 | MA / MS Degree

YEAR	0	YEAR	5	YEAR	10	YEAR	15	YEAR	20	YEAR	25	YEAR	30							
1	HEB	60500	1	HEB	63299	1	Irving	66188	1	Arlington	67400	1	Arlington	69900	1	Irving	72308	1	Irving	76858
2	Mansfield	60462	2	Arlington	62400	2	HEB	65914	2	Irving	67208	2	HEB	69498	2	HEB	72224	2	HEB	76625
3	Arlington	59900	3	Mansfield	61993	3	Arlington	64900	3	HEB	66739	3	Irving	69358	3	Arlington	71900	3	Ft Worth	75991
4	Ft Worth	59000	4	Irving	61982	4	Ft Worth	64022	4	Ft Worth	66672	4	Ft Worth	68985	4	Ft Worth	71407	4	Arlington	74900
5	CFB	58850	5	Ft Worth	61957	5	Mansfield	63725	5	Grand Prairie	65902	5	Grand Prairie	67906	5	Frisco	69850	5	Mansfield	74565
6	Birdville	58500	6	Dallas	61200	6	Grand Prairie	63635	6	Frisco	65650	6	Frisco	67850	6	Grand Prairie	69722	6	Keller	72995
7	Grand Prairie	58250	7	Frisco	60250	7	Dallas	63400	7	Mansfield	65330	7	Keller	67030	7	Mansfield	69660	7	Grand Prairie	72222
8	Irving	58227	8	Grand Prairie	60109	8	Frisco	63000	8	Keller	64991	8	Mansfield	66760	8	Keller	68736	8	Birdville	71313
9	Denton	58150	9	Lewisville	59948	9	Keller	62596	9	Lewisville	64634	9	Denton	66060	9	Birdville	68011	9	Carroll	70193
10	Little Elm	58025	10	Keller	59915	10	Denton	62560	10	Denton	64560	10	Lewisville	65994	10	Denton	67560	10	Frisco	69850
11	Lewisville	57925	11	Denton	59800	11	Lewisville	62484	11	CFB	63525	11	Birdville	65511	11	Lewisville	67557	11	Grapevine	69680
12	Keller	57800	12	CFB	59785	12	CFB	61655	12	Birdville	63411	12	Little Elm	65471	12	Little Elm	67428	12	CFB	69135
13	Coppell	57700	13	Birdville	59606	13	Birdville	61531	13	Garland	63034	13	CFB	65395	13	CFB	67265	13	Denton	67560
14	Garland	57625	14	Garland	59421	14	Garland	61358	14	Little Elm	62948	14	Garland	64728	14	Carroll	66632	14	Lewisville	67557
15	Frisco	57500	15	Little Elm	59168	15	Little Elm	60733	15	Carroll	62595	15	Carroll	64606	15	Garland	66229	15	Little Elm	67428
16	Carroll	57100	16	Carroll	58805	16	Carroll	60470	16	Grapevine	61746	16	Grapevine	63246	16	Grapevine	64746	16	Garland	66229
17	Dallas	56500	17	Grapevine	57896	17	Grapevine	60246	17	Richardson	59125	17	Richardson	60500	17	Duncanville	62800	17	DeSoto	66218
18	Grapevine	56000	18	Richardson	56375	18	Richardson	57750	18	Duncanville	58100	18	Duncanville	60200	18	DeSoto	62434	18	Duncanville	65800
19	Richardson	55000	19	Duncanville	55000	19	Duncanville	56500	19	DeSoto	58050	19	DeSoto	59550	19	Richardson	61775	19	Richardson	61775
20	Duncanville	54000	20	DeSoto	54550	20	DeSoto	56350	20	Coppell	**	20	Coppell	**	20	Coppell	**	20	Coppell	**
21	DeSoto	53000	21	Coppell	**	21	Coppell	**	21	Dallas	**	21	Dallas	**	21	Dallas	**	21	Dallas	**

Why Does UEA Publish This Salary Comparison?

For the past 28 years, UEA has published a comparison of teachers' salaries from area school districts. It allows teachers the opportunity to see how their district compares to others. It also proves to be a valuable tool that superintendents, administrators, and school boards use in determining salaries. Just like our regular newsletter, this will be distributed to over 90,000 school employees.

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

2022 ISD and Charter School Indirect Cost Rates
Effective July 1, 2021 - June 30, 2022

CDN	LEA Name	Restricted Rate	Unrestricted Rate
057847	Village Tech Schools	4.758	14.995
057848	International Leadership Of Texas (Illtexas)	4.264	15.203
057850	Pioneer Technology & Arts Academy	4.293	15.643
057851	Bridgeway Preparatory Academy	4.418	13.397
057903	Carrollton-Farmers Branch ISD	4.627	13.919
057904	Cedar Hill ISD	5.326	16.817
057905	Dallas ISD	4.872	14.040
057906	Desoto ISD	5.730	14.888
057907	Duncanville ISD	5.034	15.918
057909	Garland ISD	4.590	10.072
057910	Grand Prairie ISD	4.117	13.232
057912	Irving ISD	3.732	11.004
057913	Lancaster ISD	7.021	17.323
057914	Mesquite ISD	4.143	14.721
057916	Richardson ISD	3.600	13.816
057919	Sunnyvale ISD	2.989	17.813
057922	Coppell ISD	4.759	13.325
058906	Lamesa ISD	5.129	20.699
059901	Hereford ISD	4.784	12.440
060902	Cooper ISD	2.606	16.187
060914	Fannindel ISD	2.867	17.341
061804	Leadership Prep School	3.783	16.366
061805	Trivium Academy	3.982	14.982
061901	Denton ISD	3.883	15.879
061902	Lewisville ISD	4.205	12.801
061903	Pilot Point ISD	3.629	16.411
061905	Krum ISD	4.931	19.490
061906	Ponder ISD	4.521	16.932
061907	Aubrey ISD	1.065	15.386
061908	Sanger ISD	4.301	11.316
061911	Northwest ISD	4.630	15.845
061912	Lake Dallas ISD	4.092	14.423
061914	Little Elm ISD	5.246	17.058
062901	Cuero ISD	5.401	21.409
062902	Nordheim ISD	9.203	31.222
062903	Yoakum ISD	3.962	15.486
062904	Yorktown ISD	6.538	22.965
062905	Westhoff ISD	7.359	32.041
062906	Meyersville ISD	6.656	20.742
063903	Spur ISD	6.637	28.382
063906	Patton Springs ISD	17.582	28.081
064903	Carrizo Springs CISD	3.750	19.104
065901	Clarendon ISD	5.024	16.187
065902	Hedley ISD	7.374	21.283
066901	Benavides ISD	7.140	25.077

Ann Windle School for Young Children

901 Audra Lane

Denton, Texas 76209

Denton I S D In-Kind Expense for Head Start 2020-2021

Head Start Students	179	62.81%
ECSE & Pre K students	106	37.19%
Total Ann Windle Students	285	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	87,316	53,360	61.11%
Lawn Service	7,500	4,583	61.11%
Building depreciation	133,930	81,846	61.11%
Custodial Service	91,489	55,910	61.11%
Facility cost (classroom %)	320,235	195,699	61.11%
Teachers-Other Programs	744,465	0	
Administration-Program Director, Adm Asst, reception	280,620	176,249	62.81%
Registered Nurse	69,686	43,768	62.81%
Librarian	53,867	33,832	62.81%
Counselor	55,792	35,041	62.81%
Diagnostician (Total 98 students served with 32 Head Start served)	33,354	10,890	32.65%
DISD Staff Salary cost (student % except the Diagnostician)	1,165,804	268,116	23.00%
Classroom-supplies, printshop	28,444	17,865	62.81%
Campus Administration-supplies, copiers, postage, printshop	7,933	4,983	62.81%
Staff Development	986	620	62.81%
Other operating-snacks, mileage, buses	9,309	5,847	62.81%
Other cost (student %)	46,673	29,314	62.81%
Total Public In-Kind (Denton ISD Local funds)	1,532,711	493,129	32.17%
Total Private In-Kind (11,798 HS Volunteer hours @ \$18.00 per hour)	212,364	212,364	100.00%
Grand Total In-Kind	1,745,075	705,493	40.43%

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



SELF-ASSESSMENT

2021-2022

Policy Council Approved: 2/11/2022
Governing Board Approved: 2/22/2022

FY 22 DISD HEAD START SELF-ASSESSMENT

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

- **Program Management & Quality Improvement**

- **Monitoring and Implementing Fiscal Infrastructure**

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

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

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

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

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

FY 22 DISD HEAD START SELF-ASSESSMENT

Program Management and Quality Improvement

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

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

Strengths	Identified Needs
<p data-bbox="212 905 732 968">District allows for a "Flex" class (English or Spanish class based on enrollment needs)</p> <p data-bbox="212 1010 773 1073">Instructional minutes match Pre-K classes and TEA requirements.</p> <p data-bbox="212 1115 764 1178">Program managers meet and plan together – great team-work</p> <p data-bbox="212 1220 740 1325">Windle is amazing, supportive, and honest. The staff is wonderful to work with and are very supportive. I love what we do.</p> <p data-bbox="212 1367 740 1398">All teachers love the kids and love teaching</p> <p data-bbox="212 1430 716 1493">I love to see the positive atmosphere and environment throughout the school</p> <p data-bbox="212 1524 695 1556">Daily schedules include rest times/naps</p> <p data-bbox="212 1587 756 1734">Everything is great from day one. I love the wonderful teachers and administrators. We always get a greeting at the start of the day and at the end of the day.</p>	<p data-bbox="808 905 1398 968">Written plans need to be completed and aligned with updated standards</p> <p data-bbox="808 999 1390 1104">Quarterly data reviews are needed by each Program Manager area to note progress toward goal outcomes</p> <p data-bbox="808 1136 1357 1167">Better communication between departments</p> <p data-bbox="808 1199 1097 1230">Increase teacher morale</p> <p data-bbox="808 1262 1308 1325">Define clear expectations for parents and enforce them</p>

FY 22 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Fiscal Infrastructure

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

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

Strengths	Identified Needs
<p data-bbox="220 789 623 821">DISD has Qualified Business Staff</p> <p data-bbox="220 863 623 894">Ample resources for our program</p> <p data-bbox="220 936 711 999">We meet our in-kind match with District resources and volunteer hours, etc.</p> <p data-bbox="220 1041 743 1104">District preferred EDGAR compliant vendor list continues to increase in number</p> <p data-bbox="220 1146 763 1251">Denton ISD has oversight of our fiscal management which helps us be prepared for monitoring reviews.</p> <p data-bbox="220 1293 740 1356">Our Head Start staff are highly qualified on DISD pay scales.</p> <p data-bbox="220 1398 760 1461">Fiscal audit is conducted annually with great results</p>	<p data-bbox="808 789 1403 821">Increase SEL resources through COVID pandemic</p> <p data-bbox="808 863 1360 926">As the district gives teacher’s pay raises each year the COLA is needed to cover these costs.</p> <p data-bbox="808 968 1367 1031">Continue to contribute to growing the EDGAR compliant vendor list</p> <p data-bbox="808 1073 1396 1136">Work with Human Resources to obtain MOU for staff physicals and TB tests</p>

FY 22 DISD HEAD START SELF-ASSESSMENT

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

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

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

Strengths	Identified Needs
District attendance tracking alignment	Increase efforts for recruitment
ERSEA Committee in place	Continue efforts with absences
Having a Social Worker assistant	Increase collaboration
Selection criteria is aligned with Community Assessment	Way to encourage parents to be on time and attend school
They do a good job keeping up with parents who are late a lot or absent.	More attention to absences and kids that are late to school often
The ERSEA program takes care of the attendance, recruitment, and enrollment process.	Communication between teachers, parents and front office
Partnering with DISD Pre-K and Pre-K director during enrollment of students	Change the time of classes because it makes drop off and pick up difficult for parents with elementary students
Following up with personal contacts	Streamline the enrollment process. Decrease length of time of enrollment
Great recruitment and organization	Family engagement and parents being excited by being in the program
Always seeking and reaching out to our community	Keep teachers informed about the decisions and agreements with parents with attendance issues
How they are always looking for solutions and for 100 percent present	To diversify the teachers in the ERSEA committee, more people on the ERSEA committee
PLC days in calendar with Pre-K and Principals	

FY 22 DISD HEAD START SELF-ASSESSMENT

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

Strengths	Identified Needs
<p data-bbox="198 342 784 485">I believe the program has gotten much better at monitoring child attendance. I believe we do a great job at recruiting students to join our program.</p> <p data-bbox="198 516 727 583">Active communication with the community regarding attendance and recruitment</p> <p data-bbox="198 615 571 646">It was well organized and easy</p> <p data-bbox="198 674 719 705">Adhering to the Attendance Policy is Great</p> <p data-bbox="198 735 774 842">They are always making sure the kids are going to school. Teachers do a great job and checking up on a child that may be out for the day.</p>	

FY 22 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Education and Child Development Services

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

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

Strengths	Identified Needs
<p>Highly qualified instructional staff</p> <p>High quality professional development opportunities (District Curriculum Department and Region XI, etc.)</p> <p>Assessment Tools</p> <p>Coaching provided to Staff</p> <p>PLC’s look at data to plan interventions</p> <p>We focus on each child needs</p> <p>Great teachers</p> <p>Good curriculum with ease of use and comprehension</p> <p>The education and child development program is well designed to help the students develop their language and skills they need to be ready for Kindergarten</p> <p>District support and coaches</p>	<p>Want to increase parent/teacher collaboration</p> <p>Expand on diverse community experiences</p> <p>Learning the new curriculum and alignment</p> <p>Increase walk- though/observations</p> <p>Use CLASS as tools to support coaching</p> <p>More hands-on activities for students. Include activities that are different throughout the curriculum to make students want to be engaged in their learning</p> <p>Clear expectations regarding implementing curriculum</p> <p>Too many assessments</p> <p>More stream-lined from class to class</p> <p>More staff to support kids with behavioral issues</p> <p>More experiences for the kids. Field trips or bring people to the school to show off cars or the school bands or local zoos. Kids learn through play not through testing</p>

FY 22 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Education and Child Development Services

Strengths	Identified Needs
<p data-bbox="212 394 732 464">I love the teachers and the teaching that is focused on at our school.</p> <p data-bbox="212 491 751 560">District support with administrative staff for curriculum</p> <p data-bbox="212 588 756 774">I think Ann Windle does provide a safe, well-organized learning environment for our students. I believe that all students are benefiting in every way possible by being in our programs.</p> <p data-bbox="212 802 709 909">Happy place that provides an excellent educational foundation for our youngest students</p> <p data-bbox="212 936 768 1043">I love to see my boys improve. I have seen so much in just the little time they have been enrolled.</p> <p data-bbox="212 1071 656 1104">The Home Reading program is an A+</p> <p data-bbox="212 1131 730 1201">Value in the teachers when they teach our children such a great value</p> <p data-bbox="212 1228 763 1297">Helping my child in ways she could learn that fit her needs</p> <p data-bbox="212 1325 337 1358">Resources</p> <p data-bbox="212 1386 708 1455">Head Start is part of district so transition process is smooth</p> <p data-bbox="212 1482 712 1551">The teachers in Head Start are great with teaching our children.</p> <p data-bbox="212 1579 735 1648">I love that my kids enjoy every day. I see a tremendous improvement in both my kids.</p>	<p data-bbox="808 394 1300 428">Less assessments, more art and sciences</p> <p data-bbox="808 455 1373 562">I would like to see all teachers being sensitive to each individual student and meet them where they are at</p> <p data-bbox="808 590 1398 774">I suggest that the program can open up a book shelf where parents can borrow books. This will help the kids to read more books in a month than getting a book at the end of the month/reading period.</p> <p data-bbox="808 802 1347 909">I would like to have a report card of student strength and weaknesses. This would allow parents to assist in weak areas.</p>

FY 22 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Health Services

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

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

Strengths	Identified Needs
<p>Good safety COVID protocols in place</p> <p>Certified health staff (RN) and Special Education support staff</p> <p>Full time guidance counselor and assistant</p> <p>New curriculum SEL resources (Baby Doll Circle Time/Changemaker)</p> <p>Each student is checked by the nurse</p> <p>Good communication with parents and teachers</p> <p>Taking health info. ensuring vaccinations</p> <p>School nurse is good with assisting/helping parents to access care for families</p> <p>Meals are prompt and ready to go</p> <p>The school nurse is diligent and works closely with teachers and students to promote safety practices and procedures</p> <p>Full time RN</p> <p>Resources on campus with education classes</p> <p>MOU’s with Universities</p>	<p>Provide some health education lessons to each class.</p> <p>Continue to monitor the new Final Rule Head Start Standards with district to develop policies and procedure</p> <p>Try to have Dr. at enrollment for physicals and dental visits available at TWU</p> <p>More Mental Health parent classes</p> <p>Provide some parent classes about how to keep your child healthy</p> <p>Better nutrition in the breakfast/lunch offered at Ann Windle. Specifically the Gigantic Chocolate muffins with chocolate chips that have a whopping 430 calories in one muffin. Yikes!</p> <p>Find a way to provide education to parents that stresses that the health of children is important.</p> <p>Not brushing teeth (COVID)</p> <p>Develop a better system to obtain physical and dental forms.</p> <p>Better nutrition balance – for things like muffins and fruit to be served at the same time.</p>

FY 22 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Health Services

Strengths	Identified Needs
<p>COVID testing available on-site</p> <p>Registered nurse on-site every day</p> <p>The nurse is very cautious about sick children being present at school</p> <p>Masks mandate I love. The physical exams are great as well.</p> <p>The use of Face coverings is added advantage</p> <p>Teachers are doing a great job talking about health and nutrition with students</p> <p>Does a good job maintaining that kids are safe and healthy</p> <p>They work well in giving information and classes about health and nutrition for the families</p>	<p>Meals don't seem to be very nutritious. Lots of sugar. Many kids won't eat what's served. Work with the district for better meals.</p> <p>I would love to see better choices in cafeteria nutrition.</p> <p>Complete MOU (dental) with TWU, partnerships</p> <p>The health program needs to be harder on parents in regards to turning in physicals, dental referrals, and attending vision appointments when their child fails their vision test.</p> <p>Seek program in collaboration with TWU Dental Hygiene to seal students' teeth.</p> <p>I would love to see more communication between the health Department and Families when an individual has COVID-19 either a student or staff. This way parents will know what is going on in the classroom/school.</p> <p>Discuss mental health more</p>

FY 22 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Family and Community Engagement Services

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

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

Strengths	Identified Needs
<p>3 Family Service Staff work together</p> <p>We survey family needs to help to plan program</p> <p>Variety of communication modes</p> <p>Parents excited about classes</p> <p>Parents like to help the school</p> <p>PFCE staff have a good enthusiasm, willingness to work, and does well to connect people</p> <p>The PFCE team has the knowledge of what needs to be done to improve the PFCE area</p> <p>Lots of opportunities</p> <p>Social worker works closely with teachers to find resources in the community to help families</p> <p>Program has our on-campus social worker, assistant, and volunteer coordinator</p> <p>Eating healthy classes are provided</p> <p>Family oriented program</p> <p>Parent classes are great</p>	<p>Grow our community members</p> <p>Grow parent involvement</p> <p>Poll parents for best times to participate</p> <p>Get back to in-person Parent Orientation and track mini-sessions</p> <p>Grow the use of Parent Curriculum (Ready Rosie) including tracking data</p> <p>More classes about how to help your child at home</p> <p>Better organization, time management, task distribution, more outreach to get parents more involved</p> <p>More fun activities with parents, students, and staff together</p> <p>Classes and activities in the evenings so working parents can attend</p> <p>PFCE credentialing of new staff</p> <p>Parent relationship building</p> <p>Need more parents to attend</p>

FY 22 DISD HEAD START SELF-ASSESSMENT

Monitoring and Implementing Quality Family and Community Engagement Service

Strengths	Identified Needs
<p data-bbox="212 396 487 428">Welcoming to families</p> <p data-bbox="212 455 743 525">Received meetings and class times by email and SeeSaw</p>	<p data-bbox="821 396 1406 428">Diversity in the trainings and classes for parents</p> <p data-bbox="821 455 1365 525">More trainings to educate parents in diverse areas in their native language</p> <p data-bbox="821 552 1377 621">Separate in-person orientation for Head Start from Pre-K</p> <p data-bbox="821 648 1305 680">Offer classes online as well as in-person</p> <p data-bbox="821 707 1403 894">I would really like parents to be a little more excited about being in the program. Their kids are getting a “head start” in filling in those gaps they may have. The ability to go do what they need/want to do during the day is a plus.</p> <p data-bbox="821 921 1182 953">Need more parent volunteers</p> <p data-bbox="821 980 1308 1012">Provide short announcement reminders</p> <p data-bbox="821 1039 1386 1148">If there is food involved, then I would be more likely to attend a parent class or volunteer at the school</p> <p data-bbox="821 1176 1378 1245">More reminders sent through remind or mass phone calls</p> <p data-bbox="821 1272 1364 1341">More events after school where parents and community partners can join in on the fun</p> <p data-bbox="821 1369 1406 1438">Create a sign-up board for parent volunteers for upcoming events</p> <p data-bbox="821 1465 1346 1535">“I work nights so the scheduling wasn’t too good for me”</p> <p data-bbox="821 1562 1300 1593">More meetings and classes after school</p>



SELF-ASSESSMENT

Program Improvement Plan

2021-2022

Policy Council Approved: 2/11/2022
Governing Board Approved: 2/22/2022

HEAD START SELF-ASSESSMENT PROGRAM IMPROVEMENT PLAN 2021-2022

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- **MONITORING AND IMPLEMENTING QUALITY FAMILY AND
COMMUNITY ENGAGEMENT SERVICES**

PROGRAM MANAGEMENT AND QUALITY IMPROVEMENT

PROGRAM AREA RECOMMENDATION(S):

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

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
#1 Continued	1. Using the templates that have been created, Managers will continue to finish updating our current Written Plans by creating Policies & Procedures that align with the New Head Start Performance Standards for their area.	Program Managers	Old set of Written Plans New Head Start Standards Created templates Head Start Act Monitoring Protocols	October 2022	Completed documents approved by the Policy Council and the Board.
#2 Continued	2. Each manager will proof our final draft and help to fill in any blanks that are left.		District/ Campus handbooks		

MONITORING AND IMPLEMENTING FISCAL INFRASTRUCTURE

PROGRAM AREA RECOMMENDATION(S):

- Determine a way to reimburse new Head Start staff for TB tests and physicals that are required within Head Start standards.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
New	Determine how we can reimburse new Head Start hires for TB testing and physicals that are required by Head Start standards.	Fiscal Staff & Director	Head Start Grant monies.	August 2022	Plan in place by August for new hires for 2022-2023 school year

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

PROGRAM AREA RECOMMENDATION(S):

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

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

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
Continued	Increase Training and re-train staff.	ERSEA Specialist	PIR Report ADA Report Daily Attendance Sheet	December 2022	Sign in Sheets
	The assistant principal will provide a presentation to parents attending HS Parent Orientation.	Assistant Principal			Monitor Policy council month attendance report
	Continue attendance awareness training at: Parent meetings Policy Council meetings, Newsletters, Home visits, and Parent Conferences	Head Start Staff	Policy Council Monthly Attendance		Mid-Year Attendance Report
	Track, monitor, and follow-up for attendance	ERSEA Committee			Individual Attendance report
		ERSEA Specialist			ERSEA Committee minutes, Attendance notes
New	Continue to keep teachers informed about attendance decisions and agreements				

**MONITORING AND IMPLEMENTING QUALITY EDUCATION AND
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.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING (Effort & Effect)
Continued	1. Meet with teachers 2. Train teachers on expectations for Ready Rosie, See Saw 3. Assess what Access is needed for parents 4. Kick Off meeting with parents (orientation) 5. Pull and use data from Ready Rosie to increase parent involvement.	Education Specialist, Social Service Specialist, PFCE Specialist Teachers Curriculum Team	District provided resources: Ready Rosie, and See Saw	Quarterly reviews Oct. 2021 Feb. 2022 May 2022	Track parent usage for See Saw and Ready Rosie by running reports Information will be included in weekly newsletters sent by teachers to parents
New	6. Teacher discuss with parents about resources available, assist to get access, how to use if needed	Teachers		Fall and Spring home visits and parent conferences	Home visits and parent conference forms

MONITORING AND IMPLEMENTING QUALITY HEALTH PROGRAM SERVICES

PROGRAM AREA RECOMMENDATION(S):

Health and Nutrition

- Provide further support and training to staff on resources and strategies which can be utilized when managing the increased amount of challenging behaviors seen due to a rise in the number of ACEs in young children.
- Provide further education on nutrition and adverse health effects of high and low body fat percentages.
- Ensure all families will have the knowledge of the resources needed and available to have all preventative care up-to-date prior to entering kindergarten.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
#1 Continued	Due to increase in diverse behavior needs entering program, improve staff confidence in managing behavior concerns safely and effectively	Mental Health Specialist	Changemakers Social-Emotional Learning Curriculum Social Service Specialist Education Specialist District LSSP District Interventionists and support Mental Health Specialist Assistant	Now-May 2023	Referrals sent home. Staff feedback on surveys. Tracking number of in class coaching sessions

MONITORING AND IMPLEMENTING QUALITY HEALTH PROGRAM SERVICES

PROGRAM AREA RECOMMENDATION(S):

Health and Nutrition

- Provide further support and training to staff on resources and strategies which can be utilized when managing the increased amount of challenging behaviors seen due to a rise in the number of ACEs in young children.
- Provide further education on nutrition and adverse health effects of high and low body fat percentages.
- Ensure all families will have the knowledge of the resources needed and available to have all preventative care up-to-date prior to entering kindergarten.

OUTCOME: Continued Completed New	ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
#2 Continued	Increased awareness about healthy, affordable nutrition practices to decrease overweight, obese, and underweight BMI rates among student population.	Health specialist Nutrition Specialist	District provided software programs. District Health Services HSAC committee PFCE District Nutrition Service	Now-May 2023	Excel spreadsheet reports tracking screening, vaccinations, recommended preventative care, contact efforts. Classes Flyers sent home.

MONITORING AND IMPLEMENTING QUALITY FAMILY AND 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 are enriched, empowered and build a strong positive relationship through trainings.
- Ensure the program staff is aware and knowledgeable of their role in building family engagement.

ACTION STEP	PERSON(S) RESPONSIBLE	RESOURCES	DATES	MEASUREMENT REPORTING <i>(Effort & Effect)</i>
Plan classes as parents set their goals for Education and provide training.	PFCE Specialists	Training will be provided by school.	Ongoing	Class sign-up sheet Parent Interest survey
Provide and promote more information on school activities.	PFCE Specialists		August and May 2023	Newsletters Flyers Zoom Meetings
Contact community agencies (Texas Workforce, etc.) to provide skills to parents	PFCE Specialists	All other local community resources as needed.	February 2021 – May 2023	Class sign-up sheets. Parenting class evaluation surveys
Use multiple channels to communicate and target Head Start staff	Head Start staff	Emails Social Media Phone calls	February 2021 - 2023	Newsletters Flyers Zoom meetings

FY-22 TTA PLAN - DENTON ISD HEAD START PROGRAM

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

<p>Overall Vision For Growth: The vision for the Denton ISD Head Start Program is School Readiness-</p> <ul style="list-style-type: none"> *Growth in children so they can be successful in Elementary school. *Growth for parents so they can be successful contributing to the community. *Growth for staff so they can do the best possible job in helping families become more successful. 	<p>Resources Available:</p> <ul style="list-style-type: none"> *Local doctors and dentists (immunizations and screenings) *Texas Woman's University *Denton Independent School District *University of North Texas *Texas A & M Agrilife Extension *Foster Grandparent Program *Local Churches *Health Department *Food 4 Kids * United Way *Friends of the Family *HOPE, Inc
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<p>Strengths:</p> <ul style="list-style-type: none"> *Early Childhood Educational Diagnostician, Librarian, Counselor, RN, LSSP, and Speech Therapist on campus. *Program implements curriculum with fidelity and maintains compliance with Head Start Program Performance Standards and aligns with Denton ISD Curriculum Department. *Program aggregates and disaggregates data for continuous improvement of program design and management. *Denton ISD provides professional development to instructional staff as well as Region XI Service Center trainings. 	<p>Growth Areas To Be Addressed:</p> <ul style="list-style-type: none"> *Program Design and Management *Education and School Readiness *Mental Health and Disabilities *Health & Nutrition *Family Services *PFCE *Ongoing professional development to be addressed: See ongoing training. *Increase Social & Emotional training and resources
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FIVE YEAR GOALS FY 2019-2024

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

FIVE YEAR GOALS AND ACTION PLAN

Program Goal 1

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

Objective	Year 4 Expected Outcomes	Action Steps	Methods Of Tracking Progress	Expected Challenges
<p>Objective 1 -(year 1) Head Start daily attendance will increase by 10 percent by Jan. 2020 (year 2 and 3) the program will continue to work to increase child attendance. (year 2-4)- The program will continue to work to increase child attendance.</p>	<p>*Re-establish a shared understanding of accountability to re-ensure an increase in attendance.</p>	<ul style="list-style-type: none"> • Monitor teacher's call logs-Continue • Utilize the ERSEA committee to help with interventions-Continue • Educate and engage parental knowledge about attendance laws-Continue • Use the See Saw platform to contact parents regarding their child's attendance-Continue • Survey parents to check for knowledge and understanding about attendance-Continue • Engage parents at orientation on the importance of attendance • Work with parents to remove any barriers to absences • Grow/Increase the compacity of the ERSEA committee in attendance 	<p>*ADA reports *Daily Attendance Individual Reports *Policy Council Monthly Attendance Report</p>	<p>*In spite of the continued Pandemic, there was significant growth this year. However, many families did choose to keep student's home when they have been exposed. *Parents are having to drop off other Elementary age siblings at the same time Head Start begins contributing to chronic tardiness. *Experimenting with a virtual parent orientation option seems to have weakened the parent's understanding of the importance of daily attendance. *The district no longer offers the connected learning option to Pre-K age students. *Due to the Pandemic, our Attendance ADA was lower than typical years</p>
<p>Objective 2 - New Objective: Network with clinics & physicians to get involvement or resources from our local health community for our students.</p>	<p>To create and complete MOUs with our local health community. Increase involvement in the HSAC committee and health events from families and community.</p>	<ul style="list-style-type: none"> • Complete or resolve any unfinished MOUs • Send invite to HSAC to district nurses as well as local clinics & Universities • Create new MOUs with health community for additional help and resources. • Send out at least 3 forms of notifications to parents to join or attend HSAC. • Increase HSAC attendance and participation • Survey HSAC to see what the current needs are. • Send out at least 3 forms of notifications about health events to increase parent participation. 	<p>Health data currently being collected by Health Specialist. Data needed will be collected in an Excel spreadsheet which will be set up to alert deadlines and dates of recommended care.</p>	<p>Lack of available resources and preventative care appointment due to COVID-19 restrictions. *Limited time for Health Specialist due to increase needs in student population this school year. *MOUs are taking longer to complete due to increased lawyer involvement between the entities and reconstruction of systems due to COVID pandemic.</p>

<p>Objective 3-Data will be used to create small groups & interventions for students in need of Academic &/or Social-Emotional supports.</p>	<p>Quarterly meetings will be held with teachers to review student data. Progress Monitoring of CLI data & new Curriculum assessments will assist teachers in planning their instruction and intervention small groups. DMTSS (Denton Multi-tiered System of Support) meetings will be held for students in need.</p>	<ul style="list-style-type: none"> •Form intervention groups and plan for individualized instruction-CONTINUE •PLC meetings will be held to review data-CONTINUE •Teachers will turn in their list of students that are showing a need for Social-Emotional supports to the Counselor. •Teachers will meet in (PLC) Professional Learning Communities with pod teachers to look over student data and to plan intervention groups. 	<p>Classroom teachers will administer the CLI engage assessment using i-pads or chrome books, data will be pulled and reviewed from the CLI engage data base. Data Wall will be updated after each wave of CLI engage is completed.</p>	<p>There was a progress monitoring learning curve with the new curriculum assessments and the district's revised report cards. Absences due to the pandemic caused shortages of staff and substitute teachers which led to support staff having to help with class coverage. We have seen a spike in behaviors of students due to the pandemic and increased absences and see a need for more Social-Emotional supports and learning.</p>
<p>Objective 4 - (Year 1)- Refine our systems on tracking progress toward family goals (Year 2-4) and house data in a shared database.</p>	<p>Continue monitoring and using technology to increase and improve family services, goal tracking, and PFCE outcomes</p>	<ul style="list-style-type: none"> • Staff meet with parents-Continue • Goal letters sent home-Continue • Work to desegregate family outcome data in a way to portray what percent of parents have completed their goals-Continue • Strengthen communication systems between PFCE and families-Continue • Retrain the PFCE specialists on how to help families to develop goals-Continue • Continue to train and monitor new family service workers. 	<p>Google doc reports, Ready Rosie reports, home visit forms, community resources, educational class surveys.</p>	<p>*Parent presence is less due to not being able to have large gatherings and the COVID safety protocols in place for arrival and dismissal. *Although we have increased various lines of communication, families are struggling to respond to communications. *Due to COVID-19 and staffing and substitute shortages within DISD, PFCE specialist and Social Worker assistant have been needed to cover classrooms at times leaving less time for PFCE duties. *Continued training is needed for our new PFCE staff.</p>

FIVE YEAR GOALS AND ACTION PLAN

Program Goal 2

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

Objective	Year 1 Expected Outcomes	Action Steps	Methods Of Tracking Progress	Expected Challenges
<p>Objective 1- Using the data that was collected from families during enrollment, the top 5 needs will be identified in order to plan parent education classes.</p>	<p>Continue to build upon information from the Pre-Post test and survey Head Start families to establish the appropriate availability for parenting classes.</p>	<ul style="list-style-type: none"> • Design effective recruitment strategies for classes-Continue • Identify community resources and facilitators needed for classes-Continue • Evaluate the classes using pre/post Head Start Evaluation Form-Continue • Create or Revise evaluation form for more specific data collection - Continue • Revise the evaluation form for more specific data collection. 	<p>Excel Spreadsheet reports, pre/post evaluations, emails, flyers, digital media, interpersonal skills, Facebook.</p>	<p>*Although face-to-face and virtual meetings both have their strengths and weaknesses, providing classes on zoom and face-to-face simultaneously is difficult due to technical issues, communication gaps, and other issues. *The system of parent drop-off and pick-up related to COVID safety protocols affects the willingness of parents to be physically present on campus. This hinders the connection of families to the Head Start Program and the effectiveness of communication. *Parents have the opportunity for early registration for parenting classes, but they have not been registering for them. The pandemic has made it harder to get parents to participate and we cannot have gatherings in large groups. We had to do smaller group settings for activities, classes, and events.</p>

<p>Objective 2- To increase family participation in the Ready Rosie Parent Curriculum. To introduce families to Savvas Curriculum family engagement system.</p>	<p>To see an increase in family engagement activity</p>	<ul style="list-style-type: none"> •Have Ready Rosie come out and provide more training with our Managers/Instructional staff/Parents-Continue •Meeting with teachers to make sure they are clear on expectations for this implementation-Continue •Including this topic in the Parent Orientation-Continue •Providing Parent classes utilizing Ready Rosie Parent Curriculum sessions- Continue •Develop an incentive program to maintain parent involvement-Continue •Data to show usage will be pulled each 9 weeks-Continue •Conduct Quarterly Data Reviews for levels of parent participation •Teachers will include Parent Engagement Activities in weekly newsletters •Education Specialist will provide Instructional Support on teacher expectations for family engagement and help to ensure that information is being sent out to families. •FCE will provide a parenting class teaching parents how to sign up and use Ready Rosie 	<p>Data from Ready Rosie and See Saw</p>	<p>Learning the new Curriculum that now contains Ready Rosie within it was a challenge this school year. Further training/guidance is needed on how to navigate the data for parent and teacher use. More collaboration is needed with the district to figure out how to pull our campus data for current family use verses the total use of all district families.</p>
<p>Objective 3-To provide Health Education to our Parents, Staff, Students based on identified needs.</p>	<p>To continue to grow our Health Education class offerings for Parents, Staff. Health Specialist will pick the main topics identified to provide student health education mini-lessons to the classes.</p>	<ul style="list-style-type: none"> •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-Continue •Reiterate and offer both face-to-face and virtual parent orientation •Look into getting a substitute once a month to allow that health specialist to be able to provide student health education lessons. •Survey families to see if any barriers prevent them from attending meetings. 	<p>Record education provided and survey adult attendees regarding effectiveness.</p>	<p>Changing the parent pick-up and drop-off system due to COVID safety protocols has affected parent participation and response. *Due to the enhanced response needed for COVID testing and vaccinations, the Health Dept. is currently not offering classes. *Although the principal purpose of the MOU is defined and various attempts by program managers has been made, it has been difficult to connect with local college resources (Ex: Dental partnership). There is limited to no partnerships with local colleges and clinics due to limited resources and staffing in the community. *Health Specialist has very little time available within her busy day to offer health education lessons to students. *Poor family attendance to health classes in person and virtually.</p>

ONGOING PROFESSIONAL DEVELOPMENT: PROGRAM DESIGN & MANAGEMENT					
			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Parent Orientation/Parent Handbooks/Handouts	Parents	Program Team		\$300.00	\$300.00
Roles & Responsibilities of the Policy Council, Parent Committee, and School Board	Policy Council, Parent Committee, and School Board	Dr. Johnnie Pettigrew, Disability Specialist			In-Kind
OHS/NHSA/Region VI Annual Conferences *Managers attend for their areas	Director, Program Managers	OHS, NHSA	\$3,150.00	\$2,000.00	\$5,150.00
ERSEA/PFCE Credential	ERSEA Specialist, Aide	HS University, ERSEA Specialist	\$1,000.00	\$2,716.00	\$3,716.00
Beginning of Year Staff Development Have Heart/"Welcome to the Flock"	All Staff	Director		\$400.00	\$400.00
CLASS Calibration and Recertification	Education Specialist	Teachstone		\$125.00	\$125.00
Pre-K SDE Conference	Teachers	Director, Education Specialist	\$250.00	\$200.00	\$450.00
OHS Webinars & Trainings	Director, Staff	OHS, Director			In-Kind
Joint Transition Training &Resource Fair	Students, Parents, Staff	DISD Social Worker, Education Specialist			In-Kind
TEPSA/TAASPYC Conference	Director, Principal	Denton ISD			In- Kind
Confidentiality, 504, Disability Plan	All Staff	DISD, Disability Specialist			In- Kind
DMTSS/Data Collections/Interventions	Teaching Teams	DISD, Assistant Principal			In- Kind
Monitoring Protocols Training	Program Team	Director			In- Kind

ONGOING PROFESSIONAL DEVELOPMENT: EDUCATION & EARLY CHILDHOOD DEVELOPMENT

			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Education Trainings	Teaching Staff	RegionXI/Education Specialist	\$450.00	\$2,000.00	\$2,450.00
Screenings, Collecting & Analyzing Data (DIAL-4, ASQ, CLI, Portfolios)	Teaching Staff	Education Specialist		\$735.00	\$735.00
Paraprofessional CDA Renewal/Materials	Teaching Staff	CLI Engage, Director, Education Specialist		\$1,300.00	\$1,300.00
T-Tess Training/Refresher	Teaching Staff	Denton ISD, Director		\$300.00	\$300.00
My Teachstone Professional Development	Teaching Staff	Teachstone , Education Specialist		\$2,500.00	\$2,500.00
ACES/Trauma Training	All Staff	Denton ISD Counseling Department Staff			In-Kind
Savvas Three Cheers for PreK, Ready Rosie & See Saw Trainings	Teaching Staff, Parents	Education Specialist, Pre-K Coaches			In-Kind
Safe Schools Trainings	All Staff	Denton ISD			In-Kind
NCEDT Webinars and Suites	Teaching Staff	Education Specialist			In-Kind
Dial- 4 Developmental Screener Refresher	Teaching Staff	Disability Specialist, Education Specialist			In-Kind
TIA, Assessment for Learning, Team Leader Mtgs, PLC, PBIS,	Teaching Staff	Denton ISD, Pre-K Coach			In-Kind
Social & Emotional Changemaker Curriculum Training	Teaching staff	Director, Education Specialist, Mental Health Specialist			In-Kind
Social & Emotional Changemaker Curriculum - Extra resources	Teaching Staff	DISD, Counselor, Education Specialist		1,000.00	\$1,000.00
Savvas Curriculum Training	Teaching Staff	Denton ISD, Pre-K Coaches			In-Kind
PBC/ Instructional support	Teaching Staff	Education Specialist			In-Kind
Baby Doll Circle Time - Social/Emotional Curriculum by Conscious Discipline	Teaching Staff	DISD, Counselor, Education Specialist		1,265.00	\$1,265.00

ONGOING PROFESSIONAL DEVELOPMENT: CHILD HEALTH & SAFETY

			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Bus Evacuation, Pedestrian Safety, Fire Safety, Bike Safety and School Safety	Students, Parents, Staff	Education Specialist			In-Kind
Active Supervision	Teaching Staff	Director, Education Specialist			In-Kind
CPR and First Aide	All Staff	Denton ISD, Health Specialist			In-Kind
Blood born Pathogens and Asthma	All Staff	Denton ISD, Health Specialist			In-Kind
Child Abuse Reporting	All Staff	Denton ISD, Social Service Specialist, Health Specialist, Counselor			In-Kind
Safe Environments	All Staff	Denton ISD, Health Specialist, Safety Manager			In-Kind
TSBI and CPI Training and Refresher	All Staff	Denton ISD, Director			In-Kind
Emergency Operations and Procedures Training	All Staff	Director, Safety Manager			In-Kind
Student Health and Dental Education	Students, Parents, Staff	Denton ISD, Health Specialist, TWU Students			In-Kind
Campus Healthy Initiatives	All Staff	Denton ISD, Health Specialist & Nutrition Specialist			In-Kind
Communicable Diseases	All Staff	Denton ISD, Health Specialist			In-Kind
Mental Health Awareness / ACES	All Staff	Denton ISD , Counselor			In-Kind
Instructional Support	All Staff	Education Specialist			In-Kind
Training on working with students with difficult behaviors	All Staff	Counseling Department & DISD Behavior Specialist			In-Kind
Health and Safety Trainings	Nurse and Safety Manager	Outside/Out of State Vendor		\$975.00	\$975.00

ONGOING PROFESSIONAL DEVELOPMENT: PARENT FAMILY COMMUNITY ENGAGEMENT					
			Estimated Cost		
Training Topic	Targeted Audience	Provider/Person Responsible	Travel	Program Operations	Total Cost
Family Literacy Trainings and Events	Parents	PFCE, Education Specialist, Librarian			In-Kind
PFCE Parent Training	PFCE Specialist	Outside/Out of State Vendor		\$500.00	\$500.00
Family Services Credentials	PFCE Assistant	HS University		\$500.00	\$500.00
Personalized Parent Goal Setting and Monitoring	Parents	ERSEA			In-Kind
Robert's Rules of Order and Parliamentary Procedures	Policy Council, Parent Committee, Governing Board	DISD, Disability Specialist			In-Kind
Volunteer Orientation	Parent and Community Volunteers	PFCE Specialist			In-Kind
Confidentiality & Code of Conduct	Parent and Community Volunteers	PFCE Specialist, Disability Specialist			In-Kind
Parent Committee Roles and Responsibilities	Parents on Parent Committee	PFCE Specialist			In-Kind
Parent Classes based on identified needs	Parents	PFCE Specialist			In-Kind
PFCE Framework and Simulation	All Staff	PFCE and Education Specialist			In-Kind
PFCE role in School Readiness	PFCE Specialist	PFCE and Education Specialist			In-Kind
			Travel	Program Operations	Total (FY19) TTA
TOTALS ALL TRAINING			\$4,850.00	\$16,816.00	\$21,666.00

ONGOING PROFESSIONAL DEVELOPMENT: PROGRAM DESIGN & MANAGEMENT			
			Estimated Cost
Training Topic	Targeted Audience	Provider/Person Responsible	Travel
OHS/NHSA/Region VI Annual Conferences *Managers attend for their areas	Director, Program Managers	OHS, NHSA	\$3,150.00
ERSEA /PFCE Credential	ERSEA Specialist, Aide	HS University, ERSEA Specialist	\$1,000.00
Pre-K SDE Conference	Teachers	Director, Education Specialist	\$250.00
Education Trainings	Teaching Staff	RegionXI/Education Specialist	\$450.00
			Travel
TOTALS ALL TRAINING			\$4,850.00



DENTON ISD HEAD START PROGRAM

901 AUDRA LANE, DENTON, TX. 76209

ANNUAL REPORT 2020-2021

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 that promotes self-concept & social and academic competence in preschool children.

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

COMMUNITY PARTNERS

- CUMBERLAND PRESBYTERIAN CHILDREN'S HOME
- DENTON CITY COUNTY DAY SCHOOL
- DISD ADULT ED ESL/GED PROGRAMS
- FOOD 4 KIDS PROGRAM
- FOSTER GRANDPARENTS
- FRIENDS OF THE FAMILY
- INTERFAITH
- KIWANIS CLUB
- NUBY PEDIATRICS
- TEXAS WOMAN'S UNIVERSITY DENTAL HYGIENE CLINIC AND SPEECH, LANGUAGE AND HEARING CLINIC
- UNT PLAY THERAPY
- UNITED WAY
- WIC

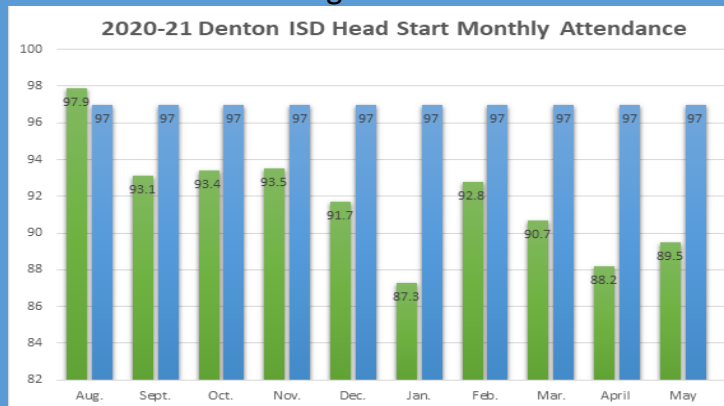
Denton ISD Head Start program served 167 families. The difference between the served two-parent families and the served single parent families was 8.07%. There were 142 families with income below the federal poverty level. Approximately, 12 families were homeless at some time during the year. Denton ISD Head Start did not enroll any families between 100% - 130%.

ERSEA

193 Funded Enrollment

179 Actual Enrollment

235 Cumulative Program Attendance Goal = 97%



Due to COVID-19 classes were conducted virtually through SeeSaw as well as face-to-face.

In addition to our refunding grant our program received the following:
 *COLA (Cost of Living Allocation) - \$27,456
 *QI (Quality Improvement) - \$55,000
 *COVID-19 - \$169,610

PROPOSED BUDGET	
Payroll/Subs:	\$1,443,139
Training:	21,166
Classroom Supplies:	1,536
Technology:	149,492
Classroom Snacks:	9,350
Volunteer Meals:	400
Head Start Insurance:	810
PPE Supplies:	20,118
Total:	\$1,646,011

ACTUAL EXPENDITURES	
Payroll/Subs:	\$ 1,377,720
Training:	21,166
Classroom Supplies:	86,263
Technology:	78,374
Classroom Snacks:	5,616
PPE Supplies:	27,654
Funds Not Expended:	\$49,218
Total:	\$1,646,011

FINANCIAL AUDIT

The Denton ISD Annual financial audit for the year ending June 30, 2020 was conducted by Hankins, Eastup, Deaton, Tonn & Seay. The audit in its entirety can be found at:
<https://www.dentonisd.org>



PRIMARY LANGUAGE OF FAMILY AT HOME	
English	98
Spanish	74
Middle Eastern & South Asian Languages	5
East Asian Languages	0
African Language	2

RACE & ETHNICITY	HISPANIC OR LATINO ORIGIN	NON-HISPANIC OR NON-LATINO ORIGIN
American Indian or Alaska Native	5	1
Asian	0	2
Black or African American	59	5
Native Hawaiian or Pacific Islander	0	0
White	89	18

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 2020-2021 school year, health screenings including hearing, vision, height and weight were performed on each Head Start Student.

INSURANCE	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Enrolled in Medicaid and/or CHIP	140/78.7%	143/80.3%
Private insurance	8/4.5%	8/4.5%
No insurance	29/16.2%	26/14.6%
Tricare	1/0.6%	1/0.6%
Up to date on a schedule of age-appropriate preventive and primary health care	87/48.9%	110/61.8%

IMMUNIZATIONS	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Up to date	110/61.8%	162/91%
Exempt	6/3.4%	6/3.4%

BODY MASS INDEX	# OF CHILDREN AT 2020 ENROLLMENT (FIRST BMI SET)	# OF CHILDREN AT END OF ENROLLMENT YEAR (SECOND BMI SET)
Underweight	13/7.3%	5/2.8%
Healthy weight	97/54.5%	103/57.9%
Overweight	13/7.3%	9/5%
Obese	55/30.9%	61/34.3%



DENTAL	# OF CHILDREN AT ENROLLMENT	# OF CHILDREN AT END OF ENROLLMENT YEAR
Continuous, accessible dental care provided by a dentist	86/48.3%	109/61.2%
Receiving preventative care	81/45.5%	109/61.2%

SCHOOL READINESS

Curricula: DLM, Scholastic, Growing with Mathematics, TSR CIRCLE Activity Collection, UBD, Cancionero, Estrellita, Alfarrimas, Change Makers (SEL)

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

Dual Language Model: Gomez and Gomez

Developmental Screeners: DIAL-4, ASQ

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

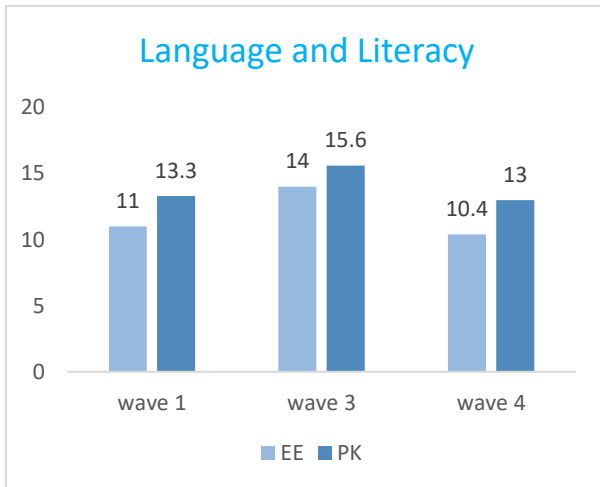
Ongoing Teacher Support: Denton ISD Pacing Guides, PLCs, TTESS Tools, Instructional Support, Coaching Support, CLASS



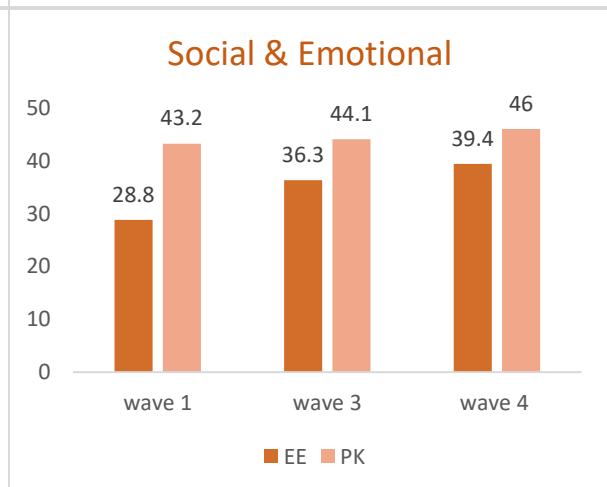
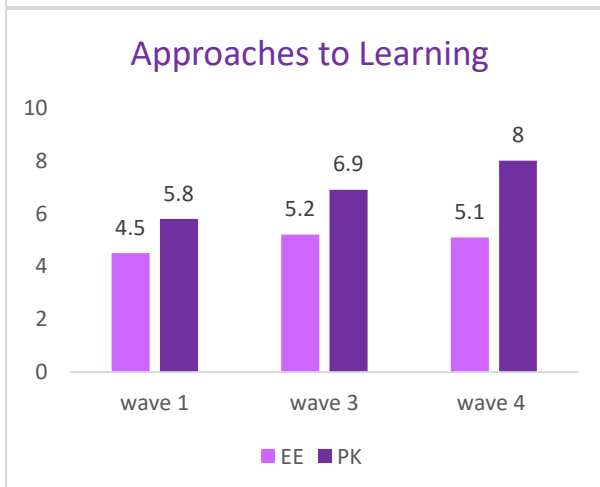
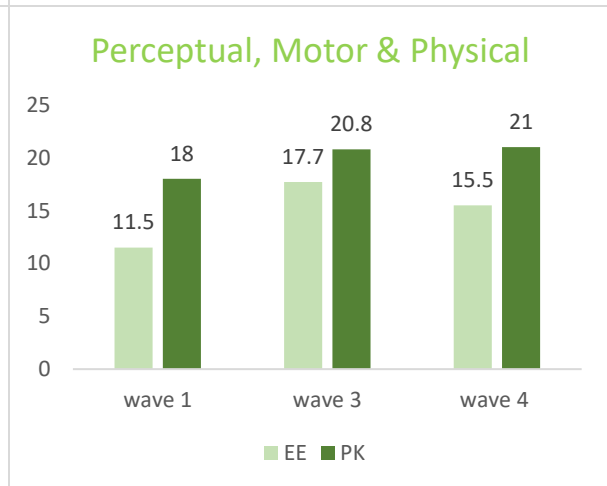
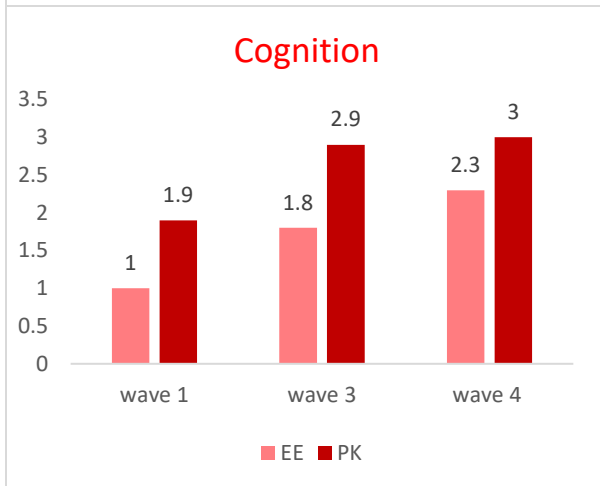
Kindergarten Transition Activities:

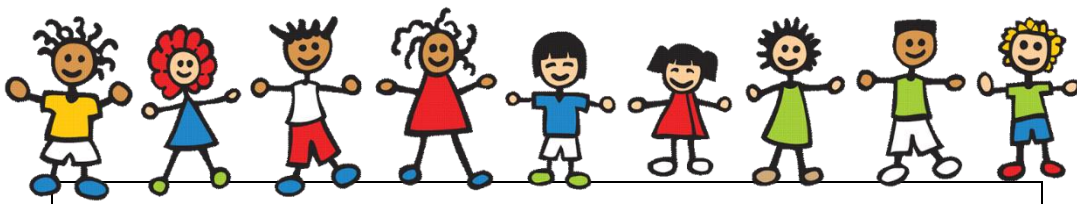
Throughout the school year, we have provided the following transition activities to help prepare students and families for Kindergarten: Denton ISD Kinder Parent Orientation, Going to Kindergarten district campus events, summer transition boxes, transitional meetings for students in need of supports,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

FY 20-21 Denton ISD Head Start School Readiness Outcomes (CLI Engage Progress Monitoring)



EE – is for students who are 3 years old.
 PK – is for students who are 4 years old.
 We were able to see growth in all areas between waves 1 and 2. Some areas on wave 4 showed a slight decline. We feel the decline is due to some students switching to virtual learning from face-to-face learning, environmental changes do to flooding of our school, students added after wave 2 testing are lower than our returning students at the beginning of the year.





Community Assessment Update 2021

Strengths -

Community has many entities for our families to obtain needed resources.

- Denton ISD continues to grow and expand services to meet the needs of the community.
- Plenty of community volunteers are available.
- Entities within our community provide donations to our students, families, and staff.
- Service area covers 186 square miles and continues to grow and develop.

Needs -

- Adverse Childhood Experiences (including violence in the home) & mental health issues are on the rise which yields to the need for an increase in trauma-informed care. COVID-19 has/will also have ramifications that will need supports.
- Child screen time is on the rise and a concern for brain development.
- ESL is on the rise vs. bilingual education.
- Homelessness continues to be a concern with a need for more shelters. There is also a lack of placements in our area for children in need of Foster Care.
- Identified need for Parent Education on the topics: Assisting child in Learning, Nutrition, Child Behavior Management, Family Council, and Financial/Budget.
- Nutrition: obesity rates are on the rise
- Rise in poverty rate of female householder, without a husband, with children under 5 years old.
- With the expansion of Pre-K across the district and the recent pandemic, there is a great need to increase our Head Start recruitment efforts to serve the families with the greatest needs.
- More 3-yr. old students may be looking for a program this next school year since the district Pre-K expansion serves students who are 4.
- Pandemic caused financial burdens on families from loss of jobs due to businesses shutting down or closing.
- Safety protocols increased across the community with smaller ratios in place at locations, PPE required, and social distancing.
- Educational entities had to create new modes of learning (virtual opportunities) which increased the need for internet access and technological devices.
- Shortage of basic supplies were difficult for families during the pandemic.

PARENT, FAMILY AND COMMUNITY ENGAGEMENT



SCHOOL WIDE ACTIVITIES	ATTENDANCE
Grandparent's Day	Virtual/Zoom
Project Adoption	159
Make It Take It (Art Project)	159
Santa Day (Virtual)	158
Black History Presentation	Cancelled Weather
Happy Campers Fall Festival	150
Family Reading Everyday	108 Families

FIVE FAMILY NEEDS	CLASSES/ACTIVITIES
1. Assist Child with Learning	*Virtual sharing with Grandparent's Day Activity *Fall Feast (Arts & Crafts Activities) *"Make It, Take It" Home Reading (Free Books)
2. Nutrition	"A Fresh Start to a Healthier You" virtual/zoom "Good Nutrition Starts with My Plate" Virtual/Zoo,
3. Child Behavior Management	"Behavior Management" virtual class led by counselor Muller
4. Family Council	Referral/Resources
5. Financial/Budget	"Behind on Bills? Start with One Step" Free Income Tracker

Month	Head Start Volunteer Hours	In-Kind Dollar Value (hrs * 18.00 ea)
Aug/Sept	1101	19,818.00
October	1281	23,058.00
November	626	11,268.00
December	2428	43,704.00
January	1440	25,920.00
February	886	15,948.00
March	1282	23,076.00
April	1542	27,756.00
May	1212	21,816.00
Total	11,798	\$212,364.00

PARENT CLASSES OFFERED	ATTENDANCE
Child Behavior	15
Families Reading Everyday	108
Walk Across Texas (8 Weeks) Nutrition and Exercise	42
Budget/Financial	4
Step into a Health Future	2
A Fresh Start/Healthier You	16
Robert Rules of Order	7
Policy Council and Parent Committee Training	20
Leadership Training	10
CPR	4

Disabilities and Mental Health Services

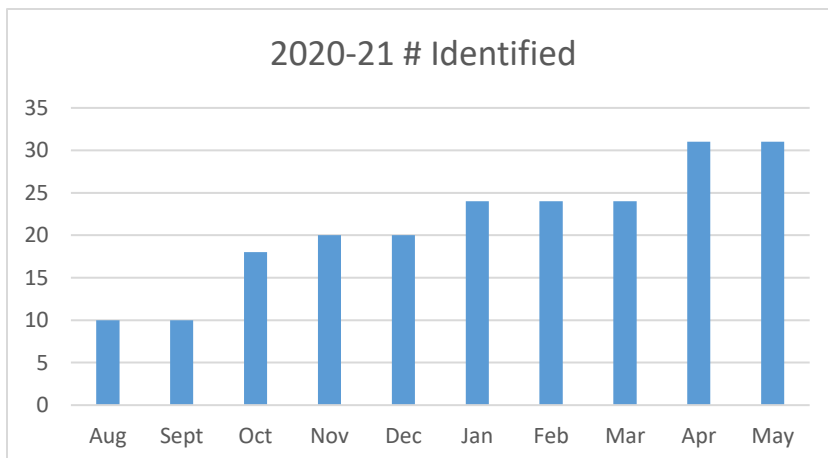


During the 2020-21 school year the Denton ISD Head Start Program began the year with 10 students identified as eligible for special education services. By November, the program had increased to 18 children with disabilities.

One of those 18 students had moved to Denton from another state. While he had been served by the state's Early Childhood Intervention program, his mother did not pursue eligibility through the public school in that state. Instead, he was enrolled at the autism center where his mother worked and given a diagnosis of autism. A 504 Committee meeting was held to establish accommodations for him while the Denton ISD Special Education Department conducted an assessment to determine the presence of a qualifying disability under IDEA Part B.

In November an additional two students were added. Four more students were added in January. The program maintained that number until April when a total of 31 enrolled students were identified as having a disability.

Due to the COVID-19 Pandemic, the Denton ISD Head Start program found it necessary to work cooperatively with the Denton ISD Special Education Department to create unique settings for children who had previously participated in a Resource Room setting to receive their services and continue to receive services through Head Start. These were students with significant disabilities that required more intense support. To address these unique needs, participation was done through virtual instruction. Head Start students receiving support in the special education classroom on the Head Start campus participated in virtual activities with their Head Start classroom. These included literacy circles, math circles, library time with their class, and art activities that the special education staff would facilitate. These strategies were necessary due to the district's COVID-19 Guidelines with children staying within their classroom and not going from one class to another.





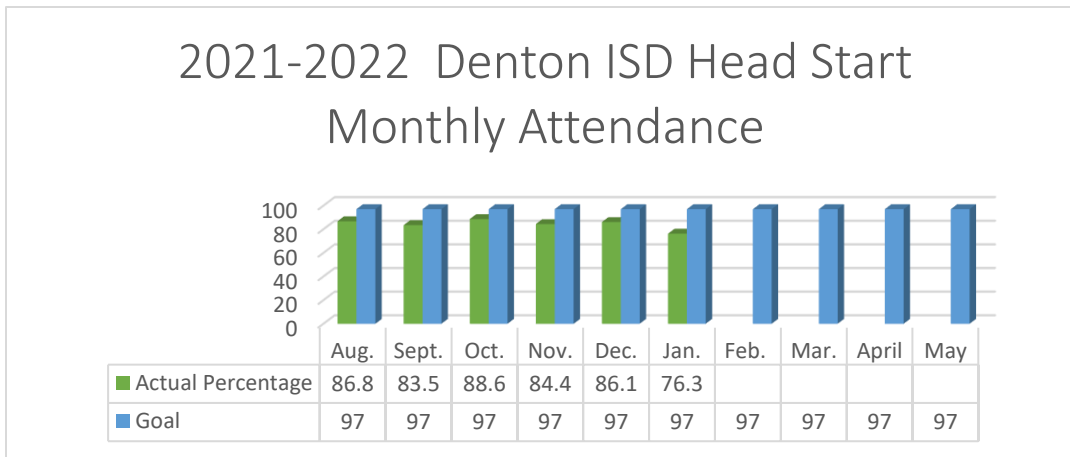
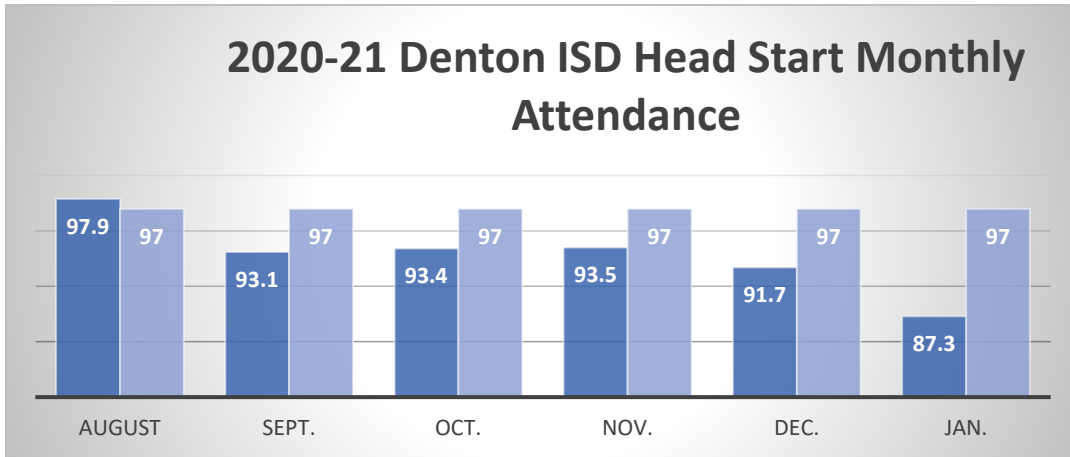
NUTRITION

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.

Over the course of the past year and into the coming year, Denton ISD provided breakfast and lunch meals to the students at no charge for students who attended class face-to-face or virtually due to a waiver issued by the USDA. This has created great opportunity for the district to continue its efforts to provide a source of nutrition to all students.

Monitoring Reviews:

For the 2020-2021 school year we were not scheduled for a monitoring review.

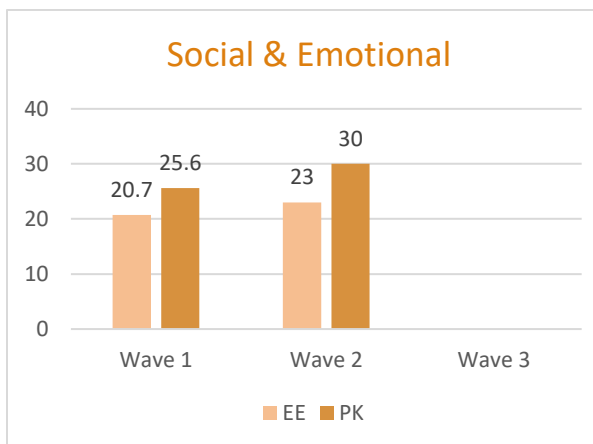
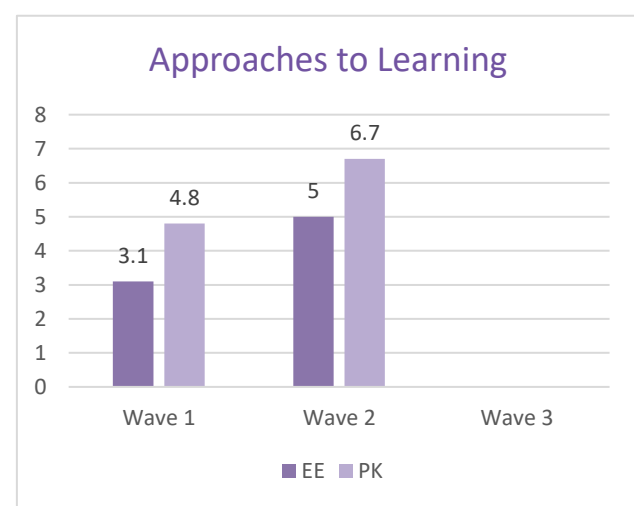
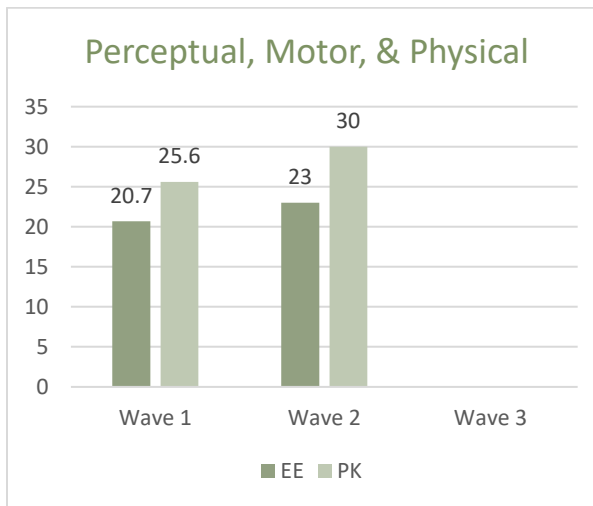
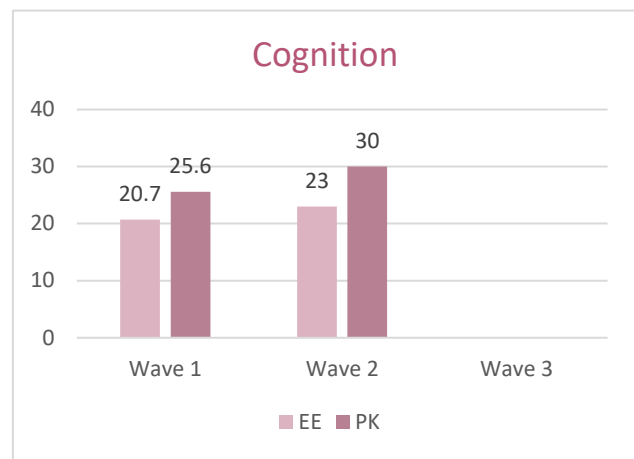
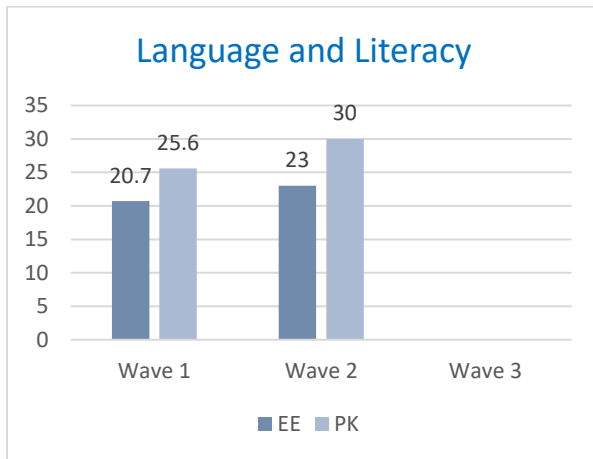


For the 2021-2022 school year, our district returned to in-person learning and did not offer the connected learning option to Pre-K students. As a result, there is a significant change in the attendance percentage rate for the families enrolled. The decline in attendance reflects COVID infections, quarantines, exposures, and families deciding to keep children home. Our district put in place health and safety protocols to prevent the spread of COVID. We continue to promote attendance through phone calls, letters, emails, and celebrations. Campus attendance interventions are designed to send a message to parents to motivate them and to inform them about the pitfalls of continuing truancy.

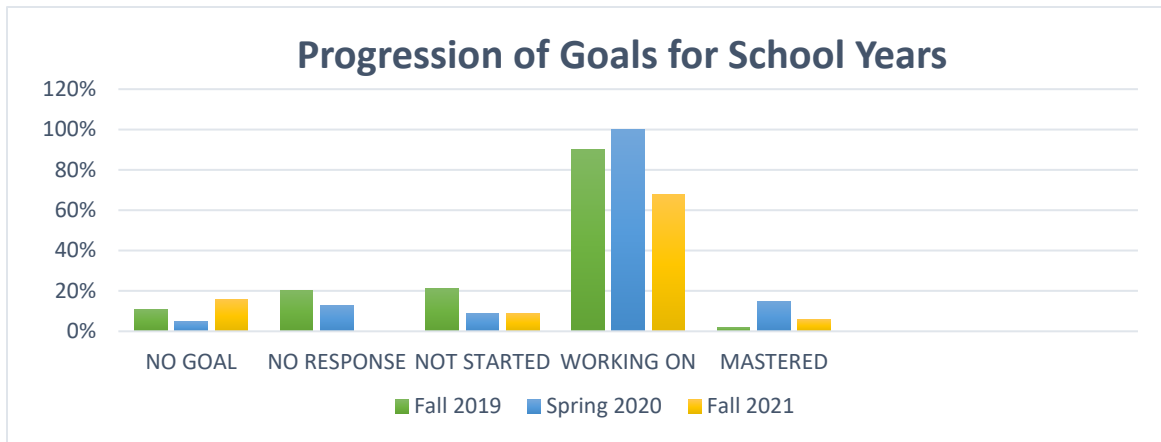
Supporting Document A

FY 21-22 Denton ISD Head Start School Readiness Outcomes

(CLI Engage Progress Monitoring)



Wave 3 will be completed at the end of the school year.



Although we still see slow progress of parents working towards and achieving their goals, we are continuously seeing families moving through the process. Nevertheless, we continue to address the challenges by refining our system. The caseloads are divided among all three family service workers. We are using various methods of communication: phone calls, text messages, emails, Seesaw, letters, flyers, and Zoom. Teachers can access a spreadsheet that contains a list of goals that is updated during the home visits. The local agencies are now open for in-person services. We faced some challenges. Due to the pandemic, we have noticed that effective communication with parents is on the decline. Parents are not returning pre-post tests after parenting classes. Parent Orientation was held virtually this school year. We are hoping to return to in-person parent orientation to engage parents with the staff and other families to encourage a sense of connection for the next year. Fewer parents are signing up/or attending parenting classes due to parents being concerned about COVID exposure, infections, quarantines, and other reasons. The family service workers are looking at strategies to enhance motivation and productivity. Over the past few years, turnover posed a significant challenge. Now that new PFCE staff is in place, we are equipped to use the team approach which will help to strengthen service delivery.

Top Five Family Needs	Classes / Activities
1. English as a Second Language (ESL)	<ul style="list-style-type: none"> • On-site in-person ESL classes provided every Tuesday and Thursday • Referral to Denton ISD’s Adult Education and Literacy department which hosts more off-site and fully virtual ESL class options
2. Assist Child with Learning	<ul style="list-style-type: none"> • Healthy Eating, Healthy Reading - MHMR Tarrant family activity and class • Grandparent’s Day - event with art activity and poem • Fall Festival - Several activities provided engaging fine and gross motor skills; craft activity for families sent home in gift bag • Winter craft activity (“Make It, Take It) • 20-for-20 Family Reading Challenge in conjunction with the campus library • “Families Reading Every Day” reading logs sent home monthly
3. Nutrition	<ul style="list-style-type: none"> • Family Mealtime: Connecting for Better Health - Texas AgriLife family class • Healthy Eating, Healthy Reading - MHMR Tarrant family activity and class • Maintain No Gain - Texas AgriLife fully virtual parent class • Diabetes and Childhood Obesity - Amerigroup fully virtual parent class • GLOW Group (Grow, Live, Obtain, Wellness) - MHMR Tarrant fully virtual family activity and class series • Food for Kids - Extra food sent home once a week with referred children
4. Job Training and/or GED	<ul style="list-style-type: none"> • Referral to Denton ISD Adult Education and Literacy which provides GED courses, workplace literacy classes, and Career Pathways Certification classes
5. Financial Literacy and Budgeting	<ul style="list-style-type: none"> • Money Masters - Modern Woodmen Fraternal Financial parent class series • Children’s book about money and saving sent home with students whose families set a budgeting goal

School-Wide Activities	Participants
Grandparent's Day	161
Fall Festival	198
Project Adoption	193
Winter Craft & Santa	189
Black History Month Exhibit	204
Families Reading Every Day	190
20-for-20 Family Reading Challenge	86
Crayon Days	214
Read Across America	177

Class Offered	Attendance
Leadership Training	9
Policy Council and Parent Committee Training	26
Robert's Rules of Order Training	12
Fiscal Training	7
On-Site ESL Classes (Twice weekly, 11/4 - 5/24)	10*
Nurturing Families Parent Group (10 Class Series)	24
Healthy Eating, Healthy Reading	42
Family Mealtime: Connecting for Better Health Class	25
Maintain, No Gain Virtual Group	0
Diabetes and Childhood Obesity Virtual Class	2
G.L.O.W. Group (4 Class Series)	5
Money Masters (6 Class Series)	Begins March 23, 2022
Understanding Behaviors in Young Children (6 Class Series)	Begins March 22, 2022
CPR Class (Non-Certification)	Will be held March 24, 2022

* This number includes Head Start family members as well as community members.

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 2022-2023

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.

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

Family Services: FCE/ERSEA:

- *Monitor family engagement at home via Seesaw and Ready Rosie.
- *Continue to monitor Attendance & POD.
- *Increase efforts in getting more parents, Board, & community members involved in all campus committees/events.
- *Provide more training to increase and strengthen the understanding of the different Head Start Committees.
- *Increase recruitment efforts
- *Grow ERSEA committee

Health & Nutrition:

- *Dental MOU needed
- * Provide health education to students & parents
- * Expand Health Advisory partnerships/resources
- *Identify & handle health needs as close to registration as possible.
- *Improve tracking of health needs & health screening follow-ups.
- *Provide Nutrition education and healthy recipes to our parents and students.

Education:

- *Review & refine Education Plan (PBC, PLC, ongoing PD, Instructional Support.
- *Aggregate & disaggregate data to track student progress towards school readiness (CLI, IDPs, DMTSS, formal and informal assessments).
- *Provide training to Instructional staff on the new Curriculum Adoption. Provide monitoring of the implementation to ensure that it is taught with fidelity.
- *Increase parent engagement with the parent curriculum, Ready Rosie, that is embedded in the new curriculum adoption.
- *Use CLASS as a tool to support coaching
- *Increase walk-throughs/observations

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 or behavior concerns to share w/staff & parents.
- *Grow SEL supports

Program Design & Management:

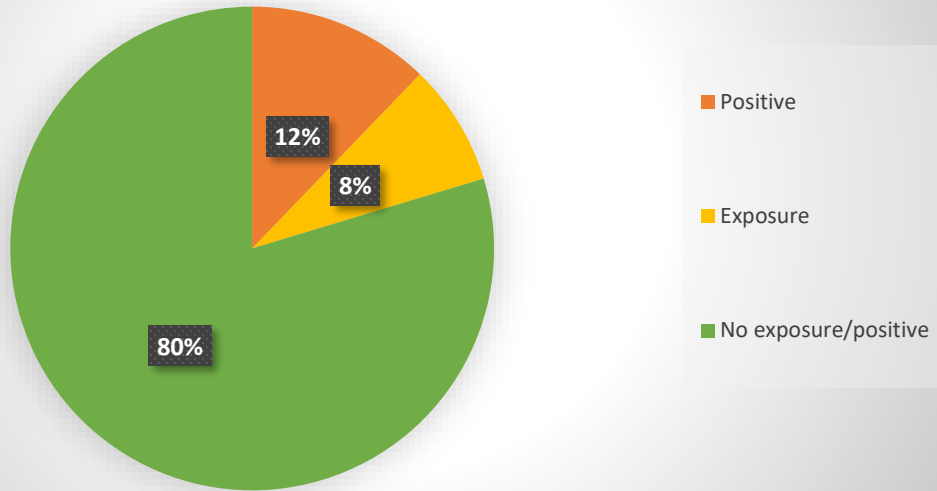
- *Strengthen ongoing monitoring/data collections (Quarterly Reviews)
- *Completion of Program's Policies & Procedures that are aligned with the New HS Standards.
- *Explore ways to create a shared data dashboard for key data for program managers to access easily.

Fiscal/HR:

- *Work alongside HR to obtain an MOU agreement for staff TB & Physicals.
- *Work to create a Head Start Teacher job description that differs from the Pre-K one in place.
- *Continue to grow the Edgar compliant Vendor list.

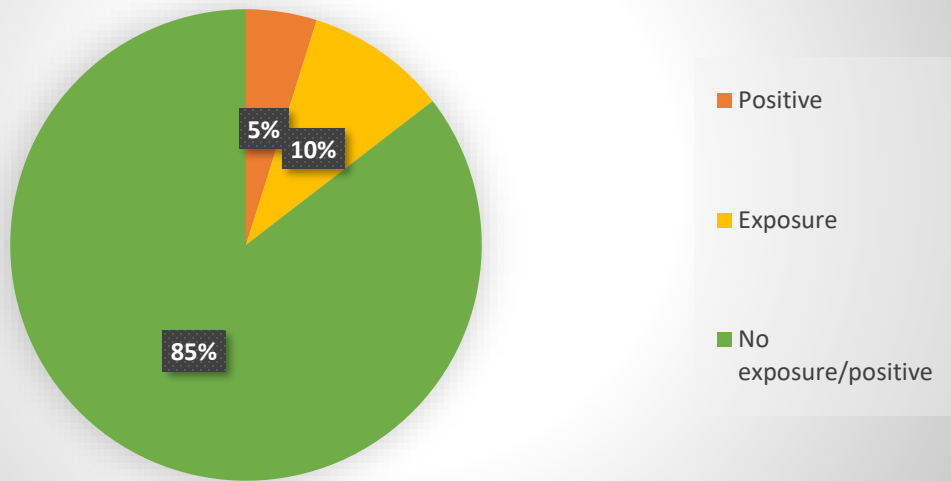
Ann Windle COVID 2021-22

Information taken from 3/3/22

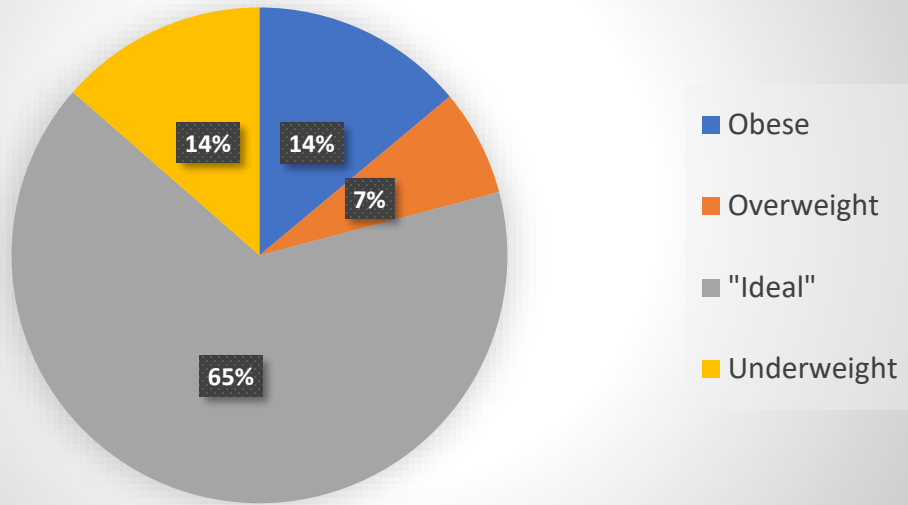


Ann Windle COVID 2020-21

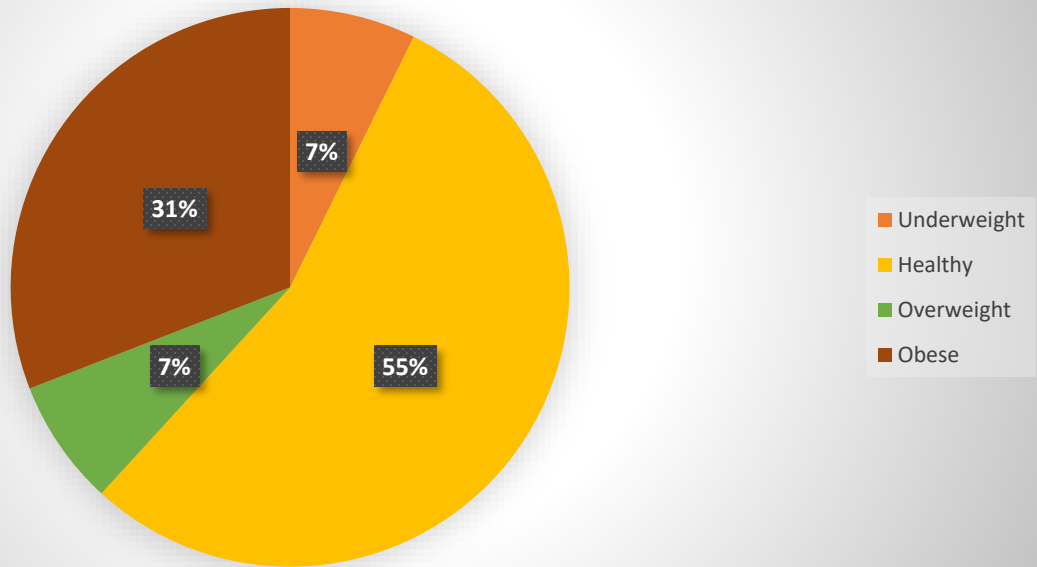
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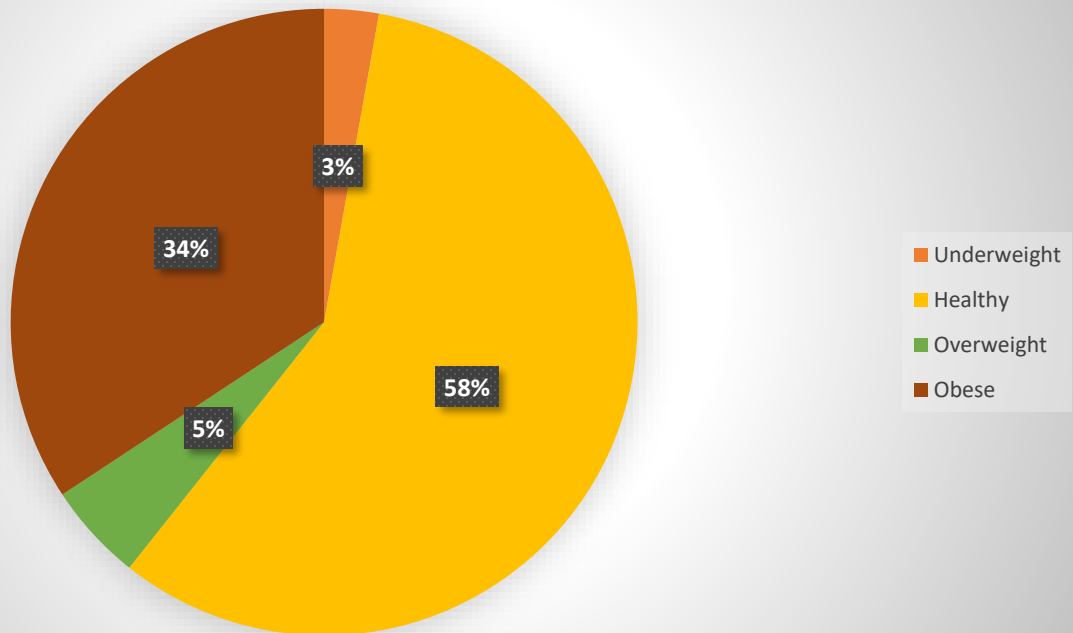
BMI 2019-2020



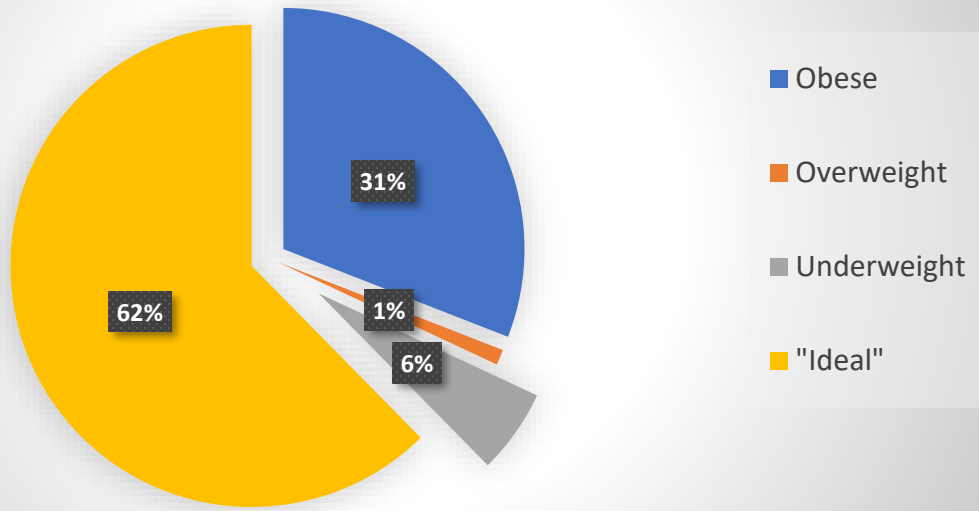
BMI- Fall 2020-2021



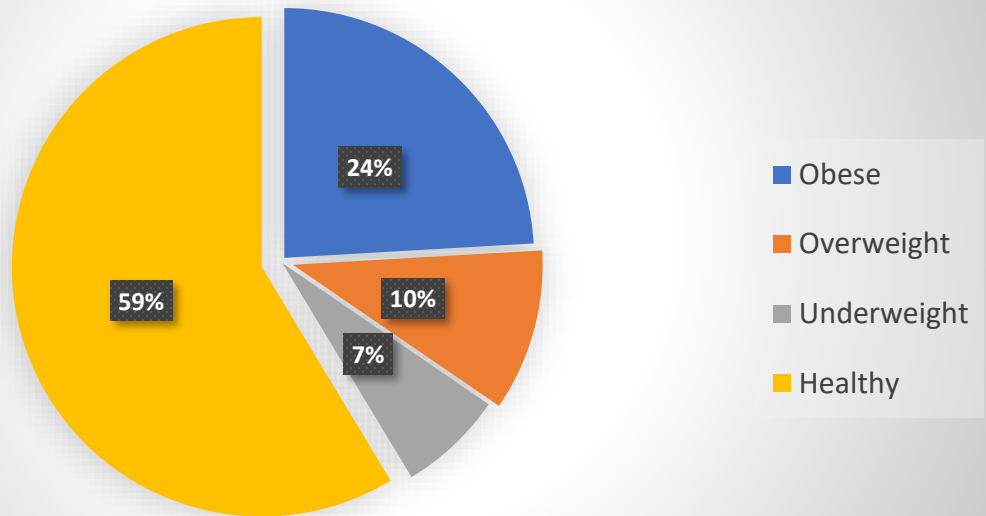
BMI- Spring 2020-2021



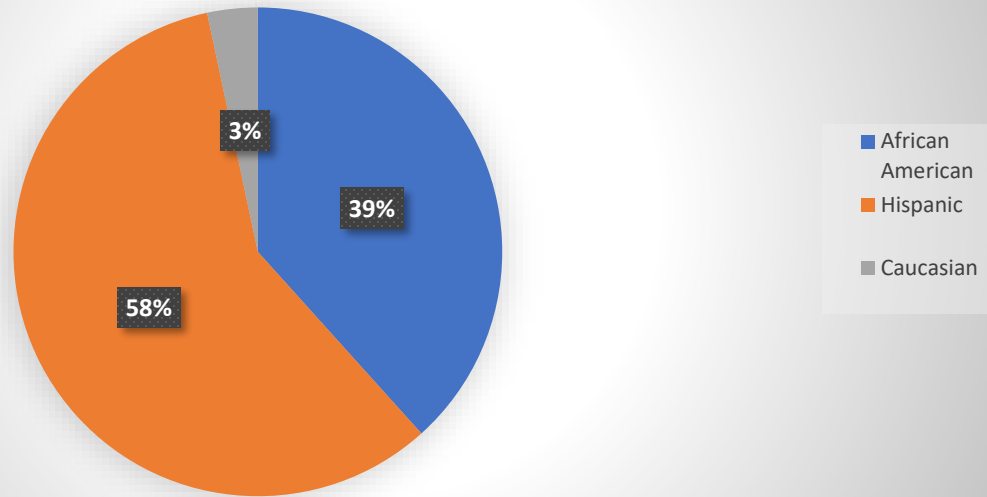
BMI 2021-2022 Fall Set



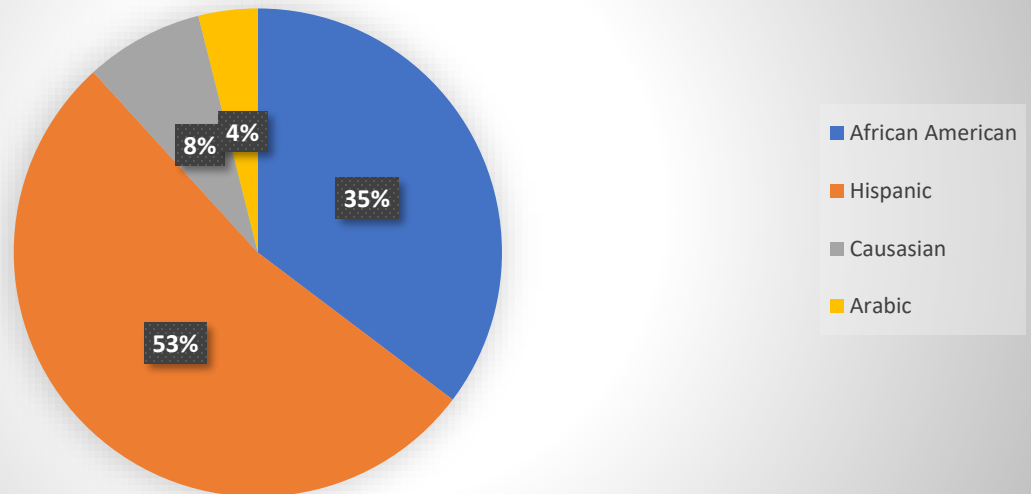
BMI 2021-2022 Spring Set



Obesity by Ethnicity 2021-2022- Fall Set



Obesity by Ethnicity 2021-2022- Spring Set



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.