

Milwaukee Public Schools FY20 Head Start Renewal Grant

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Section I. Program Design and Approach to Service Delivery

SUB-SECTION A: Goals

1. Program Goals, Measurable Objectives, and Expected Outcomes

a) Program Goals (see below)

b) Measurable Objectives Descriptions (see below)

Program Goals and Measurable Objectives Descriptions
<p>Goal 1: The Milwaukee Public Schools (MPS) Head Start program will collaborate with community members such as parents, community representatives, and advisors to increase parent participation and empower them as leaders and advocates so that they can be a part of the Head Start decision-making process.</p> <p><i>No changes have been made to Goal 1.</i></p> <p>Objective a): To increase parent participation, attendance of all duly elected representatives and/or alternates of the policy council will increase to 70% as measured by the in-kind report 4315 in ChildPlus by May 31, 2023.</p> <ul style="list-style-type: none">• 30% participation by May 31, 2019• 40% participation by May 31, 2020• 50% participation by May 31, 2021• 60% participation by May 31, 2022• 70% participation by May 31, 2023 <p>Progress: In FY19, the attendance at policy council meetings was 56%. The MPS Head Start program has made great strides in increasing the attendance at the policy council meetings.</p> <p>Challenges: The policy council has faced challenges of consistently low attendance at meetings. Last school year, a survey was provided to families to determine a new day and time for policy council meetings, which correlated to a jump in attendance. During the FY20 school year, however, our attendance rates have decreased significantly. Staffing vacancies, including family partner associate (FPA) vacancies and a vacancy for the ERSEA/FPA supervisor, and possibly conflicts with logistics for a new governing body (day/time/location) correlate with a significant decrease in attendance. A new survey is being provided to families to better meet their needs. The program is also actively</p>

attempting to staff all positions to decrease caseloads and increase individualized supports resulting in better communication and more parental engagement in policy council.

Objective b): The MPS Head Start program will create a targeted focus group to design parent committee meetings in order to make meetings more relevant to stakeholders and increase parent engagement in monthly school-based meetings, as evidenced by increased participation with an anticipated growth of 10% each grant year.

Progress: At the end of FY19 there was a 10.5% parent participation rate at parent committee meetings. To achieve that goal of 10% increase for each year, the enrollment, recruitment, selection, eligibility, and attendance (ERSEA) coordinator will continue to work with the established focus group to increase parent participation. A survey was also completed with families to determine the needs of the families we serve. Offering appealing and relevant topics may increase family participation, which will be reflected in the outcome data for this objective.

Challenges: The program has had consistent challenges with low attendance at parent committee meetings. To address this challenge, the FPAs will disseminate information by displaying parent meeting flyers in the school office, in the parent center, and outside the Head Start classrooms. In addition, copies of the flyers are sent home with Head Start students. FPAs will continue to communicate with parent coordinators, school secretaries, and teachers regarding dates and topics of parent meetings. FPAs will meet and greet all parents at the school and hand out flyers at arrival and dismissal on their assigned school/site visit days. FPAs will conduct auto-dialer reminder calls and text messages to all Head Start families to remind them of parent meetings with the goal of increasing attendance and participation at monthly parent meetings. The program will also work to create a more formal structure of partnering with district-level parent coordinators at each site to increase parent engagement.

Goal 2: The MPS Head Start program will reach out to the most vulnerable children and families to provide comprehensive services.

No changes have been made to Goal 2.

Objective a): The MPS Head Start program will create partnerships with early childhood community agencies to provide comprehensive services targeting large, concentrated areas of low-income and vulnerable families. By the end of five years, MPS Head Start will have developed a minimum of two partnerships with surrounding early childhood community agencies.

Progress: The MPS Head Start program continues to network with community agencies to provide comprehensive services to vulnerable families. In order to succeed in this objective, the Head Start enrollment assistant focuses on recruitment and community partnership efforts. In addition, the Head Start leadership team plays an integral role in developing these partnerships, such as with Marquette University School of Dentistry and Preferred Dental, to meet this objective.

Challenges: The MPS Head Start program continues to work to build community partnerships, which takes time. It is expected that continuing efforts of Head Start staff will result in an increase in community partnerships. The Head Start staff will also establish a monthly recruitment calendar listing community sites for FPAs to assist with overall program recruitment.

Objective b): The MPS Head Start program will establish and participate in a joint event with an early childhood community agency. By the end of five years, MPS Head Start will have co-participated in a minimum of one event per year.

Progress: The MPS Head Start program continued its partnership with the Next Door Foundation bookmobile and the Betty Brinn Children's Museum. This collaboration increases and encourages family literacy, family engagement, and school readiness. For example, the MPS Head Start program collaborated with Betty Brinn Children's Museum to provide no-cost memberships to eligible families at the time of MPS Head Start registration. The Head Start program will seek to expand its partnerships with the community at large, including the Milwaukee Public Library and WIC (Special Supplemental Nutrition Program for Women, Infants, and Children), to make further progress to continue to reach this objective.

Challenges: Although this objective has been met, the MPS Head Start program strives to increase partnerships. The Head Start staff will establish a monthly recruitment calendar listing community sites for FPAs to assist with overall program recruitment. In addition, the Head Start program will hire and retain diverse FPAs to provide comprehensive services for Milwaukee families.

Goal 3: The MPS Head Start program will strengthen access to preventive dental services so that children can establish lifelong, healthy oral habits.

No changes have been made to Goal 3.

Objective a): The MPS Head Start program will ensure that Head Start children receive preventive dental services as measured by ChildPlus reporting.

- 70% receive an oral exam and sealant by May 31, 2019
- 75% participation by May 31, 2020
- 80% participation by May 31, 2021
- 85% participation by May 31, 2022
- 90% participation by May 31, 2023

Progress: The FY19 annual outcome was 74% for Head Start children to receive preventive dental service. It is expected that the objective of 75% set for May 2020 will be achieved, as Dental Days have been scheduled for the remaining program period. MPS Head Start has implemented Dental Days for the 2019–2020 school year to provide Head Start students with preventive services that include oral exams and sealants. MPS Head Start continues to provide ongoing education and resources to parents and students on the importance of good oral practices. Instructional staff provides daily instruction and support in oral health practices in every classroom.

Challenges: Some challenges include limited access to dental providers who will provide services for children under the age of five and staffing vacancies in the MPS Head Start program. To mitigate these challenges, the Head Start health team has successfully secured Dental Days for each of the Head Start schools beginning March 2020. The program also continues to actively recruit long-term staff to fill all vacancies.

Objective b): The MPS Head Start program will provide education to parents on the importance of dental care. Training and resources will be provided to parents to discuss the importance of dental hygiene and best oral practices. By May 31, 2023, a pre- and post-survey will be conducted to determine knowledge gained about the importance of dental hygiene.

Progress: The MPS Head Start program provides education to parents on the importance of dental care. Training and resources are provided to parents to share the importance of dental hygiene and best oral practices.

Challenges: The challenges for this objective are family participation in parent committee meetings and staffing vacancies that make it difficult to form the necessary relationships to increase engagement. To address this issue, the MPS Head Start program continues to recruit staff for all open positions, thus

decreasing caseloads in an attempt to better communicate and engage families. MPS Head Start health staff also continues to assist parents in following up with dental providers for short- and long-term dental care.

Goal 4: The MPS Head Start program will strengthen access to primary health-care services for actively enrolled Head Start children to ensure their health and safety.

No changes have been made to Goal 4.

Objective a): The MPS Head Start program will assist children and families with establishing primary care services as measured by ChildPlus reporting. Students will receive a complete comprehensive physical exam, including immunizations, by May 31, 2023.

- 75% by May 31, 2019
- 80% by May 31, 2020
- 85% by May 31, 2021
- 90% by May 31, 2022
- 95% by May 31, 2023

Progress: The FY19 annual outcome for establishing primary care services was 69%. Currently, 34% of Head Start students have received physical exams and age-appropriate immunizations as of February 2020. There is a concern that this objective will not be met by May 2020. To increase the rate of establishing primary care services for enrolled students, the MPS Head Start program continues to assist families in connecting with local community health-care providers for ongoing primary health-care services. Additionally, MPS Head Start health staff continues to provide outreach, resources, and education to families.

Challenges: Many enrolled Head Start students are not established with a primary care provider. To address this issue, MPS Head Start health staff continues to provide education, resources, and outreach to families to

emphasize the importance of establishing care with a primary care provider for ongoing health care to ensure health and safety.

Objective b): The MPS Head Start program will partner with community agencies to provide nutrition education to children and families. Knowledge gains will be measured through exit surveys.

Progress: The MPS Head Start program has partnered with the UW–Extension FoodWise program to provide nutrition education to Head Start children and families beginning in April and May of 2020. An exit survey will be used to measure the knowledge gained by Head Start families at the conclusion of each session.

Challenges: The challenge has been low family participation and exploring ways to increase family involvement.

Goal 5: The MPS Head Start program will ensure that all children have equitable access to comprehensive services so that appropriate supports will be provided for each child at their developmental level.

No changes have been made to Goal 5.

Objective a): The MPS Head Start mental health team will ensure that parents of students who are initially registered in the Head Start program will be contacted within 45 days of enrollment if their child scored in the 90th percentile/concern zone on the social-emotional (ASQ:SE-2) screener. The parent will be provided with information and/or consultation regarding this score. Data will be monitored by ChildPlus reporting. Follow-up is not required for those students who receive special education services unless otherwise indicated.

- 35% of identified children’s families will be notified by May 31, 2019
- 45% by May 31, 2020
- 60% by May 31, 2021
- 75% by May 31, 2022
- 90% by May 31, 2023

Progress: The FY19 expected outcome was 67%. The Head Start program makes every attempt to follow up with students and families within 45 days of enrollment. Follow-up occurs with students and families via telephone contact, email, a letter sent home with a student, or by mail. This objective has already been surpassed, as a 71% follow-up rate has been achieved.

Challenges: Although this objective has been met, there are challenges with parent follow-up for students who score in the 90th percentile, which falls within the concern zone. Some challenges include inconsistent documentation of follow-up within 45 days due to prioritizing more immediate needs and difficulty contacting families due to the transient population served by the program. To address these obstacles, Head Start staff will schedule bimonthly meetings to review and follow up with families on the ASQ:SE-2 screening data. This follow-up contact will be immediately entered into ChildPlus. In addition, the Head Start staff will seek support in creating an online form to enter developmental screening data that will be accessible to all Head Start staff. This will allow more time for follow-up with students with a 90th percentile score on the ASQ:SE-2 screener.

Objective b): By May 31, 2023, MPS Head Start staff will maintain a 95% presence at initial special-education evaluations and reevaluations of enrolled students as evidenced by ChildPlus reporting.

Progress: The FY19 outcome was 91%. The Head Start program's mental health team, comprising the mental health and disabilities coordinator and two mental health staff, makes every attempt to be present at initial special-education evaluations and reevaluations of enrolled students. Currently, the MPS Head Start staff are maintaining a 93.6% presence at initial special-education evaluations and reevaluations. A total of 132 out of 141 meetings have been attended.

Challenges: A mental health and disabilities staff member is designated as the main contact person to receive invitations for special education evaluations and IEP meetings. On occasion, invitations are not sent to Head Start staff due to unintentional oversight. In these instances, the identified mental health staff member will reach out to the individual who scheduled the meeting to remind them to invite mental health staff to any future special education meetings for Head Start students. An additional challenge is scheduling conflicts with other special education evaluation meetings and competing priorities.

Goal 6: The MPS Head Start program will ensure that all MPS Head Start students meet developmental expectations so that they will enter kindergarten ready to learn. (See Appendix A.)

No changes have been made to Goal 6. However, Outcome C has been changed to better align with Objective B.

The following “Progress” and “Challenges” pertain to Objectives A–E listed below.

Progress: The MPS Head Start program is in the third year of implementing the Frog Street curriculum. The majority of Head Start teachers have been trained in the curriculum. As teachers become familiar with the curriculum, they will be able to plan and implement lessons to support school-readiness goals. The curriculum helps teachers monitor and assess learning outcomes that align to the Head Start Early Learning Outcomes Framework and the Wisconsin Model Early Learning Standards. The implementation of the Head Start Early Childhood Environmental Checklist is aligned to the curriculum and has been used to ensure the fidelity of the program. Education coordinators ensure that curricular materials are evident throughout the classroom. This checklist is also used to ensure that instructional staff are providing children with a positive and safe learning environment.

The data in the approaches to learning domain, as shown in the table, demonstrate that the communication shared with teachers regarding Frog Street strategies, which support curiosity, persistence, and creativity, has benefited the students.

To support the social-emotional development objectives, the Frog Street curriculum includes Conscious Discipline[®], a trauma-informed, evidence-based social-emotional program, to teach staff and children behavior management, discipline, and self-regulation. The MPS district also offers trauma-sensitive training, and the Head Start program offers trauma training specific to pre-K students and staff. The MPS Head Start mental health and disabilities staff also offers training and direct support to teachers on responding to challenging behaviors in the classroom setting.

In reviewing the data, there has been an increase in language and literacy and in cognition. The Head Start education coordinators have planned trainings that focus on the Frog Street curriculum, which integrates early literacy development and cognition through the framework of small-group instruction, during a three-day professional development opportunity for instructional staff.

In reviewing the data, there has been an increase in perceptual, motor, and physical development. The education coordinators, mental health and disabilities staff, and health staff provide Head Start teachers with research on

developmentally appropriate practices to support perception, gross motor skills, fine motor skills, health, safety, and nutrition.

The progress monitoring tool, Galileo Pre-K, is used three times per school year to determine student progress in all learning domains. In reviewing data from fall to mid-year, MPS Head Start children have made significant progress in each objective. Specific data for each objective are listed below.

Challenges: The Frog Street curriculum is in its initial stages of implementation, which comes with challenges in training instructional staff and ensuring the fidelity of implementation. To address these demands, the district has developed an action plan to ensure that all Head Start teachers receive an overview training on the implementation of the Frog Street program. Since twenty percent of the Head Start teachers are new to the program and curriculum, education coordinators are providing ongoing instructional curricular support and coaching to address the varied needs of the staff.

Within the domain of approaches to learning, some identified challenges include lesson planning and ensuring the fidelity of implementation of the curriculum. As classroom teachers begin to familiarize themselves with the Frog Street curriculum, practice centers have not been as rigorous and engaging due to the amount of time it takes to plan, prepare, and organize. To monitor the fidelity of implementation, the current instructional checklist needs to be aligned to the Frog Street curriculum to use for data collection.

As stated by Dr. Becky Bailey, stress and trauma cross all ethnic and economic lines with grave effects on health, learning, social-emotional development, and brain development (Bailey, 2014). Teachers are facing the demands of becoming aware of and understanding how to deal with students of stress and trauma. In addition, the Head Start program is implementing two curriculums that help with social-emotional development. The simultaneous use of these curriculums may lead to a lack of consistency and cohesiveness in teaching self-regulation techniques.

As Head Start teachers are becoming familiar with the various components, lessons, materials, and resources found within the curriculum, a focus on early literacy and mathematical development and scientific reasoning has not been consistently intentional in small-group instruction.

In looking at the challenges within the domain of perceptual, motor, and physical development, students are receiving less time to practice fine motor, gross motor, and physical development skills. Lessons are planned for passive learning rather than active learning thus lacking in engagement, rigor, and persistence. Moreover, children are coming to school with a lower skill set due to the abundance of technological advancements in everyday life versus opportunities for physical play.

Objective a): Children in Head Start will use curiosity, persistence, and creativity in social and cultural contexts to extend their learning. Approximately seventy-two percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year.

K3 children will be able to do the following:

- A. Persist with a difficult or non-preferred activity. (*P-ATL 7)
- B. Participate in various art activities (e.g., paint, sculpture, collage, masks). (*P-ATL 12)

K4 children will be able to do the following:

- C. Check to see whether a simple task has been completed without being asked. (*P-ATL 7)
- D. Describe a self-made art project (tell what it is about) to a child or adult. (*P-ATL 12)

Progress: The table below depicts the baseline percentage from FY19 as well as the increasing proficiency rates throughout the FY20 program year.

	FY19	Fall FY20	Midyear FY20
K3	3.38%	23.27%	42.00%
K4	61.41%	35.51%	36.51%

Objective b): Children will demonstrate self-regulation and personal sense of well-being and maintain secure relationships. Seventy-five percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year.

K3 children will be able to do the following:

- A. Play without disrupting or destroying the work of others. (*P-SE 3)
- B. Comfort self by engaging in calming/soothing activities some of the time. (*P-SE 8)
- C. Expresses empathy or caring for others by consoling, comforting, or helping. (P-SE 7)

K4 children will be able to do the following:

- D. Show the ability to compromise in conflict resolution. (*P-SE 5)
- E. Comfort self by engaging in calming/soothing activities some of the time. (*P-SE 8)

F. Talk positively about a recent accomplishment. (*P-SE 10)

Progress: The table below depicts the baseline percentage from FY19 as well as the increasing proficiency rates throughout the FY20 program year.

	FY19	Fall FY20	Midyear FY20
K3	68.40%	24.43%	39.61%
K4	64.25%	21.26%	24.90%

Objective c): Children in Head Start will interpret meaning through listening, speaking, and acquiring concepts needed to become successful readers and writers. Seventy-three percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year.

K3 children will be able to do the following:

- A. Ask questions to obtain information or assistance. [LC](*P-LC 3)
- B. Use basic rules of grammar in speech (e.g., personal pronouns, plurals, position words). [LC](*P-LC 5)
- C. Recognize matching and dissimilar sounds of consonants and vowels. [L](*P-LIT 1)
- D. Ask adults to read printed information such as signs, labels, and advertisements. [L](*P-LIT 2)
- E. Predict what word might come next in a familiar story some of the time. [L](*P-LIT 5)

K4 children will be able to do the following:

- F. Adjust conversation to changes in topic. [LC](*P-LC 2)
- G. Use past and future tenses (e.g., went, will go). [LC](*P-LC 5)
- H. Say both syllables of a two-syllable word with distinct separation. [L](*P-LIT 1)
- I. Recognize that a spoken word/speech can be written and read. [L](*P-LIT 3)
- J. Predict what word might come next in a familiar story some of the time. [L](*P-LIT 5)

Progress: The table below depicts the baseline percentage from FY19 as well as the increasing proficiency rates throughout the FY20 program year.

	FY19	Fall FY20	Midyear FY20
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K3	59.69%	18.16%	35.75%
K4	62.82%	12.45%	40.84%

Objective d): Children in Head Start will develop cognitive skills to acquire knowledge to use in early mathematical concepts and scientific tools to extend their learning. Seventy percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year.

K3 children will be able to do the following:

- A. Understand object position concepts (e.g., under, top, bottom, inside, behind). (*P-MATH 10)
- B. Repeat an alternating visual pattern (e.g., red/green/red/green). [MD](*P-MATH 7)
- C. Ask “why” questions to learn more about a current/past event. [SR](*P-SCI 2)
- D. Confirm observations with another child/adult. [SR](*P-SCI 5)

K4 children will be able to do the following:

- E. Create an alternating visual pattern using art or play materials. [MD](*P-MATH 4)
- F. Draw/talk about what living things need to survive (e.g., plants need water). [SR](*P-SCI 3)
- G. Draw/talk about changes in her/himself over time. [SR](*P-SCI 4)

Progress: The table below depicts the baseline percentage from FY19 as well as the increasing proficiency rates throughout the FY20 program year.

	FY19	Fall FY20	Midyear FY20
K3	52.98%	5.91%	13.75%
K4	60.81%	4.70%	16.16%

Objective e): Children will be able to effectively care for their own physical needs, use their small and gross motor skills, and integrate input from all sensory systems. Eighty-five percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year.

K3 children will be able to do the following:

- A. Throw a ball a short distance with accuracy most of the time. (*P-PMP 2)

- B. Follow fire safety/fire drill rules without assistance. (*P-PMP 6)
- C. Build tall structures with blocks or other materials (e.g., ten blocks high). (*P-PMP 2)

K4 children will be able to do the following:

- D. Catch a ball thrown underhand from three to five feet most of the time. (*P-PMP 2)
- E. Cut with scissors along a straight line. (*P-PMP 3)
- F. Describe basic traffic safety rules without assistance. (*P-PMP 6)

Progress: The table below depicts the baseline percentage from FY19 as well as the increasing proficiency rates throughout the FY20 program year.

	FY19	Fall FY20	Midyear FY20
K3	83.74%	21.50%	53.00%
K4	77.41%	44.50%	44.49%

Goal 7: The MPS Head Start program will build relationships with families and assist with identifying their needs so that each family is able to support their child within the home, school, and community setting.

No changes have been made to Goal 7.

Objective a): The FPAs’ professional capacities will be developed to increase intentionality when providing family services. The Head Start management team and the FPAs will be trained and become proficient in the relationship-based competencies.

- By May 31, 2020, management and FPA staff will gain a solid understanding of their roles and responsibilities vis-à-vis the relationship-based competencies framework.
- By May 31, 2023, FPA staff will be trained in relationship-based competencies and effectively know the purpose and strategies used to engage with families and children.

Progress: The MPS Head Start program has been in monthly meetings with the Office of Head Start’s training and technical specialist, working on training material for the FPAs. The first relationship-based competencies training session occurred on March 13, 2019, and the focus was “Parent, Family, and Community Engagement Strategies Are Systemic, Integrated, and

Comprehensive.” These training sessions will occur monthly to ensure that all ten relationship-based competencies are achieved.

Challenges: The program has experienced challenges due to hiring and retaining trained FPAs. To address these challenges, the Head Start program will hire and retain a diverse staff of FPAs to build relationships and provide support to MPS Head Start families. Newly hired FPAs will receive training from all service areas for a smooth onboarding.

Objective b): The FPAs will increase their rate and quality of parent interactions through continuous case management and collaborative efforts taking place at the family’s enrolled school.

Progress: FPAs have increased their amount of time in the schools from one to two days a week. During this time, they participate in a monthly activity in the classroom, which allows them to have an open dialogue with families regarding their child’s progress. FPAs engage with families during drop-off and pickup, and they collaborate with the Head Start teachers, social workers, nurses, parent coordinators, and principals. The FPAs work very closely with school secretaries to resolve attendance issues.

Challenges: As increasing numbers of children are bused to school, opportunities for face-to-face contact with families decrease. The program will continue to focus on hiring more FPAs in order to decrease caseloads, allowing for increased individualized support and attention.

c) Demonstrate the Agency’s Approach to Measuring Progress

Goal 2 – *Measurable Objective selected:* a) The MPS Head Start program will create partnerships with early childhood community agencies to provide comprehensive services targeting large, concentrated areas of low-income and vulnerable families. By the end of five years, MPS Head Start will have developed a minimum of two partnerships with surrounding early childhood community agencies.

- i. *Activities or action steps to meet objective* – The MPS Head Start leadership staff will investigate and develop relationships with local early childhood agencies. Events, trainings, and/or workshops will be aligned to service areas and the Head Start parent,

family, and community engagement framework. Memoranda of understanding will be created to reflect such efforts.

- ii. *Data, tools, or methods for tracking progress* – The method for tracking this data will be through internal documents such as memoranda of understanding, Excel spreadsheets, event flyers, and Google Docs.
- iii. *Expected outcomes* – The MPS Head Start program will develop and maintain mutually beneficial partnerships with local early childhood agencies in order to provide comprehensive services to large, concentrated areas of low-income and vulnerable families.
- iv. *Expected challenges* – Potential challenges may include ease of sharing information, developing authentic and meaningful events, and providing relevant events that accommodate varied family schedules and needs.

Goal 3 – *Measurable Objective selected*: The MPS Head Start program will ensure that Head Start children receive preventive dental services as measured by ChildPlus reporting.

- 70% receive an oral exam and sealant by May 31, 2019
 - 75% participation by May 31, 2020
 - 80% participation by May 31, 2021
 - 85% participation by May 31, 2022
 - 90% participation by May 31, 2023
- i. *Activities or action steps to meet objective* – Each child with parental consent and who is actively enrolled in the MPS Head Start program will receive a dental exam and preventive services provided by a qualified oral health professional. In addition to daily tooth brushing, MPS Head Start will provide each child who is actively

enrolled with a toothbrush and fluoride toothpaste.

- ii. *Data, tools, or methods for tracking progress* – MPS Head Start will collect and track data through ChildPlus, which will allow for tracking of any necessary oral care follow-ups and further recommendations for oral care treatment. ChildPlus will also be used to store documentation of all dental exams for each child.
- iii. *Expected outcomes* – MPS Head Start children will receive necessary preventive oral care services through facilitated access to Dental Days to meet the needs for good oral health. Children and families will receive resources to establish care with a dentist for routine and follow-up services. Services will include assisting children and families with accessing emergency and/or urgent oral health services if necessary.
- iv. *Expected challenges* – MPS Head Start serves families that have limited access to oral health services provided through insurance companies. Having limited access to oral health services can delay necessary treatment or follow-up.

Goal 5 – *Measurable Objective A selected*: The MPS Head Start mental health team will ensure that parents/guardians of students who are in their initial enrollment year of Head Start will be contacted within 45 days from the date of enrollment if their child scored in the 90th percentile on the social-emotional (ASQ:SE-2) screener. The parent will be provided with information and/or consultation regarding this score. Data will be monitored by ChildPlus reporting. No follow-up is required for those students who receive special education services unless otherwise indicated.

- 35% of identified children’s families will be notified by May 31, 2019
- 45% by May 31, 2020

- 60% by May 31, 2021
 - 75% by May 31, 2022
 - 90% by May 31, 2023
- i. *Activities or actions steps to meet objective* – Head Start staff will assist parents in completing the Ages & Stages Questionnaire: Social-Emotional, Second Edition (ASQ:SE-2) at the time of initial program registration. The ASQ:SE-2 will be collected from ASQ online, and the data gathered will be entered into the ChildPlus database. Data will be monitored on a biweekly basis. The parent(s) of children scoring in the 90th percentile will be contacted and provided with screening information and resources. Contact will be via form letter, email, and/or personal contact.
 - ii. *Data, tools, or methods for tracking progress* – The ASQ online version will automatically determine the correct ASQ protocol to use based on the child’s date of birth. Each child’s protocol will be reviewed, and the results will be entered into ChildPlus. Data will be monitored on a biweekly basis using ChildPlus reports.
 - iii. *Expected outcomes* – It is expected that by the end of May 31, 2023, 90% of enrolled families whose children scored at the 90th percentile will be contacted and provided with consultation related to the screening outcomes and resources.
 - iv. *Expected challenges* – Potential challenges include both transiency of families and/or inability to contact via phone, mail, and/or home visits resulting in their not receiving the appropriate supports and/or resource information provided by the mental health team. In addition, some Head Start families leave the country, further complicating communication efforts.

Goal 12 – *Measurable Objective selected*: To ensure equal access to community resources, the FPAs will provide resources based on the Family Needs Assessment at intake with 95% of their families as evidenced in ChildPlus.

- 55% completed by May 31, 2019
 - 65% completed by May 31, 2020
 - 75% completed by May 31, 2021
 - 85% completed by May 31, 2022
 - 95% completed by May 31, 2023
- i. *Activities or action steps to meet objective* – FPAs will review the Family Needs Assessment at the time of enrollment and input the data into ChildPlus. FPAs will review the family outcome data, identify the needs of the family, and engage with families prior to the intake appointment regarding the outcome of the needs assessment. The FPAs will provide and review referrals and resources at the intake appointment.
 - ii. *Data, tools, or methods for tracking progress* – The method for tracking these data will be through ChildPlus reporting.
 - iii. *Expected outcomes* – It is expected that by the end of the school year, enrolled children and families with identified needs on the outcome data from ChildPlus will be supported with community resources to assist with families’ well-being.
 - iv. *Expected challenges* – Potential challenges include both transiency of families and/or inability to contact via phone, mail, and/or home visits resulting in families not receiving the appropriate supports and/or resource information provided by the FPA at the intake appointment.

d) To inform program goals creation, the administrative team reviewed the Head Start 2012 grant, continuation grant, program data, self-assessment, and community assessment.

Program data were reviewed to prioritize goals and outcomes for the program. The Head Start administrative team incorporated the Plan-Do-Study-Act cycle to assist in reviewing the data and monitoring the changes of programmatic practices. Through this process, a structure has been put into place to develop and monitor successes within the program.

2. Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning in life. The Head Start approach to school readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. This is done through guidance and the principles of the Wisconsin Model Early Learning Standards (WMELS). WMELS is a general guide to help early care and education professionals as well as parents to observe a continuum of development recognizing that children are unique and develop at individual rates. The standards reflect attention to all the domains of a child's learning and development. WMELS domains are directly aligned to the Head Start Early Learning Outcomes Framework (HSELOF). As a requirement of the Head Start performance standards, the MPS Head Start program has created school-readiness goals with the HSELOF and state early learning standards (the WMELS) as guides. The MPS Head Start school-readiness goals are directly aligned to both documents. The MPS early childhood classroom teachers also use WMELS benchmarks to guide their instruction as well as inform their use of standards-based report cards. The Head Start program developed school-readiness goals in conjunction with classroom teachers and the district's early childhood learning manager to ensure that students are ready to succeed in kindergarten. Through the

use of standards-based report cards, parents are informed of the standards and the progress their child is making on the developmental continuum. The district-wide use of standards-based report cards provides parents with continuity of information from Head Start to early childhood classrooms. When developing school-readiness goals, the committee reviewed past years' district-wide data to determine aspirational yet realistic goals. These goals were identified as areas of need to be strengthened to help Head Start students be successful within the MPS early childhood program.

The MPS Head Start Policy Council members were invited to attend a meeting to create and provide feedback on the proposed Head Start goals. Policy council members attended a goal-writing session. The discussion focused especially on the areas of school-readiness goals, transition planning, enrollment and recruitment, and parent participation during policy council meetings. In addition to the policy council meetings, parents and community members were invited to several grant-writing sessions to discuss and share their input on program goals. At the policy council meeting and grant-writing sessions, all stakeholders came to a consensus on all program goals. The MPS Head Start Policy Council convened to review and approve the program goals for the 2019–2023 grant proposal. The policy council's school board member liaison shared the information with the MPS Board of School Directors (the MPS governing body) and communicated the feedback to the policy council. The goals were reviewed and approved unanimously by the district's Student Achievement and School Innovation Committee as well as the full MPS Board of School Directors.

SUB-SECTION B: Service Delivery

1. Service and Recruitment Area

- a) The city of Milwaukee has been identified as the service and recruitment area for the

proposed program operations. According to the 2017 U.S. census, Milwaukee is a city of 594,833 residents and more than 257,810 households. Our service area focuses on recruiting children and families from underserved areas, including families below the poverty level. The 2017 Head Start Community Assessment indicates that this service area has high concentrations of youth, child poverty, government support for low-income households, high mobility among impoverished residents, single-parent families, and high incarceration rates in Milwaukee inner-city neighborhoods.

- b) The data in the following paragraph provide evidence that shows a struggle and demonstrates that the city of Milwaukee is the area of the greatest need. Milwaukee's Head Start neighborhoods are composed of very young residents—over 33,230 children under the age of five and 83,000 youths ages 5 through 17. Total youths under the age of 25 comprise 43% of all residents in the Head Start neighborhoods. The neighborhoods served by MPS Head Start programs are among the most racially diverse in the state and on the city's north side have the state's greatest concentrations of African Americans. According to the 2017 Head Start Community Assessment, the staggering concentration of poverty among children in Milwaukee limits the resources that can be arranged to help families and children in need, particularly as Milwaukee Public Schools has faced state cutbacks in its education funding for the past few years.

The American Community Survey, in 2011–2015 population estimates, shows Head Start neighborhoods with a total resident population that is 51% African American (non-Hispanic), 21% Hispanic, 21% white (non-Hispanic), 4% Asian, and about 0.6% American Indian. There are an estimated 15,100 families in Milwaukee County with children under five years of age living in poverty according to the American

Community Survey (2011–2015). These families are most heavily concentrated in the MPS Head Start neighborhoods, where 73% reside. Over 54,000 households in the Head Start neighborhoods qualified for Supplemental Nutrition Assistance Program (SNAP) to help with their food costs. The federal government's Supplemental Security Income (SSI) program, which provides cash (for basic needs of food, clothing, and shelter) for the aged and individuals with disabilities who have little or no income, reached about 17,300 households. Average cash payments were estimated at about \$9,932 a year for households receiving SSI in the Head Start neighborhoods. The data also showed that about one-third of the families receiving food assistance were living together with one or more additional families in a household. Only an estimated 7,800 households received monthly cash assistance from the TANF (Temporary Assistance for Needy Families) program, and average cash payments were under \$4,000 a year, according to the American Community Survey.

The data from the Head Start Community Assessment and the American Community Survey indicate that specific neighborhoods/zip codes such as 53204, 53205, 53206, 53208, 53210, 53212, and 53215 throughout the city of Milwaukee are the areas of greatest need. The data indicate risk factors such as income inequality, educational achievement gaps between children of wealth and children of poverty, and high incarceration rates among families. The MPS Head Start Community Assessment indicates high incidence of drug usage and/or arrests, high incidence of violence, and families lacking housing opportunities. Head Start program sites will continue to be located in the targeted zip codes.

- c) MPS Head Start has no delegate agencies and/or child-care partners.

Challenges: Some of the challenges with services and recruitment have been competition with local preschools that offer parent incentives and competition with K4 board-funded seats within the district that provide full-day options and seat availability at various MPS sites. In addition, a child's participation in the MPS Head Start program may not be feasible depending on the child's individualized education program (IEP) service time. Other challenges include conflicting availability for working parents in the half-day sessions and families moving out of the service area or leaving the country. To address these challenges, Head Start staff collaborated with the district to recruit children during the Kindergarten Enrollment Fair in February 2019. Head Start collaborated with the MPS Department of Student Services to canvass targeted zip codes identified in the Head Start Community Assessment in efforts to recruit children. In August 2019, Head Start also partnered with the Betty Brinn Children's Museum for a back-to-school event to recruit children. Head Start staff distributed informational literature throughout the community by mailing out postcards to households with children turning three. In addition, Head Start staff asked schools to advertise for Head Start in their buildings using school marquees. A Head Start recruitment plan was reviewed with the policy council, which gave feedback about adding additional recruitment locations, such as foster care agencies, health clinics, refugee centers, and the Hmong Community Center, to reach families. Implementing full-day K3 programming has allowed for additional special education children to participate in our program.

2. Needs of Children and Families

- a) According to the United States census population estimate from January 2017,

Milwaukee is a city of more than 594,000 residents and more than 257,000 households.

The number of persons under the age of five is 7%. The city's poverty rate is approximately 27%, which is above the national rate of 12.7%. A variety of data sources, including the 2017 Head Start Community Assessment, indicate the following significant factors impacting Milwaukee families: poverty, single-parent families, inadequate housing, limited employment opportunities, and factors contributing to poor health (high lead, asthma, weight, etc.). Using the Head Start Community Assessment, there are an estimated 15,100 families in Milwaukee County with children under five years of age living in poverty. There are 33,230 children under the age of five living within the MPS Head Start neighborhoods. The neighborhoods served by Milwaukee Public Schools Head Start programs are among the most racially diverse in the state: 51% of the children are African American, 21% Hispanic, 21% white, 4% Asian, and about 0.6% American Indian. Many families speaking languages other than English reside in MPS Head Start neighborhoods: 60,799 children ages five and younger speak Spanish or Spanish Creole, 7,136 speak Hmong, and 1,684 speak African languages. In the 2016–2017 school year, the Department of Public Instruction estimated that 19,264 homeless children were enrolled in Wisconsin's public schools. A total of 4,576 homeless youths were enrolled in MPS in the 2016–2017 school year, or 24% of the state's total. At any given time, more than 2,000 children are in foster care in Milwaukee County. In the 2015–2016 school year, 5,296 MPS students in three-, four-, and five-year-old kindergarten were identified with a primary disability. District data indicate that of the eleven disabilities defined by the Individuals with Disabilities Education Act, the disabilities most identified among the early childhood MPS student population included speech and language impairments, 42%; significant development delay, 16%; autism,

8%; and intellectual disability, 5%.

b) The problems of poverty are pervasive in MPS Head Start neighborhoods for children and adults. According to the American Community Survey (2012–2016), there are an estimated 13,524 families in the city of Milwaukee with children under five years of age living in poverty. The survey also estimates that 41% of all children under age 18 are living in poverty in Milwaukee neighborhoods, more than 127% greater than the 18% child poverty rate for the state of Wisconsin. These families are most heavily concentrated in the MPS Head Start neighborhoods, where 73% reside. The 2017 Head Start Community Assessment indicates that the following significant factors impact Milwaukee children: poverty, single-parent families, inadequate housing, limited employment opportunities, and factors contributing to poor health (high lead, asthma, weight, etc.).

Residents Living in Poverty

Populations in Poverty by Age	MPS Head Start Neighborhoods	City of Milwaukee	Milwaukee County	State of Wisconsin
Under age 18	55,015	65,376	73,571	229,085
% in poverty	48%	42%	32%	18%
18 to 64 years	37,559	44,594	50,274	157,415
% in poverty	30%	25%	19%	12%
65 years and over	4,708	7,512	12,051	63,112
% in poverty	15%	14%	11%	8%

Children from low-income families in Milwaukee face many disparities related to health and health care. The 2016 Health of Wisconsin Report Card, a study that examines health improvement and health disparities across the state, concluded that “Wisconsin is failing in its

efforts to promote health for children and young adults who are African American or Native American.” Large disparities in health have been noted along socioeconomic, racial, and geographic lines. One indicator of the overall health of a community is its infant mortality rate. This was the third worst infant mortality rate of reporting states for African American infants in Wisconsin (Wisconsin Department of Health Services, 2016). According to the 2016 Milwaukee Health Report, the infant mortality rate for those individuals of lower socioeconomic status was 11.9%.

Other health conditions affecting overall childhood well-being in Milwaukee include asthma, lead poisoning, and early childhood tooth decay. The city of Milwaukee ranked fifth in the United States in the 2016 annual ranking of cities as most challenging to live in with asthma. Children younger than five years old have the highest rate of repeat emergency room visits and hospitalization due to uncontrolled asthma. Children incur many missed school days, and parents miss work due to children’s uncontrolled asthma. Nearly 14% of Milwaukee Public Schools students have asthma (Infinite Campus, 2016).

According to the Centers for Disease Control and Prevention, one in three children is obese or overweight before their fifth birthday. These children are more likely to have serious health problems, including high blood pressure, high cholesterol, and Type 2 diabetes. Children in Milwaukee face both potential for food insecurity and the risk of obesity—common problems for children living in poverty. According to the MPS 2016–2017 District Report Card, the number of students receiving free or reduced-price lunches continues to grow. The rate of free or reduced-priced lunches was over 90% for 106 schools, representing 57% of the district. Nearly 75% of all school sites had free or reduced-priced lunch rates over 80% (Milwaukee Public Schools, 2016). Nutritional concerns for children in poverty include undernourishment

related to poor dietary habits and limited nutritional education as well as obesity.

The 2012–2016 American Community Survey indicates that the city of Milwaukee is the fifth poorest city in the nation with 29.4% of people living in poverty and 43.3% of children living in poverty. Wisconsin’s unemployment rate was 7.1% ranking twentieth in the U.S. The data provided are indicative of the many social service needs for Head Start–eligible children and their families in the city of Milwaukee. Wisconsin Works (W-2) replaced Aid to Families with Dependent Children (AFDC) in September 1997. Wisconsin Works provides employment preparation services, case management, and cash assistance to eligible families. It is worthy to note: With the state’s new policies related to TANF, Food Share, and other public supports, the impact on families will need to be monitored for any potential negative impact; that is, drug-testing policies and/or time limits being reduced for supports.

Families are faced with many housing challenges: the increasing cost of rent, rising numbers of foreclosures, cuts in federal housing programs, and reduction in public-housing options. The largest provider of affordable housing is the Housing Authority of the City of Milwaukee.

According to the Milwaukee Housing Trust Coalition in the 2019 report “Status of Affordable Housing in Milwaukee,” the housing authority manages 9,575 affordable housing units with over 4,000 households on waiting list. Historically, the waiting list has remained closed for approximately two years, leaving in limbo families that need housing assistance.

The 2016–2017 Program Information Report indicates that the needs of MPS Head Start children maintain the status quo in the areas of health, education, disabilities, and family resources:

Children		13–14	14–15	15–16	16–17
	Number of children with no health insurance	107	46	19	35
	Diagnosed disability	226	246	255	254

	Dental home established	502	361	397	737
	Overweight or obese	542	480	298	467
	Asthma	272	293	297	226
	Acuscreen or ASQ:SE-2 follow-up needed	417	333	252	204
Families					
	Less than high school graduate	450	456	448	433
	Unemployed parent(s)	648	585	616	541
	Single-parent families	1,118	1,094	1,135	1,057
	Housing assistance need	12	146	335	68
	English as a second language need	83	132	141	157
	Homeless	72	92	70	77
	Parenting education need	243	378	359	263
	Health education need	326	548	442	305

c) According to the MPS Head Start Community Assessment conducted in 2017, there are four types of child care that may be used as subsidy programs: state-licensed family providers, state-licensed group centers, county-certified family providers, and child-care programs run by public school districts. In Wisconsin, state-licensed family providers may care for no more than 8 children at a time, while state-licensed group centers may serve 9 children or more at a time. County-certified family providers may care for no more than 3 children under the age of seven and may have no more than 6 children in care including their own children under age seven.

About half of the state-licensed group child-care centers in Milwaukee County and 80% of the state-licensed family providers were located in the Head Start zip code

neighborhoods as of November 2016. Eighty percent of the child-care slots approved for state-licensed group centers and 53% of slots approved in state-licensed family centers in Milwaukee County are located in the Head Start neighborhoods. Most (85%) of county-certified family providers also live in the Head Start zip codes.

Competition from private schools and non-MPS charter schools contributes heavily to the district's enrollment challenges. Private school enrollment in Milwaukee stimulated by the Milwaukee Parental Choice Program ("Choice") grew from 25,270 students in 2004 to 36,383 students in 2017. Non-MPS charter schools have also played a role in enrollment competition. Acelero Learning's Head Start seat total is 479, and its Early Head Start is 112. The Next Door Foundation has 965 Head Start seats. Milwaukee Public Schools has zero Choice school sites have been 2014–2015: 112 sites; 2015–2016: 117 sites; and 2016–2017: 121 sites. It is interesting to note that the first recorded numbers for Choice sites was for 1990–1991 with six sites.

Parents may place their children in the care of neighbors, friends, or relatives and receive Wisconsin Shares Child Care Subsidy support if the provider has been certified by Milwaukee County as meeting minimum state requirements.

As of November 2016, Milwaukee County had certified 176 family child-care providers with capacity to serve 522 children, and 85% of the providers were located in the Head Start zip codes. In 2014, Milwaukee County had certified child-care capacity for 880 children.

In 2009, when the Wisconsin Shares program enrollments and funding were at their peak, there were 510 state-licensed group centers in Milwaukee County with slots approved for 31,031 children. In 2016, there were 434 licensed group centers with slots for 28,421

children. The number of state-licensed family providers dropped by over 50% from 1,014 centers in 2009 to 465 in 2016. The decline in state-licensed child-care centers in Milwaukee County has taken place in the Head Start neighborhood zip codes where the majority of the Wisconsin Shares–eligible families reside. There were 319 licensed group centers in the Head Start neighborhoods with slots for 19,025 children in 2009. Seven years later, in 2016, there were 229 group centers with slots for 14,891 children. The number of licensed family providers in the Head Start neighborhoods dropped by half in the last seven years from 865 providers (with a capacity of 4,078 slots) in 2009 to 372 providers (with 2,989 slots) in 2016.

Changes were made to reflect additional recruitment efforts in FY19.

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

- a) MPS Head Start provided full- and half-day K3 programming with options of wraparound care in the 2019–2020 school year. The MPS Head Start program will continue to provide full- and half-day sessions to three-year-olds five days per week during the 2020–2021 school year and gradually add additional full-day K3 options until full implementation is achieved. The full-day sessions operate on a Monday–Friday weekly calendar, and they follow the same schedules and hours of operations as the school site where the Head Start classroom is housed. The half-day sessions operate on a Monday–Friday weekly calendar. Scheduling is as follows:

Session 1: 7:35 a.m.–10:35 a.m.

Session 2: 11:30 a.m.–2:30 p.m.

Days and times for the three-year-old children are aligned to the rest of the school district

and meet the needs of state statutes regarding mandatory school days. The half-day and full-day programming provide options for parents. The full-day programming is popular for many of our working families that struggle to find child-care options midday. The availability of full- and half-day programming is appealing for a variety of family circumstances and living situations in the Milwaukee community. The MPS Head Start program will ensure compliance of ratio in the classrooms by monitoring attendance weekly in all classrooms. The ratios consist of 2 adults to 15 children in half-day K3 programs, 2 adults to 17 children in full-day K3 programs, and 2 adults to 20 children in K4 programs.

- b) If requesting a locally designed program option....NA
- c) The Head Start program will provide center-based options to accommodate the needs of the parents and community. Utilizing the center-based option, the program can meet the needs of a larger population of students. The Head Start program is embedded within a larger organization—Milwaukee Public Schools—and therefore employs certified licensed teachers in early childhood in every classroom.
- d) Funded enrollment changes....NA

Challenges: There have been challenges with Head Start seats. Specifically, half-day programming leads to workday disruption for families needing to transport to and from school. Another challenge for working parents is finding quality child-care centers that provide transportation. Head Start has addressed these challenges by providing families with additional resources for quality child-care centers throughout the city of Milwaukee. MPS provides transportation for students to child-care centers, which accommodates working parents and their schedules. Head Start staff has also collaborated with the district to recruit children during the

Kindergarten Enrollment Fair in February 2019. Head Start collaborated with the MPS Department of Student Services to canvass targeted zip codes identified in the Head Start Community Assessment in efforts to recruit children. Head Start staff distributed informational literature throughout the community by mailing postcards to households with children turning three. Head Start staff asked schools to advertise for Head Start in their buildings using school marquees. A Head Start recruitment plan was reviewed with the policy council, which gave feedback to add additional recruitment locations, such as foster care agencies, health clinics, refugee centers, and the Hmong Community Center, to reach families. Implementing full-day K3 programming has allowed for additional special education children to participate in our program.

4. Centers and Facilities

- a) The MPS Head Start program will not be adding or deleting any new sites or changing the current service area. However, in the 2019–2020 school year, the program added a full-day K3 classroom to Kluge and implemented a full-day K3 conversion for Sherman Multicultural School for two K3 classrooms. The program will gradually add full-day K3 programming until full implementation is achieved. Changes to programming within existing sites for the 2020–2021 school year include the following:

Site	Changes for 2020–2021
A.L.B.A.	Moving from 34 full-day K3 slots to 30 half-day K3 slots
Bruce	Adding 20 K4 slots
Gwen T. Jackson	Moving from 30 half-day K3 slots and 40 full-day K4 slots to 34 full-day K3 slots and 40 full-day K4 slots
Keefe	Adding 20 K4 slots
Marvin Pratt	Moving from 30 half-day K3 slots and 20 full-day K4 slots to 34 full-day K3 slots and 20 full-day K4 slots
Westside Academy	Moving from 30 half-day K3 slots and 40 full-day K4 slots to 34 full-day K3 slots and 40 full-day K4 slots

b) Describe any minor renovations and repairs....NA

c) Describe any facilities activities....NA

The overall content of this section has not changed since the application submitted in FY18; however, there have been updates in section 4. Centers and Facilities for current sites.

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

a) The MPS Head Start program has an extensive marketing and recruitment plan that is reviewed by the policy council, which provides feedback and strategies for implementation. This plan allows the MPS Head Start program to ensure that services are provided to those in greatest need. This plan allows the program to diversify its marketing/advertisement strategies, which will include the using city bus tail banners, citywide billboards, and lawn signs; canvassing the neediest areas; attending recruitment at community events, health clinics, WIC locations, and agencies; and attending recruitment and transition planning meetings with families enrolled in local birth-to-three programs. The Head Start staff has sent postcards to households with two- to four-year-olds in the Milwaukee area. Citywide advertisement will take place at the Department of Motor Vehicles, on Pick 'n Save grocery store receipts, and via media outlets.

i. One unique effort that has been incorporated is accommodating the parents with conveniently located registration sites. Head Start staff is able to do registrations at the nearest Head Start school, the main Head Start office, or the district office. Challenges have been in realizing that some recruitment efforts have not been worthwhile; for example, some of the recruitment events were not conducive to the program's targeted population. However, the Head Start program targets

specific recruitment places throughout the city to enroll those families struggling with homelessness through visiting shelters and speaking with key staff to disseminate information. The Head Start program has visited Milwaukee Women's Center, Milwaukee Rescue Mission, Guest House, Sojourner Family Peace Center, and the Salvation Army Emergency Lodge for women, men, and children. To reach culturally and linguistically diverse families, the Head Start program has worked with the International Learning Center and Lutheran Social Services. These outreach programs assist and provide families with the following: foster care support, housing options, homelessness resources, resources for individuals who require mental health and/or disability information as well as special education referrals, and specialized services for refugees and immigrants. The Head Start program recruits children with disabilities from various early childhood agencies and children leaving the Wisconsin Department of Health Services Birth to 3 Program. In partnership with the MPS evaluation team and the Head Start program, staff provides the families of children identified as having a disability with Head Start enrollment information.

- b) The Head Start program is dedicated to ensuring positive outcomes for participating children and families. A significant predictor of positive student outcomes is student attendance. According to Attendance Works (2014), a national and state initiative that promotes the importance of attendance and student success, "If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers." Over the past two years, per MPS Data Warehouse reports, the Head Start program has

maintained attendance percentages higher than those of the MPS district attendance percentage. The Head Start program has exhibited higher attendance percentages than the district with the exception of January 2016. Although Head Start attendance percentages trend higher than those of the district's, Head Start attendance percentages have demonstrated a repeated tendency to decline in the second half of the school year, specifically for the months of January through May in comparison to the months of September through December.

- A flowchart process is used to strengthen the program's procedures related to improved attendance. The attendance flowchart details the process that the FPAs utilize to identify low and irregular attendance and to engage families in the process of improving student attendance.
- For a child demonstrating chronic absenteeism or other vulnerability, a one-on-one meeting will be scheduled between the FPA and parent to discuss obstacles to regular school attendance and to make a plan of action and/or to support what the family needs to improve the child's attendance.
- The family partnership staff will work with appropriate service areas when it is determined that a child and family need supports.
- The family partnership staff will continue to monitor individual attendance on a weekly basis.

MPS Head Start families face systemic barriers that play a part in absenteeism. According to the report "Chronic Absenteeism in the Nation's Schools" by the U.S. Department of Education, "many students experience tremendous adversity in their lives—including poverty, health challenges, community violence, and difficult family circumstances—that [makes] it difficult

for them to take advantage of the opportunity to learn at school.”

(<https://ed.gov/datastory/chronicabsenteeism.html>) For families experiencing homelessness, resources are provided via the district’s Homeless Education Program, which involves potentially offering transportation options to improve attendance. Identifying the barriers to attendance can indicate the appropriate solutions. The MPS Head Start program is always proactively finding ways to identify and resolve these systemic barriers to chronic attendance.

Challenges: The MPS Head Start program continuously strives to recruit and enroll students. Some challenges to recruiting and retaining students have included competition with local preschools that offer parent incentives and competition with K4 board-funded seats within the district that provide full-day options and seat availability at various MPS sites. In addition, a child’s participation in the MPS Head Start program may not be feasible depending on the child’s individualized education program (IEP) service time. Additional challenges include conflicting availability for working parents in half-day sessions and families moving out of the service area or leaving the country. Some challenges to attendance include transportation, such as buses running late, which may result in children not attending school. The basic needs of families tend to take precedence over school participation. To address these challenges, the MPS Head Start program collaborates with the MPS Department of Pupil Transportation regarding availability and various other concerns. The MPS Head Start program identifies and collaborates with struggling families to address barriers and refers them to appropriate community resources.

6. Education and Child Development

a) Curriculum

- i. In 2017, the Milwaukee Public Schools Head Start program adopted the Frog

Street curriculum, a comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines. Also used by the MPS Head Start program is the Second Step early learning program to enhance social-emotional learning. The Second Step program is evidence-based and teaches self-regulation and social-emotional skills, ensuring that children are leaving our program ready for kindergarten.

- ii. The quality and effectiveness of the Frog Street Pre-K (FSPK) integrated curriculum and instructional resources is evidenced in the FSPK theoretical base using the most current research in the field of early learning, including brain development research. The program is rooted in a deep knowledge of child development and empowers teachers to know not only what to teach but also the how and why of instructional strategies. FSPK was specifically designed to meet current early childhood standards within the learning disciplines. A series of nine themes provides instruction for nine domains: social and emotional development, language and communication, emergent literacy, mathematics, science, social studies, fine arts, physical development, and technology. Because the brain learns through patterns and connections, a thematic approach is best suited for our younger learners (Sousa, 2008). Research has consistently shown that children in integrated programs demonstrate academic performance equal to, or better than, children in discipline-based programs. In addition, children are more engaged in school and less prone to attendance and behavior problems (Drake & Reid, 2010). Children learn by active engagement with their environment and through social engagement with other human beings. Multiple complex and

concrete experiences are essential for meaningful learning and teaching (Caine & Caine, 1991).

FSPK provides all teacher dialogue and instructional materials in both English and Spanish. Literature and oral stories feature adaptations from English into Spanish rather than a direct translation in order to preserve the instructional content. Many stories originated in Spanish and were sensitively adapted into English. In addition, the curriculum features authentic stories from Hispanic culture by authors Isabel Campoy and Alma Flor Ada. Research has shown that there is a clear link between appropriate bilingual materials and curriculum and children's academic achievement (Oakes & Saunders, 2002).

FSPK curriculum encompasses a wide body of research-based practices and brain-based research to encourage the social and emotional, physical, language, and cognitive development of a child. FSPK was designed to assist school districts and Head Start programs to accelerate student achievement and promote progress toward school-readiness goals. The curriculum and instructional materials also include products with the primary purpose of accelerating, remediating, and re-focusing instruction to meet the individual needs of students.

- iii. The FSPK curriculum is directly aligned with the Head Start Early Learning Outcomes Framework (HSELOF): Ages Birth to Five. Each instructional activity is aligned to the framework within the pages of the teachers' manuals. A series of five themes provides instruction for all HSELOF domains: social and emotional development; language and literacy; cognition; approaches to learning; and perceptual, motor, and physical development. Each instructional

activity is aligned to the framework within the pages of the teachers' manuals. HSELOF learning goals are prominently listed at the top of each lesson within the teachers' guides to assist teachers as they formatively monitor/assess students' learning. For example, through various literacy-based activities, students are encouraged to express their creativity and imagination throughout the day, meeting the HSELOF goal of P-LC1, "child attends to communication and language from others."

The Second Step early learning program teaches three- and four-year-old students core social-emotional and self-regulation skills. Students will be taught skills for learning, empathy, emotion management, problem solving, friendship skills, and transitioning to kindergarten. These skills directly align to the HSELOF social and emotional development and approaches to learning domains. For example, an HSELOF goal P-ATL1 states "child manages emotions with increasing independence." The Second Step program teaches students to identify their feelings as well as to identify and learn ways to manage strong emotions, allowing children to meet the Head Start indicator 6.a.iv "expresses emotions in ways that are appropriate to the situation." FSPK curriculum training provides in-depth training of instructional materials and lesson implementation to ensure that the MPS curriculum is being used with fidelity. Learning goals of implementation training include the following:

- Component knowledge and application for classroom use
instructional strategies aligned to Wisconsin Model Early
Learning Standards with modeling and rehearsal for classroom

applications

- Literacy strategies aligned to the MPS Comprehensive Literacy Plan with modeling and rehearsal for classroom application
- Lesson planning and implementation
- Independent practice through learning centers
- Differentiated instruction
- Online resources for planning and instruction

Teacher training fosters learning opportunities based on brain development research and best practices in early childhood. MPS staff has been trained in a train-the-trainer model to support instructional staff implementing the FSPK curriculum. In addition, instructional staff has been trained in use of the Frog Street fidelity tools. Head Start staff and instructional coaches will monitor and provide feedback on the implementation and professional development of instructional practices.

b) Home-based programs....NA

c) The MPS Head Start program will use four tools to screen and measure children's progress: the Galileo Pre-K Assessment System, Acuscreen, PALS, and the Ages & Stages Questionnaire: Social-Emotional, Second Edition (ASQ:SE-2). The Galileo Pre-K Assessment System is an online database designed to assist teachers and administrators in the ongoing collection and analysis of children's progress in all of its domains. Teachers use this system to enter Acuscreen data. Following the completion of the Acuscreen developmental screener, teachers must develop short-term plans based on the results of the screening as well as the evaluation of each child's current needs,

interests, and abilities.

Wisconsin State Statute 118.016(1) requires that an early literacy screener be administered to all K4–grade 2 students. Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children’s knowledge of the important literacy fundamentals that are predictive of future reading success. PALS-PreK is used to learn what students currently know and what they are ready to learn next and can also be used to identify strengths and needs in the K4 program curriculum. Areas assessed include name writing, alphabet knowledge, beginning sound awareness, print and word awareness, rhyme awareness, and nursery rhyme awareness. PALS will be given in fall and spring for all K4 MPS Head Start students following the MPS testing window.

ASQ:SE-2: At the time of registration, parents will be asked to complete the ASQ:SE-2, a screener that asks questions that may indicate potential concerns a parent may have with their child’s social and emotional development. All screeners are provided in English or in Spanish. In the case that a family speaks a language other than English or Spanish, the ASQ:SE-2 will be administered to families using an interpreter.

d) The screening results will be shared with families during parent-teacher conferences and home visits, and an individualized child development plan will be created.

The MPS Head Start program will host parent orientations that allow families to gain necessary program information, receive information regarding staggered start and transitions to school, and learn about the screening tools and adopted curriculum and instructional materials.

Families will also be encouraged to volunteer in each Head Start classroom, which provides parents with the opportunity to gain new skills and further develop skills they already

possess. It also provides an opportunity for families to see the curriculum and instructional materials in action. Volunteer services provided by parents may include activities such as reading to children, preparing materials for the classroom, creating art projects with the children, working in small groups, assisting with family-style dining, or chaperoning on field trips.

The MPS Head Start staff will provide parents with the opportunity to learn about the Frog Street curriculum in detail, ask questions, and interact with the materials during a policy council meeting. Parents will be reminded of the resources to support the connection between home and school, such as access to the educational materials on the Frog Street portal.

The MPS Head Start program will offer training sessions during the school year for parents. These sessions will provide training in program governance, Head Start program performance standards, parenting, education, health, and nutrition. These opportunities may include participation at local and national conferences, Nurturing Parent Workshops, and training in special education topics.

e) For programs serving AIAN children....NA

This section has been updated to include changes for the 2019–2020 and 2020–2021 school years.

7. Health

a) The MPS Head Start program will provide each actively enrolled student with their own toothbrush and fluoride toothpaste to promote good oral health. MPS Head Start staff will assist each student with brushing at least once a day. The Head Start health team will ensure that each student, with parental consent, receives a dental exam and

preventive treatment as served by an oral health-care professional. The MPS Head Start health team and the FPAs will assist children and families with resources for establishing care with a dental provider for long-term oral health needs and follow-up. This information will be evidenced by ChildPlus reporting.

The MPS Head Start health team will meet the nutritional needs of each student by identifying their nutritional status through medical records review and parental reporting and by identifying dietary/modification needs and food allergies. The MPS Head Start health team will verify nutritional needs and confirm them with the child's health-care provider. Nutritional needs will be shared with the classroom teacher, school nurse, and the Department of Nutrition Services. New or additional dietary/modification needs will be shared with the Department of Nutrition Services for accommodation appropriateness.

In order to communicate effectively, the MPS Head Start staff will provide services in children's and families' primary language using the district's interpretation language line and/or bilingual staff. Written resources are offered in multiple languages. Community resources are offered via an agency's ability to provide services in the family's primary language and/or cultural perspective as well as addressing the child's developmental needs.

- i. The MPS Head Start health team will ensure that each child is up to date with their physical exams, including immunizations, hemoglobin, and lead levels.

This information will be evidenced by ChildPlus reporting.

The MPS Head Start health team will conduct hearing and vision screenings for each enrolled child. The results of these screenings will be given to parents and

guardians. Follow-ups for failed hearing screenings will be conducted by MPS Audiology Services. A list of local providers will be given to parents/guardians for any child who fails their vision screening to ensure that appropriate follow-up is completed by an ophthalmologist. The MPS health team will gather growth assessments for each enrolled child. The results are plotted on an individual growth chart. Children who fall below 5% or above 95% on the growth chart receive follow-up.

The MPS Head Start health team will complete a mental health referral for any child identified as needing support in speech, language, and/or developmental delay. The MPS Head Start program continues to provide families with local community health-care providers. These providers accept Medicaid and private pay with immediate openings for establishing care with a primary care physician to ensure ongoing primary health-care services for enrolled students. Additionally, the MPS Head Start health staff provides outreach and education to families. MPS Head Start has scheduled Dental Days for the 2019–2020 school year to provide Head Start students with preventive services that include oral exams and sealants. The MPS Head Start program provides ongoing education and resources to parents and children on the importance of good oral practices. Students are guided in daily toothbrushing in the classroom with the classroom teachers.

Challenges: Many enrolled Head Start children are not established with a primary care provider, as discussed above under Goal 4, Objective A.

- ii. Mental health staff provides resources, as needed, in a variety of ways to families and other staff about social-emotional wellness. Resources provided to staff may

include behavioral intervention strategies, visual supports, and sensory materials. Ongoing professional development is also provided in the areas of social-emotional learning, trauma-sensitive practices, and mindfulness. Mental health consultation and collaboration include supporting teachers and students with the curriculum that utilizes Conscious Discipline through Frog Street. Conscious Discipline focuses on establishing effective classroom management and positive learning environments. In addition, it provides social and emotional learning skills to support positive behaviors.

More individualized consultation may be provided to staff, family, and/or children when an identified need is brought to mental health staff through the completion of the Mental Health Request for Support Form. Examples of providing consultation include the following: (a) FPAs complete the form when a family shares a concern about behaviors, developmental delays, housing, or clothing needs; (b) staff will reach out to the mental health team for personal, classroom, and/or student supports.

Consultation and supports are provided to parents upon request.

Contact and collaboration with families can occur prior to their child's enrollment in the Head Start program. This may include referring the parent to programs within the community. Additional supports provided to families include information and follow-up support of the special education process.

To support children, parents are offered consultation and support when working with the teacher and school-based teams collectively when there is a need. Part of this consultation and support may be in assisting the parent in the transition between regular and special education environments, requesting and/or supporting the

Response to Intervention process for their child, and/or providing community resources.

Challenges: A challenge is the difficulty in following up with a family when a need is identified. The MPS Head Start program addresses this challenge by utilizing the public school's database, connecting with a family's emergency contacts, or inquiring with a student's teacher to obtain the family's most current contact information. In addition, home visits, written communication via the U.S. Postal Service, or electronic communication are alternative ways to connect with the family.

8. Family and Community Engagement

- a) The MPS Head Start program will establish strong, active relationships with every family enrolled in Head Start. The Head Start program is motivated to create and maintain a culture in which every interaction is positive and cultivates relationships with students, families, and the community. Citywide welcome centers are provided by the district for families to register their children. These MPS Welcome Centers assist with registration, transportation information, the scheduling of bilingual services testing, specialized service referrals, and parent concerns. In order to communicate effectively with children and families, MPS Head Start staff will provide services in families' primary language utilizing the district's interpretation services and/or bilingual staff. Prior to the child's entering school, the FPA team will complete a face-to-face intake appointment with every family enrolled in the MPS Head Start program. FPAs will complete intake appointments at the school the child will be attending. During the intake, the FPA will complete the Family Partnership Agreement, review the MPS

Head Start Program Parent Handbook, complete the Family Needs Assessment, review missing physical and/or dental exams records, provide resources for health/dental providers, discuss needs identified on the needs assessment, and distribute the welcome letter. FPAs will also give a tour of the school and classroom and provide the parent with an opportunity to meet the teacher. The information will be tracked in ChildPlus.

The MPS Head Start program will continue to emphasize male engagement by focusing on strengthening and supporting fathers and father figures. As one of their child's primary teachers, fathers and father figures will feel empowered to promote children's learning and development. The program will be focused on supporting fathers who may need support in areas such as employment, financial literacy, child support services, employment retention, and driver's license acquisition.

- b) Families play a vital role in their child's learning and development. The MPS Head Start program will work with families to ensure that they have the necessary resources to be equal partners in supporting their children at home and in school. When families and Head Start staff collaborate, students will be more successful, and the entire community will benefit. To build trusting relationships, Head Start staff will survey families for their input to determine interests and needs and will prioritize activities to increase parent engagement. Activities such as Donuts with Dads, Muffins with Moms, school-based literacy and math events, and a daddy-daughter dance will be implemented, and parent trainings will be provided to strengthen home and school partnerships. This will be done in collaboration with the school-based parent coordinator and the Head Start FPA. Additionally, Head Start families receive curricular resources through parent

portals, and they participate in parent trainings as outlined in the program's training and technical assistance system, monthly parent meetings, and district-wide trainings in, for example, English as a Second Language (ESL) classes and General Education Development (GED) courses. Also, families are encouraged to volunteer in the classroom and on field trips.

As a district, MPS offers families diverse learning opportunities that are available for all multilingual and multicultural learners. The cultural and linguistic diversity of the families served is one of the greatest assets in the program. The program strives to create quality environments that respect, reflect, and accommodate diversity.

- c) The MPS Head Start program has investigated various research-based parenting curriculums. The program supervisor and coordinators met with the training and technical assistance early childhood specialist to discuss and review the Head Start Compendium of Parenting Interventions and to review costs, culturally relevant practices, and accessibility. The MPS Head Start program has communicated with The Parenting Network's education program manager to discuss program options and has designed an implementation plan. In conjunction with the mental health and disabilities coordinator, the education program manager of The Parenting Network initiated parent sessions focusing on positive parenting using the Triple P curriculum.

In order to meet a wide range of parent needs, the MPS Head Start program will offer the curriculum at several different Head Start sites at a variety of times. The sessions will encompass seminars, opportunities for small-group discussions, pre- and post-survey evaluations, and one-on-one support and coaching.

- d) The MPS Head Start program uses many strategies for family partnership services.

- i. The FPA will conduct a family assessment twice a year, with a preliminary assessment being completed at registration and ongoing initial follow-up during intake. The FPA will call the family and inform them that they have been accepted into the Milwaukee Public Schools Head Start program. The MPS Head Start program uses the following procedures for conducting the family assessment and family partnership process that is aligned to the parent, family, and community engagement framework. The FPA will provide ongoing case management service to support the health, safety, and well-being of the children on their caseload and provide engagement opportunities and support to families via crisis management, home visits, weekly contact, monitoring of services compliance, documentation, and advocacy.
 - ii. The completion of family partnership goals and provided resources will be tracked for each family using ChildPlus reporting and internal documents such as Excel and Google Docs. The FPAs will be able to effectively build relationships and follow up with parents regarding progress toward their goals utilizing home visits, phone contacts, parent-teacher conferences, parent meetings, and attendance at school functions. Due to significant caseload volume, FPAs will be supported in building effective relationships through administrative support (both district- and program-level), monthly caseload review and check-in meetings, and biweekly staff meetings in order to foster excellent time management and organizational skills.
- e) The MPS Head Start program holds partnerships with agencies that include but are not limited to Betty Brinn Children’s Museum, UW–Extension, Preferred Dental Group,

WIC, and the MPS/MKE Early Childhood 1,825 Initiative. These partnerships respond to a variety of family and student needs, including healthy lifestyles, dental services, nutrition, and school readiness. As the MPS Head Start program reviews Family Needs Assessments and receives feedback on the services each partnership provides, changes will be made to address challenges such as scheduling, difficulties providing services to locations throughout the city, and identified needs of families. To address these challenges, the MPS Head Start program will add community partners, remaining sensitive to cultural diversity and the socioeconomic challenges that families face.

- i. A follow-up family assessment will be completed at the end of the school year for each enrolled family. Once a child is accepted into the MPS Head Start program, the family will be assigned an FPA. The FPA will review the family assessment with the parent at the intake appointment prior to their completing the Family Partnership Agreement.

Challenges: Hiring and retaining qualified FPAs has been a barrier in providing the level of comprehensive services for which the MPS Head Start team strives. To address these challenges, the Head Start program will continue to hire, train, support, and retain a diverse staff of FPAs to build relationships and provide support to MPS Head Start families. Professional development will focus on supporting well-being as well as managing caseloads.

9. Services for Children with Disabilities

- a) The MPS Head Start program ensures that all children with disabilities have full access to and the opportunity to be engaged in program services and activities that promote social and emotional development, language and literacy skills, and cognition development. Information that is used to guide full participation of all children are the

Head Start Early Learning Outcomes Framework (HSELOF), Individuals with Disabilities Education Act, Americans with Disabilities Act, Head Start Community Assessment, curriculum that provides strategies to support individualized learning, Wisconsin Model Early Learning Standards (WMELS), Department of Public Instruction, and Head Start resources located on the Early Childhood Learning and Knowledge Center website. Within the learning environment, resources and information provided in the noted resources ensure that MPS Head Start staff is able to create engaging classroom environments where developmentally appropriate equipment, physical space, and materials are accessible to all children.

Developmental screeners are provided in both English and Spanish. In the case that a family speaks a language other than English or Spanish, the ASQ:SE-2 will be administered to families using an interpreter service that enables the program to effectively communicate in over 200 languages. By using the data gathered from the parent-completed ASQ:SE-2 screener, Head Start staff gains a parent's perspective on their child's development in the areas of social, emotional, and behavioral development.

Developmental screeners provide information that indicates whether a child is within developmentally appropriate limits, is in areas to be monitored, or potentially is at risk for delays. Head Start staff collaborates with families, teachers, other MPS staff, and special education evaluation teams to ensure that children with disabilities receive their special education services in the least restrictive environment.

b) The Head Start program is part of the Milwaukee public school system, which is the local education agency where special education teams and Head Start teachers work collaboratively. ChildPlus and Infinite Campus track data to monitor and support each

child. Head Start staff will ensure that the individualized needs of children with disabilities are met through the following:

- Head Start staff will support the use of evidence-based curriculum that allows for differentiation and specialized instruction to support the child's individualized education program (IEP) goals.
- Head Start will support the special education team in writing appropriate goals that are developmentally appropriate, functional, and measurable.
- Head Start staff will ensure that environments, materials, and accessibility are developmentally, culturally, and linguistically appropriate.
- Head Start staff will provide resources that support parents' involvement in their child's IEP, provide disability information, ensure that parents are aware of their rights in the special education process, and support the family in the acquisition of skills to advocate for their child.
- Head Start staff will attend and participate in 95% of initial special education evaluation and reevaluation meetings to support a parent's understanding of the special education process.
- Head Start staff will notify parents when their child receives a score in the 90th percentile on the ASQ:SE-2. Resources and/or consultation will be provided and documented in ChildPlus.
- Upon request, Head Start staff will provide additional resources, such as referral to community-based resources, support and/or advocacy regarding a child's IEP, and collaboration between parents and schools in the development of interventions (for example, behavior plans, social academic intervention groups, check-in/check-out)

to support the need of the identified child.

- Upon request from the initial evaluation team, Head Start staff will assist in obtaining parental consent for a continuation of the special education process or identified specialized services.
- Head Start staff will provide information to district evaluation teams on Head Start performance standards.
- Head Start mental health staff will assist the special education evaluation team by assisting in the creation of individualized functional and developmentally appropriate goals for children when needed.
- Head Start mental health staff will provide health and/or screening information to the special education evaluation teams, especially when health or screening information may impact the evaluation team compositions; for example, high lead levels may require the participation of an MPS citywide nurse.

10. Transition

- a) The MPS enrollment assistant will continue to reach out to ERSEA coordinators of Early Head Start programs to continue to develop partnerships and offer MPS services for those families wanting to attend the MPS Head Start program. The MPS Head Start program will continue to support networking options for families that may wish to utilize the comprehensive services provided by MPS Head Start.
- b) Transition is an important part of the MPS Head Start program. It is the program's intent to make this process smooth and worry-free for children and families. Each school will have a transition plan to support this ongoing process throughout the year. These plans focus on transitioning children into the Head Start program, from K3 to K4, and out of

Head Start into kindergarten. Plans will be shared and discussed with parents each year. Although transitions are communicated throughout the school year, the focus of the second-semester parent-teacher conferences, home visits, and parent meetings is providing families with various strategies for transitioning their children from the current school year to the next program term. These transition-focused home visits will be documented in ChildPlus.

The Head Start program provides a staggered start at the beginning of the school year for all Head Start children to help transition children to their new school community. Families receive mailings containing material regarding the MPS Head Start program, school-readiness tips, and pedestrian and bus safety. This gives teachers and children an opportunity to spend more time getting to know one another and easing anxiety.

- c) When families indicate their intention to exit the program, FPAs will work with families to provide resources using the Early Childhood Learning and Knowledge Center's Head Start Center Locator tool, identify another agency or early childhood program, and provide the information to each exiting family. Through this process, families will be able to make decisions regarding enrollment in early childhood programs outside MPS to best perpetuate a continuum of educational services for each student.

Challenges: Instructional staff turnover is a challenge in executing positive and supportive transitions. Availability for professional development outside the school day is limited.

Therefore, the education coordinators provide one-on-one support to teachers new to the Head Start program. Due to the city's affordable housing crisis, many families are forced to relocate frequently. This creates many individual transitions from one classroom to another. To address this issue, MPS adopted a common curriculum for all K3 and K4 students across the district.

With a common program, classrooms have similar schedules, routines, and curricular activities to assist with a smooth transition for all district K3 and K4 students.

11. Services to Enrolled Pregnant Women....NA

12. Transportation

- a) Transportation for MPS Head Start was started during the 2013–2014 school year and was made available to all Head Start students for schools within their region and who live more than one mile from their home school. As of February 26, 2020, 61% of Head Start students utilize transportation services daily. MPS currently has an approved transportation waiver on file for the exclusion of bus monitors on all buses and K4 child restraints. All buses are equipped with a mobile data tracking system, which is a GPS tracking system. By providing transportation, the program has seen an improvement in attendance from 84% to 90% with fewer students leaving Head Start due to lack of transportation.
- b) The MPS Head Start program will respond to families by providing bus tickets during times of hardship such as: unreliable vehicles, financial burdens, and dependence on third-party drivers. Accommodations will be made to families that have moved and would like not to transfer from a Head Start program. The Head Start staff will assist individual families to determine areas of need.

There have not been any changes in this section since the application submitted in FY18.

SUB-SECTION C: Governance, Organizational, and Management Structures

1. Governance

Structure

- a) The governing body of MPS Head Start is the Milwaukee Board of School Directors. This group is ultimately responsible for legal and fiscal oversight. As a result of the school board being publicly elected, the MPS Head Start program meets the exception authorization as outlined in 642(c)(1)(D) of the Head Start Act. A member of the governing body attends regular policy council meetings and serves as a delegate to the board. The MPS Board of School Directors is provided with timely information via Head Start supervisors and monthly reports that include a full accounting of information that includes but is not limited to education, enrollment, finances, nutrition reports, and special education enrollment percentages. The policy council's school board member liaison shares information with the MPS Board of School Directors (the MPS governing body) and communicates feedback to the policy council.
- b) The Milwaukee Board of School Directors is a publicly elected body. All members are representative of the communities from which they are elected.
- c) The MPS Head Start program establishes a policy council early in the year to ensure a governing body that is run by parents of the Head Start program. The MPS Head Start Policy Council is in place to make decisions regarding the best interest of the Head Start program and to ensure that parents have an opportunity, annually, to become a representative on the policy council. The MPS Head Start Policy Council representatives are elected by parents from each Head Start site, which ensures the diversity of representatives. The policy council is responsible for representing each site and supporting program operations, including establishing policies to ensure that the program is responsive to its families.

Processes

Governing Body

- a) A member of the MPS governing body attends regular policy council meetings and serves as a liaison to the board. This school board representative ensures that the governing body is aware of all policy council decisions and key program information. The Milwaukee Board of School Directors is ultimately accountable for program oversight, management of federal funds, and decision making in areas that include but are not limited to establishing program goals, monitoring program performance through ongoing compliance oversight and correction by using data for continuous improvement, reporting significant incidents, and ensuring health and safety. Hiring and fiscal decisions are made and approved by the Milwaukee Board of School Directors.
- b) If applicable, describe and explain the responsibilities....NA

Policy Council

- c) The MPS Head Start Policy Council receives monthly information on the progress of the program through written reports such as coordinators' reports of each of service area, financial and nutrition reports, and any other pertinent information that needs to be discussed and shared. Each policy council member receives an agenda, detailed reports, and minutes. Data on school-readiness goals and other service-area information are shared on a monthly basis at a minimum. The governing body also participates in the self-assessment process to determine the effectiveness of the MPS Head Start program. The MPS Head Start Policy Council members were invited to attend a meeting to create and provide feedback on the proposed Head Start goals. Policy council members attended a goal-writing session. The discussion focused especially on the areas of

school-readiness goals, transition planning, enrollment and recruitment, and parent participation during policy council meetings. All attending members came to a consensus on all program goals.

The MPS Head Start Policy Council convened to review and approve the program goals for the 2019–2023 grant proposal. The goals were approved unanimously.

Parent Committees

- d) Policy council representatives are elected by parent committees at each site and have voting rights on decision making. These representatives lead and share policy council information at parent committee meetings. These meetings are held monthly at each school site and are facilitated by FPAs. These meetings focus on various topics such as employment, education, housing, GED, ESL, and transitions. Parent surveys and needs assessments are used to determine future topics. Each policy council representative is responsible for communicating parent committee concerns and suggestions to the policy council each month.
- e) The MPS Head Start program communicates with the policy council regularly. The policy council receives information on the progress of the program through written reports of each service area and monthly policy council meetings that include agendas and detailed minutes. At meetings, members share agenda items, announcements, and site- and community-specific concerns.

Relationships

- a) The governing body and policy council members receive training in *Robert's Rules of Order*, performance standards, roles and responsibilities, leadership, and other trainings as requested by policy council members.

- b) The governing body is composed of individuals holding positions of public elections. As such they fall under the exception listed in 642(c)(1)(D) of the Head Start Act. Any individual who may have any conflict of interest will be reported to the Office of Head Start.
- c) The MPS Head Start program has bylaws that outline a means for meaningful consultation and collaboration in joint decisions. The program uses *Robert's Rules of Order* to ensure that effective parliamentary procedure is followed. The school board member acts as a liaison between the Milwaukee Board of School Directors and the policy council and ensures collaboration between the two bodies.

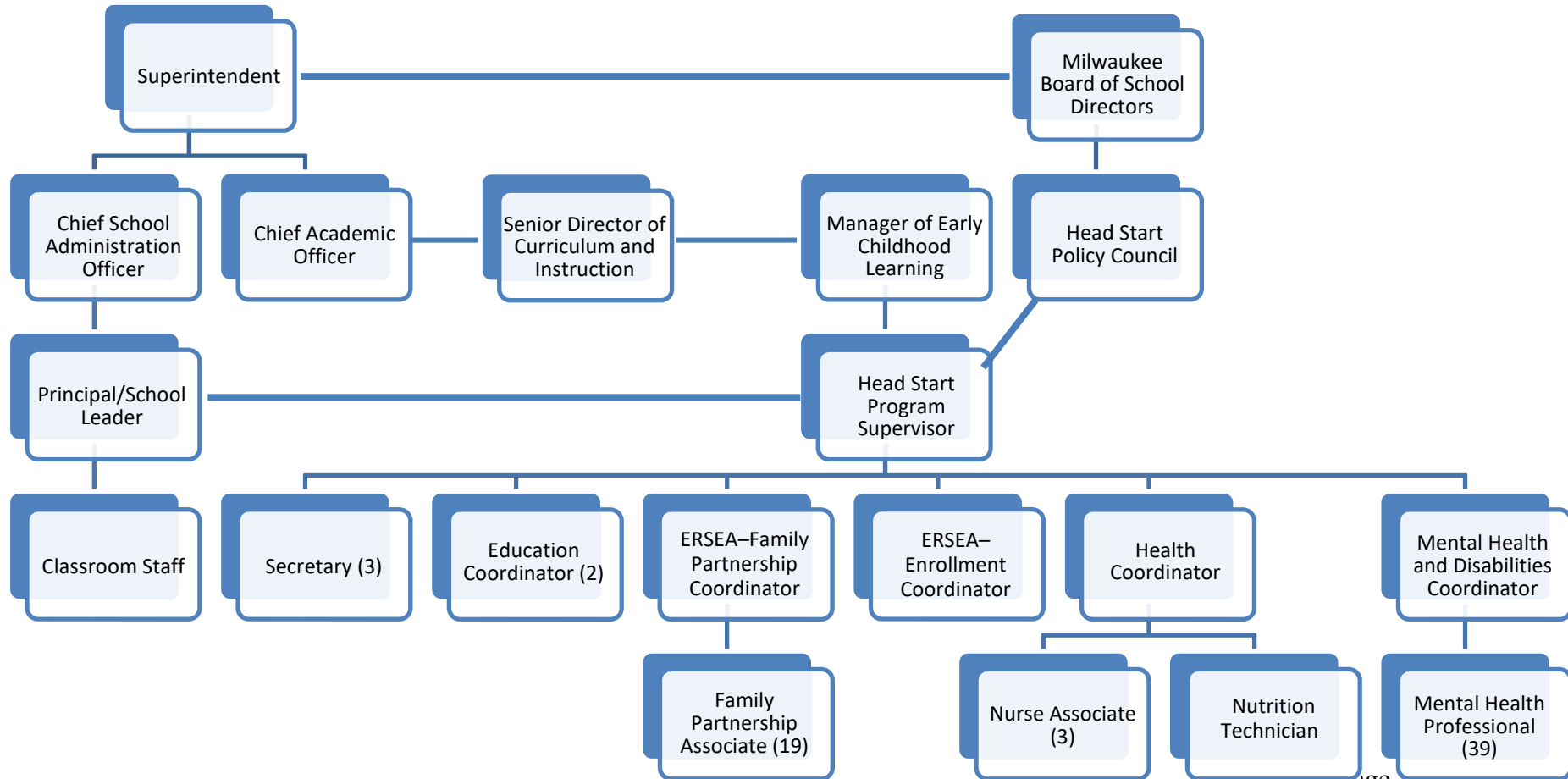
There have not been any changes in this section since the application submitted in FY18.

2. Human Resources Management

a) Head Start Program Organizational Chart 2019–2020



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- b) The MPS Office of Human Resources has a process for hiring new employees. The process includes conducting background checks and checking references on all personnel who work with children. In addition, the Milwaukee Public Schools requires background checks for both consultants and contractors performing services for the district. The Office of Human Resources works in conjunction with the State of Wisconsin's Department of Justice through its Crime Information Bureau. MPS requires its contractors to use the Crime Information Bureau to perform "name based" background checks. Background checks are required to be submitted no later than 10 days prior to the first date of the term of the employee's contract.
- c) The MPS Head Start program provides orientation to new staff and ongoing support as needed. New FPAs receive training from all service areas and are provided with a mentor. The district assigns new teachers a mentor from the MPS Induction and Support office. Teachers are provided with support and professional development on a monthly basis during the New Educators Institute. School-based teacher supports are provided through building mentors such as implementers and school support teachers.
- d) As a support to all teaching staff, school support teachers engage in the district-wide initiative of transformational coaching. School support teachers receive monthly training in this research-based coaching model and engage in daily coaching practices at each site. Transformational coaching is designed to engage instructional staff in a coaching process that improves their day-to-day practice in the classroom, which improves student performance.
- Head Start instructional staff, identified by several data sources including self-reporting, surveys, CLASS results, outcomes data, etc., engages in coaching cycles with an

appointed Head Start coach. Coaching consultants are reflective practitioners with successful teaching experience in early childhood, training in the implementation of the Frog Street curriculum, and reliability in the CLASS tool. These highly qualified coaches work through coaching cycles for six to eight weeks in order to improve teacher-child interactions, fidelity of curriculum, or other identified area(s). After the coaching cycle has concluded, coaching and administrative staff work together to determine next steps (for example, an additional coaching cycle or professional development) based on the level of individual need. Coaching data are used to inform individual as well as programmatic professional development needs.

Instructional staff needing a higher level of support participate in Professional Educator Effectiveness Resource (pEEr). Through the pEEr process, teachers receive rich opportunities for professional growth and improvement. Based on strengths and areas of necessary growth, intense interventions are provided to teachers in pEEr. Participants in pEEr engage in collaborative conversations and mentoring to shape practice. pEEr is the result of collaboration between the district and the Milwaukee Teachers' Education Association to support continuous improvement of teacher professional practice.

Teachers needing further intervention receive a performance improvement plan as an effort to assist the teacher with improving his or her practice. Goal statements are created with the school-based leader to target assistance, support, and professional growth for the teacher. An action plan is also developed describing activities in which the teacher will engage to accomplish the goals. Additionally, the "measurable by" portion of the performance improvement plan is used to describe the types of evidence of practice required to show progress and success in meeting the goals. Finally, a timeline for

completion of the goals provides an opportunity to set clear and attainable deadlines for success. The principal and teacher will meet initially to develop the performance improvement plan and periodically throughout the year to review progress that the teacher is making toward achieving the goals.

The MPS Head Start program reviews various data points such as ChildPlus, Infinite Campus, and performance monitoring conferences to inform the training and professional development of all staff. Training and professional development include biweekly meetings, webinars in skill building, and ongoing education to build competencies. Individual staff professional development is identified and supported through program and district trainings or workshops.

There have not been any changes in this section since the application submitted in FY18.

3. Program Management and Quality Improvement

- a) MPS has many strong systems in place to manage and monitor oversight of the program's operations. Current systems for planning and program implementation are embedded within standard operating procedures. All program planning is completed with the involvement of the entire management team and is reviewed by the MPS Head Start Policy Council and/or the Milwaukee Board of School Directors. All program oversight, correction, and assessment are completed with the involvement of the Head Start management team, which encompasses the manager of early childhood learning and Head Start program supervisor along with the coordinators in the education, ERSEA, health, and mental health and disabilities service areas. In addition, the program oversight and corrections are shared and reviewed by the MPS Head Start Policy Council and/or the Milwaukee Board of School Directors. Thus, any corrective actions would be shared

with the chief academic officer, who would report to the superintendent.

The MPS district student information system, Infinite Campus, is used along with ChildPlus for record keeping, student and family information, and tracking health events. Reports for teachers and parents are also generated by Galileo Pre-K on student growth and development. The Classroom Assessment Scoring System (CLASS) tool is used to observe teachers and provide feedback to improve teacher-student interactions.

myTeachstone[®] is an online system for storing information on CLASS results for teacher quality and improvement. Also, education coordinators conduct classroom observations focused on the classroom environment and the fidelity of curriculum implementation.

Fiscal monitoring is conducted through the online MPS Integrated Financial Accounting System (IFAS). These systems, along with program information reports, the community assessment, and the self-assessment, all allow for comprehensive monitoring and reporting. Monitoring in MPS is also achieved through internal auditing to ensure that the program is achieving desired outcomes.

The MPS Head Start program continuously reviews, analyzes, monitors systems, and uses data to make informed decisions about any opportunities for improvement.

The MPS Head Start staff uses the Plan-Do-Study-Act cycle to make informed decisions. For program planning purposes, various assessment tools are used to promote effective teaching and health and safety practices. The data further inform professional development planning, materials for classrooms, and continuous improvements within the program.

The MPS Head Start health team provides ongoing health and safety oversight for Head Start children through continuous communication with parents regarding medical

conditions, and it assists families with accessing health care for both medical and dental needs. This is accomplished through meal monitoring, proper student-centered care planning, and ongoing health assessments. Health and safety inspections are conducted twice a year while daily safety checks are performed by the building engineer at each site. There are tracking/reporting systems in place. Regular monitoring of activities and services is completed in each of the following service areas: child development, health, mental health, disabilities, nutrition, family partnerships, transition, community partnerships, and parent involvement. Each coordinator in Head Start uses a tracking system to ensure that program operations are being implemented properly.

ChildPlus and Infinite Campus are used to track student referrals for special education, students with disabilities, and students who were referred for special education but did not meet eligibility.

The Head Start program makes use of monitoring tools to ensure that the needs of the children and parents in the Head Start program are being met as well as ensuring that Head Start and MPS standards are in compliance at each school site. Classroom observations, conducted to ensure service delivery with consistent quality, include formal and informal observations, mental health observations, health and safety monitoring, and meal monitoring. Staff support and supervision are provided for non-teaching staff via a service-area coordinator who facilitates regular department meetings and one-on-one conferences. The one-on-one conferences are conducted to determine strengths and/or concerns to assist with professional growth and development.

The Head Start program supervisor oversees all reports and facilitates meetings to keep the lines of communication open among stakeholders.

- b) The early childhood learning manager reviews the budget summary and expenditure reports weekly from IFAS and reviews reports to ensure that policies are followed and that the budget is in order according to the rules set in place by the Milwaukee Board of School Directors and the MPS Head Start Policy Council. The early childhood learning manager works collaboratively with the MPS Office of Finance to monitor expenditures and maintain compliance. Current and updated financial data are used for timing of purchases.
- c) The budget is developed based on the needs of services outlined in the Head Start Community Assessment. The policy council then approves the budget. After the budget is approved by the policy council, it is then submitted to the Milwaukee Board of School Directors for approval. There are written policies and procedures for the development of the budget along with a timeline.

All expenditures must be approved by both the early childhood learning manager and the senior director of the Department of Curriculum and Instruction. Vendor payments are submitted and paid on a weekly basis. A copy of all invoices and bills are kept in the Head Start office. Payroll records are reviewed regularly and compared with personnel and department records. The program maintains an efficient, effective reporting system that is clear and comprehensive. Fiscal reports are reviewed monthly at policy council meetings.

The MPS Head Start program has implemented a new, practice-based coaching framework. Expert coaching focuses on CLASS dimensions and the fidelity of curriculum implementation. A variety of data are used to determine coaching needs, such as CLASS scores, needs assessments, requests for support, and school-readiness

goals/child outcomes data. Some challenges include teacher turnover, a growing number of staff, and limited Head Start management staff to support instructional practices in the classroom. Ongoing conversations are occurring to address what it takes to provide coaching supports for a broader audience and to maximize and sustain gains.

Milwaukee Public Schools Organizational Fiscal Management System and Internal Control Environments to Maintain Effective Control and Accountability for Grant Funds, Property, and Other Assets

MPS is entrusted with public and private resources and commensurately great responsibilities for educating Milwaukee children. The district ensures that high standards of business and ethical practices permeate throughout the activities surrounding the custody and use of these resources. Although not absolute, the district's strong internal controls and balanced oversight are ensuring effectiveness and efficiency of district operations, reliability of financial reporting, and compliance with applicable laws and regulations.

Effective internal control is a built-in part of the district's management process (that is, plan, organize, direct, and control). Internal control keeps MPS on course toward its objectives and the achievement of our mission, and it minimizes error along the way. Established internal controls are promoting effectiveness and efficiency of operations, reducing the risk of asset loss, and helping to ensure compliance with laws and regulations. Strong internal controls are helping our district ensure the reliability of all financial reporting, including local, state, and federal funding. The district's internal controls are proactive, value-added, and cost-effective and address exposure to risk. The Rules, Policies, and Procedures of the Milwaukee Public Schools that define these controls, as well as related policies and procedures, are available online for employees, funders, and the general public at <http://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/Policies--Procedures.htm>. The comprehensive policy manual is organized into four sections—administrative policies, administrative procedures, board governance policies, and board rules—that provide the operating environment for the district to monitor performance and ensure effective communication of results. The policies and procedures cover

topics such as code of ethics, budget management, conflict of interest, contracts, separation of duties, and oversight of bank activity. Over time, internal controls have changed to reflect changes in our operating environment.

MPS manages and maintains five interrelated components to ensure that internal controls are effective: (1) operating environment, (2) risk assessment, (3) control activities, (4) information and communication, and (5) monitoring. All five internal control components are present to ensure that the district's internal controls are effective.

Operating Environment: The district maintains an effective control environment through its highly qualified staff. Employees understand their responsibilities and the limits to their authority, and they are knowledgeable, mindful, and committed to doing what is right and doing it the right way. They are committed to following an organization's policies and procedures and its ethical and behavioral standards.

Risk Management: The Rules, Policies, and Procedures of the Milwaukee Public Schools establish the rules and operating procedures to be used to ensure that risk management strategies are in place. The Milwaukee Board of School Directors, along with the superintendent and his administration, regularly monitors adherence to district policies and procedures, fiscal controls, and expenditures.

MPS ensures the segregation of duties among the authorization of costs, the actual disbursement funds, and the process for claiming reimbursements from funders. Budget-to-actual reports are in place and used by grant administrators to monitor activity, thereby reducing risks tied to financial statement preparation. When needed, policies and procedures are updated to maintain effectiveness of internal control.

Control Activities: The administration is responsible for ensuring that internal controls are

established, properly documented, maintained, and adhered to in each office, department, division, and school to mitigate risk and maintain compliance. All MPS employees are responsible for managing internal controls.

Under the leadership of the chief financial officer, MPS employees in the Office of Finance review reports, statements, reconciliations, and other information for consistency and reasonableness. The ongoing reviews of performance provide a basis for detecting problems. Senior staff members within the Office of Finance compare information about current performance to budgets, prior periods, and other benchmarks established by the superintendent and Milwaukee Board of School Directors to measure the extent to which goals and objectives are achieved and to identify unexpected results or unusual conditions that require follow-up. Review of reports, statements, reconciliations, and other information is documented as is the resolution of items noted for follow-up and/or system improvement.

IFAS is used by the district for approving, tracking, and reporting of funds and expenditures. In addition to ensuring compliance with fiscal policies and procedures, IFAS supports the collection and maintenance of data on district assets. The system is password protected and includes data encryption and firewall protections along with input, output, and processing controls.

All employees are required to sign annually an Acceptable Use Policy that defines for employees the acceptable use of MPS network systems. Access to IFAS and other district network systems is limited to an employee's scope of duties, responsibilities, and authority. Every transaction requires at a minimum two sets of approvals.

Information and Communication: The administration uses reliable and relevant information from both internal and external sources to inform practice, maintain appropriate controls, and communicate challenges and successes. Ensuring open and frequent communication across all

levels of the organization is a critical strategy that MPS employees use to support effective grant management. The administration, school and program leaders, and employees use district network systems to communicate, share and analyze data, monitor progress, and alert others to potential problems and identified solutions.

Monitoring: Academics, grants, and finance staffs monitor each Head Start site to ensure that project goals, objectives, performance requirements, timelines, milestone completion, budgets, and other related grant requirements are met. Monitoring involves (1) collecting financial and program and performance reports and other grant information relative to each site, (2) analyzing the information, and (3) taking appropriate actions to resolve issues or concerns when noted.

At the same time, monitoring also provides opportunity for training and supporting the Head Start community in achieving the goals and objectives of Head Start programs, and it is often referred to as strategic monitoring. Monitoring uses many of the same tools as auditing and is meant to ensure that the MPS Head Start program is achieving the desired outcomes.

Development and Administrative Costs

MPS charges an indirect rate of 6.54%, excluding contracts.

Cost Allocation

The Milwaukee Public Schools, Office of Academics, Department of Curriculum and Instruction, Head Start program has allocated all federal Head Start funds to support the Milwaukee Public Schools Head Start program. Milwaukee Public Schools has a federally negotiated indirect rate of 6.26%, which supports expenses incurred by the district. Head Start funding does not provide cost sharing for building, facilities, and maintenance.

**Milwaukee Public Schools
Head Start Budget Justification**

II. Budget Narrative and Justification

Title	Positions/Hours	Federal Share	Annual Salary	Federal Share
PERSONNEL				
Program Supervisor	1	1	\$84,065.00	\$84,065
Education Coordinator	2	2	\$87,227.00	\$174,454
Mental Health & Disabilities Coord.	1	1	\$92,342.00	\$92,342
ERSEA Coordinator	1	1	\$63,695.00	\$63,695
Health Coordinator	1	1	\$75,079.00	\$75,079
K3 Teachers	42	42	\$62,416.00	\$2,621,472
K3 Teacher Assistants	42	42	\$19,944.00	\$837,648
K4 Teachers	18	9	\$62,416.00	\$561,744
K4 Teacher Assistants	18	9	\$19,944.00	\$179,496
Family Partnership Associate	14	14	\$19,944.00	\$279,216
Nurse Associates	2	2	\$37,226.00	\$74,452
Secretary	3	3	\$39,251.00	\$117,753
Nutrition Technician	1	1	\$17,898.00	\$17,898
Social Worker	1	1	\$77,078.00	\$77,078
Extra Hours (FPA)	300	300	\$17.30	\$5,190
Extra Hours (Secretary)	150	150	\$18.50	\$2,775
TOTAL SALARIES				\$5,264,357
FRINGE BENEFITS				\$2,805,902
TOTAL				\$8,070,259
TRAVEL				\$16,990
EQUIPMENT				\$0
SUPPLIES				\$154,843
CONTRACTUAL				\$79,500
CONSTRUCTION				\$0

OTHER	\$8,700
TOTAL DIRECT CHARGES	\$8,330,292
INDIRECT CHARGES	\$539,602
TOTALS	\$8,869,894
TTA	\$104,290
TOTAL BUDGET	\$8,974,184

PERSONNEL

1.0 FTE (\$84,605) is budgeted for the Program Supervisor to oversee operations of the MPS Head Start Program and ensure program compliance and timely reporting.

2.0 FTE (\$174,454) is budgeted for the two Education Managers to oversee the educational component of the MPS Head Start Program including classroom site monitoring and providing training and technical assistance to classroom staff.

1.0 FTE (\$92,342) is budgeted for the Mental Health and Disabilities Manager to collaborate with parents, teachers, school staff, and community agencies regarding child development, behavioral issues, and special education services and referrals.

1.0 FTE (\$63,695) is budgeted for the ERSEA Coordinator to oversee all aspects of MPS Head Start's eligibility, recruitment, selection, enrollment and attendance.

1.0 FTE (\$75,079) is budgeted for the Health Coordinator to plan, evaluate, and ensure health services are provided within the timeframes outlined in the Head Start Performance Standards.

The Health Coordinator also supervises the Nurse Associates.

51.0 FTE (\$3,186,208) is for teachers to facilitate learning for the Head Start students. Each of the MPS Head Start teachers holds at least a Bachelor's degree and is licensed by the Wisconsin Department of Public Instruction. *Milwaukee Public Schools pays ½ of the salary for each of the K4 teachers.*

51.0 Teacher Assistants (\$1,017,148) are budgeted to support teachers and students within the learning environment. The assistants work 30 hours per week. *Milwaukee Public Schools* pays for ½ of the salary for each of the K4 assistants.

14 Family Service Workers (\$279,216) are budgeted and provide social services to children and families as guided by the Parent, Family and Community Engagement Framework. Duties of the Family Service Workers include completing Head Start enrollments and family partnership agreements, attendance monitoring and follow-up, and providing support for families in their effort to ensure completion of required health services. The Family Service Workers work 30 hours per week.

2 Nurse Associates (\$74,452) are budgeted to provide health-related services to children. The work of the Nurse Associates includes completing required screenings and monitoring compliance with health services. The Nurse Associates also review files at the time of enrollment to ensure any special health or dietary needs are noted and accommodated. The Nurse Associates work 30 hours per week.

3.0 FTE (\$117,753) is budgeted for Secretaries, who provide clerical support to the Head Start program. Duties of the secretaries include database monitoring, purchasing, payroll, contracts and providing ongoing customer service to Head Start families.

1.0 Nutrition Technician (\$17,898) is budgeted to assesses the nutritional status and special nutritional needs of Head Start children and families. The Nutrition Technician monitors classrooms for compliance with nutrition-related Head Start Performance Standards.

1.0 FTE (\$77,078) is budgeted for a Social Worker who will serve as the Mental Health Professional for the program. The Social Worker works collaboratively with parents to access

services and resources relative to mental health. The Social Worker also works with the classroom staff to support children with social and emotional needs.

Extra hours for family partnership associates and the secretary are needed to cover peak activity months for enrollment, family and student conference to ensure sufficient support for the program in the summer, weekends and non-school hours. The average hourly rate for family partnership associates is \$17.30 at 2.214 additional hours per month for 10 months for the 14 project family partnership associates (\$5,190). The average hourly rate for the secretary is \$18.50 for 150 extra hours for the secretaries (\$2,775).

FRINGE BENEFITS

Fringe benefits are budgeted at a district average rate of 53.3%, this includes Social Security, pension and insurance for employees. The total budgeted is \$2,805,902.

TRAVEL

MPS has budgeted \$16,990 to allow staff and parents to participate in out-of-town professional development opportunities and events. Participation in conferences allows staff and families to learn new ideas and share best practices in Head Start with colleagues from across the country as well as to build/reinforce the larger Head Start Community. Proposed professional development opportunities include:

- A. Region V Leadership and Professional Development Conference (Chicago, Illinois) for parents (1), teachers (1) and program staff (2)
- B. Wisconsin Head Start Association Conference (Wisconsin Dells, WI) for parents (1), teachers (1) and program staff (2)
- C. Head Start Parent Conference and Family Engagement Institute (TBD National Location) for parents (1), teachers (1) and program staff (2)
- D. Annual Head Start Conference (TBD National Location) for parents (1), teachers (1) and program staff (2)

E. Wisconsin International Association of Bilingual Educators (Wisconsin Dells, WI) for parents (2) and program staff (2)

Hotel accommodations are calculated at an average rate of \$200 per night. Conferences requiring airfare is calculated at an average expense of \$350 per flight. Average daily expenses for per diem and other incidental expenses is \$66 per day. Mileage from Milwaukee to Wisconsin Dells is \$131, and to Chicago is \$96 in which one vehicle will transport the four individuals attending each conference.

Conference (listed above)	# Attending	# of Nights	Mileage/ Flight	Hotel Costs	Daily Per Diem and Incidentals	Total Cost
Conference A	4	3	\$96	\$2,400	\$792	\$3,288
Conference B	4	2	\$131	\$1,600	\$528	\$2,259
Conference C	4	3	\$1,400	\$2,400	\$792	\$4,592
Conference D	4	3	\$1,400	\$2,400	\$792	\$4,592
Conference E	4	2	\$131	\$1,600	\$528	\$2,259
Total Costs:			\$3,158	\$10,400	\$3,432	\$16,990

EQUIPMENT -- Not applicable

SUPPLIES

The \$154,843 budgeted for supplies are designated for the purchase of items needed for the office, educational materials, classroom outfitting and health and wellness supplies. These funds also cover the costs associated with providing refreshments for events such as Parent Policy Council meetings, monthly parent meetings, dietary needs (soymilk), and meal services for family style dining.

Supply Item	Expense
Classroom Materials (furniture, manipulatives, consumables, teaching materials)	\$51,940
Technology (Chromebook, laptops)	\$10,000

Health Supplies (cleaning supplies, gloves, equipment)	\$22,903
Refreshments (Parent Policy Council, parent meetings)	\$10,000
Family Style Dining	\$35,000
Office Supplies/Equipment	\$25,000
TOTAL	\$154,843

CONTRACTUAL-Programming

MPS has allocated \$79,500 for consulting services, including ChildPlus and Galileo fees. These costs are reasonable, as they are consistent with rates paid by other Head Start agencies using these technologies nationally. In addition, with the rising migrant population including Burmese (Karen language), we find a rising need for the translator services, both in-person services and the translation of key documents. Fees for these services are included on the contract services line. In addition, MPS has budgeted a total of \$4,000 to transport students on field trips aligned to performance standards expectations. To transport students on field trips anticipated during the school year, MPS estimates it will require 60 buses at a rate of no more than \$250 per bus.

Transportation services are secured through the MPS procurement process.

Contractual Item	Expense
ChildPlus	\$17,000
Galileo	\$20,000
Acuscreen	\$1,500
Translation Services	\$2,000
University of Wisconsin Milwaukee	\$4,000
Marketing Campaign	\$5,000
Field Trip Expenses	\$30,000
TOTAL	\$79,500

OTHER

The \$2,700 budgeted for other will cover costs for conference registration. Staff will participate in conference professional development opportunities throughout the program year. These conferences are detailed in the travel portion of the application. This budget will cover the registration fees for conferences.

The \$6,000 budgeted for other covers employee mileage between Head Start location and MPS Central Office. Local mileage is reimbursed at a rate of \$0.575 per mile. Positions eligible for reimbursement include: program supervisor, education coordinator, mental health & disability coordinator, ERSEA coordinator, health coordinator, teachers, nutrition technician, nurse associates and social worker.

CONTRACTUAL-TTA

Consultant fees of \$104,290 are allocated for the use of Head Start consultants to provide training and technical for staff, parents, and the Policy Council.

CONSTRUCTION -- Not applicable.

TOTAL DIRECT CHARGES

The total direct charges equal \$8,330,292

TOTAL INDIRECT CHARGES

The MPS approved indirect cost is 6.54%. This is calculated on all direct costs with the exception of contractual line items. The total amount budgeted is \$539,602. Attached is the document that establishes the indirect rate agreement with the Department of Public Instruction.

Indirect funds

T & TA

\$104,290 is budgeted for T/TA.

NON-FEDERAL SHARE

MPS has committed \$2,243,546 in non-federal resources. The district will meet its match obligation by paying half of the salaries and fringe benefits of teachers and educational assistants in classrooms for four-year-old Head Start students (see table below). The remaining halves of the salaries are funded through local board funds. The fringe benefit rate is 53.3%.

MPS will also match the federal share of this project through transportation costs. Approximately 70% of three-year-old students in MPS participate in district provided school bus transportation. The average cost per three-year-old pupil is \$2,517 per the MPS Department of Transportation. This is based on a \$30,208 annual cost per bus route, servicing approximately 12 students per route. Therefore, the district commits to the costs associated with transporting 70% of the 981 three-year-old students to be served by this project (687 students) at a cost of \$2,517 per student for a \$1,729,179 total cost. The district has identified \$1,107,225 as the non-federal share to meet the requirement.

Title	Positions	MPS Share	Annual Salary	Match Amount
PERSONNEL				
K4 Teachers	18	9	\$62,416	\$561,744
K4 Teacher Assistants (0.75)	18	9	\$62,416	\$179,496
TOTAL SALARIES				\$741,240
FRINGE BENEFITS				\$395,081
CONTRACTUAL				\$1,107,225
TOTAL DIRECT CHARGES				\$2,243,546
TOTAL MATCHING BUDGET				\$2,243,546

