

Milwaukee Public Schools FY21 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

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.

No changes have been made to Goal 1.

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.

- 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

Progress: The MPS Head Start program has made great strides in increasing the attendance at the policy council meetings when responding to the COVID-19 pandemic. In the 2019–2020 school year, a total of 26 parents attended the policy council meetings offered. The policy council meetings were held face-to-face prior to COVID-19 and MPS’s closing to the public. From September 2019 to March 2020, a total of 21 parents participated in the meetings face-to-face or via phone. In addition to the parents, 9 participated as policy council advisors and 9 participated as community representatives. After MPS Head Start was closed to the public, policy council meetings have been held virtually, allowing members to participate via Google Meet or phone. For the remainder of the 2019–2020 school year, 5 additional parents, 2 policy council advisors, and 1 community representative participated. In the 2020–2021 school year, the policy council meetings continued to be held virtually due to COVID-19. Through January 2021, 19 parents have participated in the virtual meetings,

either by attending the Google Meet or via phone. In addition, 1 community representative and 1 policy council advisor have attended.

Due to the COVID-19 pandemic and the MPS district building closure to the public, the Head Start program had to reevaluate the delivery of service for the policy council meetings, which had been taking place face-to-face. Therefore, the policy council meetings are currently held on a virtual platform. All policy council meetings are recorded, which allows for policy council members and parents who are unable to attend live to review material discussed and provide an opportunity for a passive vote when needed. All policy council meetings and related documents are recorded and translated into Spanish and Karen.

While historically there have been challenges with Head Start leadership retention, there have been additions of imperative roles including but not limited to the Head Start supervisor, ERSEA/FPA coordinator, mental health and disabilities coordinator, and health coordinator. To date, all leadership positions are filled, which will allow for more proper planning and better communication across service areas for policy council meetings. Additionally, recorded policy council training has been offered to families to help them better understand the purpose of the meetings.

Challenges: The MPS Head Start program has faced challenges of consistently low attendance at policy council meetings. Specific barriers causing low attendance include but are not limited to policy council meeting dates and times that may conflict with parents' schedules, the location of meetings, lack of an online meeting platform, a shortage of family partnership associates (FPAs), and high turnover of Head Start leaders such as Head Start supervisor, ERSEA/FPA coordinator, and health coordinator positions. This resulted in the lack of information presented to parents pertaining to serving as a policy council member. To address these challenges, a survey was provided to families to determine a new day and time for policy council meetings during FY20. Due to the COVID-19 pandemic and virtual learning, attendance rates have decreased significantly. In response to the COVID-19 pandemic and MPS district buildings being closed to the public, the Head Start program has been offering policy council meetings virtually. This can lead to other barriers for families, including access to technology and connectivity issues. The MPS district has attempted to mitigate this challenge by providing Chromebooks and Wi-Fi hotspots to every family in need of such technology as well as technology support from the district.

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: In FY20, the parent participation rate at monthly parent committee meetings was low, and the monthly parent meetings began later in the school year. The Head Start program set the goal of a 10% increase for each year, and a focus group was created to increase parent participation. A survey was created to determine the needs of the families we serve. The information from the survey was used to determine the topics of parent meetings for the upcoming school year. However, due to the COVID-19 pandemic stay-at-home orders put into place March 24, 2020, parent meetings were not held due to district-wide closure for the remainder of the 2019–2020 school year.

Challenges: The program has had consistent challenges with low attendance at parent committee meetings. To address this challenge, the FPAs disseminated information using various modes of communication, including but not limited to flyers, phone calls, emails, parent boards, and personal contacts in the schools. FPAs continued to communicate with parent coordinators, school secretaries, and teachers regarding upcoming dates and topics of parent meetings. Prior to the COVID-19 pandemic, FPAs met and greeted parents at the school to disseminate parent committee meeting flyers during the arrival and dismissal times at their assigned site visit days. Auto-dialer reminder calls and text messages were sent to all Head Start families to remind them of parent committee meetings. The program will continue to strive to create a more formal structure of partnering with district-level parent coordinators at each site to increase parent engagement.

However, due to the COVID-19 pandemic and the MPS district building closure to the public, parent meetings from March 2020 until the end of the 2020 school year were not held due to district-wide building closures and local stay-at-home orders.

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 early childhood community agencies to provide comprehensive services to vulnerable families. The MPS Head Start leadership team plays an integral role in

developing and maintaining these partnerships. Established partnerships include Preferred Dentistry Associates of Wisconsin for oral health screenings and fluoride treatments and University of Wisconsin–Madison Division of Extension FoodWise for nutrition classes. Also, the MPS Head Start supervisor and health coordinator are a part of the local health services advisory committee, which includes other community Head Start programs, the City of Milwaukee Health Department, WIC, and Children’s Wisconsin health providers. Additionally, during the 2020–2021 school year, the MPS Head Start program began separate partnerships with Children’s Wisconsin and Penfield Children’s Center to address the mental health and behavioral needs of children, families, and staff. Last, the Head Start ERSEA/FPA coordinator and enrollment assistant focused on developing community partnerships for new recruitment locations and created a monthly recruitment calendar listing community sites for FPAs to assist with overall program recruitment.

Challenges: Even though two new community partnerships have been developed, the MPS Head Start program will continue to work to build community partnerships, which takes time. The MPS Head Start program will evaluate which services are needed and which local early childhood community agencies are able to provide them. It is expected that these efforts will result in additional community partnerships. Also, due to the COVID-19 pandemic and the MPS district building closure to the public, the FPAs were not able to go to the community sites for face-to-face recruitment. Traditional face-to-face recruitment efforts will be reinstated when it is deemed safe.

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 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 meet and exceed this objective when it is deemed safe. Through the new partnership with Children’s Wisconsin, the Head Start program will co-participate in two monthly trainings for caregivers from March 2021 through November 2021.

Challenges: Due to the district’s building closure in response to the COVID-19 pandemic, many community businesses and agencies have closed in-person business, which has presented challenges as the 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 when the district’s school closure is lifted and/or it has been deemed safe to return to in-person interactions. If COVID-19 continues to be a challenge for the 2021–2022 school year, virtual options will be explored to meet the

objective. In addition, the Head Start program will hire and retain racially 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 health habits.

No changes have been made to Goal 3.

Objective a): The MPS Head Start program will ensure that the 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 FY20 annual outcome was 50% for Head Start children to receive preventive dental services. To assist with meeting this goal, the MPS Head Start program partners with Preferred Dentistry Associates (through the Wisconsin Seal-A-Smile program) to offer an annual Dental Days event so that students can receive a dental screening, prophylaxis (cleaning), application of fluoride and, if needed, placement of sealants on all permanent molars. Although the goal of 75% was not met, the MPS Head Start program was optimistic that it would have been met if all the Dental Days that were scheduled in spring of 2020 were able to occur. However, due to the COVID-19 pandemic stay-at-home orders issued on March 24, 2020, only two weeks of the event occurred. Although Dental Days was not able to occur in its entirety for 2020, the health team has been requesting current dental exams for those students who have noted dental homes, and if a dental home is not noted, then measures are being taken to identify a dental home. Also, the MPS Head Start program continues to provide ongoing education and resources to parents and students on the importance of good oral health practices. In addition, the instruction staff embed daily tooth brushing routines to promote and support oral health practices in every classroom.

Challenges: Acquiring access to preventive dental services is difficult for students and families as there is limited access to dental providers who provide services for children under the age of five, thus excluding the Head Start three- and four-year-old students. To mitigate these challenges, the MPS Head Start program has partnered with community dental providers who provide preventive dental services to three- and four-year-old children. The current

community partnership is with Preferred Dentistry Associates of Wisconsin (through the Wisconsin Seal-A-Smile program); however, due to the COVID-19 pandemic stay-at-home orders, not all the Dental Days that were scheduled in spring of 2020 occurred. Although the 2020 Dental Days did not occur in its entirety, the MPS Head Start health program has been communicating with Preferred Dentistry to evaluate whether the 2021 Dental Days could occur if in-person classes resume in April 2021. An additional challenge was the long-term vacancy of the health coordinator position and other staffing vacancies within the MPS Head Start program such as nurse associate. However, the program continues to actively recruit long-term staff to fill all vacancies, and a full-time health coordinator joined the MPS Head Start leadership team on November 30, 2020.

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 oral health hygiene and best 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 on the importance of dental care to parents at monthly parent committee meetings and through informational handouts. Also, if needed, families are provided with local dental care resources.

Challenges: The MPS Head Start program faces a challenge in educating parents on the importance of dental care due to low attendance at monthly parent committee meetings. Parent participation may be limited due to location of meetings, lack of transportation to and from meetings, and time of meetings. Staffing vacancies also make it difficult to form the necessary relationships to increase parent engagement. The MPS Head Start program continues to recruit staff for all open positions, thus decreasing caseloads to better communicate and engage families. Also, the MPS Head Start health team continues to assist parents and students 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 healthcare 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: While 92% of the MPS Head Start students had an established medical home identified during FY20, the annual outcome for completing a physical exam was 69% and for immunizations was 46% for an average of 57.5%. Although the goal of 75% was not met, the Head Start program was optimistic that it would have been met had the statewide COVID-19 pandemic stay-at-home orders not occurred. To continue 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 healthcare providers for ongoing primary healthcare services by providing outreach, resources, and education to families. Additionally, the MPS Head Start health team continues to request current physical exams for those students who have noted medical homes, and if a medical home is not noted, then measures are being taken to identify a medical home.

Challenges: Many enrolled MPS Head Start students are not established with a primary care provider. To address this issue, the MPS Head Start program continues to provide education, resources, and outreach to families to emphasize the importance of establishing care with a primary care provider for ongoing healthcare to ensure health and safety. Also, due to the COVID-19 pandemic stay-at-home orders, many students were not seen for an annual physical exam and therefore would not have received immunizations. As a result, not as many physical forms were completed by the medical homes. Additionally, immunization data is low because the end of the school year compliance evaluation didn't occur as the MPS Head Start health team prioritized the processing of all the health records that were faxed in during the time that the MPS district buildings were closed due to the COVID-19 pandemic stay-at-home orders.

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: Since April of 2017, the MPS Head Start program has partnered with the UW–Madison Division of Extension FoodWise program to provide nutrition education to the MPS Head Start children and families. An exit survey is used to measure the knowledge gained by Head Start families at the conclusion of each session. This information is used for future programming.

Challenges: There has been low family participation in the FoodWise program classes, so the MPS Head Start program plans to evaluate the reason for low family participation and explore ways to increase family involvement. Due to the COVID-19 pandemic, the UW–Madison Division of Extension FoodWise program was not able to be offered during FY20. However, the MPS Head Start program is evaluating whether this training could be offered virtually or online for the current school year.

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.

While no changes have been made to Goal 5, Objective a) has been modified.

Objective a): The MPS Head Start mental health and disabilities team will ensure that parents of students who are initially registered in the MPS 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. These data will be monitored by ChildPlus reporting. During follow-up, the parent/caregiver will be provided with information and/or consultation regarding this score. Follow-up is not required for those students who receive special education services or who are in the special education referral process 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: Currently this objective has achieved a 71% follow-up rate. A total of 14 children fell within the 90th percentile/concern zone, and the mental health and disabilities staff followed up with 10, or 71%, within 45 days of enrollment. The remaining four children requiring follow-up did not meet the 45-day deadline because the ASQ:SE-2 screeners were completed beyond 45 days of students' enrollment. The MPS Head Start program does make every attempt to follow up with students and families within 45 days of enrollment. Follow-up occurs with students and families using various modes of communication, including telephone contact, email, a letter sent home with the student, or by a letter sent through the U.S. Postal Service.

Challenges: Although this objective has been met, there are challenges with parent follow-up for students who score in the 90th percentile/concern zone of the ASQ:SE-2. Some challenges include the necessity to prioritize more immediate needs of MPS Head Start families and difficulty in contacting families due to the transient population served by the program. To address these obstacles, MPS Head Start staff will meet bimonthly to review ASQ:SE-2 screening data and follow up with families as needed. This follow-up contact will be immediately entered into ChildPlus. In addition, MPS Head Start staff will collaborate with school-based staff to keep family contact information as up to date as possible.

Due to the changes of the registration process as a result of the COVID-19 pandemic, ASQ:SE-2 completions were inconsistent and did not always occur in a timely manner. This change resulted in a decrease in the number of screeners being completed within the 45 days of enrollment, thus impacting the compliance on the 90% follow-up contacts. If the screener was completed any time after the first 45 days of enrollment and the child scored in the 90th percentile/concern zone, then the mental health and disabilities team will ensure that the caregiver is contacted within the 30 days after an online screener is accurately completed and submitted to asqonline.com. At this time, the mental health and disabilities staff have contacted 100% (4 out of 4) of caregivers who completed the ASQ:SE-2 after the child's 45th day of enrollment and who scored in the 90th percentile/concern zone.

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: Currently, the MPS Head Start mental health and disabilities staff is maintaining a 100% attendance rate at all initial special education evaluations and reevaluations. Staff have attended a total of 44 out of 44 meetings in the 2020–2021 school year. The MPS Head Start program's mental health and disabilities team, consisting of 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. When schedules allow, the MPS Head Start team also attends annual IEP meetings of Head Start children.

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 the MPS Head Start staff due to unintentional oversight by district staff. In these instances, the identified mental health and disabilities staff member will reach out to the individual who scheduled the meeting requesting an invitation to mental health and disabilities staff for any future special education meetings involving MPS Head Start students. To prevent any oversight, the mental health and disabilities staff member reviews special education referrals and IEP data, monitors meeting schedules, and sends requests if a meeting has been scheduled but no invitation has been received. An additional challenge is scheduling conflicts with other special education evaluation meetings and competing priorities. Every effort is made to adjust schedules to accommodate the special education evaluation meetings. If a mental health and disabilities team member is not able to attend, other MPS Head Start service area coordinators fill in as needed.

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: School Readiness Goals.

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

Progress: The MPS Head Start program is in the fourth year of implementing the Frog Street curriculum. The majority of Head Start teachers have been trained in the curriculum. In response to the COVID-19 pandemic, the MPS Head Start program has developed a virtual professional learning platform for Head Start teachers. This platform provides instructional staff with ongoing and self-paced learning opportunities focused on the integrated curriculum, instructional strategies, and best practices in early learning. In addition, MPS provides district-wide professional development on the adopted curriculum for all pre-K teachers. As teachers become familiar with the curriculum, they can 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 while teaching virtually.

To support the social-emotional development objectives amid the current pandemic, an intentional focus has been placed on the Conscious Discipline®

approach, found in the Frog Street curriculum. Conscious Discipline is a trauma-informed, evidence-based social-emotional program that helps staff focus on social-emotional skills, relationship building, and creating a classroom family within the virtual classroom. The MPS district also offers trauma-sensitive training and has created a website to share resources and ideas to support relationship building and social-emotional learning. Additionally, the Head Start program offers trauma training specific to pre-K students and staff.

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 of 2019–2020, MPS Head Start children made progress in each objective. The MPS Head Start program collected and analyzed data for the first two reporting periods; however, due to COVID-19 pandemic stay-at-home orders, the final data set for the 2019–2020 school year was unable to be collected and analyzed. The program continues to collect and analyze data during virtual instruction to ensure that progress is being made toward school-readiness goals. Specific data for each objective are listed below.

Challenges:

Although MPS is in its fourth year of implementing the Frog Street curriculum, challenges have arisen due to the COVID-19 pandemic. All teachers have had to learn to navigate a new world of competing priorities while keeping in mind curriculum support, social-emotional needs, and a changing landscape of service delivery. Most teachers have been trained in the Frog Street curriculum, but there are many new teachers in the Head Start program who are learning how to implement the curriculum while delivering lessons to their students virtually.

Due to the COVID-19 pandemic, Head Start expects to see increased social-emotional needs among our students and families. As stated by Dr. Becky Bailey, founder of Conscious Discipline, 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 increased demands of becoming aware of how to support students and families with stress and trauma.

Instructional staff have been challenged to develop rigorous, differentiated, and developmentally appropriate lesson plans in order to provide engaging learning experiences in a virtual learning format. Since teaching virtually, many students have been in fluctuating learning settings. Some students may shift from the home environment to other environments such as extended family or neighbor homes and day cares. These varying environments have created challenges and inconsistencies in providing instructional support for many children, which include assistance in logging in, helping students navigate Chromebooks, and the availability and use of supplied hands-on instructional materials. These

challenges have presented some difficulties with instructional staff in delivering planned instruction and communicating effectively.

Objective a): Children in Head Start will use curiosity, persistence, and creativity in social and cultural contexts to extend their learning. Approximately 72% 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 FY20 as well as the increasing proficiency rates through the winter of the FY20 program year. The data show significant progress by K3 students from fall to midyear. The Head Start program anticipated exceeding expectations for the FY20 school year, but due to school closures and COVID-19 stay-at-home orders, no data are available for the spring of FY20. The increase of one percentage point for K4 students from fall to midyear in FY20 is atypical as greater gains are usually documented at the midyear point. While the Head Start program was predicting greater and more typical gains for the final reporting period of FY20, no data were able to be collected. The Head Start program plans to continue to review, analyze, and problem solve as data are further collected.

	Fall 2019	Winter 2020	Spring 2020
K3	3.27%	42.00%	*Not available
K4	35.51%	36.51%	*Not available

*Spring data were not available due to closures for the COVID-19 pandemic.

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 FY20 as well as the increasing proficiency rates through the winter of the FY20 program year. The data show significant progress by K3 students from fall to midyear. The Head Start program anticipated exceeding expectations by the end of FY20.

The smaller increase of 3.64% percentage points in K4 is indicative of the known developmental needs of children. Head Start continues to focus professional development on Conscious Discipline, relationship building, social-emotional learning, trauma-informed care, and instructional strategies and behavioral supports within this domain. While the Head Start program was predicting greater and more typical gains for the final reporting period of FY20, no data were able to be collected. The Head Start program plans to continue to review, analyze, and problem solve as data are further collected.

	Fall 2019	Winter 2020	Spring 2020
K3	24.43%	39.61%	*Not available
K4	21.26%	24.90%	*Not available

*Spring data were not available due to closures for the COVID-19 pandemic.

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 FY20 as well as the increasing proficiency rates through the winter of the FY20 program year.

The data show significant progress by K3 and K4 students from fall to midyear. An increased focus on the fidelity of implementation of the Frog Street curriculum may have contributed to an increase in language and literacy skills. While the Head Start program was looking forward to collecting and analyzing further gains in data for the final reporting period of FY20, no data were able to be collected. The Head Start program plans to continue to review, analyze, and problem solve as data are further collected.

	Fall 2019	Winter 2020	Spring 2020
K3	18.16%	35.75%	*Not available
K4	12.45%	40.84%	*Not available

*Spring data were not available due to closures for the COVID-19 pandemic.

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 FY20 as well as the increasing proficiency rates through the winter of the FY20 program year.

The data show expected progress by K3 and K4 students from fall to midyear. The Head Start program anticipated meeting and exceeding expectations for this goal; however, no data were able to be collected for the third reporting period due to school closures and COVID-19 stay-at-home orders. The Head Start program will continue to work toward this goal by focusing on the math and STEM components of the Frog Street curriculum. The Head Start program plans to review, analyze, and problem solve as data are further collected.

	Fall 2019	Winter 2020	Spring 2020
K3	5.91%	13.75%	*Not available
K4	4.70%	16.16%	*Not available

*Spring data were not available due to closures for the COVID-19 pandemic.

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 FY20 as well as the increasing proficiency rates through the winter of the FY20 program year.

The data show significant progress by K3 students from fall to midyear. The Head Start program anticipated exceeding expectations. The data from the K4 students from fall to midyear in FY20 are atypical as much greater gains are usually documented at the midyear point. As these data are irregular, the program plans to investigate the data collection process and the fidelity of curricular implementation. While the Head Start program expected higher gains for the final reporting period of FY20, no data were able to be collected. The Head Start program plans to continue to review, analyze, and problem solve as data are further collected.

	Fall 2019	Winter 2020	Spring 2020
K3	21.50%	53.00%	*Not available
K4	44.50%	44.49%	*Not available

*Spring data were not available due to closures for the COVID-19 pandemic.

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 Head Start program will continue communication and collaboration with the Office of Head Start's training and technical specialist to ensure that the appropriate training and professional development are provided to the FPA staff regarding relationship-based competencies.

Challenges: The program has continued to experience challenges 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.

The Head Start program is continually reviewing applications for highly qualified individuals interested in working as FPAs. Another challenge that has been addressed is the existing process to onboard a new FPA. The current process is under review and will be modified. The ERSEA/FPA coordinator will work with the other service areas to ensure that a training calendar is created and followed. Given the fact that FPAs begin on different hiring dates throughout the year, the MPS Head Start program plans to record training sessions using a virtual platform and build a training library of videos for new hires. The recorded trainings will be a more efficient use of time and will be used throughout the year to onboard new FPAs. The ERSEA/FPA coordinator will schedule follow-up sessions to check for understanding as a form of support. The program will also continue to provide individualized support through mentoring. Each new FPA will continue to be paired with veteran staff member for shadowing, relationship building, support, and networking in hopes of retaining each qualified FPA.

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: In response to the COVID-19 pandemic, the FPAs have not been in the school buildings since March 2020 as the buildings are closed to the public. The FPAs have been communicating with families and school staff virtually via phone calls, text messages, email, and Google Meet. Parent meetings for the 2020–2021 school year are recorded and shared on the MPS home page. The recordings are in English and translated into Spanish and Karen. FPAs collaborate with the Head Start teachers, social workers, Head Start program service areas, parent coordinators, and principals. The FPAs work very closely with school secretaries, social workers, teachers, and families to resolve attendance issues through phone calls, text messages, emails, mailing attendance notices, and home visits.

Challenges:

The current challenges in communication and collaboration with parents are due to the COVID-19 pandemic as the buildings are closed to the public. The FPAs are working with families virtually via phone calls, text messages, email, and Google Meet.

The program will also continue to focus on hiring more FPAs in order to decrease caseloads, allowing for increased individualized support and attention. The Head Start program is continually reviewing applications for highly qualified individuals interested in working as FPAs. While continuing to work diligently with MPS Human Resources to recruit and hire talented FPA staff, the MPS Head Start program continues to face challenges in this area.

No changes have been made to the Program Goals; however, modifications have been made to service delivery to help the program better achieve those goals.

SUB-SECTION B: Service Delivery

1. Service and Recruitment Area

MPS Head Start continues to meet the needs of service and recruitment as discussed in the original FY18 application. Updates and challenges are listed below.

Update: The MPS Head Start program continues to use data points to determine how to adjust services to best meet the needs of the families in Milwaukee. For instance, the program uses enrollment trends from the Wisconsin Department of Public Instruction WISEdash and

ChildPlus along with feedback from school leaders to address specific programmatic needs within their building including but not limited to classroom sizes and adding additional classrooms to specific sites. The Head Start program has a newly implemented online application process that allows families to begin the registration process electronically. Once an inquiry is received by the Head Start office to complete an enrollment application, a Head Start representative contacts each family by phone, Google Meet, or email.

Challenges: In response to the COVID-19 pandemic stay-at-home orders, MPS buildings are closed to the public thus causing a shift in recruitment efforts for the Head Start program. Recruitment is currently being conducted virtually; face-to-face recruitment efforts have been paused until buildings are again open to the public with the exception of pre-scheduled contactless appointments arranged by Head Start representatives.

To address the challenge, virtual recruitment efforts have included advertising contactless and virtual enrollment fairs on two local radio stations and social media, scheduling individual appointment dates, and collaborating with the MPS district in recruitment efforts.

2. Needs of Children and Families

The MPS Head Start program continues to meet the needs of children and families as discussed in the original FY18 application. Based on the Free and Reduced Meal Eligibility Report, the needs of the population have remained consistent.

It is evident that due to the COVID-19 pandemic, the needs of our families have risen. The families have communicated with the FPA assigned to their school needs such as rental assistance, assistance in locating food site distributions, and clothing needs. The FPAs provide

the community resources available to the families as well as coordinating efforts with the Head Start social workers for additional support. The FPAs meet with families virtually through phone calls, emails, and Google Meet. The FPAs provide additional support in the area of attendance and ensure that the families have the necessary tools and resources to log their children in for virtual classes.

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

MPS Head Start continues to develop proposed program options and funded enrollment slots as discussed in the original FY18 application. Updates and challenges are listed below.

The MPS Head Start program continues to review the program needs. A continued challenge that many Head Start families experience includes finding after-school child care. As a result, MPS Head Start collaborated with the MPS Recreation Department for the 2019–2020 school year and will continue to provide K3 half-day programming with options of wraparound care to support families that are working. Due to the wraparound program option, MPS Head Start was able to fill vacant seats at K3 half-day schools.

Update: The recruitment plan was presented to policy council members in the July 2020 meeting. The plan was approved on July 13, 2020. The recruitment plan continues to be updated to meet the needs of the program. In the upcoming 2021–2022 school year, Mitchell School will continue to host a K3 classroom while offering bilingual in the morning session and monolingual in the afternoon session to meet the needs of the school community.

Challenge: In response to the COVID-19 pandemic, students in the Head Start program attend

classes virtually. Therefore, the wraparound program at the school sites is not in use while the students are virtual. However, upon return to brick and mortar, Phase 2 hybrid approach services will continue.

4. Centers and Facilities

MPS Head Start continues to meet the needs of children based on centers and facilities as discussed in the original FY18 application. The program will gradually add full-day K3 programming until full implementation is achieved.

The MPS Head Start program uses data points to determine how to provide services in additional centers to best meet the needs of families in Milwaukee. The program uses Wisconsin Department of Public Instruction WISEdash, ChildPlus, and community needs assessments to make programmatic decisions.

Update: The MPS Head Start program will not be making any program changes (adding or deleting any new sites). However, the program will be evaluating historical data such as enrollment and attendance trends to decide whether additional half-day sites should be converted to full day in the future. Due to community needs, Mitchell School will host a bilingual class for the morning session and a monolingual class for the afternoon session for K3 students.

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

MPS Head Start continues to focus on eligibility, recruitment, selection, enrollment, and attendance as discussed in the original FY18 application. Updates and challenges are listed

below.

Updates: In response to the COVID-19 pandemic, the Head Start program created and now offers a newly implemented online application process. This allows families to begin the registration process electronically, when traditionally it has been only a face-to-face process. A Head Start representative contacts each family once an inquiry is received by the Head Start office to complete an enrollment application over the phone, Google video, or email.

Recruitment is currently being conducted virtually. Some examples of virtual recruitment include but are not limited to advertising contactless and virtual enrollment fairs on two local radio stations and social media, scheduling individual appointment dates, and collaborating with the MPS district in recruitment efforts. To further support families, a MPS Head Start Interest Survey was created to gather contact information for families that are interested in our Head Start program. This information will allow the MPS Head Start program to connect with all interested families to begin the enrollment process. After completion, a Head Start representative will follow up with the interested family directly via phone or Google Meet.

The MPS Head Start program continues to attempt to renew efforts in recruitment to address concerns pertaining to under-enrollment. Head Start staff compiles and reviews data from previous year recruitment events based upon community attendance. Using these data, the Head Start program targets specific recruitment events with high attendance of the program's most vulnerable families. There are multiple events that take place in which the program advertises and registers new students and families, such as the annual MPS Kindergarten Enrollment Fair. To further support families in the city of Milwaukee, Parent Interest Forms are available at multiple venues so that parents may leave their contact information for follow-up. In addition, the Head Start program works closely with the communications department to coordinate efforts

for continuous outreach including but not limited to Facebook advertising, targeted mailings, and posting on the MPS home page. The program also collaborates with the student services department to plan for the enrollment fair to recruit families. Additionally, the Head Start program has collaborated with iHeartRadio and Caliente Radio to advertise enrollment events on local radio stations.

For families experiencing homelessness, resources continue to be 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 will continue proactively finding ways to identify and resolve these systemic barriers to chronic attendance.

Challenges: In response to the COVID-19 pandemic stay-at-home orders, MPS buildings are closed to the public. The program's traditional face-to-face recruitment and enrollment efforts have shifted to virtual Google Meet videos, phone calls, text messages, and emails. Traditional face-to-face recruitment efforts will resume once the district reopens to the public.

6. Education and Child Development

MPS Head Start continues to meet the needs of children and families as discussed in the original FY18 application. Updates and challenges are listed below.

- a) The MPS Head Start program has continued to offer summer academy and Frog Street professional development opportunities to all instructional staff on varying dates and times. In response to the COVID-19 pandemic, the MPS Head Start program has developed a

virtual professional learning platform to provide instructional staff with ongoing and self-paced learning opportunities focused on the integrated curriculum, instructional strategies, and best practices in early learning. Although the program has had good attendance, it has not reached 100% due to district limitations on mandatory participation.

b) One challenge the program has experienced is a large influx of new instructional staff, some new to the Head Start program and others new to teaching in general. In addition to district support, mentoring, and onboarding, the Head Start program has offered a self-led virtual new-teacher training in response to the pandemic. While all instructional staff are learning to navigate new virtual platforms for instruction, a plan has been created to offer virtual monthly drop-in sessions for all instructional staff to provide support and opportunities for networking. New Head Start teachers are also paired with veteran Head Start teachers for additional assistance. Education coordinators continue to provide additional individualized support for all instructional staff based on needs as determined by needs assessments, requests, and observed challenges.

c) The developmental screeners and assessments have not changed for Head Start students; however, the delivery of services has changed dramatically as MPS is implementing instruction virtually due to the COVID-19 pandemic. Although reporting periods have remained the same, teachers are finding it challenging to obtain authentic results when conducting and observing the assessments virtually. Some difficulties administering the screeners and assessments have been linked to low student attendance and the need to rely more heavily on caregiver input due to the virtual delivery of services.

d) Due to challenges with FPA retention and the COVID-19 pandemic this past year, the registration process was altered and the ASQ:SE-2 was not always administered to parents of first-year students during registration. As a result, the mental health and disabilities staff and FPAs have contacted families to complete the questionnaire or worked with instructional staff to complete the questionnaire with families within the 45-day deadline or as soon as possible. Currently, MPS Head Start compliance with ASQ:SE-2 screeners is 78.3% or 421 of 538 screeners completed on time.

7. Health

MPS Head Start continues to meet the health needs of the children as discussed in the original FY18 application. Updates and challenges are listed below.

Update: MPS Head Start continues to meet the health needs of children and families. The program continues to follow the action steps to meet the needs of the families. There are no changes to the goals and objectives made in oral health, nutritional, mental health, social-emotional well-being, and health status and care.

Challenge: The MPS Head Start program has been without a health coordinator since June 2019. Since that time, the MPS Head Start program has posted and conducted interviews to fill the position for health coordinator and on November 30, 2020, the new health coordinator joined the MPS Head Start leadership team. Thus, the MPS Head Start program will benefit from having a healthcare professional with a license in nursing to ensure that the health needs of the students are being met.

8. Family and Community Engagement

MPS Head Start continues to meet the needs of children and families as discussed in the original FY18 application. Updates and challenges are listed below.

Update: The Head Start program is continually reviewing applications for highly qualified individuals interested in working as FPAs. Extra hours will continue to be offered to current FPAs to meet the needs of the Head Start families.

The Head Start program was able to provide At-Home Kits and CARES Packages to the students and families enrolled. These kits contained learning materials including but not limited to books in English and Spanish, manipulatives, bristle blocks, shapes engagement pack, and a transition-to-school backpack in a conscious effort to actively engage children and families while learning at home.

Challenge: The Head Start program is continually looking to fill the vacant positions for FPAs. High staff turnover has created higher caseloads for the current FPAs on staff. While continuing to work diligently with MPS Human Resources to recruit and hire talented FPA staff, the MPS Head Start program continues to face challenges in this area.

8. Services for Children with Disabilities

MPS Head Start continues to meet the needs of children with disabilities as discussed in the original FY18 application.

MPS Head Start staff continues to provide resources while communicating with students, families, and staff—both Head Start and MPS—to ensure that the individualized education

programs (IEPs) of students with disabilities or students with 504 plans are implemented accurately. In addition, Head Start staff advocates for students with disabilities to receive their individualized services in the least restrictive environment to maximize the amount of time spent with their non-disabled, same-aged peers. Updates and challenges are listed below.

a) MPS Head Start staff has been faced with a challenge in meeting the special education needs of some three-year-olds since the transition to full-day Head Start programming. The district offers three hours per day for three-year-olds who have special education needs, but some of these students require special education support throughout the entire school day. In addition, the MPS Department of Specialized Services has changed the programming locations for three-year-olds with IEPs. Head Start mental health and disabilities staff has been and will continue to work with the MPS special education staff to ensure a continuation of services.

b) Due to challenges with FPA retention and the COVID-19 pandemic, the registration process was altered and the ASQ:SE-2 was not always administered to parents of first-year students during the registration process. As a result, the mental health and disabilities staff and FPAs have contacted families to complete the questionnaire and have worked with instructional staff to complete the questionnaire with families within the 45-day deadline. Previously, if attempts for families to complete it were unsuccessful, the mental health and disabilities staff requested instructional staff to complete the questionnaire in lieu of the family. This is not an option in the virtual instructional setting due to the challenges of virtually screening for social-emotional markers. Currently, MPS Head Start compliance with ASQ:SE-2 screeners is 78.3% or 421 of 538 screeners completed on time.

c) The goal to attend and participate in initial special education evaluation and reevaluation

meetings to support a parent's understanding of the special education process is 95%. This goal has been consistently met and exceeded, 44 out of 44 meetings attended, since the start of the 2020–2021 school year. The mental health and disabilities coordinator position was filled during the 2019–2020 school year, allowing additional scheduling flexibility.

9. Transition

MPS continues to meet the needs of children and families pertaining to transition as discussed in the original FY18 application. Updates are listed below.

While each school's/grade level's/teacher's transition plan is unique, some programmatic strategies are utilized program-wide, such as the following:

- i. Welcome letters sent home to all enrolled Head Start students
- ii. Staggered start (smaller class sizes for the first three days of the school year with all K3–K5 students). In response to the COVID-19 pandemic, district buildings have been closed to the public since March 2020. Consequently, Head Start students have been receiving virtual instruction, which is Phase 1 of the district's Roadmap to Readiness reopening plan. Once school resumes for in-person instruction, the staggered start schedule will resume.
- iii. Head Start program parent orientation: A parent orientation meeting was recorded by all service areas and uploaded to the Head Start home page with Spanish and Karen voiceovers.
- iv. Head Start classroom orientation for families
- v. Planned lessons around a transition book (for example, *The Kissing Hand/Un beso en*

mi mano)

- vi. Home visits with a focus on individualized transition plans
- vii. Parent committee meetings with a focus on transitions
- viii. Each student is provided with a book to read with their families to support children in adapting to change and unfamiliar settings.
- ix. Site-specific transition plans reviewed and revised each year
- x. Programmatic transition strategies and activities reviewed and revised each year
- xi. The FPAs work to support families as they transition and enroll from one school year to the next, when moving to a K4 board-funded classroom, when aged out of the Head Start program, and when locating a Head Start program in another city or state.

While there are many programmatic strategies, each transition plan is written to meet the unique needs of each student population, and approaches may vary. The following strategies may be modified to accommodate for virtual learning, which include some examples being utilized by different sites:

Head Start virtual open house; students eat lunch in the cafeteria and discuss school routines near the end of the school year; a teacher from the next grade level visits a Head Start classroom to meet students and share an activity; current Head Start students visit their new classroom and talk about schedules, meet the teacher, and participate in a part of the daily routine; teachers develop individualized student transition kits (lesson ideas, reading logs, materials, etc.); parent nights focus on transitions at the school; parents are given access to Galileo and the lesson builder for summer use; instructional staff distribute individualized activities to families at the end of the year transition activity (picnic, etc.).

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

12. Transportation

MPS Head Start continues to meet the needs of children and families as discussed in the original FY18 application.

Update: In response to the COVID-19 pandemic stay-at-home orders, transportation has not been provided. When the students return to face-to-face instruction, transportation will continue. Once we return to face-to-face instruction, the district will decide which changes are necessary in response to COVID-19 in terms of physically distancing and minimizing the number of individuals allowed to ride on the bus until it is deemed safe to return to typical transportation services provided to families in the Head Start program. Families qualify for school bus services if they reside more than a mile from the Head Start site. For families experiencing homelessness or students currently in out-of-home care, the Head Start mental health team works with MPS social workers to provide the necessary transportation resources such as tickets for public transportation or door-to-door busing.

Changes: A change made for the 2020–2021 school year included the K3 students no longer being offered door-to-door transportation. In lieu of door-to-door, the nearest corner is used for drop-off and pick-up. Historically, Head Start K4 has ridden with all ages of MPS families, and now this will include Head Start K3 students. All Head Start students are no longer required to wear a harness.

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

1. Governance

Challenges: Historically, policy council and parent committee meetings have faced

challenges of consistently low attendance. In 2019–2020, staffing vacancies, including FPA vacancies and a vacancy for the ERSEA/FPA supervisor position, as well as possible conflicts with logistics for a new governing body (day/time/location) correlate with a significant decrease in attendance.

Updates: The addition of imperative roles including but not limited to the ERSEA/FPA coordinator, mental health and disabilities coordinator, permanent Head Start supervisor, an education coordinator, and multiple FPA positions have allowed the program to decrease caseloads and increase individualized supports, resulting in more training and support, better communication, more time for family outreach, and more parental engagement in policy council and parent committee meetings.

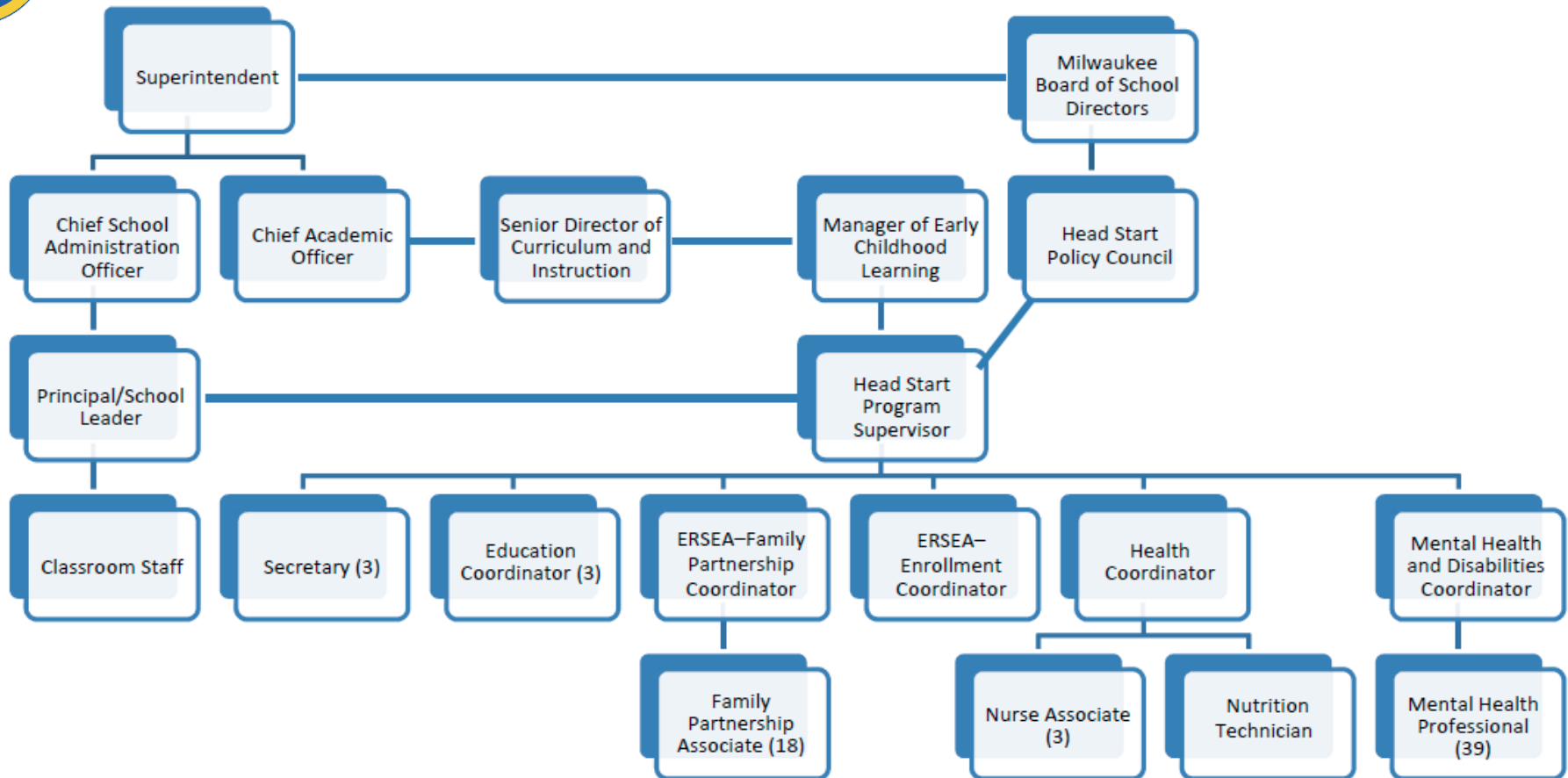
Due to the COVID-19 pandemic and the MPS district closure to the public, the Head Start program reevaluated the delivery of service for the policy council meetings, which had been taking place face-to-face in the past. Consequently, the policy council meetings are currently held on a virtual platform. All policy council meetings are recorded, which allows for policy council members and parents who are unable to attend live to review material discussed and provides an opportunity for a passive vote when needed. All policy council meetings and related documents are recorded and translated into Spanish and Karen. Additionally, parent meetings have been held virtually for the 2020–2021 school year. The MPS Head Start program recorded and shared videos of the meetings electronically on the MPS Head Start home page. Thus, families are able to have access to the information when it is most convenient for them.

2. Human Resources Management

a) Head Start Program Organizational Chart 2020–2021



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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. 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 their 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

Updates: The Milwaukee Public Schools Head Start program continues to maintain strong systems in place to manage and monitor oversight of the program's operations. Oversight is provided by the early childhood learning manager who reviews both the budget summary expenditure reports weekly from IFAS 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 budget continues to be reviewed and developed based on the needs of services outlined in the Head Start Community Assessment and district data.

During the FY19, the Head Start program participated in a Focus Area One (FA1) monitoring review conducted by the Administration for Children and Families. The review focused on program design and management, designing quality education and child development program services, designing quality health program services, designing quality family and community

engagement services, and developing effective ERSEA strategies and fiscal infrastructure. As a result of the review, the area of concern identified was in designing quality health program services, which will be described in detail as challenges below.

Challenges: To address the area of concern presented in the FA1, the Head Start program reinstated the health advisory committee with an initial meeting during 2019-2020 school year and established members to serve to be part of the partnership. As previously mentioned in the grant, the health coordinator position was a vacancy, and the position was filled in November 2020. Some additional challenges in the program include filling vacant positions in other program areas and high caseloads. To combat these challenges, at the time of application the Head Start program continued to conduct interviews and obtain qualified candidates in program positions, allow staff to work extra hours to meet family needs, and provide both ongoing support and training to staff. The Head Start program is committed to providing high-quality services to children and families and therefore will continue to seek support from Training and Technical Assistance to provide staff with ongoing professional learning in all service areas, using ECKLC and the Head Start Management Systems Wheel to make informed decisions that impact the program.

**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	\$88,214.00	\$88,214
Education Coordinator	3	3	\$93,363.00	\$280,089
Mental Health & Disabilities Coord.	1	1	\$74,945.00	\$ 74,945
ERSEA Coordinator	1	1	\$85,378.00	\$85,378
Health Coordinator	1	1	\$92,701.00	\$92,701
K3 Teachers	59	50	\$65,988.00	\$3,299,400
K3 Teacher Assistants	59	50	\$21,578.00	\$1,078,900
K4 Teachers	21	8	\$65,988.00	\$527,904
K4 Teacher Assistants	21	10.5	\$21,578.00	\$226,569
K4 Teachers (1.5 pay periods June 2021)	21	13	\$3,807.00	\$ 49,491
Family Partnership Associate	18	18	\$21,578.00	\$388,404
Nurse Associates	3	3	\$42,873.00	\$128,619
Secretary	3	3	\$38,776.00	\$116,328
Nutrition Technician	1	1	\$18,244.00	\$18,244
Social Worker	1	1	\$81,792.00	\$81,792
Extra Hours (FPA)	300	300	\$18.74	\$5,622
Extra Hours (Secretary)	75	75	\$18.64	\$1,398
TOTAL SALARIES				\$6,543,998
FRINGE BENEFITS				\$3,507,583
TOTAL				\$10,051,581
TRAVEL				\$20,684
EQUIPMENT				\$0
SUPPLIES				\$334,486

CONTRACTUAL	\$116,501
CONSTRUCTION	\$0
OTHER	\$13,000
TOTAL DIRECT CHARGES	\$10,536,252
INDIRECT CHARGES	\$524,113
TOTALS	\$11,060,365
TTA	\$121,608
TOTAL BUDGET	\$11,181,973
BUDGET ALLOCATION	\$ 11,181,973

PERSONNEL

1.0 FTE (\$88,214) is budgeted for the Program Supervisor to oversee operations of the MPS Head Start Program and ensure program compliance and timely reporting.

3.0 FTE (\$280,089) 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 (\$74,945) 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 (\$85,378) is budgeted for the ERSEA Coordinator to oversee all aspects of MPS Head Start's eligibility, recruitment, selection, enrollment and attendance.

1.0 FTE (\$92,701) 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.

58 FTE (\$3,827,304) 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 will support thirteen K4 teachers beginning July 1, 2021. Head Starts funds budgeted in the month of June is \$49,491 to support 13 K4 teachers (1.5 pay periods).*

60.5 Teacher Assistants (\$1,035,469) 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.*

18 Family Service Workers (\$388,404) 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.

3 Nurse Associates (\$128,619) 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 (\$116,328) 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 FTE Nutrition Technician (\$18,244) is budgeted to assess 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. The Nutrition Technician will work 30 hours per week for this program.

1.0 FTE (\$81,792) 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 \$18.74 at 1.6667 additional hours per month for 10 months for the 18 project family partnership associates (\$5,622). The average hourly rate for the secretary is \$18.64 for 75 extra hours for the secretaries (\$1,398).

FRINGE BENEFITS

Fringe benefits are budgeted at a district average rate of 53.6%, this includes Social Security, pension and insurance for employees. The total budgeted is \$3,507,583.

TRAVEL

MPS has budgeted \$20,684 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. Wisconsin Head Start Association Conference (Wisconsin Dells, WI) for parents (1), teachers (1) and program staff (4)
- B. Head Start Parent Conference and Family Engagement Institute (TBD National Location) for parents (1), teachers (1) and program staff (4)
- C. Annual Head Start Conference (TBD National Location) for parents (1), teachers (1) and program staff (4)
- D. Wisconsin International Association of Bilingual Educators (Wisconsin Dells, WI) for parents (2) and program staff (4)

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	6	2	\$262	\$2,400	\$792	\$3,454
Conference B	6	3	\$2,100	\$3,600	\$1,188	\$6,888
Conference C	6	3	\$2,100	\$3,600	\$1,188	\$6,888
Conference D	6	2	\$262	\$2,400	\$792	\$3,454
Total Costs:			\$4,724	\$12,000	\$3,960	\$20,684

EQUIPMENT -- Not applicable

SUPPLIES

The \$334,486 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)	\$50,000
Technology (Chromebook, laptops)	\$14,486
Health Supplies (cleaning supplies, gloves, equipment)	\$60,000
Refreshments (Parent Policy Council, parent meetings)	\$10,000
Family Style Dining	\$180,000
Office Supplies/Equipment	\$20,000
TOTAL	\$334,486

CONTRACTUAL-Programming

MPS has allocated \$116,501 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 \$30,000 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 120 buses at a rate of no more than \$250 per bus.

Transportation services are secured through the MPS procurement process.

Contractual Item	Expense
ChildPlus	\$20,000
Galileo	\$22,000
Acuscreen	\$2,500
Translation Services	\$2,000
University of Wisconsin Milwaukee	\$5,000

Marketing Campaign	\$20,000
Field Trip Expenses	\$30,000
Duplicating	\$15,001
TOTAL	\$116,501

OTHER

The \$5,000 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 \$8,000 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

TT/A funds of \$121,608 have been budgeted for this program. Head Start Consultant fees (\$70,217), subscription fees (\$7,000), and material costs (\$44,391) are allocated to provide training and technical for staff, parents, and the Policy Council.

CONSTRUCTION -- Not applicable.

TOTAL DIRECT CHARGES

The total direct charges equal \$10,536,252

TOTAL INDIRECT CHARGES

The MPS approved indirect cost is 5.03%. This is calculated on all direct costs with the exception of contractual line items. The total amount budgeted is \$524,113. Attached is the document that establishes the indirect rate agreement with the Department of Public Instruction.

Indirect funds

T & TA

\$121,608 is budgeted for T/TA.

NON-FEDERAL SHARE

MPS has committed \$2,795,493 in non-federal resources. The district will meet its match obligation by paying the salaries and fringe benefits of teacher 13 K4 teachers (starting July 1, 2021). In addition, the district will support the half of the 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 53.6%.

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 \$1,205,653 as the non-federal share to meet the requirement.

Title	Positions	MPS Share	Annual Salary	Match Amount
PERSONNEL				
K4 Teachers	21	13	\$65,998	\$808,483
K4 Teacher Assistants (0.75)	21	10.5	\$21,578	\$226,569
TOTAL SALARIES				\$782,420
FRINGE BENEFITS				\$417,030
CONTRACTUAL				\$1,205,653
TOTAL DIRECT CHARGES				\$2,795,493
TOTAL MATCHING BUDGET				\$2,795,493