

Milwaukee Public Schools FY22 Head Start Renewal Grant

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NOTE: Highlight changes to the grant in yellow

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Section I. Program Design and Approach to Service Delivery

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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 2020–2021 school year, a total of 17 parents/caregivers attended the policy council meetings offered online and via phone. Recordings were sent to the participants after the meeting concluded. Policy council meetings were held face-to-face prior to COVID-19 and MPS closing to the public. 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. In the 2020–2021 school year, the policy council meetings continued to be held virtually due to COVID-19.

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. 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 ERSEA/FPA coordinator, mental health and disabilities coordinator, and health coordinator. To date, all leadership positions are filled, which will allow for 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. 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 access barriers for families related to technology and connectivity issues. The MPS district has attempted to mitigate these challenges 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 FY21, the parent participation rate at monthly parent committee meetings was lower than expected, and the monthly parent meetings also began later in the school year. The Head Start program set a 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 served. The information from the survey was used to determine the topics of parent meetings for the upcoming school year. During the 2021–2022 school year, the purchase of the parenting curriculum and ReadyRosie will aid in providing parent meetings with a variety of topics available to families within the program. ReadyRosie has built-in parent meetings and follow-up that may increase parent participation.

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 schools to disseminate parent committee meeting flyers during the arrival and dismissal times on 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 through the 2021–2022 school year were not held face-to-face due to district-wide building closures and the 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. 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, Children's Wisconsin **medical and dental clinics, and the Next Step Clinic (mental and developmental health provider)**. 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. **The partnership with Children's Wisconsin was a year-long partnership based on a grant whose term ended November 2021.** The Head Start ERSEA/FPA coordinator and enrollment assistant focused on developing community partnerships for new recruitment locations and created a monthly recruitment calendar that lists 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. 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 co-participated in two monthly trainings for caregivers from March 2021 through November 2021.

Challenges: Due 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 has established a monthly recruitment calendar that lists 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 **FY21** annual outcome was **28%** for Head Start children to receive preventive dental services.

To increase the rate of establishing dental care services for enrolled students, the MPS Head Start program continues to assist families in connecting with local community dental providers for ongoing oral health services by providing outreach, resources, and education to families. The instructional staff embeds daily tooth brushing routines to promote and support oral health practices in the classroom. Additionally, the MPS Head Start health team continues to request current dental exams for those students who have noted dental homes, and if a dental home is not noted, measures are being taken to identify a dental home.

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 order, **the annual Dental Days did not occur.** Although the **2021** Dental Days did not occur as planned, the MPS Head Start health program has been communicating with Preferred Dentistry to **plan** the **2022** Dental Days. 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 a nurse associate. However, a full-time health coordinator joined the MPS Head Start leadership team on November 30, 2020, and a school nurse associate joined the MPS Head Start health team on September 16, 2021.

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-training survey will be conducted to determine knowledge gained about the importance of dental hygiene.

Progress: The MPS Head Start program informs parents/guardians about the annual dental exam requirement in the parent handbook and during parent orientation. Also, education on the importance of dental care is provided to parents both at monthly parent committee meetings and through informational handouts. Additionally, if needed, families are provided with local dental care resources.

Challenges: The MPS Head Start program faces a challenge in educating parents about 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 the 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: The FY21 annual outcome for completing a physical exam was 75%, and for immunizations the outcome was 85%. This equates to an average of 80%. 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. This helps by providing outreach, resources, and education to families. Additionally, the MPS Head Start health team continues to request current physical exams for students who have noted medical homes; if a medical home is not noted, measures will be 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. Due to the COVID-19 pandemic stay-at-home orders, many students were not seen for an annual physical exam and therefore did not receive immunizations. As a result, not as many physical forms were completed and returned by the medical homes.

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: Due to the COVID-19 pandemic, the UW–Madison Division of Extension FoodWise program was not offered to children as most of the school year took place virtual. A parent training was offered virtually in June 2021, but no parents were in attendance. 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.

Goal 5: The MPS Head Start program will ensure that all children have equitable access to comprehensive services so that appropriate support 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 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: During the 2020–2021 school year, this objective achieved an 80% follow-up rate. A total of 20 children fell within the 90th percentile/concern zone, and the mental health and disabilities staff followed up with 16 of them, or 80%, 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 of prioritizing more immediate needs of MPS Head Start families and the 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, the mental health and disabilities team ensured that the caregiver was contacted within the 30 days after an online screener was accurately completed and submitted to asqonline.com. The mental health and disabilities staff contacted 100% (four out of four) 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: The MPS Head Start mental health and disabilities staff maintained a 99.1% attendance rate at all initial special education evaluations and

reevaluations during the 2020–2021 school year. Staff attended a total of 113 out of 114 meetings. 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. The MPS Head Start team also attends annual IEP meetings of Head Start children unless there is an unavoidable scheduling conflict.

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 for mental health and disabilities staff to 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: 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 and child development. In addition, MPS provides district-wide professional development on the adopted curriculum for all pre-K teachers. As new 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. In addition, strategies and tips on each learning domain, as well as webinars and resources to support learning within the classroom, are shared with instructional staff and administrators in weekly Head Start newsletters.

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. 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 document student progress in all learning domains. In reviewing data from the 2020–2021 school year, MPS Head Start children made progress in each objective. The MPS Head Start program collected and analyzed data for all reporting periods. The program continues to collect and analyze data during the current school year to ensure that progress is being made toward school-readiness goals. Specific data for each objective are listed below.

Challenges:

Due to the ongoing pandemic, all teachers needed to learn to navigate a new

world of competing priorities while keeping in mind curriculum support and social-emotional needs. Most teachers have been trained in the Frog Street curriculum, but there are some new teachers in the Head Start program who are learning how to implement the curriculum while delivering lessons to their students. Education coordinators are prioritizing teacher needs, individualizing and problem-solving to make curriculum implementation and student supports manageable.

The MPS Head Start program has observed increased social-emotional needs among 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). Instructional staff is facing increased demands surrounding a wider range of developmental/behavioral needs and increased challenges of communicating and building relationships with parents or caregivers due to the effects of the pandemic.

Instructional staff has been challenged as service delivery has moved from a virtual format to an in-person format. Developing rigorous, differentiated, and developmentally appropriate lesson plans has been challenging for instructional staff, due to students entering the program with a wider range of needs across all domains on the developmental continuum. Students entering the Head Start program have had fewer experiences with peer socialization and exposure to the school-like structure within the classroom setting. The Head Start program is finding that educators are struggling with the new COVID-19 protocols regarding masking and social distancing within the classroom, which have affected and changed instructional delivery for all educators. In addition, numerous staff and student absences due to COVID-19 quarantining have created many inconsistencies in the classroom, which has affected teaching and learning. However, the Head Start leadership team and school-based support staff have made a concerted effort to support instructional staff in a proactive manner, addressing new and existing classroom issues as they arise.

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:

- Participate in an increasing variety of experiences independently. *P-ATL
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K4 children will be able to do the following:

- Use a variety of materials during play to represent objects and events (e.g., using pegs with Play-Doh as candles for cake). *P-ATL 13

Progress: The table below depicts the baseline percentage from FY21 as well as the increasing proficiency rates throughout the FY21 program year. The data show significant progress by K3 and K4 students from fall to spring. As the Head Start program works toward continuous improvement, data will continue to be reviewed and analyzed to inform programmatic changes.

	Fall 2020	Winter 2021	Spring 2021
K3	11.82%	22.49%	74.75%
K4	24.71%	32.22%	80.51%

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:

- Answer the question “How do you feel?” with a feeling word (e.g., angry, happy, mad, sad, alone). *P-SE 6

K4 children will be able to do the following:

- Begin to recognize that others smile when they smile, and others look unhappy when they cry. *P-SE 6

Progress: The table below depicts the baseline percentage from FY21 as well as the increasing proficiency rates throughout the FY21 program year. The data show significant progress by K3 and K4 students from fall to spring. The Head Start program 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. As the Head Start program works toward continuous improvement, data will continue to be reviewed and analyzed to inform programmatic changes.

	Fall 2020	Winter 2021	Spring 2021
K3	7.58%	16.05%	49.88%

K4	6.46%	18.38%	69.19%
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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:

- Demonstrate basic book knowledge (e.g., holding book upright, turning pages right to left). *P-LIT 2

K4 children will be able to do the following:

- Engage in pretend reading with other children, dolls, or toy animals. *P-LIT 2

Progress: The table below depicts the baseline percentage from FY21 as well as the increasing proficiency rates throughout the FY21 program year. The data show significant progress by K3 and K4 students from fall to spring. An increased focus on the fidelity of implementation of the Frog Street curriculum may have contributed to an increase in language and literacy skills. As the Head Start program works toward continuous improvement, data will continue to be reviewed and analyzed to inform programmatic changes.

	Fall 2020	Winter 2021	Spring 2021
K3	14.72%	31.86%	77.43%
K4	25.34%	42.83%	50.27%

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:

- Sort diverse objects by one attribute and then by another (e.g., size, then shape). *P-MATH 9; P-SCI 3

K4 children will be able to do the following:

- Sort diverse objects based on multiple attributes (e.g., size and shape). *P-MATH 9; P-SCI 3

Progress: The table below depicts the baseline percentage from FY21 as well as the increasing proficiency rates throughout the FY21 program year. The Head Start program will continue to work toward this goal by focusing on the math and STEM components of the Frog Street curriculum. As the Head Start program works toward continuous improvement, data will continue to be reviewed and analyzed to inform programmatic changes.

	Fall 2020	Winter 2021	Spring 2021
K3	11.73%	35.21%	42.34%
K4	3.91%	15.28%	33.70%

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:

- Wash and dry hands with some supervision. *P-PMP 4

K4 children will be able to do the following:

- Insist on washing and drying own hands. *P-PMP 4

Progress: The table below depicts the baseline percentage from FY21 as well as the increasing proficiency rates throughout the FY21 program year. The data show significant progress by K3 and K4 students from fall to spring. Engaging children in hands-on learning activities that focus on fine motor development during center time has been prioritized and may have contributed to this result. As the Head Start program works toward continuous improvement, data will continue to be reviewed and analyzed to inform programmatic changes.

	Fall 2020	Winter 2021	Spring 2021
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K3	12.60%	20.37%	82.37%
K4	16.05%	28.62%	73.77%

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, 2021, 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 specialists 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 **by the end of the 2021–2022 school year**. 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 training 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 members 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 **2021–2022** 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's WISEdash and from 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 continues to offer an 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, 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 at school sites until buildings are open to the public, with the exception of pre-scheduled contactless appointments arranged by Head Start representatives at the Grant Gordon Learning Center Head Start office.

To address this 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 relation to 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 such needs 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 in their children for virtual classes.

At the end of the 2020–2021 school year, the MPS Head Start program provided social-emotional learning materials and information to each enrolled family to enhance at-home learning during the summer months and ease the transition to school in response to the COVID-19 pandemic. Social-emotional development includes feelings for self and others, creation and maintenance of relationships, and future success in school and life. Due to the pandemic, children have lost many opportunities to acquire and master self-regulation and self-expression skills. The activities in “Hands-on Social-Emotional Learning” will assist children in developing a positive sense of well-being and in forming secure relationships.

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 2021–2022 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 June 2021 meeting. The plan was approved on October 21, 2021. The recruitment plan continues to be

updated to meet the needs of the program.

Challenge: During the 2021–2022 school year, students were able to attend school in person while following the safety protocols put into place by MPS. In the event that the number of COVID cases rises within a classroom or building, the students will be virtual for a specified period of time.

4. Centers and Facilities

MPS Head Start continues to meet the needs of children based in 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’s 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 sites 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 F18 application. Updates and challenges are listed below.

Updates: The MPS Head Start program continues to attempt to renew efforts in recruitment to address concerns pertaining to the pandemic. In response to the COVID-19 pandemic, the Head Start program continues to offer an online application process in addition to in-person application appointments. This allows families the options to begin the registration process electronically or in person/face-to-face. 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 relation to recruitment efforts. To further support families, an MPS Head Start Interest Survey was created to gather contact information for families that are interested in the 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, Google Meet, or in person to complete the application. 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 on 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, such as the annual MPS

Kindergarten Enrollment Fair, at which the program advertises and registers new students and families. 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 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, 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.

- i) The MPS Head Start program continues to use the Frog Street Threes and Pre-K curriculum. It is an integrated, comprehensive dual-language program that focuses on all learning domains. Second Step is used to further enhance social-emotional learning. Instructional staff has maintained the Seesaw online platform and Google Meets as a means to assist in the delivery of the curriculum in the event that students or classrooms move from in-person to virtual learning due to district COVID protocols. All Head Start families are provided with Wi-Fi-enabled devices and Internet hotspots to establish a smooth transition from in-person to virtual instruction. These protocols will ensure that students are receiving instruction for a short period of time while in quarantine.
- ii) The integrated Frog Street curriculum is research-based, is developmentally appropriate for three- and four-year-olds, and has an organized developmental scope and sequence. The curriculum is provided in English and Spanish. No changes have been made in this area.
- iii) The curriculum is aligned with the Head Start Early Learning Outcomes Framework as well as the Wisconsin Model Early Learning Standards. No changes have been made in this area.
- iv) The Head Start program has experienced challenges due to staffing shortages and increased absences due to the ongoing pandemic and new district COVID-19 protocols. As a result, the Head Start program continues to provide district support, mentoring, and onboarding for instructional staff as they are hired. Additionally, the Head Start program

offers self-led virtual training for new instructional staff, which is provided throughout the school year. New Head Start teachers are also paired with veteran Head Start teachers for assistance and support. MPS Head Start education coordinators continue to provide individualized support for all instructional staff based on needs as determined by needs assessments, curriculum fidelity of implementation data, CLASS observations, school-based requests, and any observed challenges in the classroom.

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, nutrition, mental health, social-emotional well-being, and health status and care.

Challenge: The MPS Head Start program had been without a health coordinator since June 2019. On November 30, 2020, the new health coordinator joined the MPS Head Start leadership team and since then has begun to evaluate the health needs of the program, implement education, and provide resources to meet those needs. The COVID-19 pandemic has prevented children from being seen for their annual exams and receiving immunizations, so the health team has not received as many completed physical and dental exams.

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 **as needed**.

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.

9. 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 working with 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 for the 2020–2021 school year 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 contacted families to complete the questionnaire and 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 was not an option in the virtual instructional setting due to the challenges of virtually screening for social-emotional markers. MPS Head Start compliance with ASQ:SE-2 screeners was 86.3%, or 695 of 805, of screeners completed on time for the 2020–2021 school year.

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 was 99.1%. This goal was consistently met and exceeded—113 out of 114 meetings attended—during the 2020–2021 school year.

10. Transition

MPS continues to meet the needs of children and families pertaining to transition as discussed in the original FY18 application. While each school site's transition plan may be 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)
- 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, which will be held virtually in the spring
- viii. Programmatic transition strategies and activities reviewed and revised each year
- ix. FPAs working 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
- x. At the end of the 2020–2021 school year, the MPS Head Start program provided social-emotional learning materials and information to each enrolled family to enhance at-home learning during the summer months and ease the transition to school in response to the COVID-19 pandemic.

Due to the pandemic, the annual Head Start Summer Academy was held virtually, thus making it more challenging to collaborate on school-wide transition plans. The program continues to seek innovative approaches to program-wide collaboration striving for continuous improvement.

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: Head Start transportation is being offered with physical distancing and minimizing the number of individuals allowed to ride on the bus. 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 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 students have 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. While historically there have been challenges with Head Start leadership retention, there have been additions of imperative roles, including but not limited to the ERSEA/FPA coordinator, mental health and disabilities coordinator, and health coordinator. As of 2020–2021, staffing vacancies, including FPA vacancies and possible conflicts with logistics for a new governing body (day/time/location), correlate with a significant decrease in attendance.

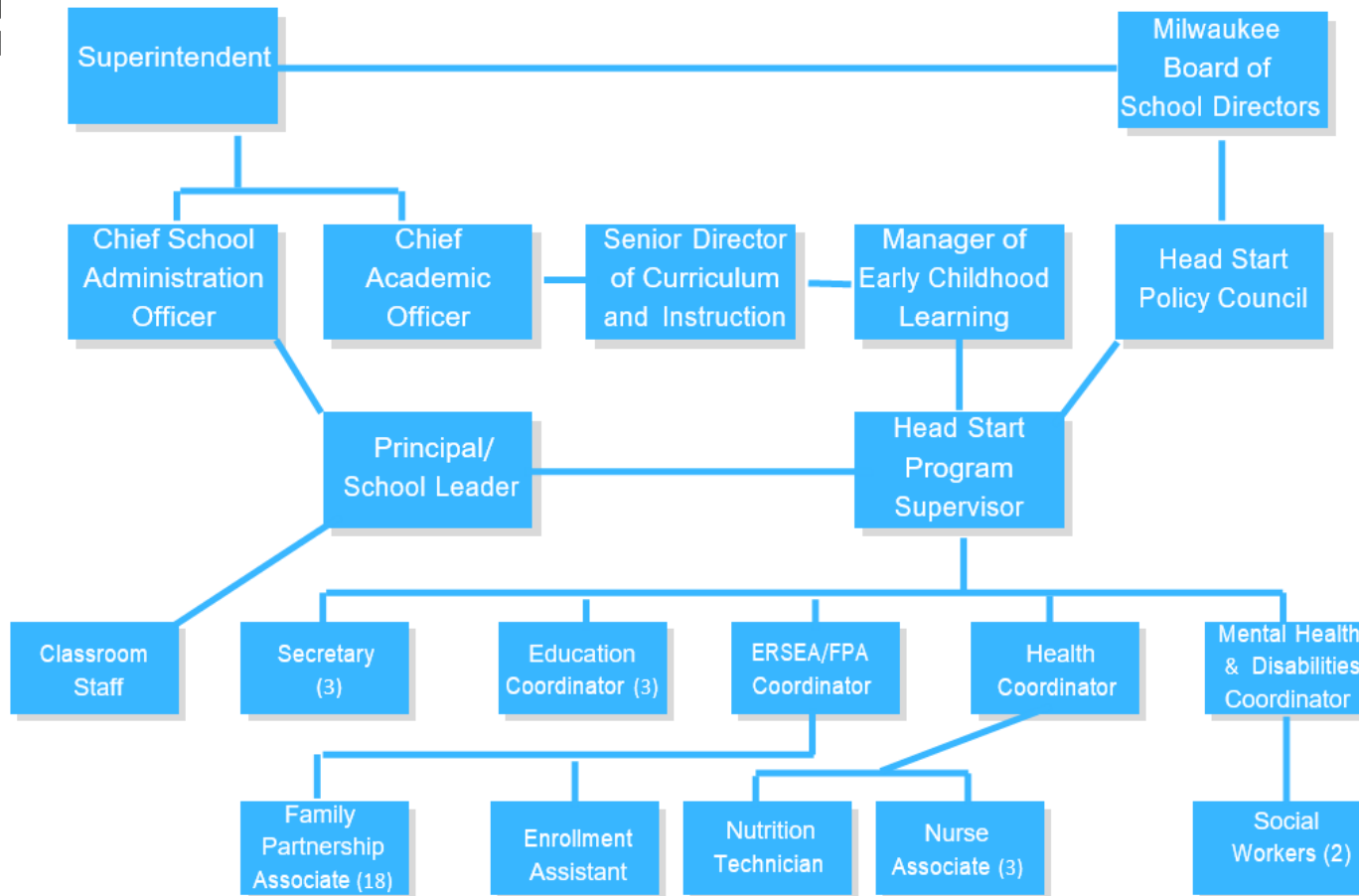
Updates: The addition of imperative roles—including but not limited to the ERSEA/FPA coordinator, mental health and disabilities coordinator, permanent Head Start supervisor, an education coordinator, and multiple FPA positions—has allowed the program to decrease caseloads and increase individualized 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 2021–2022



- b) The MPS Office of Human Resources has a formal 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 ten days prior to the first date of the term of the employee's contract.
- c) The MPS Head Start program provides orientation and onboarding 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 support is provided through building mentors such as school support teachers.
- d) As a support to all teaching staff, the district continues to provide professional development in the area of transformational coaching designed to engage Head Start instructional staff in a coaching process that strengthens their day-to-day practice in the classroom to improve student performance.
- As a way to address the growing instructional needs, the MPS Head Start program has sought out and made coordinated efforts to provide intensive coaching for instructional staff. To provide additional support in the area of intensive coaching, the education coordinators researched and selected the *myCoach Connect* platform by Teachstone® as an effective means to support the instructional needs of the Head Start teaching staff. The

myCoach Connect contract was implemented in the 2021–2022 school year to provide Head Start teaching staff with personalized, one-on-one, live intensive coaching sessions using the practice-based coaching model and with a focus on CLASS.

The MPS Head Start program continues to review 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, and ongoing education to build competencies.

Individualized staff professional development is identified and supported through program and district training or workshops.

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 the budget summary expenditure reports weekly from IFAS to ensure both 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 2020–2021 school year, the Head Start program participated in a Focus Area 2 monitoring review conducted by the Administration for Children and Families. The Focus Area 2 review is an opportunity for grantees to demonstrate their effectiveness in implementing a high-quality program to promote positive outcomes and school readiness for children and their families. This focus area is designed to broaden the Office of Head Start’s understanding of each

grantee's performance and to determine whether programs are meeting the requirements of the Head Start Program Performance Standards (HSPPS), Uniform Guidance, and the Head Start Act. As a result of the review, no areas of concern were identified.