

Head Start

New Noncompetitive Five Year Grant



MILWAUKEE
PUBLIC SCHOOLS

Milwaukee Public Schools Head Start Grant Application FY19

Table of Contents

Section I. Program Design and Approach to Service Delivery	Page 1
A: Goals	Page 1
B: Service Delivery	Page 14
C: Governance, Organizational, and Management Structures	Page 37
Section II. Budget and Budget Justification Narrative	Page 45

Section I. Program Design and Approach to Service Delivery

A. Goals

1. Program Goals, Measurable Objectives, and Expected Outcomes

Program Goals	Measurable Objective Description
<p>Goal 1: The Milwaukee Public Schools (MPS) Head Start program will collaborate with community members such as parents, community representatives, and advisors to increase parent participation and empower them as leaders and advocates so that they can be a part of the Head Start decision-making process.</p>	<p>To increase parent participation, attendance of all duly elected representatives and/or alternates of the policy council will increase to 90% as measured by the in-kind report 4315 in ChildPlus by May 31, 2023.</p> <ul style="list-style-type: none"> ● 67% participation by May 31, 2019 ● 73% participation by May 31, 2020 ● 79% participation by May 31, 2021 ● 85% participation by May 31, 2022 ● 90% participation by May 31, 2023
<p>Goal 2: The MPS Head Start program will maintain full enrollment for eligible young children and families so that families benefit from comprehensive services.</p>	<p>To maintain enrollment, MPS Head Start will monitor the effectiveness of recruitment efforts as evidenced by ChildPlus reporting and internal documents such as Excel and Google Docs.</p>
<p>Goal 3: The MPS Head Start Program will strengthen access to preventive dental services so that children can establish lifelong, healthy oral habits.</p>	<p>The MPS Head Start Program will ensure that Head Start children receive preventive dental services as measured by ChildPlus reporting.</p> <ul style="list-style-type: none"> ● 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

<p>Goal 4: The MPS Head Start Program will assist actively enrolled Head Start children in receiving ongoing primary healthcare services to ensure their health and safety.</p>	<p>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 by May 31, 2023.</p> <ul style="list-style-type: none"> ● 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
<p>Goal 5: The MPS Head Start Program will ensure that all children have equitable access to comprehensive services while the program uses screening, referral, and/or Individualized Education Program (IEP) data so that appropriate supports will be provided for each child at their developmental level.</p>	<p>a) The MPS Head Start mental health team will ensure, that within 45-school days of a student being enrolled in school, the parent(s) of a child scoring in the 90%/above cut-off range on the social/emotional screener will be provided information and/or consultation. Data will monitored by ChildPlus reporting.</p> <ul style="list-style-type: none"> ● 30% 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 <p>b) By May 31, 2023, MPS Head Start staff will maintain a 95% presence at initial <i>special education</i> evaluations and <i>reevaluations</i> of enrolled students as evidenced by Child Plus reporting.</p>

<p>Goal 6: Children in Head Start will use curiosity, persistence, and creativity in social and cultural contexts to extend their learning.</p>	<p>The mean score will improve by 50% by the end of the program year as evidenced by ongoing child assessment data that is aggregated and analyzed three times per year,</p> <p>K3 children will be able to:</p> <ul style="list-style-type: none"> 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) <p>K4 children will be able to:</p> <ul style="list-style-type: none"> C. Check to see if 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)
<p>Goal 7: Children will demonstrate self-regulation and personal sense of well-being and maintain secure relationships.</p>	<p>The mean score will improve by 50% by the end of the program year as evidenced by ongoing child assessment data that is aggregated and analyzed three times per year,</p> <p>K3 children will be able to:</p> <ul style="list-style-type: none"> 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. Describe his/her physical attributes (what I look like). (*P-SE 9) <p>K4 children will be able to:</p> <ul style="list-style-type: none"> 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)
<p>Goal 8: Children in Head Start will interpret meaning through listening, speaking, and concepts needed to become successful readers and writers.</p>	<p>The mean score will improve by 50% by the end of the program year as evidenced by ongoing child assessment data that is aggregated and analyzed three times per year,</p>

	<p>K3 children will be able to:</p> <ul style="list-style-type: none"> 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) <p>K4 children will be able to:</p> <ul style="list-style-type: none"> 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)
<p>Goal 9: Children in Head Start will develop cognitive skills to acquire knowledge to use in early mathematical concepts and scientific tools to extend their learning.</p>	<p>The mean score will improve by 50% by the end of the program year as evidenced by ongoing child assessment data that is aggregated and analyzed three times per year,</p> <p>K3 children will be able to:</p> <ul style="list-style-type: none"> 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.

	<p>[SR>(*P-SCI 5)</p> <p>K4 children will be able to:</p> <ul style="list-style-type: none"> 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)
<p>Goal 10: 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.</p>	<p>The mean score will improve by 50% by the end of the program year as evidenced by ongoing child assessment data that is aggregated and analyzed three times per year,</p> <p>K3 children will be able to:</p> <ul style="list-style-type: none"> 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) <p>K4 children will be able to:</p> <ul style="list-style-type: none"> 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)
<p>Goal 11: The MPS Head Start Program will build relationships with parents and families and identify their needs and interests through education, training, and other experiences that support and strengthen families' lifelong goals so that each family is able to support their child within the home, school, and community setting.</p>	<p>To build relationships with parents and families, both the Family Partnership Agreement and Needs Assessment will be completed, analyzed, and monitored to ensure goal completion as evidenced in ChildPlus reporting.</p>

<p>Goal 12: The MPS Head Start Program will ensure that all parents and families have equal access to community partners and resources to support the parents' and families' goals so that informal and formal support systems can be established.</p>	<p>To ensure equal access to community resources, the family partnership associates will provide resources based on the Needs Assessment at intake with 95% of their families as evidenced in ChildPlus.</p> <ul style="list-style-type: none"> ● 55% completed by May 31, 2019 ● 65% completed by May 31, 2020 ● 75% completed by May 31, 2021 ● 85% completed by May 31, 2022 ● 95% completed by May 31, 2023
<p>Goal 13: The MPS Head Start Program will support children and families in their transition to school so that children succeed in kindergarten, leading to success for college and career readiness.</p>	<p>A. By May 31, 2023, MPS Head Start instructional staff will develop and implement a school-based transition plan for all Head Start children as evidenced by submission of the yearly transition plans.</p> <p>B. By May 31, 2023, MPS Head Start will inform 75% of parents of the importance of their role in supporting their children's transition to school through orientations, May parent meetings, and home visits as evidenced by ChildPlus reporting and internal documents such as Excel and Google Docs.</p> <p>C. By May 31, 2023, MPS Head Start will strengthen the transition of enrolled Head Start families who are moving out of the community to other Head Start programs or early childhood programs that meet their needs as evidenced by ChildPlus reporting and internal documents such as Excel and Google Docs.</p> <ul style="list-style-type: none"> ● 10% completed by May 31, 2019 ● 20% completed by May 31, 2020 ● 30% completed by May 31, 2021 ● 40% completed by May 31, 2022 ● 50% completed by May 31, 2023

Goal 2 – Measurable Objective selected: To maintain enrollment, MPS Head Start will monitor the effectiveness of recruitment efforts as evidenced by ChildPlus reporting and internal documents such as Excel and Google Docs.

- i. *Activities or action steps to meet objective* – MPS Head Start will utilize its extensive Marketing and Recruitment Plan. This plan allows the program to diversify its marketing/advertisement strategies, which will include the use of city bus tail banners, northside and southside billboards, lawn signs, canvassing the neediest areas, attending recruitment at community events, health clinics, WIC locations, and W2 agencies, just to name a few.
- ii. *Data, tools, or methods for tracking progress* – The method for tracking this data will be through ChildPlus reporting and internal documents such as Excel and Google Docs.
- iii. *Expected outcomes* – Parents/family members will participate in recruitment events to provide testimonial experiences in MPS Head Start.
- iv. *Expected challenges* – City of Milwaukee has become increasingly competitive for K3 and K4 enrollment. Milwaukee Public Schools is surrounded with charter and choice schools that provide parents several options when it comes to selecting schools.

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

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

- i. *Activities or action steps to meet objective* – Each child actively enrolled into the MPS Head Start Program will receive a dental exam and preventive services provided by a qualified oral health professional. In addition to each child receiving daily fluoride through an adequate water supply and daily tooth brushing, MPS Head Start will provide each child who is actively enrolled with a toothbrush and fluoride toothpaste.
- ii. *Data, tools, or methods for tracking progress* – MPS Head Start will collect and track data through ChildPlus, which will allow for tracking of any necessary oral care follow-ups and further recommendations for oral care treatment. ChildPlus will also be used to store all dental exams for each child.
- iii. *Expected outcomes* – MPS Head Start children will receive necessary preventive oral care services through facilitated access during dental days to meet the needs for good oral health. Children and families will receive resourceful information to establish with a dentist for routine and follow-up care. This will include assisting children and families with accessing emergency and/or urgent oral health concerns if necessary.
- iv. *Expected challenges* – MPS Head Start serves families that have limited access to clean, adequate fluoride water supply and limited oral health services provided through insurance companies. Having limited access to oral health services can delay necessary treatment for follow-up.

Goal 5 – Measurable Objective A selected: The MPS Head Start mental health team will ensure, that within 45-school days of a student being enrolled in school, the parent(s) of a child scoring in the 90%/above cut-off range on the social/emotional screener will be provided information and/or consultation. Data will be monitored by ChildPlus reporting.

- 30% of identified children's families will be notified by May 31, 2019

- 45% by May 31, 2020
- 60% by May 31, 2021
- 75% by May 31, 2022
- 90% by May 31, 2023

- i. *Activities or actions steps to meet objective* – Head Start staff will assist parents in completing the Ages & Stages Questionnaire: Social-Emotional, Second Edition (ASQ:SE-2) at the time of enrollment. The ASQ:SE-2 will be added and data entered into ChildPlus. Data will be monitored on a bi-weekly basis. The parent(s) of children scoring in the 90% will be contacted and provided with screening information and resources. Contact will be via form letter and/or personal contact.
- ii. *Data, tools, or methods for tracking progress* – The tool used will be the correctly age-calculated ASQ:SE-2 protocol. Each child’s protocol will be added and data entered into Child Plus. Data will be monitored on a bi-weekly basis, ChildPlus reports will be used.
- iii. *Expected outcomes* – It is expected that by the end of May 31, 2023, 90% of enrolled families whose children scored at the 90%/Concern Zone will be contacted and provided with consultation related to the screening outcomes and resources.
- iv. *Expected challenges* – Potential challenges include both transiency of families and/or inability to contact via phone, mail, and/or home visits resulting in their not receiving the appropriate supports and/or resource information provided by the mental health team. In addition, some Head Start families leave the country, further complicating communication efforts.

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

- 55% completed by May 31, 2019
- 65% completed by May 31, 2020

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

Goal 13 – Measurable Objective C selected: By May 31, 2023, MPS Head Start will strengthen the transition of enrolled Head Start families who are moving out of the community to other Head Start programs or early childhood programs that meet their needs as evidenced by ChildPlus reporting and internal documents such as Excel and Google Docs.

- 10% completed by May 31, 2019
- 20% completed by May 31, 2020

- 30% completed by May 31, 2021
- 40% completed by May 31, 2022
- 50% completed by May 31, 2023

- i. *Activities or action steps to meet objective* – When a family indicates its intention to exit the program, the family partnership associate will work with the family to provide resources using the Early Childhood Learning and Knowledge Center (ECLKC) “Locate a Head Start Program” tool, identify another agency or early childhood program, and provide the information to each exiting family.
- ii. *Data, tools, or methods for tracking progress* – The method for tracking this data will be through ChildPlus reporting and the collection of exit interviews.
- iii. *Expected outcomes* – Families exiting MPS Head Start will receive information that will assist them in making decisions regarding enrollment in early childhood programs outside of Milwaukee Public Schools to best perpetuate a continuum of educational services for each student.
- iv. *Expected challenges* – Head Start families occasionally leave abruptly, making it difficult to assist and follow up with needed supports in a transition from the MPS Head Start program to another Head Start or early childhood program. In addition, some Head Start families leave the country, further complicating communication efforts.

2. Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning in life. The Head Start approach to school readiness means that children are ready for school, families are ready to support their children’s learning, and schools are ready for children. This is done through guidance and the principal of Wisconsin Model Early Learning Standards (WMEELS). WMEELS is a general guide to help early care and education professionals as well as

parents to observe a continuum of development recognizing that children are unique and develop at individual rates. The standards reflect attention to all the domains of a child's learning and development. WMEELS domains are directly aligned to the Head Start Early Learning Outcomes Framework (HSELOF). As a requirement of the Head Start performance standards, the MPS Head Start program has created school-readiness goals with the HSELOF and state early learning standards (WMEELS) as guides. The MPS Head Start school-readiness goals are directly aligned to both documents.

3. The MPS Head Start Policy Council members were invited to attend a meeting to create and provide feedback on the proposed Head Start goals. Policy Council members attended a goal writing session. The discussion focused especially in the areas of School Readiness Goals, transition planning, enrollment and recruitment, and parent participation during policy council meetings. All attending members came to a consensus around all program goals. The MPS Head Start Policy Council convened to review and approve the program goals for the 2019-2023 grant proposal. The goals were approved unanimously.

Section I. Program Design and Approach to Service Delivery

Sub-Section B: Service Delivery

1. Service and Recruitment Area

a. The City of Milwaukee has been identified as the service and recruitment area for the proposed program operations. According to the 2017 MPS Head Start Community Assessment, Milwaukee is a city of 951,448 residents and more than 382,000 households. Our service area focuses on recruiting children and families from underserved areas, including families below the poverty level. The 2017 Head Start Community Assessment indicates that this service area has high concentrations of youth, child poverty, government support for low-income households, high mobility among impoverished residents, single-parent families, and high incarceration rates in Milwaukee inner-city neighborhoods.

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

The American Community Survey (ACS) in 2011–2015 population estimates show Head Start neighborhoods with a total resident population that is 51% African American (non-Hispanic), 21% Hispanic, 21% white (non-Hispanic), 4% Asian, and about 0.6% American Indian. There are an estimated 15,100 families in Milwaukee County with children under 5 years of age living in poverty according to the ACS (2011–2015). These families are most heavily concentrated in the MPS Head Start neighborhoods, where 73% reside. Over 54,000 households in the Head Start neighborhoods qualified for Supplemental Nutrition Assistance Program (SNAP) to help with their food costs. The federal government's Supplemental Security Income (SSI) program, which provides cash (for basic needs of food, clothing, and shelter) for the aged and individuals with disabilities who have little or no income, reached about 17,300 households. Average cash payments were estimated at about \$9,932 a year for households receiving SSI in the Head Start neighborhoods. The data also showed that about one-third of the families receiving food assistance were living together with one or more additional families in a household. Only an estimated 7,800 households received monthly cash assistance from the TANF (Temporary Assistance for Needy Families) program, and average cash payments were under \$4,000 a year, according to ACS.

In summary, the data from the Head Start Community Assessment and the American Community Survey indicate that neighborhoods throughout the City of Milwaukee are the areas of greatest need.

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

2. Needs of Children and Families

a. According to the United States Census population estimate from July 2016, Milwaukee is a city of more than 950,000 residents and more than 382,000 households. The number of persons under the age of 5 is 7%. The city's poverty rate is approximately 20%, which is above the national rate of 12.7%. A variety of data sources, including the 2017 Head Start Community Assessment, indicate the following significant factors impacting Milwaukee families: poverty, single-parent families, adequate housing, employment opportunities, and factors contributing to poor health (high lead, asthma, weight, etc.).

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

Children		13–14	14–15	15–16	16–17
	Number of children with no health insurance	107	46	19	35
	Diagnosed disability	226	246	255	254
	Dental home established	502	361	397	737
	Overweight or obese	542	480	298	467
	Asthma	272	293	297	226
	Acuscreen or ASQ:SE-2 follow-up needed	417	333	252	204

Families					
	Less than high school graduate	450	456	448	433
	Unemployed parent(s)	648	585	616	541
	Single-parent families	1,118	1,094	1,135	1,057
	Housing assistance need	12	146	335	68
	English as a second language need	83	132	141	157
	Homeless	72	92	70	77
	Parenting education need	243	378	359	263
	Health education need	326	548	442	305

2c. According to the MPS Head Start Community Assessment conducted in 2013, there are four types of child care that may be used as subsidy programs: state-licensed group centers, state-licensed family providers, county-certified family providers, and child care programs run by public school districts. In Wisconsin, state-licensed family providers may care for no more than 8 children at a time, while state licensed group centers may serve 9 children or more at a time. County certified family providers may care for no more than 3 children under the age of 7 and may have no more than 6 children in care including their own children under age 7.

About half (53%) of the state-licensed group child care centers in Milwaukee County and 80% of the state licensed family providers were located in the Head Start zip code neighborhoods, as of November 2016. Eighty percent of the child care slots approved for state licensed group centers and 53% of slots approved in state licensed family centers in Milwaukee County are located in the Head Start neighborhoods. Most (85%) of county-certified family providers also live in the Head Start zip codes.

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

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

In 2009, the Wisconsin Shares program enrollments and funding were at their peak, there were 510 state licensed group centers in Milwaukee County with slots approved for 31,031 children. In 2016, there were 434 licensed group centers with slots for 28,421 children. The number of state licensed family providers dropped by over 50% from 1,014 centers in 2009 to 465 in 2016. The decline in state licensed child care centers in Milwaukee County has taken place in the Head Start neighborhood zip codes where the majority of the Wisconsin Shares-eligible families reside. There were 319 licensed group centers in the Head Start neighborhoods with slots for 19,025 children in 2009. Seven years later in 2016, there were 229 group centers with slots for 14,891 children. The number of licensed family providers in the Head Start neighborhoods dropped in half in the last 7 years from 865 providers (with a capacity of 4,078 slots) in 2009 to 372 providers (with 2,989 slots) in 2016.

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

a. Milwaukee Public Schools Head Start has continued to provide half-day K3 programming until this school year 2017–2018; full-day K3 programming was implemented at 10 sites for the 2017–2018 school year.

The MPS Head Start program will continue to provide half-day sessions to three-year-olds five days per week during the 2018–2019 school year and gradually add full-day K3 until full implementation is achieved in 2021. The half-day sessions operate on a Monday–Friday weekly calendar. Scheduling is as follows:

Session 1: 7:35 a.m.–10:35 a.m.

Session 2: 11:30 a.m.–2:30 p.m.

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

3.b. If requesting a locally-designed program option....NA

3.c. The problems of poverty are pervasive in MPS Head Start neighborhoods for children and adults. The American Community Survey (2011–2015) estimates that 48% of all children under age 18 are living in poverty in Milwaukee neighborhoods, more than two and one-half times the 18% child poverty rate for the state of Wisconsin as a whole. The 2017 Head Start Community Assessment indicates that the following significant factors impact Milwaukee children: poverty, single-parent families, adequate housing, employment opportunities, and factors contributing to poor health (high lead, asthma, weight, etc.).

Residents Living in Poverty

Populations in Poverty by Age	MPS Head Start Neighborhoods	City of Milwaukee	Milwaukee County	State of Wisconsin
Under age 18	55,015	65,376	73,571	229,085
% in poverty	48%	42%	32%	18%
18 to 64 years	37,559	44,594	50,274	157,415

% in poverty	30%	25%	19%	12%
65 years and over	4,708	7,512	12,051	63,112
% in poverty	15%	14%	11%	8%

3.d. Funded Enrollment Changes....NA

4. Centers and Facilities

a. The MPS Head Start program will not be adding or deleting any new sites or changing the current service area. However, the program will implement full-day K3 conversion for the sites listed below for the 2018–2019 school year and gradually add full-day K3 programming until full implementation is achieved in 2021.

Full-day K3 Conversion Sites for 2018–2019	Current Half-day Seats 2017–2018	Full-day Seats
Congress	90	85
Hayes	30	34
Dr. King	30	17
Lincoln	60	68
Longfellow	0	17

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

4.c. Describe any facilities activities....NA

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

a. The MPS Head Start program has an extensive Marketing and Recruitment Plan that is reviewed by the policy council, which provides feedback and strategies for implementation. This plan allows the MPS Head Start program to ensure that services are provided to those in greatest need. This plan allows the program to diversify its marketing/advertisement strategies, which will include the use of city bus tail banners, citywide billboards, and lawn signs; canvassing the neediest areas; attending recruitment at community events, health clinics, WIC locations, and W2 agencies; and attending recruitment and transition planning meetings with families enrolled in local birth-to-three programs. The Head Start staff have sent postcards to households with two- to four-year-olds in the Milwaukee area. Citywide advertisement will take place at the Department of Motor Vehicles, on Pick 'n Save grocery store receipts, and via media outlets.

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

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

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

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

6. Education and Child Development

a.i. In 2017, the Milwaukee Public Schools Head Start program adopted the Frog Street curriculum, a comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines. Also being used by the MPS Head Start program to enhance social-emotional learning is the Second Step early learning program. The Second Step program is evidence-based and teaches self-regulation and social-emotional skills, ensuring that children are leaving our program ready for kindergarten.

6.a.ii. The quality and effectiveness of the Frog Street Pre-K (FSPK) integrated curriculum and instructional resources is evidenced in the FSPK theoretical base using the most current research in the field of early learning, including brain development research. The program is rooted in a deep knowledge of child development and empowers teachers to know not only what to teach but also the how and why of instructional strategies. Frog Street Pre-K was specifically designed to meet current early childhood standards within the learning disciplines. A series of nine themes provides instruction for nine domains: Social and Emotional Development, Language and Communication, Emergent Literacy, Mathematics, Science, Social Studies, Fine Arts, Physical Development, and Technology. Because the brain learns through patterns and connections, a thematic approach is best suited for our younger learners (Sousa, 2008). Research has consistently shown that children in integrated programs demonstrate academic performance equal to, or better than, children in discipline-based programs. In addition, children are more engaged in school and less prone to attendance and behavior problems (Drake & Reid, 2010.) Children learn by active engagement with their environment and through social engagement with other human beings. Multiple complex and concrete experiences are essential for meaningful learning and teaching (Caine & Caine, 1991).

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

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

6.a.iii. The Frog Street curriculum is directly aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. Each instructional activity is aligned to the framework within the pages of the teacher manuals.

6.a.iv. Frog Street curriculum training provides in-depth training of instructional materials and lesson implementation that will ensure that the MPS curriculum is being used with fidelity. Learning goals of implementation training include the following:

- Component knowledge and application for classroom use
- Instructional strategies aligned to Wisconsin Model Early Learning Standards with modeling and rehearsal for classroom applications
- Literacy strategies aligned to the MPS Comprehensive Literacy Plan with modeling and rehearsal for classroom application
- Lesson planning and implementation
- Independent practice through learning centers
- Differentiated instruction
- Online resources for planning and instruction

Teacher training fosters learning opportunities based on brain development research and best practices in early childhood. MPS staff have been trained in a train-the-trainer model to support instructional staff implementing the Frog Street curriculum. In addition, staff have been trained in fidelity of implementation

tools that are used while completing classroom observations and providing feedback. The MPS Head Start program will provide ongoing training for implementation and enhancing instructional practices.

6.b. Home-based programs....NA

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

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

ASQ:SE-2: At the time of registration, parents will be asked to complete the ASQ:SE-2, a reliable behavioral screener that asks questions eliciting answers that may indicate potential concerns a parent may have with their child's social and emotional development, communication skills, and/or indicators for autism in young children. All screeners and assessments are provided in English and in Spanish. In the case that a family speaks a language other than English or Spanish, the ASQ:SE-2 will be administered with families using an interpreter. The district will use an interpreter service, which enables the program to

effectively communicate in over 200 languages. In the case that a child speaks a language other than English or Spanish, the Acuscreen will be administered by qualified bilingual staff, contractors, or consultants.

6.d. Parents and family members will be asked to complete the social-emotional screener for their children at the time of registration. Results of screenings will be shared with families during parent-teacher conferences and home visits, and an individualized child development plan will be created.

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

Families will also be encouraged to volunteer in each Head Start classroom, which provides parents with the opportunity to gain new skills and further develop skills they already possess. It also provides an opportunity for families to see the curriculum and instructional materials in action. Volunteer services provided by parents may include activities such as reading to children, preparing materials for the classroom, creating art projects with the children, working in small groups, assisting with family-style dining, or chaperoning on field trips.

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

The MPS Head Start program will offer training sessions during the school year for parents. These sessions will provide training in program governance, Head Start Program Performance Standards, parenting, education, health, and nutrition. These opportunities include attendance at the National Head Start Parent Conference, participation at a Nurturing Parent Workshop, and training in special education topics.

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

7. Health

a. The MPS Head Start program will provide each actively enrolled student with their own toothbrush and fluoride toothpaste to promote good oral health. MPS Head Start staff will assist each student with brushing at least once a day. The Head Start health team will ensure that each student receives a dental exam and preventive treatment as served by an oral healthcare professional. The MPS Head Start health team will assist children and families with resources for establishing with a dental provider for long-term oral health needs and follow-up. This information will be evidenced by ChildPlus reporting.

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

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

7.a.i. The MPS Head Start health team will ensure that each student is up-to-date with their physical exams, including immunizations, hemoglobin, and lead levels. This information will be evidenced by ChildPlus reporting.

The MPS Head Start health team will conduct hearing and vision screenings for each student enrolled. The results of these screenings will be given to parents and guardians. Follow-ups for failed hearing screens will be conducted by the MPS Audiology Department. A list of local providers will be given to parents/guardians for any child who fails their vision screening to ensure that appropriate follow-up is completed by an ophthalmologist.

The MPS Head Start health team will complete a mental health referral for any child identified as needing support in speech, language, and/or developmental delay.

7.a.ii. Mental health staff provides resources to promote social-emotional wellness for children, families, and staff using various strategies:

- Information is provided in the Head Start weekly highlights as well as professional development provided by the district and the program.
- The MPS Head Start program, via the adopted curriculum, utilizes Conscious Discipline®, which has a focus on establishing effective classroom management and positive learning environments and on fostering well-being.
- Head Start staff offer families a variety of resources such as Early Childhood Learning and Knowledge Center (ECLKC) or the Centers for Disease Control (CDC).

- Head Start staff address family or child needs as identified by self-reporting, self-assessment, the *Mental Health Request for Support* form, physician notification, and/or Head Start staff.
- Head Start staff will use data from the social-emotional screener, ASQ:SE-2, to identify children above the “cutoff zone,” which falls in the 90th percentile. After identification, Head Start staff will contact the family and/or Head Start classroom teacher of the identified child to consult and provide resources.
- Head Start staff will ensure positive social-emotional development by reinforcing the district-adopted Second Step curriculum.

8. Family and Community Engagement

8.a. The MPS Head Start Program will establish strong, active relationships with every family enrolled in Head Start. The Head Start program is motivated to create and maintain a culture where every interaction is positive and cultivate relationships with students, families and the community. City-wide welcome centers are provided by the district for families to register their children. These MPS Welcome Centers provide: assistance with registration, transportation information, scheduling bilingual services testing, specialized service referrals and parent concerns. In order to communicate effectively with children and families, MPS Head Start staff will provide services in their primary language utilizing the district interpretation services and/or bilingual staff.

The family partnership associates (FPA) team will complete a face-to-face intake appointment with every family enrolled in the MPS Head Start program, prior to entering school. FPAs will complete intake appointments at the school the child will be attending. During the intake, the FPA will complete the Family Partnership Agreement, review the MPS Head Start Program Parent Handbook, complete the Needs Assessment, review missing physical and/or dental exams, provide resources for health/dental providers,

discuss needs identified on the needs assessment, and distribute the welcome letter. FPAs will also provide a tour of the school and classroom and provide the parent an opportunity to meet the teacher. The information will be tracked within ChildPlus.

The MPS Head Start Program will continue to emphasize male engagement by focusing on strengthening and supporting fathers and father figures. As their child's primary teachers, fathers and father figures will feel empowered to promote children's learning and development. The program will be focused on supporting fathers who may be in need of support in the areas of, but not limited to: employment, financial literacy, child support services, employment retention and driver's license acquisition.

8.b. Families play a vital role in their child's learning and development. The MPS Head Start Program will work with families to ensure they have the necessary resources to be equal partners in supporting their children at home and in school. When families and Head Start staff collaborate, students will be more successful and the entire community will benefit.

The MPS Head Start program offers opportunities and encourages engagement by providing families with access to student records and curricular resources through parent portals, providing parent trainings as outlined in the program's Training and Technical Assistance (TTA) Plan, monthly parent meetings, and district-wide trainings (for example, ESL classes, GED courses); and encouraging families to volunteer in the classroom and on field trips.

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

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

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

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

8.d.i. The MPS Head Start program uses the following procedures for conducting the family assessment and family partnership process that is aligned to the Parent, Family, and Community Engagement:

The FPA will conduct the Family Needs Assessment twice a year, with a preliminary assessment being completed at registration and a follow up being completed at the end of the school year. Once a child is accepted into the MPS Head Start Program; the family will be assigned a FPA. The FPA will input the data from Family Needs Assessment in Child Plus under Family Outcomes. The FPA will print the assessment and review it prior to the intake appointment, for any needs identified by the family. Upon calling the family to arrange the intake appointment, the FPA will reference the Family Needs Assessment and determine if the family is still in need of the resources/referral, if so the FPA will provide the resources and referral at the

intake appointment. The FPA will review the family needs assessment at the intake appointment with the parent prior to completing the Family Partnership Agreement.

The family partnership associate will call the family and inform them that they have been accepted into Milwaukee Public School-Head Start Program. The FPA will set up an intake appointment, within 7 calendar days of the date of acceptance to complete an intake appointment at the school the child will be attending. During the intake appointment, the FPA will review the following documentation with the parent:

- Family Partnership Agreement
- Family Outcomes Data from Child Plus;
- MPS Head Start program Parent Handbook for current school year
- Head Start Program Parent Handbook checklist
- Marquette University School of Dentistry flyer and dental provider/accepted insurance
- Health and Dental Forms
- Free and Low-cost clinics in Milwaukee
- Welcome letter
- Missing medical/dental/Lead/Hematocrit/ Hemoglobin/Immunization Final Notice
- Resources to address the Needs Assessment, and
- Follow up contact appointment.

After completing the intake appointment, the FPA will provide the parent with a start date for school.

8.d.ii. The completion of family partnership goals and provided resources will be tracked for each family using Child Plus reporting and internal documents such as Excel and Google Docs.

8.e. The MPS Head Start program holds partnerships with agencies including but not limited to: UW-Extension, Preferred Dental and Chef Joe. These partnerships respond to a variety of family and student needs, including healthy lifestyles, dental services, and nutrition. As the MPS Head Start Program continues to review family needs assessments, and receive feedback on the services each partnership provides, changes will be made to address challenges such as scheduling, difficulties providing services to so many locations throughout the city, and additional identified needs of families. In order to address these challenges, the MPS Head Start Program will continue to add community partners that can address changing needs, being mindful of the location of services and remaining sensitive to the challenges families face.

9. Services for Children with Disabilities

a. The MPS Head Start program ensures that all children, including children with disabilities, have full access and opportunity to be engaged in program services and activities that promote social and emotional development, language and literacy skills, and cognition development. Information used to guide full participation of all children are Head Start Early Learning Outcomes Framework (HSELOF), Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), Head Start Community Assessment, curriculum that provides strategies to support individualized learning, Wisconsin Model Early Learning Standards (WMEELS), Department of Public Instruction (DPI), and Head Start resources located on Early Childhood Learning and Knowledge Center (ECLKC). Within the learning environment, resources and information provided in the noted resources ensure that teachers/staff are able to create engaging classroom environments where developmentally appropriate equipment, physical space, and materials are accessible to all children.

All screeners and assessments are provided in both English and Spanish. In the case that a family speaks a language other than English or Spanish, the ASQ:SE-2 will be administered with families using an

interpreter service, which enables the program to effectively communicate in over 200 languages. By using the data gathered from the parent-completed screener, Ages & Stages Questionnaire: Social-Emotional, Second Edition (ASQ:SE-2), Head Start staff gain a parent's perspective on his/her child's development in the areas of social/emotional/behavioral and communication development as well as behavioral indicators of an autism spectrum disorder.

Both screeners provide information that indicate whether a child is within developmentally appropriate limits, is in areas to be monitored, or potentially is at risk for delays. Head Start staff collaborate with families, teachers, MPS staff, and special education evaluation teams to ensure that children with disabilities are offered the least restrictive environment for the delivery of special education services.

9.b. The Head Start program is part of the public school system in Milwaukee, which is the Local Education Agency (LEA), where work is done collaboratively with special education teams and Head Start teachers. ChildPlus and Infinite Campus provide data needed to monitor and support each child. Head Start staff will ensure that the individualized needs of children with disabilities are met through the following:

- Head Start staff will support the use of evidence based curriculum that allows for differentiation of and specialized instruction to support the child's individualized education program (IEP) goals;
- Support the special education team in writing appropriate goals that are developmentally appropriate, functional, and measurable
- Ensuring that environments, materials, and accessibility are developmentally, culturally and linguistically appropriate.
- Head Start staff will provide resources that will support parent involvement in their child's IEP, provide trainings related to disability information, ensure that parents are aware of their rights in the special education process and support the family in the acquisition of skills to advocate for their child.

- Head Start staff will attend and participate in 95% of initial special education evaluation and re-evaluation meetings to support a parents understanding of the special education process.
- Head Start staff will notify parents when their child receives a score in the 90th percentile on the ASQ: SE-2. Resources and/or consultation will be provided and documented in Child Plus.
- Upon parent and/or teacher request, additional resources will be provided to support the need of the identified child such as: behavioral clinics, to support amending a child's IEP, support collaboration between parents and schools in the development of behavior plans via the Response to Intervention (RtI).
- Upon request from the initial evaluation team, Head Start staff will assist in obtaining parental consent for a continuation of the special education process or specialized services.
- As directed or upon request, Head Start staff will present/train district evaluation teams on Head Start performance standards that require our collaboration;
- Upon request, Head Start mental health staff will assist the special education evaluation team by assisting in the creation of individualized functional and developmentally appropriate goals for children when needed; and
- Head Start mental health staff will provide health and/or screening information to the special education evaluation teams, especially when health or screening information may impact the evaluation team compositions, i.e. high lead levels may require a nurse.

10. Transition

10.a. Transitions to and from Early Head Start- Not applicable

10.b. Transition is an important part of the MPS Head Start program. It is the program's intent to make this process smooth and worry-free for children and families. Each school will have a transition plan to support this ongoing process throughout the year. These plans focus on transitioning children into the Head Start program, from K3 to K4, and out of Head Start into kindergarten. Plans will be shared and discussed with

parents each year. The focus of the second semester education home visits is on providing families with various strategies for transitioning their children from the current program to the next. These transition home visits will be documented and entered into ChildPlus. Spring parent meetings at each site will focus on transitions as well. Resources and activities will be provided for families to participate in during the summer months in preparation for the next grade level.

- Head Start parent newsletters will include information, strategies, and activities to support successful transitions from Head Start to kindergarten.
- The Head Start program provides a staggered start at the beginning of the school year for all Head Start children to help transition children to their new school community. Limited numbers of students attend each day for the first three days of school, and parents are invited and encouraged to attend. This gives teachers and children an opportunity to spend more time getting to know one another and easing anxiety.
- Information is sent to all families entering the MPS Head Start program regarding staggered start, including but not limited to welcome letters from teachers, program information, and pedestrian safety and bus safety information.

10.c. When families indicate their intention to exit the program, family partnership associates will work with families to provide resources using the ECLKC: *Locate a Head Start Program* tool, identify another agency or early childhood program, and provide the information to each exiting family. Through this process, families will be able to make decisions regarding enrollment in early childhood programs outside of Milwaukee Public Schools to best perpetuate a continuum of educational services for each student.

11. Services to enrolled pregnant women

Not applicable

12. Transportation

a. Transportation for Milwaukee Public Schools Head Start was started during the 2013-2014 school year and was made available to all Head Start students for schools within their region and who live more than one mile from their home school. As of February 9, 2018, 66.7% of Head Start students utilize transportation services daily. MPS currently has an approved transportation waiver on file for the exclusion of bus monitors on all buses and K4 child restraints. All buses are equipped with a mobile data tracking system which is a GPS tracking system. By providing transportation the program has seen an improvement in attendance from 84% to 89% with fewer students leaving Head Start due to lack of transportation.

12.b. The MPS Head Start program will respond to families by providing bus tickets during times of hardship such as: unreliable vehicles, financial burdens, and dependence on third party drivers.

Accommodations will be made to families who have moved and would like not to transfer from a Head Start program. The Head Start staff will assist individual families to determine areas of need.

Section I. Program Design and Approach to Service Delivery

Sub-Section C: Governance, Organizational, and Management Structures

1. Governance

Structure

a. The governing body of MPS Head Start is the Milwaukee Board of School Directors. This group is ultimately responsible for legal and fiscal oversight. As a result of the school board being publicly elected, the MPS Head Start program meets the exception authorization as outlined in 642 (c) (1) (D) of the Act. A member of the governing body attends regular Policy Council meetings and serves as a delegate to the board.

b. The Milwaukee Board of School Directors is a publicly elected body. All members are representative of the communities from which they are elected.

c. The MPS Head Start Program establishes a Policy Council early in the year to ensure a governing body that is run by parents of the Head Start program. The Head Start Policy Council is in place in order to make decisions regarding the best interest of Head Start program, and to ensure parents have an opportunity, annually, to become a representative on the Policy Council. The MPS Head Start Policy Council representatives are elected by parents from each Head Start site which ensures the diversity of representatives. The Policy Council is responsible for representing each site and supporting program operations including policies to ensure the program is responsive to its families.

Processes

Governing Body

a. A member of the MPS governing body attends regular Policy Council meetings and serves as a liaison to the board. This school board representative ensures that the governing body is aware of all policy council decisions and key program information. The Milwaukee Board of School Directors is ultimately accountable for program oversight, management of federal funds, and decision-making, including but not limited to establishing program goals, monitoring program performance through ongoing compliance oversight and correction by using data for continuous improvement, reporting significant incidents, and ensuring health and safety.

Hiring and fiscal decisions are made and approved by the Milwaukee Board of School Directors.

b. If applicable, describe and explain the responsibilities....NA

Policy Council

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

The MPS Head Start Policy Council members were invited to attend a meeting to create and provide feedback on the proposed Head Start goals. Policy Council members attended a goal writing session. The discussion focused especially in the areas of School Readiness Goals, transition planning, both enrollment and recruitment, and parent participation during policy council meetings. All attending members came to a consensus around all program goals.

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

Parent Committees

d. Policy council representatives will be elected by parent committees at each site and have voting rights on decision making. These representatives will lead and share Policy Council information at parent committee meetings. These meetings will be held monthly at each school site and be facilitated by FPAs. These meetings will focus on various topics such as employment, education, housing, GED, ESL, and transitions. Parent surveys and needs assessments will be used to determine future topics. Each policy council representative is responsible for communicating parent committee concerns and suggestions to the policy council each month.

e. The MPS Head Start program communicates with the policy council regularly. The Policy Council receives information on the progress of the program through written reports of each service area and monthly policy council meetings including agendas and detailed minutes. At meetings, members share agenda items, announcements, and site and community specific concerns.

Relationships

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

b. The governing body is composed of individuals holding positions of public elections. As such they fall under the exception listed in 642(c)(1)(D) of the Act. Any individual that may have any conflict of interest will be reported to the Office of Head Start.

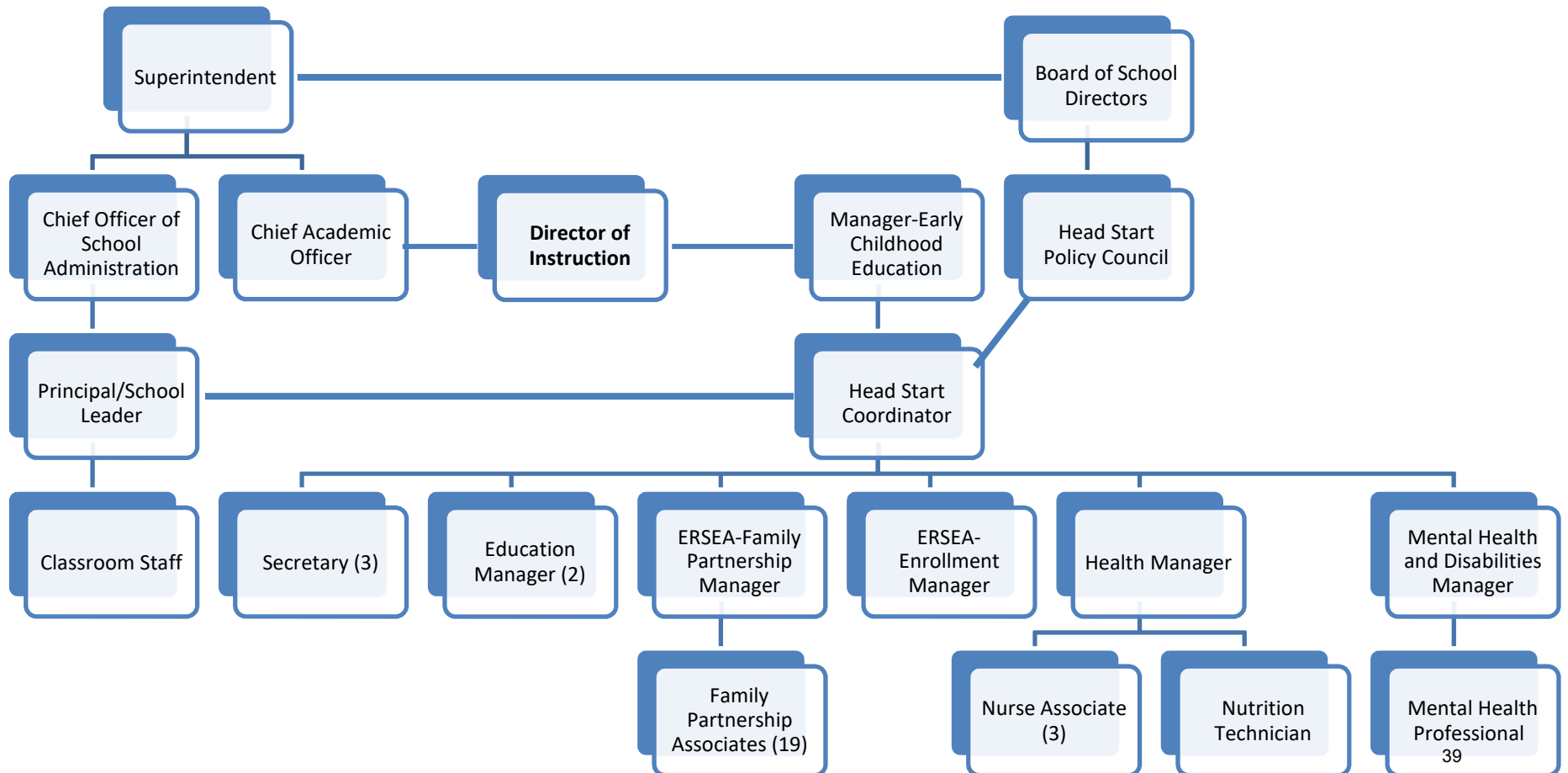
c. The MPS Head Start Program has by-laws that outline a means for meaningful consultation and collaboration around joint decisions. The program uses Robert's Rules to ensure effective parliamentary procedure is followed. The school board director acts as a liaison between the Milwaukee Board of School Directors and ensures collaboration between the two bodies.

2. Human Resources Management

a. Head Start Program Organizational Chart 2018-19



Head Start Program Organizational Chart 2017-18



b. The Milwaukee Public Schools Human Resource office has a process for hiring new employees. The process includes conducting background checks and providing references on all personnel that work with children.

c. The MPS Head Start program provides orientation to new staff and ongoing support as needed. New FPAs receive training from all service areas and are provided a mentor. The district assigns new teachers a mentor from the department of mentoring and induction. Teachers are provided 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 (SST).

d. As a district, Transformational Coaching is used as a best practice for all SSTs. SSTs 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 will improve their day-to-day practice in the classroom that will result in increases in student performance.

Through Professional Educator Effectiveness Resource (pEEr), teachers receive rich opportunities for professional growth and improvement. Based upon 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. Professional Educator Effectiveness Resource is the result of collaboration between the district and the Milwaukee Teachers' Education Association to support continuous improvement of teacher professional practice.

3. Program Management and Quality Improvement

a. MPS has many strong systems in place to manage and monitor oversight of the program's operations.

Current systems for planning and program implementation are embedded within standard operating

procedures. All program planning is completed with the involvement of the entire management team, and reviewed by MPS Policy Council and/or the Milwaukee Board of School Directors.

The MPS district student information system Infinite Campus is used along with Child Plus for record keeping, student and family information, and tracking health events. Reports for teachers and parents are also generated by Galileo Pre-K on student growth and development. The Classroom Assessment Scoring System (CLASS) tool is used to observe teachers and provide feedback to improve teacher/student interactions. *MyTeachstone*[®] is an online system for storing information on CLASS results for teacher quality and improvement. Fiscal monitoring is conducted through the online MPS Integrated Financial Accounting System (IFAS). These systems along with PIR, the community assessment, and the self-assessment all allow for comprehensive monitoring and reporting. Monitoring in MPS is also achieved through internal auditing to ensure the program is achieving desired outcomes.

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

The MPS Head Start staff uses the plan-do-study-act method to make informed decisions. For program planning purposes, various assessment tools are used to promote effective teaching and health and safety practices. The data further informs professional development planning, materials for classrooms, and continuous improvements within the program.

b. There are tracking/reporting systems in place. Regular monitoring of activities and services is completed in each of the following service areas: Child Development, Health, Mental Health, Disabilities, Nutrition, Family Partnerships, Transition, Community Partnerships, and Parent Involvement. Each coordinator in Head Start uses a tracking system to ensure program operations are being implemented properly. Child

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

The Head Start Program makes use of monitoring tools to ensure the needs of the children and parents in the Head Start program are being met, as well as ensuring Head Start and MPS standards are in compliance at each school site. Classroom observations, conducted to ensure services are delivered with consistent quality, include formal and informal observations, mental health observations, health and safety monitoring, and meal monitoring.

The Head Start Supervisor oversees all reports and facilitates meetings to keep the lines of communication open between stakeholders.

c. The Manager of Head Start reviews the budget summary and expenditure reports weekly from IFAS and reviews reports to ensure policies are followed and budget is in order according to the rules set in place by the School Board and Policy Council. The Manager of Head Start works collaboratively with the MPS Finance Department to monitor expenditures and maintain compliance. Current and updated financial data is used for timing of purchases.

The budget is developed based on the needs of services outlined in the Head Start Community Assessment. The Policy Council then approves the budget. After the budget is approved by the Policy Council, it is then submitted to the School Board for approval. There are written policies and procedures for the development of the budget along with a timeline.

All expenditures must be approved by both the Manager of Head Start and the Director of Curriculum and Instruction. Vendor payments are submitted and paid on a weekly basis. A copy of all invoices and bills are kept in the Head Start Office. Payroll records are reviewed regularly and compared with personnel and

department records. The program maintains an efficient, effective reporting system that is clear and comprehensive. Fiscal reports are reviewed monthly at Policy Council meetings.

II. Budget Narrative and Justification-Milwaukee Public Schools

Title	Positions	# FTE	Federal Share	Annual Salary	Federal Share
PERSONNEL					
Program Supervisor I	1	1	1	\$ 97,100	\$ 95,735
Education Coordinator	2	1	1	\$ 83,000	\$ 165,523
Mental Health & Disabilities Coordinator	1	1	1	\$ 88,000	\$ 88,643
ERSEA Coordinator	2	1	1	\$ 88,000	\$ 149,144
Health Coordinator	1	1	1	\$ 80,000	\$ 72,072
K3 Teachers	41	1	1	\$ 60,180	\$ 2,467,380
K3 Teacher Assistants (0.75)	41	0.75	0.75	\$ 25,250	\$ 582,344
K4 Teachers	20	1	1	\$ 60,180	\$ 601,800
K4 Teacher Assistants (0.75)	20	0.75	0.75	\$ 25,250	\$ 189,375
Family Service Workers (0.75)	19	0.75	0.75	\$ 18,780	\$ 267,615
Nurse Associates (0.75)	3	0.75	0.75	\$ 38,010	\$ 85,523
Secretary I	3	1	1	\$ 34,690	\$ 104,070
Secretary II	1	1	1	\$ 41,000	\$ 37,679
Nutrition Technician	1	1	1	\$ 12,000	\$ 17,000
Social Worker	2	1	1	\$ 70,930	\$ 141,860
TOTAL SALARIES					\$ 5,065,762
FRINGE BENEFITS					\$ 2,725,380
TOTAL					\$ 7,791,142
TRAVEL					\$
EQUIPMENT					\$
SUPPLIES					\$ 150,000
CONTRACTUAL					\$ 49,359
CONSTRUCTION					\$
OTHER					\$
TOTAL DIRECT CHARGES					\$ 7,941,142
INDIRECT CHARGES					\$ 504,263
TOTALS					\$ 8,494,763

1. Budget Narrative

PERSONNEL

1.0 FTE (\$95,735) is budgeted for the Program Supervisor to oversee operations of the MPS Head Start Program and ensure program compliance and timely reporting.

1.0 FTE (\$165,523) 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 (\$88,643) 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 (\$149,144) is budgeted for the two ERSEA Managers to oversee all aspects of MPS Head Start's eligibility, recruitment, selection, enrollment and attendance.

1.0 FTE (\$72,072) 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.

1.0 FTE (\$3,069,180) is budgeted for a total of sixty-one teachers to facilitate learning for the Head Start students. Each of the MPS Head Start teachers holds at least a Bachelor's degree and is licensed by the Wisconsin Department of Public Instruction. *Milwaukee Public Schools pays ½ of the salary for each of the K4 teachers.*

.75 FTE (\$771,719) is budgeted for a total of sixty-one Teacher Assistants to support teachers and students within the learning environment. *The assistants are not considered full-time employees and Milwaukee Public Schools pays for ½ of the salary for each of the K4 assistants.*

.75 FTE (\$267,615) is budgeted for nineteen Family Service Workers who 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. *Because these employees work 30 hours per week, each FSW is counted as .75 FTE.*

.75 FTE (\$85,523) is budgeted for three Nurse Associates, who 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. *Because these employees work 30 hours per week, each Nurse Associate is counted as .75 FTE.*

1.0 FTE (\$141,749) is budgeted for three Secretaries, who provide clerical support to the Head Start program. Duties of the secretaries include database monitoring, purchasing, payroll, contracts and providing ongoing customer service to Head Start families.

1.0 FTE (\$17,000) is budgeted for the Nutrition Technician who assesses the nutritional status and special nutritional needs of Head Start children and families. The Nutrition Technician monitors classrooms for compliance with nutrition-related Head Start Performance Standards.

1.0 FTE (\$141,860) is budgeted for two Social Worker who serves as the Mental Health Professional for the program. The Social Worker I 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.

FRINGE BENEFITS

Fringe benefits are budgeted at a district average rate of 53.8%, this includes Social Security, pension and insurance for employees. The total budgeted is \$2,725,380.

TRAVEL -- Not applicable

EQUIPMENT -- Not applicable

SUPPLIES

The \$150,000 budgeted for supplies are designated for the purchase of items needed for the office, educational materials, classroom outfitting and health and wellness supplies.

CONTRACTUAL-Programming

MPS has allocated \$49,359 for consulting services, including ChildPlus and Galileo fees. These costs are reasonable, as they are consistent with rates paid by other Head Start agencies using these technologies nationally. In addition, with the rising migrant population including Burmese (Karen language), we find a rising need for the translator services, both in-person services and the translation of key documents. Fees for these services are included on the contract services line. In addition, MPS has budgeted a total of \$4,000 to transport students on field trips aligned to performance standards expectations. To transport

students on field trips anticipated during the school year, MPS estimates it will require 60 buses at a rate of no more than \$250.00 per bus. Transportation services are secured through the MPS procurement process and completed through requisitions through IFAS. In addition, \$10,000 has been allocated for conference registration and fees.

CONTRACTUAL-TTA

Consultant fees of \$102,547 are allocated for the use of Head Start consultants to provide training and technical for staff, parents, and the Policy Council.

CONSTRUCTION -- Not applicable.

TOTAL DIRECT CHARGES

The total direct charges equal \$7,791,142

TOTAL INDIRECT CHARGES

The MPS approved indirect cost is 6.35%. This is calculated on all direct costs with the exception of contractual line items. The total amount budgeted is \$504,263. Attached is the document that establishes the indirect rate agreement with the Department of Public Instruction.

T & TA

\$102,547 is budgeted for T/TA.

NON-FEDERAL SHARE

MPS has committed \$2,153,018 in non-federal resources. The district will meet its match obligation through the following:

- Paying half the salaries and fringe benefits of teachers and aides in classrooms for four-year-old Head Start students (see table below).
- Contributing school administrative support in proportion to Head Start’s enrollment share at the schools.
- The remaining halves of the salaries are funded through local board funds.
- Providing transportation to Head Start students.

MPS staffing match

Personnel	MPS Salary	Quantity	Salary Totals	Fringe Benefits	Total
Teachers	\$30,090	20	\$601,800	\$323,768	\$925,568
Educational Assistants	\$9,469	20	\$189,375	\$101,884	\$359,557
Student Transportation					\$1,009,000

Milwaukee Public Schools organization's fiscal management system and internal control environments to maintain effective control and accountability for grant funds, property, and other assets.

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

Effective internal control is a built-in part of the district's management process (i.e., plan, organize, direct, and control). Internal control keeps MPS on course toward its objectives and the achievement of our mission, and minimizes surprises along the way. Established internal controls are promoting effectiveness and efficiency of operations, reducing the risk of asset loss, and helping to ensure compliance with laws and regulations. Strong internal controls are helping our district ensure the reliability of all financial reporting including local, state and federal funding.

The district's internal controls are proactive, value-added, cost-effective and address exposure to risk. *Rules, Policies and Procedures of the Milwaukee Public Schools* which defines these controls, related policies and procedures are available online for employees, funders and the general public at <http://mps.milwaukee.k12.wi.us/en/District/About-MPS/School-Board/Policies--Procedures.htm>. The comprehensive policy manual is organized into four sections - Administrative Policies, Administrative Procedures, Board Governance Policies and Board Rules - that provide the operating environment for the district to monitor performance and ensure effective communication of results. The policies and procedures cover topics such as code of ethics, budget management, conflict of interest, contracts, separation of

duties, and oversight of bank activity. Over time, internal controls have changed to reflect changes in our operating environment.

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

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

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

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

Control Activities: The Administration is responsible for ensuring that internal controls are established, properly documented, maintained and adhered to in each office, department, division and school to mitigate risk and maintain compliance. All MPS employees are responsible for managing internal controls.

Under the leadership of the chief financial officer, MPS employees in the Office of Finance review reports, statements, reconciliations, and other information for consistency and reasonableness. The ongoing

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

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

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

Information and Communication: The Administration uses reliable and relevant information from both internal and external sources to inform practice, maintain appropriate controls and communicate challenges and successes. Ensuring open and frequent communication across all levels of the organization is a critical strategy that MPS employees to support effective grant management. The Administration, school and program leaders, and employees use district network systems to communicate, share and analyze data, monitor progress, and alert others to potential problems and identified solutions.

Monitoring: Academics, grants, and finance staff monitor each Head Start site to ensure that project goals, objectives, performance requirements, timelines, milestone completion, budgets, and other related grant requirements are met. Monitoring involves: (1) collecting financial and program and performance reports

and other grant information relative to each site; (2) analyzing the information; and (3) taking appropriate actions to resolve issues or concerns when noted.

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

Development and administrative costs

MPS charges an indirect rate of 6.35%, excluding contracts. The FY18 total indirect is \$538,255. The Head Start supervisor's salary and fringe benefits total \$146,953. Together, the indirect and coordinator's costs are \$685,208, or 8.06% of the grant.

Cost Allocation

Milwaukee Public Schools, Office of Academics Department of Curriculum and Instruction, Head Start Program has allocated all federal Head Start funds to support Milwaukee Public School Head Start Program. Milwaukee Public Schools has a federally negotiated indirect rate of 6.35% which support expenses incurred by the District. Head Start funding does not provide cost-sharing for building, facilities, and maintenance.