



Wisconsin Department of Public Instruction
APPLICATION—WISCONSIN HEAD START PROGRAM
STATE SUPPLEMENT
 PI-1833 (Rev. 04-17)

INSTRUCTIONS: Submit one paper application, with original signatures, and an electronic copy no later than **JUNE 2, 2017**. Signatures are **not** required on the electronic copy.

Send original paper application to:
DEPARTMENT OF PUBLIC INSTRUCTION
CONTENT AND LEARNING TEAM
ATTN: STEVE KRETZMANN
PO BOX 7841
MADISON, WI 53707-7841

Send electronic copy to: stephen.kretzmann@dpi.wi.gov

Collection of this information is a requirement of s. 115.361, Stats.

PART I. GENERAL INFORMATION		
1. Applicant or Agency Legal Name of Agency Milwaukee Public Schools		2. Mailing Address Street, City, State, ZIP PO Box 2181, Milwaukee, WI 53201-2181
3. Executive Director of Agency Darienne B. Driver, Ed. D.	4a. Telephone Area/No. (414) 475-8001	4b. Email Address driverdb@milwaukee.k12.wi.us
5. Head Start Director <i>If different from agency director</i> Erica Harris-Day	6a. Telephone Area/No. (414) 252-0340	6b. Email Address harrisen@milwaukee.k12.wi.us
7. Mailing Address <i>Street, City, State, ZIP</i> PO Box 2181, Milwaukee, WI 53201-2181		
8a. Total State Entitlement Dollars Allowed <i>From agency listing</i> \$421,578		8b. Amount of State Funding Requested \$421,578
9a. No. of State 3-5 Year Old Children Served <i>From agency listing</i> 74		9b. State Cost Per 3-5 Year Old Child \$5,697.00
10a. No. of State Birth to 3 Children Served 0		10b. State Cost Per Birth to 3 Year Old Child \$0.00
11a. No of Children to be Served with Federal Funds 1,370		11b. Total Federal Funding as of 6-1-17 \$8,513,203

PART II. CERTIFICATION SIGNATURES	
Signature of Agency Executive Director ➤	Date Signed <i>Mo./Day/Yr.</i>
Signature of Board/Agency Clerk ➤	Date Signed <i>Mo./Day/Yr.</i>

PART III. ASSURANCES

Check all that apply:

- The applicant assures that these expenditures supplement but do not supplant federal or local funds expended for the same activities in the preceding fiscal year.
- According to s.115.3615, Head Start State Supplement grantees must be designated Federal Head Start grantees. Therefore, Head Start State Supplement grantees are required to report to DPI any voluntary, required, current, or pending loss of their federal Head Start grantee status. This notice must be submitted to DPI no later than 10 days after the receipt of notification from the federal or regional Head Start office. In order to comply with s. 115.3615, if a Head Start grantee loses their federal grantee status, they will lose their status as a WI Head Start State Supplement grantee. In the event that federal grantee designation changes during the funded state program year, the grantee will be reimbursed for any valid state budget claim incurred during the period of their operation as a federal/state grantee. All unexpended funds (whether encumbered or not) will need to be returned.
- The applicant will file financial reports and claims for reimbursement on a quarterly basis in accordance with procedures prescribed by the School Financial Services Team of the DPI.
- The applicant will claim 0% of the state supplement for federal grant in-kind. No more than 80 percent of this state application can be used.
- The Head Start grantee will provide a federal Program Information Report (PIR) with data on state supplemental children to the Wisconsin Head Start Association office on federal timelines. In addition, grantees will complete an on-line state supplemental data report for the same time period as the PIR and submit it to the WHSA by October 15, 2017, by 5:00 pm.

PART III. ASSURANCES (cont'd)

- A copy of the current OMB approval for your federal grant application is attached. **Do not submit your entire federal application.**
- In connection with performance of work under this contract, the contractor agrees not to discriminate against any employee or applicant for employment because of race, sex, religion, age, color, national origin, or handicapping condition. The aforesaid provision shall include, but not be limited to, the following: employment, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. The contractor agrees to post notices where they are readily available to employees and employment applicants. The notices are to be provided by the contracting officer setting forth the provisions of the nondiscrimination clause. Furthermore, the State of Wisconsin, Department of Public Instruction operates under an Affirmative Action Plan and under a merit employment system.
- The applicant will provide equal opportunities for individuals to participate in the project experiences in school and community settings regardless of age, sex, ethnic background, or disadvantaged, handicapped, or gifted status.

PART IV. ENTITLEMENT SECTION

Limit responses to questions number 1 through 6 to not more than two pages each.

1. Describe how you determine your cost per child, and changes, if any, you have made in your service delivery model. For reference, see the funding chart.

Milwaukee Public Schools remains consistent with the calculation of per-pupil cost. The state per-pupil allocation is currently costed at \$5,697. The district's current per-pupil general revenue is calculated using a combination of state aids and local tax levy. The proposed state funding allocation to Milwaukee Public Schools reflects this formula, serving 74 students at an estimated \$421,578.

2. Indicate how the Head Start State Supplement Grant is implemented within your program.

a. Three- to five year old Head Start

- 7 Hours per day
- 5 Days per week Single session Double session
- 42 Weeks per year
- Home-based
- Other *Describe*

The three year old and four year programs operate according to the traditional school calendar.

b. Birth to 3 Head Start

- Early Head Start / Child Care Partnership
- Early Head Start Center-based
- Early Head Start Home-based
- Early Head Start Hybrid Center/Home
- Migrant and Seasonal Head Start

3. Placement of state supplemental students

- State funded students are placed in classes with federally funded students.
- State funded students are placed in classes only with state funded students.

4. Anticipated ages of children served

- Birth to 3
- 3 before September 1
- 4 before September 1
- 5 before September 1

5. Describe the typical program a child will receive with this funding.

The Head Start State Supplement will support the MPS Head Start Program at Barack Obama School of Career and Technical Education (K-12). The Head Start State Supplement will fund two full day classes of three-year-olds and two classes for four-year-olds at Obama. The staff includes four teachers licensed by the Wisconsin Department of Public Instruction in early childhood and four educational assistants. Obama follows the early start school calendar and is a neighborhood school, currently serving students from three-year-old kindergarten through twelfth grade. Obama offers a range of educational programs for regular education students and students with special needs. Obama's highly qualified teaching staff ensures that learning is meaningful for every student and parents feel valued as members of the school community.

Obama's Head Start classrooms have adopted the established protocols and schedules of all Milwaukee Public Schools Head

PART IV. ENTITLEMENT SECTION (cont'd)

Start classrooms. Classes are seven hours for full-day sessions. The sessions operate five days per week, Monday through Friday.

The daily classroom schedule is based on the developmental needs of the preschool-aged children and reflect the curriculum. The schedule reflects a dedication to early learning in literacy and numeracy and includes a balance between the following activities:

- large- and small-group instruction
- free-choice time
- active and quiet activities
- meals -- breakfast, lunch, and afternoon snack
- indoor and outdoor time

Each classroom teacher develops and posts a copy of the daily schedule. The schedule indicates the time allotted for each learning activity. A written schedule that includes pictures allows the children to follow the day's activities.

Family-style dining is a learning activity that is incorporated into the daily lesson plan. The teaching team actively participates in and models dining etiquette as both team members sit at the tables and eat with the children. The teacher and the educational assistant are to discuss the meal with the children as it relates to the curriculum. Classroom volunteers are encouraged to share the meal as outlined by the Milwaukee Public Schools Head Start Program.

Through the continuation of the Head Start program through state funds, Obama will continue to grow its school community with programming for three and four year olds. The Head Start program provides comprehensive education, health (including mental health and disabilities), and family services, thereby easing the transition from preschool to kindergarten and ensuring long-term success, academically and socially. The pillars of the Head Start program are as discussed below.

Education

The MPS Head Start service areas of ERSEA, Mental Health and Disabilities, Education, Health and Family Services will work together to support and monitor each classroom to ensure the best possible school readiness outcomes for Head Start students and families. Each classroom will be observed and monitored several times each school year for each service area.

Head Start staff will share individual child growth with each family four times each school year through parent-teacher conferences and home visits. Parents will receive information and be asked for input regarding their child's individualized education plan and profile. Staff will also encourage parents to share their knowledge, skills, and talents by volunteering in their child's Head Start classroom. Ideas about curriculum and learning activities will be elicited from parents at each Head Start site.

Three tools are used to measure children's progress throughout the school year. The AcuScreen Developmental Assessment is the tool used to determine the risk of developmental delay. The Galileo Assessment tool is a research-based tool used to gather and analyze child development data and addresses the eleven Head Start domains. The Ages and Stages Questionnaire: Social Emotional (ASQ:SE) is a questionnaire designed to gather information from parents around their child's individual development.

The Head Start school readiness goals were created by a team of lead teachers and the MPS Head Start education manager. The goals were shared with the Policy Council and parents at parent center meetings. Head Start staff will generate outcomes reports three times each school. The reports will analyze student growth and development in the 11 Head Start domains and readiness goals. The report will be shared with instructional staff, instructional leaders and the Head Start Policy Council. MPS will use the Child Outcomes Report for planning professional development for teachers, preparing lesson plans and ordering resources.

The MPS Head Start Program will use Frog Stree Pre-K integrated curriculum aligned with the Head Start Early Learning and Child Development Framework, MPS Head Start School Readiness Goals and the Wisconsin Model Early Learning Standards. To further support student learning and school readiness, MPS Head Start will implement five supplemental curricula to specifically focus on science knowledge and skills social and emotional development; physical health practices; and alphabet knowledge. The curricula will include Early Childhood Hands on Science (ECHOS), Second Step program for early learning, Color Me Healthy, and I am Moving, I am Learning.

Health

Regular health exams can identify potential problems early and offer parents the opportunity to learn about their child's growth and development. Children living in poverty are at a higher risk than other children for numerous health problems, including asthma, lead poisoning and obesity. Children entering the MPS Head Start Program will obtain a comprehensive physical exam within 90 days of enrollment. At the time of enrollment, a thorough medical history is collected to determine insurance status and whether the child has a medical home. Staff will make referrals and assist families in finding appropriate healthcare providers or establishing a medical home as needed.

Health screenings for vision and hearing are completed within a 45-day time period by licensed practical nurses. MPS Head Start Program uses state-of-the art equipment with the optix plus vision screener and the EroScan otoacoustic emission testing

device for hearing. Children who do not pass the hearing or vision screenings are referred to appropriate resources for follow-up. It is very difficult to find dentists in Milwaukee willing to see preschool children on Medicaid due to the low rate of reimbursement by the state. Because oral health is so important to a child's overall health, MPS Head Start Program partners with the Greater Milwaukee Dental Association, Preferred Dental and Marquette University School of Dentistry to provide dental exams, cleanings and fluoride varnish, ensuring that children receive the dental exam within the time frame mandated by Performance Standard 1302.42. The health coordinator also partners with other community health agencies to assist families who are unable to meet health requirements due to insurance status or other barriers.

Mental Health and Disabilities

The Milwaukee Public Schools Head Start Program recognizes the prevalence of psychological and behavioral difficulties and that those numbers are higher among children in poverty. To assist in this service area, a mental health professional will advise staff on how to make timely referrals; provide guidance on the steps to take when concerns are identified; solicit ideas on how to address children's needs; assist staff in determining appropriate strategies, accommodations, or modifications for each child; and provide staff and parents with professional development that is responsive to the mental health needs of children. The mental health professional will provide consultation to parents and staff and initiate referrals to community-based agencies where appropriate and will work collaboratively with community agencies to provide families with accessible mental health services. For children requiring specialized services, MPS employs over 4,900 certified teachers and nearly 400 related service providers to meet the needs of children with disabilities of all types. The MPS Department of Specialized Services will offer many professional development opportunities for staff to continuously reflect and improve upon practices. Each Head Start site will have access to a special education support team to include, at minimum, a psychologist, a social worker and a special education supervisor who will monitor and access special education services being delivered. Other related service providers are available depending on the needs of the children at a particular site.

Family Services:

In addition to meeting the education and health care needs of these children, MPS Head Start will offer a variety of services to accommodate the needs of its families. With the establishment of the District Parental Involvement Committee, district-wide Parent Resource Centers, regional parent meetings, parent involvement professional development sessions, Parent-Teacher Associations, parent coordinators at each site, and Head Start Policy Council, MPS will seek to promote sustained leadership skills and build capacity in parents. These services will provide parents with access to a variety of technological, financial, parental and academic resources. They also allow parents to be collaborative partners in the education of their children. Services, such as job searching and resume building, support parent's financial goals and set families on the path of improved financial well-being that could have an impact well beyond the years of Head Start.

-
6. Describe how the service delivery model of your program has changed since last year.

The program is seeking the ability to transition from three hour half-day three year old sessions to full day 7 hour session. This means the actual number of physical classrooms will increase from one to two for three year olds in addition to an additional teacher and assistant. There will also be a new integrated PreK curriculum used in all Head Start sites.

-
7. Indicate and describe how you are collaborating with the public schools/child care providers to meet the needs of these children.

- a. Collaborations occur with some school districts for

- four-year old kindergarten community approaches implementation contract
- special education: least restrictive environment setting for children with disabilities
- services to children who are homeless
- shared space
- professional development/staff training
- other

- b. List districts with whom your program has written interagency agreements on any topic above.

The Milwaukee Public Schools Head Start Program has interagency agreements with three Milwaukee-area Birth-to-Three agencies to facilitate a smooth transition from Birth-to-Three into MPS Head Start K-3 programs. The mental health, disabilities and social services manager attends monthly transition meetings at Penfield Children's Center, Easter Seals of Southeastern Wisconsin, and Curative Care Network to share information with families and Birth-to-Three program coordinators about MPS Head Start as an option for K-3 placement for three-year-old children. The MPS Early Childhood Assessment Team (ECAT) also works with these families to provide IEP evaluations and assist with transitioning three-year-olds into special education services programming. ECAT works with parents to ensure children with disabilities are placed in the least restrictive environment (LRE) so that children have the opportunity to learn with nondisabled peers.

To assist parents who may be struggling with homelessness, MPS has a nationally recognized Homeless Education Program (HEP). The HEP assists homeless families by explaining their rights and helping them obtain a wide variety of educational

PART IV. ENTITLEMENT SECTION (cont'd)

services at no cost. Some of these services include, but are not limited to enrollment assistance (including help in obtaining needed school and medical records and immunizations); transportation; free breakfast/lunch; tutorial programs; before- and after-school programs; books and school supplies; school fee waivers; preschool/early education programs; translation and ESL services; and referral to social service agencies, community resources and other related services.

In addition, the MPS Head Start Program collaborates with MPS early childhood programs such as Achievement Gap Reduction (AGR). AGR will allow continued individualized support for students K5-3rd grade, smaller class sizes in K5, and more support and professional development for early childhood teachers. Other collaborations include sharing services such as nursing, nutrition, fine arts and service for children with disabilities.

The Milwaukee Public Schools district is the local lead educational agency and as such continues to increase and partner in meaningful interagency activities to meet the needs of district children. MPS currently has agreements with the following organizations:

- Bryant and Stratton
- Mad Science
- Curative Care Network
- Easter Seals
- Penfield Children's Center
- Yogakids
- Milwaukee Fire Department
- UW-Extension
- Milwaukee Center for Independence

8. Evaluation: Describe how you will determine the extent to which the program objectives have been met.

The program objectives will be monitored and measured using several methods.

Site Monitoring: Informal and formal classroom observations are conducted twice each semester by the Education Coordinators. MPS Head Start uses Classroom Assessment Scoring System (CLASS) as an observation instrument that measures the effectiveness of teacher-student interactions. It focuses on interactions that promote academic learning, engagement, and social development.

There are two tools used to measure children's progress in the beginning, middle, and end of the year to support the child outcomes report. The Galileo Pre-K Assessment System is an on-line database designed to assist teachers and administrators in the ongoing collection and analysis of children's progress in all 11 domains. Teachers use this system to enter Acuscreen data. Following the completion of the Acuscreen developmental assessment, 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 - 2nd grade students. PALS provides a comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. PALS-PreK should be 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: spelling, word recognition in isolation, oral reading in context, accuracy, fluency, comprehension, alphabet recognition, letter sounds, concept of word, phonemic awareness, and blending. PALS is given in Fall, Winter, and Spring for all K4 Head Start students following the MPS testing window.

Self Assessment: Continuous quality improvement is a central principle of the Office of Head Start, with the goal of meeting Performance Standards and moving toward program excellence for serving children and families throughout the country. As part of this process, the annual self-assessment provides programs with the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services delivered to children and families. The results from the annual self-assessment are used to plan for the remainder of the current year and the upcoming year.

The program information report (PIR) is another report that captures program data monthly to provide data that supports our program goals and objectives.

PART V. BUDGET DETAIL (cont'd)

3. Fringe Benefits

A. Name	B. Unit Cost	C. Estimated Total Cost
Program Supervisor	\$97,100	\$2,437
Education Coordinator	\$88,000	\$4,418
Mental Health	\$88,000	\$2,209
ERSEA	\$88,000	\$2,209
FPA	\$18,780	\$9,428
K3 Teachers (2)	\$54,375	\$54,592
K4 Teachers (2)	\$54,375	\$27,296
K3 Assistants (2)	\$18,780	\$18,856
K4 Assistants (2)	\$18,780	\$9,428
Total <i>Must agree with Summary of Budget Categories on Page 7.</i>		\$130,873

4. Non-Capital Objects

A. Item Name <i>Includes all items budgeted under Non-Capital Objects (e.g., materials, supplies, media, equipment)</i>	B. Quantity	C. Cost	D. Function
Supplies	1	\$4,921	Classroom materials
Total <i>Must agree with Summary of Budget Categories on Page 7.</i>		\$4,921	

PART VI. SUMMARY OF BUDGET CATEGORIES			
<i>Totals must match budget detail on pages 4-6.</i>			
Object Class Categories	Initial Grant Request Entitlement	Use for Budget Revisions, <i>if needed.*</i>	Use for Additional Budget Revisions, <i>if needed*</i>
1. Purchased Services	\$0		
2. Personnel (Salaries)	\$260,700		
3. Fringe Benefits	\$130,873		
4. Noncapital Objects (Supplies)	\$4,921		
5. Capital Objects (Equipment)	\$0		
6. Other	\$25,084		
7. Totals	\$421,578	\$0	\$0

* To submit a revision to this budget, complete the budget revision column above, describe your revision rational, and submit this form to DPI. Note that budget revision requests are required only when revisions exceed 10 percent of any budget line.

FOR DPI USE ONLY	
Date of Review	Action Recommended <input type="checkbox"/> Approve <input type="checkbox"/> Modify <input type="checkbox"/> Other <i>Specify</i>
Conditions	
Signature of DPI Program Consultant ➤	Date Signed <i>Mo./Day/Yr.</i>