



Wisconsin Department of Public Instruction
APPLICATION—WISCONSIN HEAD START PROGRAM
STATE SUPPLEMENT
 PI-1833 (Rev. 04-18)

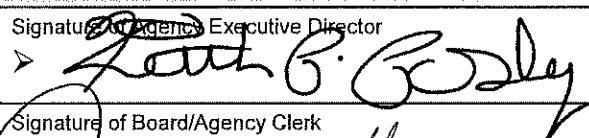
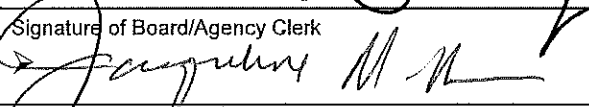
INSTRUCTIONS: Submit one paper application, with original signatures, and an electronic copy no later than **JUNE 1, 2018**. Signatures are not required on the electronic copy.

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

Send electronic copy to: christine.tiedje@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 Keith P. Posley, Ed. D.	4a. Telephone Area/No. (414) 475-8001	4b. Email Address posleyk@milwaukee.k12.wi.us
5. Head Start Director <i>If different from agency director</i> Ruth Stark-Jordan	6a. Telephone Area/No. (414) 252-0378	6b. Email Address starkrd@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	
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 6-1-18 \$8,597,310	

PART II. CERTIFICATION SIGNATURES	
Signature of Agency Executive Director 	Date Signed Mo./Day/Yr. 5/30/2018
Signature of Board/Agency Clerk 	Date Signed Mo./Day/Yr. 5/30/18

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 inkind. 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 WWSA by October 15, 2018, 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*

- 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.
- 4K/Head Start
- Head Start/Child Care
- 4K/Head Start/Child Care

4. Anticipated ages of children served

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

PART IV. ENTITLEMENT SECTION (cont'd)

5. Describe the typical program a child will receive with this funding such as daily schedule, assessment tools, progress monitoring, etc.

The Head Start State Supplement will support the MPS Head Start Program at Richard Kluge School and Barack Obama School of Career and Technical Education (K-12).

Richard Kluge School is a creative arts specialty school with some rigorous standards based academic program with emphasis on attaining proficiency in all subjects. Kluge provides a variety of resource needs to the families such as wellness and health Education programming, student mentoring, professional development for staff, academic support for students and a variety of activities to enhance their family engagement. Their mobile laptop labs, ipads and smart boards ensure that Kluge students are connected to technology they will need to succeed. Richard Kluge school offers art classes, a first stage partnership, English as a Second Language (ESL) program and extensive services for student who are medically fragile. The Head Start State Supplement will fund one class (7 hour session) for three- year-olds. The staff includes one teacher licensed by the Wisconsin Public Instruction in early childhood and one educational assistant. Kluge follows the traditional calendar and is a neighborhood school, currently serving students from Head Start to fifth grade. Kluge offers a range of educational programs for regular education students and students with special needs. Class is 7 hours for full day K3.

At Obama the Head Start State Supplement will fund one class (one seven-hour session) for three-year-olds and two classes (two seven-hour sessions) for four-year-olds. The staff includes three teachers licensed by the Wisconsin Department of Public Instruction in early childhood and three educational assistants. Obama follows the traditional school calendar and is a neighborhood school, currently serving students from three-year-old kindergarten through twelve grade. Obama offers a range of educational programs for regular education students and students with special needs. Obama 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 Start classrooms. 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.

The schedule reflects a dedication to early learning in literacy, numeracy, and social emotional which includes a balance between the following activities:

- large and small group instruction
- free-choice time
- active and quiet activities
- 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 daily 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 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.

Frog Street Pre-K curriculum was implemented this year. This is a comprehensive, research based program that integrates instruction across developmental domains and early learning disciplines and domains

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.

Education

Through out the school year, the classroom will be observed and monitored in 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 child development plan. To support the child's development, staff will 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 data on child development and addresses the five Head Start domains. The Ages and Stages Questionnaire: Social/Emotional-2 (ASQ:SE-2) is a questionnaire designed to gather information from parents around the child's individual development. The Head Start school readiness goals were created by a team of lead teachers and the MPS Head Start education coordinators. The goals were shared with the Policy Council and parents at the parent center meetings.

Head Start data will be used to compile outcomes reports three times each school year. The reports will analyze student growth and development in the five Head Start domains. The reports will be shared with instructional staff, instructional leaders and the Head Start Policy Council. MPS will use the Child Outcomes Report as well as other data points such as CLASS observation scores for planning professional development for teachers, preparing lesson plans and ordering classroom resources.

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.

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. A thorough medical history is gathered to identify potential health concerns as well as to determine insurance status and identify 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.

Oral health is important to a child's overall health, MPS Head Start Program partners with Preferred Dental, the Greater Milwaukee Dental Association 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 1304.20. The health coordinator 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 that children may experience psychological and behavioral difficulties.

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 and provide accommodations or modifications for each child. Being responsive to the mental health needs of children and/or families, professional development will be offered to staff and parents.

PART IV. ENTITLEMENT SECTION (cont'd)

The mental health professional will provide consultation to parents and staff and initiate referrals to community-based agencies where appropriate. Head Start staff will work collaboratively with community agencies to provide families with accessible mental health services, and 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 children, MPS Head Start and the district will offer a variety of services to accommodate the needs of its families such as: the District Parental Involvement Committee, five district-wide Parent Resource Centers, regional parent meetings, parent involvement professional development sessions, Parent-Teacher Associations 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 parents 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. The PFCE Framework will be implemented.

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

The only change that will occur is the addition of a new site at Richard Kluge School.

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. List only districts that utilize Head Start supplement funds.

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 Head Start staff attends monthly transition meetings at Penfield Children's Center to share enrollment information with families. The Head Start staff works with MPS Evaluation teams for children in the referral and special education process. The Head Start staff and evaluation team 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 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.

The MPS Head Start Program collaborates with MPS early childhood programs such as Achievement Gap Reduction (AGR) to support the transition from K4 to K5, and allows for continued individualized support for students K5-3rd grade, smaller class sizes in K5, and more support and professional development for early childhood teachers.

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 Head Start currently collaborates with the following organizations:

Betty Brinn Children's Museum
Mad Science
UW Extension
Penfield Children's Center
Marquette Dental
Preferred Dental
Milwaukee Fire Department

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 5 domains. Teachers use this system to enter Acuscreen data. Following the completion of the Acuscreen developmental assessment; teachers must develop school readiness goals 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. The Phonological Awareness Literacy Screener (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 identify what students currently know and what they are ready to learn next. 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 sounds. PALS is administered 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 monitoring tool that captures program data monthly that supports our program goals and objectives.

PART V. BUDGET DETAIL

1. Purchased Services

A. Item Name <i>Includes all items budgeted under Purchased Services Classification (e.g., consultant, travel, postage, printing, telephone.)</i>	B. Unit Cost	C. Estimated Total Cost	D. Purpose
Consultant Services		\$9,000	Staff deveolpment
Postage		\$2,500	Family mailings
Duplicating		\$1,500	Classroom/Family Resource
Field Trips		\$2,500	Educational Experinces
Advertising/Marketing		\$2,500	Radio, post cards, flyers
Equipment/Repairs		\$3,000	Maintenance/Calibration
Total		\$21,000	
<i>Must agree with Summary of Budget Categories on Page 7.</i>			

2. Personnel Summary

A. Name <i>List all personnel to be paid from the grand funds.</i>	B. Unit Cost	C. Estimated Total Cost
K3 Teacher 1.0 FTE (2)	\$54,064	\$108,128
K4 Teacher .50 FTE (2)	\$54,064	\$54,064
K3 Assistant .75 FTE (2)	\$18,938	\$37,876
K4 Assitant .38 FTE (2)	\$18,938	\$18,938
FamilyWorker (FPA).75FTE	\$18,780	\$18,780
Total		\$237,786
<i>Must agree with Summary of Budget Categories on Page 7.</i>		

PART V. BUDGET DETAIL (cont'd)

3. Fringe Benefits

A. Name	B. Unit Cost	C. Estimated Total Cost
K3 Teacher 1.0 FTE (2)	\$58,173	\$58,173
K4 Teacher .50 FTE (2)	\$29,086	\$29,086
K3 Assistant .75 FTE (2)	\$20,377	\$20,377
K4 Assitant .38 FTE (2)	\$10,189	\$10,189
FamilyWorker (FPA).75FTE	\$10,104	\$10,104
Total <i>Must agree with Summary of Budget Categories on Page 7.</i>		\$127,929

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
Food		\$6,000	Parent meeting snacks and refreshments
Supplies		\$4,229	t
Total <i>Must agree with Summary of Budget Categories on Page 7.</i>		\$10,229	

PART V. BUDGET DETAIL (cont'd)

5. Capital Objects

A. Item Name <i>Includes all items budgeted under Capital Objects</i>	B. Quantity	C. Cost	D. Function
Total <i>Must agree with Summary of Budget Categories on Page 7.</i>		\$0	

6. Other

A. Item Name <i>Do not include anything that could be included in previous categories. Do not list generic indirect or administrative costs.</i>	B. Quantity	C. Cost	D. Function
Indirect Costs		\$24,634	
Total <i>Must agree with Summary of Budget Categories on Page 7.</i>		\$24,634	

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	\$21,000		
2. Personnel (Salaries)	\$237,786		
3. Fringe Benefits	\$127,929		
4. Noncapital Objects (Supplies)	\$10,229		
5. Capital Objects (Equipment)	\$0		
6. Other	\$24,634		
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>