

Milwaukee Public Schools FY20 Head Start Baseline Grant

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Section I. Program Design and Approach to Service Delivery

SUB-SECTION A: Goals

1. Program Goals, Measurable Objectives, and Expected Outcomes

- a) Program Goals (see below)
- b) Measurable Objectives Description (see below)

Program Goals and Measurable Objectives Descriptions
<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>Objective a) To increase parent participation, attendance of all duly elected representatives and/or alternates of the policy council will increase to 80% as measured by the in-kind report 4315 in ChildPlus by May 31, 2024.</p> <ul style="list-style-type: none">• 40% participation by May 31, 2020• 50% participation by May 31, 2021• 60% participation by May 31, 2022• 70% participation by May 31, 2023• 80% participation by May 31, 2024 <p>Objective b) The MPS Head Start program will create a targeted focus group to design parent committee meetings in order to make meetings more relevant to stakeholders and increase parent engagement in monthly school-based meetings, as evidenced by increased participation with an anticipated growth of 10% each grant year.</p>
<p>Goal 2: The MPS Head Start program will reach out to the most vulnerable children and families to provide comprehensive services.</p> <p>Objective a) The MPS Head Start program will create partnerships with early</p>

childhood community agencies to provide comprehensive services targeting large, concentrated areas of low-income and vulnerable families. By the end of five years, MPS Head Start will have developed a minimum of two partnerships with surrounding early childhood community agencies.

Objective b) The MPS Head Start program will establish and participate in a joint event with an early childhood community agency. By the end of five years, MPS Head Start will have co-participated in a minimum of one event per year.

Goal 3: The MPS Head Start program will strengthen access to preventive dental services so that children can establish lifelong, healthy oral habits.

Objective a) The MPS Head Start program will ensure that Head Start children, with parental consent, receive preventive dental services as measured by ChildPlus reporting.

- 75% receive an oral exam and sealant by May 31, 2020
- 78% participation by May 31, 2021
- 81% participation by May 31, 2022
- 84% participation by May 31, 2023
- 87% participation by May 31, 2024

Objective b) The MPS Head Start program will provide education to parents on the importance of dental care. Training and resources will be provided to parents to discuss the importance of dental hygiene and best oral practices. By May 31, 2024, a pre- and post-survey will be conducted to determine knowledge gained about the importance of dental hygiene.

Goal 4: The MPS Head Start program will strengthen access to primary healthcare services for actively enrolled Head Start children to ensure their health and safety.

Objective a) The MPS Head Start program will assist children and families with establishing primary care services as measured by ChildPlus reporting. Students will receive a complete comprehensive physical exam, including immunizations, by May 31, 2024.

- 75% by May 31, 2020
- 78% by May 31, 2021
- 81% by May 31, 2022
- 84% by May 31, 2023
- 87% by May 31, 2024

Objective b) The MPS Head Start program will partner with community agencies to provide nutrition education to children and families. Knowledge gains will be measured through exit surveys.

Goal 5: The MPS Head Start program will ensure that all children have equitable access to comprehensive services so that appropriate supports will be provided for each child at their developmental level.

Objective a) The MPS Head Start mental health team will ensure that parents of students who are initially registered in the Head Start program will be contacted within 45 days of enrollment if their child scored in the 90th percentile on the social-emotional (ASQ:SE-2) screener. The parent will be provided with information and/or consultation regarding this score. Data will be monitored by ChildPlus reporting. Follow-up is not required for those students who receive special education services unless otherwise indicated.

- 35% of identified children's families will be notified by May 31, 2020
- 45% by May 31, 2021
- 60% by May 31, 2022
- 75% by May 31, 2023
- 90% by May 31, 2024

Objective b) The MPS Head Start staff will maintain a 95% presence at initial special education evaluations and reevaluations of enrolled students as evidenced by ChildPlus reporting.

Goal 6: The MPS Head Start program will ensure that all MPS Head Start students meet developmental expectations so that they will enter kindergarten ready to learn. (See Appendix A.)

Objective a) Children in Head Start will use curiosity, persistence, and creativity in social and cultural contexts to extend their learning. Approximately seventy-two percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year:

K3 children will be able to do the following:

- A. 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)

The table below depicts the baseline percentage from Fall FY19 as well as the increasing proficiency rates throughout the midyear FY19 program year.

	Fall FY19	Midyear FY19
K3	31.13%	51.33%

Objective b) Children will demonstrate self-regulation and personal sense of well-being and maintain secure relationships. Seventy-five percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year.

K3 children will be able to do the following:

- A. Play without disrupting or destroying the work of others. (*P-SE 3)
- B. Comfort self by engaging in calming/soothing activities some of the time. (*P-SE 8)
- C. Express empathy or caring for others by consoling, comforting, or helping. (P-SE 7)

Progress: The table below depicts the baseline percentage from FY19 as well as the increasing proficiency rates throughout the midyear FY19 program year.

	Fall FY19	Midyear FY19
K3	20.43%	32.14%

Objective c) Children in Head Start will interpret meaning through listening, speaking, and acquiring concepts needed to become successful readers and writers. Seventy-three percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year:

K3 children will be able to do the following:

- A. Ask questions to obtain information or assistance. [LC>(*P-LC 3)
- B. Use basic rules of grammar in speech (e.g., personal pronouns, plurals, position words). [LC>(*P-LC 5)
- C. Recognize matching and dissimilar sounds of consonants and vowels. [L>(*P-LIT 1)
- D. Ask adults to read printed information such as signs, labels, and advertisements. [L>(*P-LIT 2)
- E. Predict what word might come next in a familiar story some of the time. [L>(*P-LIT 5)

Progress: The table below depicts the baseline percentage from Fall FY19 as well as the increasing proficiency rates throughout the midyear FY19 program year.

	Fall FY19	Midyear FY19
K3	16.72%	21.43%

Objective d) Children in Head Start will develop cognitive skills to acquire knowledge to use in early mathematical concepts and scientific tools to extend their learning. Seventy percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year:

K3 children will be able to do the following:

- A. Understand object position concepts (e.g., under, top, bottom, inside, behind). (*P-MATH 10)
- B. Repeat an alternating visual pattern (e.g., red/green/red/green). [MD>(*P-MATH 7)
- C. Ask “why” questions to learn more about a current/past event. [SR>(*P-SCI 2)
- D. Confirm observations with another child/adult. [SR>(*P-SCI 5)

Progress: The table below depicts the baseline percentage from Fall FY19 as well as the increasing proficiency rates throughout the midyear FY19 program year.

	Fall FY19	Midyear FY19
K3	11.57%	28.83%

Objective e) Children will be able to effectively care for their own physical needs, use their small and gross motor skills, and integrate input from all sensory systems. Eighty-five percent of MPS Head Start students will be proficient in the following sub-objectives by the end of the program year as evidenced by ongoing child assessment data that are aggregated and analyzed three times per year:

K3 children will be able to do the following:

- A. Throw a ball a short distance with accuracy most of the time. (*P-PMP 2)
- B. Follow fire safety/fire drill rules without assistance. (*P-PMP 6)
- C. Build tall structures with blocks or other materials (e.g., ten blocks high). (*P-PMP 2)

Progress: The table below depicts the baseline percentage from Fall FY19 as well as the increasing proficiency rates throughout the midyear FY19 program year.

	Fall FY19	Midyear FY19
K3	35.90%	36.90%

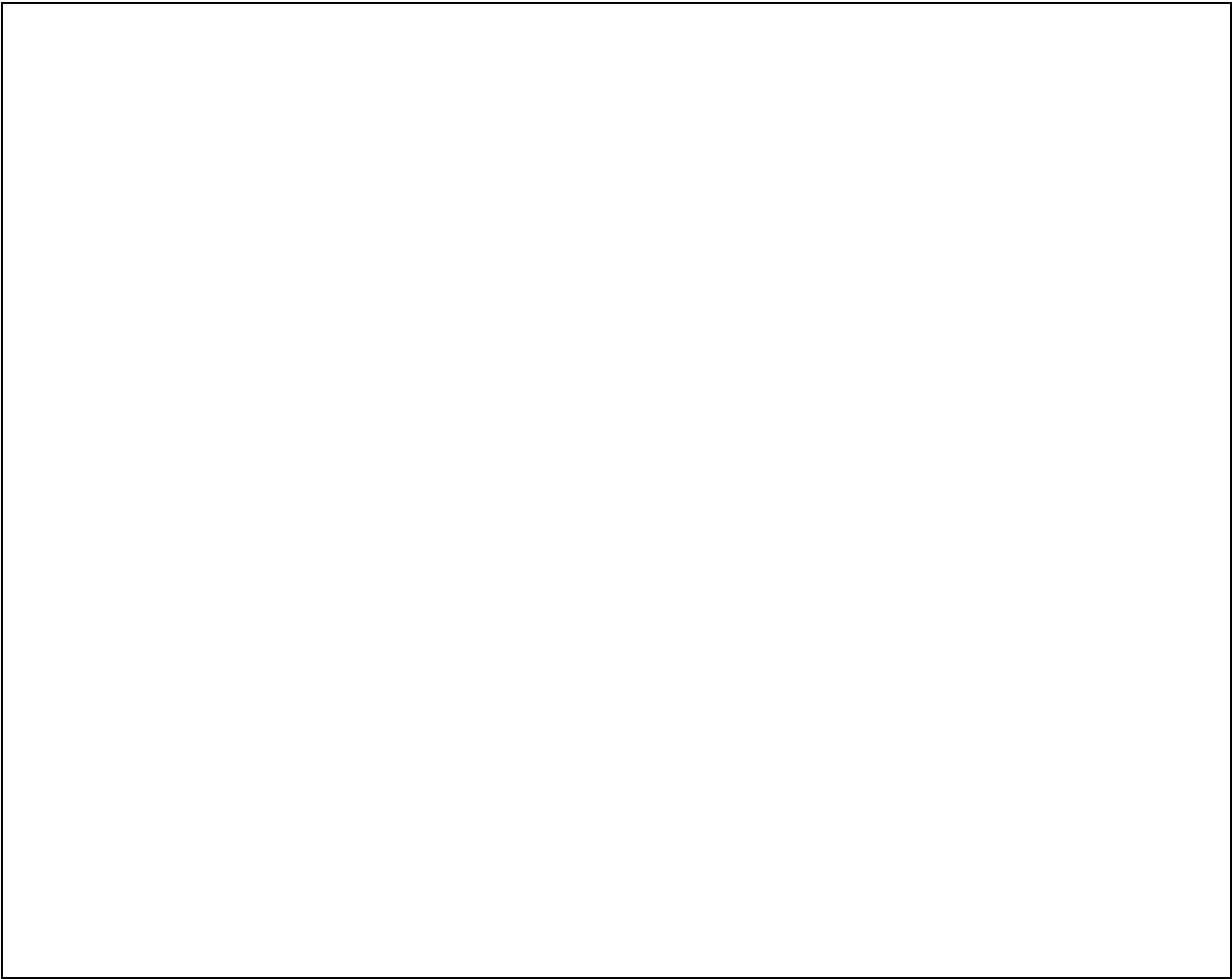
Goal 7:

The MPS Head Start program will build relationships with families and assist families with identifying their needs so that each family is able to support their child within the home, school, and community setting.

Objective a) The professional capacities of the family partnership associate (FPA) will be developed to increase intentionality when providing family services. The Head Start management team and the FPAs will be trained and become proficient in the relationship-based competencies.

- By May 31, 2021, management and FPA staff will gain a solid understanding of their roles and responsibilities in relation to the relationship-based competencies framework.
- By May 31, 2024, FPA staff will be trained in relationship-based competencies and effectively know the purpose and strategies used to engage with families and children.

Objective b) The FPAs will increase their rate and quality of parent interactions through continuous case management and collaborative efforts taking place at the family's enrolled school.



c) Demonstrate the Agency’s Approach to Measuring Progress

Goal 2 – *Measurable Objective selected:* a) The MPS Head Start program will create partnerships with early childhood community agencies to provide comprehensive services targeting large, concentrated areas of low-income and vulnerable families. By the end of five years, MPS Head Start will have developed a minimum of two partnerships with surrounding early childhood community agencies.

- i. *Activities or action steps to meet objective* – The MPS Head Start leadership staff will investigate and develop relationships with local early childhood agencies. Events, trainings, and/or workshops will be aligned to service areas and the Head Start parent,

family, and community engagement framework. Memoranda of understanding will be created to reflect such efforts.

- ii. *Data, tools, or methods for tracking progress* – The method for tracking these data will be through internal documents such as memoranda of understanding, Excel spreadsheets, event flyers, and Google Docs.
- iii. *Expected outcomes* – The MPS Head Start program will develop and maintain mutually beneficial partnerships with local early childhood agencies in order to provide comprehensive services to large, concentrated areas of low-income and vulnerable families.
- iv. *Expected challenges* – Potential challenges may include ease of sharing information, developing authentic and meaningful events, and providing relevant events that accommodate varied family schedules and needs.

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.

- 75% receive an oral exam and sealant by May 31, 2020
 - 78% participation by May 31, 2021
 - 81% participation by May 31, 2022
 - 84% participation by May 31, 2023
 - 87% participation by May 31, 2024
- i. *Activities or action steps to meet objective* – Each child, with parental consent, who is 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 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 documentation of 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 resources to establish care with a dentist for routine and follow-up services. Services will include assisting children and families with accessing emergency and/or urgent oral health services if necessary.
- iv. *Expected challenges* – MPS Head Start serves families that have limited access to oral health services provided through insurance companies. Having limited access to oral health services can delay necessary treatment or follow-up.

Goal 5 – *Measurable Objective A selected*: The MPS Head Start mental health team will ensure that parents/guardians of students who are in their initial enrollment year of Head Start will be contacted within 45 days from the date of enrollment if their child scored in the 90th percentile on the social-emotional (ASQ:SE-2) screener. The parent will be provided with information and/or consultation regarding this score. Data will be monitored by ChildPlus reporting. No follow-up is required for those students who receive special education services unless otherwise indicated.

- 35% of identified children’s families will be notified by May 31, 2020
- 45% by May 31, 2021

- 60% by May 31, 2022
 - 75% by May 31, 2023
 - 90% by May 31, 2024
- 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 initial program registration. The ASQ:SE-2 will be collected from ASQ online, and the data gathered will be entered into the ChildPlus database. Data will be monitored on a biweekly basis. The parent(s) of children scoring in the 90th percentile will be contacted and provided with screening information and resources. Contact will be via form letter, email, and/or personal contact.
 - ii. *Data, tools, or methods for tracking progress* – The ASQ online version will automatically determine the correct ASQ protocol to use based on the child’s date of birth. Each child’s protocol will be reviewed, and the results will be entered into ChildPlus. Data will be monitored on a biweekly basis using ChildPlus reports.
 - iii. *Expected outcomes* – It is expected that by the end of May 31, 2024, 90% of enrolled families whose children scored at the 90th percentile/concern zone will be contacted and provided with consultation related to the screening outcomes and resources. By February 2020, 66.7% of families with children who scored within the 90th percentile have been contacted within 45 days of initial enrollment in the program.
 - 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.

- d) The administrative team reviewed the existing Head Start grants, program data, self-assessment, and community assessment to develop program goals that align with current comprehensive services. Program data were reviewed to prioritize goals and outcomes for the program. The Head Start administrative team incorporated the Plan-Do-Study-Act cycle to assist in reviewing the data and monitoring the changes of programmatic practices. Through this process, a structure has been put into place to develop and monitor successes within the program. (See Attachment #.)
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 principles of the Wisconsin Model Early Learning Standards (WMELS). WMELS 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 early learning standards reflect attention to all the domains of a child's learning and development. WMELS 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 (the WMELS) as guides. The MPS Head Start school-readiness goals are directly aligned to both documents to ensure collaboration and transition among all early childhood programs in the state of Wisconsin.

The MPS early childhood classroom teachers also use WMELS benchmarks to guide their instruction as well as inform their use of standards-based report cards. The Head Start program developed school-readiness goals in conjunction with classroom teachers and the district's early childhood learning manager to ensure that students are ready to succeed in kindergarten. Through the use of standards-based report cards, parents are informed of the standards and the progress their child is making on the developmental continuum. The district-wide use of standards-based report cards provides parents with continuity of information from Head Start to early childhood classrooms. When developing school-readiness goals, the committee reviewed past years' district-wide data to determine aspirational yet realistic goals. These goals were identified as areas of need to be strengthened to help Head Start students be successful within the MPS early childhood program.

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 on the areas of school-readiness goals, transition planning, enrollment and recruitment, and parent participation during policy council meetings. In addition to the policy council meetings, parents and community members were invited to several grant-writing sessions to discuss and share their input on program goals. At the policy council meeting and grant-writing sessions, all stakeholders came to a consensus on all program goals. The MPS Head Start Policy Council convened to review and approve the program goals for the 2019–2024 grant proposal. The policy council's school board member liaison shared the information with the Milwaukee Board of School Directors (the MPS governing body) and communicated the feedback to the policy

council. The goals were reviewed and approved unanimously by the district's Student Achievement and School Innovation Committee as well as the full Milwaukee Board of School Directors.

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 U.S. census, Milwaukee is a city of 594,833 residents and more than 257,810 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.
- 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 are composed of very young residents—over 33,230 children under the age of five and 83,000 youths ages 5 through 17. Total youths 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 in its education funding for the past few years.

The American Community Survey, in 2011–2015 population estimates, shows 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 five years of age living in poverty according to the American Community Survey (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 the American Community Survey.

The data from the Head Start Community Assessment and the American Community Survey indicate that specific neighborhoods/zip codes such as 53204, 53205, 53206, 53208, 53210, 53212, and 53215 throughout the city of Milwaukee are the areas of greatest need. The data indicate risk factors such as income inequality, educational

achievement gaps between children of wealth and children of poverty, and high incarceration rates among families. The MPS Head Start Community Assessment indicates high incidence of drug usage and/or arrests, high incidence of violence, and families lacking housing opportunities. Head Start program sites will continue to be located in the targeted zip codes.

- c) MPS Head Start has no delegate agencies or child-care partners.

2. Needs of Children and Families

- a) According to the United States census population estimate from January 2017, Milwaukee is a city of more than 594,000 residents and more than 257,000 households. The number of persons under the age of five is 7%. The city's poverty rate is approximately 27%, 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, inadequate housing, limited employment opportunities, and factors contributing to poor health (high lead, asthma, weight, etc.). Using the Head Start Community Assessment, there are an estimated 15,100 families in Milwaukee County with children under five years of age living in poverty. There are 33,230 children under the age of five living within the MPS Head Start neighborhoods. The neighborhoods served by Milwaukee Public Schools Head Start programs are among the most racially diverse in the state: 51% of the children are African American, 21% Hispanic, 21% white, 4% Asian, and about 0.6% American Indian. Many families speaking languages other than English reside in MPS Head Start neighborhoods: 60,799 children ages five and younger speak Spanish or Spanish Creole, 7,136 speak Hmong, and 1,684 speak African languages. In

the 2016–2017 school year, the Department of Public Instruction estimated that 19,264 homeless children were enrolled in Wisconsin’s public schools. A total of 4,576 homeless youths were enrolled in MPS in the 2016–2017 school year, or 24% of the state’s total. At any given time, more than 2,000 children are in foster care in Milwaukee County. In the 2015–2016 school year, 5,296 MPS students in three-, four-, and five-year-old kindergarten were identified with a primary disability. District data indicate that of the eleven disabilities defined by the Individuals with Disabilities Education Act, the disabilities most identified among the early childhood MPS student population included speech and language impairments, 42%; significant development delay, 16%; autism, 8%; and intellectual disability, 5%.

- b) The problems of poverty are pervasive in MPS Head Start neighborhoods for children and adults. According to the American Community Survey (2012–2016), there are an estimated 13,524 families in the city of Milwaukee with children under five years of age living in poverty. The survey also estimates that 41% of all children under age 18 are living in poverty in Milwaukee neighborhoods, more than 127% greater than the 18% child poverty rate for the state of Wisconsin. These families are most heavily concentrated in the MPS Head Start neighborhoods, where 73% reside. The 2017 Head Start Community Assessment indicates that the following significant factors impact Milwaukee children: poverty, single-parent families, inadequate housing, limited 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
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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%

Children from low-income families in Milwaukee face many disparities related to health and health care. The 2016 Health of Wisconsin Report Card, a study that examines health improvement and health disparities across the state, concluded that “Wisconsin is failing in its efforts to promote health for children and young adults who are African American or Native American.” Large disparities in health have been noted along socioeconomic, racial, and geographic lines. One indicator of the overall health of a community is its infant mortality rate. This was the third worst infant mortality rate of reporting states for African American infants in Wisconsin (Wisconsin Department of Health Services, 2016). According to the 2016 Milwaukee Health Report, the infant mortality rate for those individuals of lower socioeconomic status was 11.9%.

Other health conditions affecting overall childhood well-being in Milwaukee include asthma, lead poisoning, and early childhood tooth decay. The city of Milwaukee ranked fifth in the United States in the 2016 annual ranking of cities as most challenging to live in with asthma. Children younger than five years old have the highest rate of repeat emergency room visits and hospitalization due to uncontrolled asthma. Children incur many missed school days, and parents miss work due to children’s uncontrolled asthma. Nearly 14% of Milwaukee Public Schools students have asthma (Infinite Campus, 2016).

According to the Centers for Disease Control and Prevention, one in three children is obese or overweight before their fifth birthday. These children are more likely to have serious health problems, including high blood pressure, high cholesterol, and Type 2 diabetes. Children in Milwaukee face both potential for food insecurity and the risk of obesity—common problems for children living in poverty. According to the MPS 2016–2017 District Report Card, the number of students receiving free or reduced-price lunches continues to grow. The rate of free or reduced-priced lunches was over 90% for 106 schools, representing 57% of the district. Nearly 75% of all school sites had free or reduced-priced lunch rates over 80% (Milwaukee Public Schools, 2016). Nutritional concerns for children in poverty include undernourishment related to poor dietary habits and limited nutritional education as well as obesity.

The 2012–2016 American Community Survey indicates that the city of Milwaukee is the fifth poorest city in the nation with 29.4% of people living in poverty and 43.3% of children living in poverty. Wisconsin’s unemployment rate was 7.1%, ranking twentieth in the U.S. The data provided are indicative of the many social service needs for Head Start–eligible children and their families in the city of Milwaukee. Wisconsin Works (W-2) replaced Aid to Families with Dependent Children (AFDC) in September 1997. Wisconsin Works provides employment preparation services, case management, and cash assistance to eligible families. It is worthy to note: With the state’s new policies related to TANF, Food Share, and other public supports, the impact on families will need to be monitored for any potential negative impact; that is, drug-testing policies and/or time limits being reduced for supports.

Families are faced with many housing challenges: the increasing cost of rent, rising numbers of foreclosures, cuts in federal housing programs, and reduction in public-housing options. The largest provider of affordable housing is the Housing Authority of the City of Milwaukee.

According to the Milwaukee Housing Trust Coalition in the 2019 report “Status of Affordable Housing in Milwaukee,” the housing authority manages 9,575 affordable housing units with over 4,000 households on waiting list. Historically, the waiting list has remained closed for approximately two years, leaving in limbo families that need housing assistance.

The 2016–2017 Program Information 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

c) According to the MPS Head Start Community Assessment conducted in 2017, there are four types of child care that may be used as subsidy programs: state-licensed family providers, state-licensed group centers, 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 seven and may have no more than 6 children in care including their own children under age seven.

About half 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.

Competition from private schools and non-MPS charter schools contributes heavily to the district's enrollment challenges. Private school enrollment in Milwaukee stimulated by the Milwaukee Parental Choice Program ("Choice") grew from 25,270 students in 2004 to 36,383 students in 2017. Non-MPS charter schools have also played a role in enrollment competition. Acelero Learning's Head Start seat total is 479, and its Early Head Start is 112. The Next Door Foundation has 965 Head Start seats. Milwaukee Public Schools has zero Choice school sites and Choice school sites have been increasing, 2014–2015: 112 sites; 2015–2016: 117 sites; and 2016–2017: 121 sites. It is interesting to note that the first recorded numbers for Choice sites was for 1990–1991

with six sites.

Parents may place their children in the care of neighbors, friends, or relatives and receive Wisconsin Shares Child Care 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, when 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 by half in the last seven 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

MPS Head Start provided full- and half-day K3 programming with options of wraparound care in the 2019–2020 school year. The MPS Head Start program will continue to provide

full day sessions to three-year-olds five days per week during the 2020–2021 school year. The full-day sessions operate on a Monday–Friday weekly calendar, and they follow the same schedules and hours of operations as the school site where the Head Start classroom is housed. 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 full-day programming is popular for many of our working families that struggle to find child-care options midday. The availability of full- 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, 2 adults to 17 children in full-day K3 programs.

- a) If requesting a locally designed program option....NA
- b) The Head Start program will provide center-based options to accommodate the needs of the parents and community. Utilizing the center-based option, the program can meet the needs of a larger population of students. The Head Start program is embedded within a larger organization—Milwaukee Public Schools—and therefore employs certified licensed teachers in early childhood in every classroom.
- c) 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.
- b) Describe any minor renovations and repairs....NA
- 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 using city bus tail banners, citywide billboards, and lawn signs; canvassing the neediest areas; attending recruitment at community events, health clinics, WIC locations, and agencies; and attending recruitment and transition planning meetings with families enrolled in local birth-to-three programs. The Head Start staff has 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.

i. One unique effort that has been incorporated is accommodating the parents with conveniently located registration sites. Head Start staff is 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, some of the recruitment events were not conducive to the program's targeted population. However, the Head Start program targets specific recruitment places throughout the city to enroll those families struggling with homelessness through visiting shelters and speaking with key staff to disseminate information. The Head Start program has visited Milwaukee Women's Center, Milwaukee Rescue Mission, Guest House, Sojourner Family

Peace Center, and the Salvation Army Emergency Lodge for women, men, and children. To reach culturally and linguistically diverse families, the Head Start program has worked with the International Learning Center and Lutheran Social Services. These outreach programs assist and provide families with the following: foster care support, housing options, homelessness resources, resources for individuals who require mental health and/or disability information as well as special education referrals, and specialized services for refugees and immigrants. The Head Start program recruits children with disabilities from various early childhood agencies and children leaving the Wisconsin Department of Health Services Birth to 3 Program. In partnership with the MPS evaluation team and the Head Start program, staff provides the families of children identified as having a disability with Head Start enrollment information.

- 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 that 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 MPS 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 to engage families in the process of improving 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 to 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.

MPS Head Start families face systemic barriers that play a part in absenteeism. According to the report “Chronic Absenteeism in the Nation’s Schools” by the U.S. Department of Education, “many students experience tremendous adversity in their lives—including poverty, health challenges, community violence, and difficult family circumstances—that [makes] it difficult for them to take advantage of the opportunity to learn at school.”

(<https://ed.gov/datastory/chronicabsenteeism.html>) For families experiencing homelessness, resources are provided via the district’s Homeless Education Program, which involves potentially offering transportation options to improve attendance. Identifying the barriers to

attendance can indicate the appropriate solutions. The MPS Head Start program is always proactively finding ways to identify and resolve these systemic barriers to chronic attendance.

6. Education and Child Development

a) Curriculum

- 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 used by the MPS Head Start program is the Second Step early learning program to enhance social-emotional learning. The Second Step program is evidence-based and teaches self-regulation and social-emotional skills, ensuring that children are leaving the MPS Head Start program ready for kindergarten.
- 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. FSPK 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).

FSPK 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).

FSPK 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.

- iii. The FSPK curriculum is directly aligned with the Head Start Early Learning

Outcomes Framework (HSELOF): Ages Birth to Five. Each instructional activity is aligned to the framework within the pages of the teachers' manuals. A series of five themes provides instruction for all HSELOF domains: social and emotional development; language and literacy; cognition; approaches to learning; and perceptual, motor, and physical development. Each instructional activity is aligned to the framework within the pages of the teachers' manuals. Head Start Early Learning Outcomes Framework learning goals are prominently listed at the top of each lesson within the teachers' guides to assist teachers as they formatively monitor/assess students' learning. For example, through various literacy-based activities, students are encouraged to express their creativity and imagination throughout the day, meeting the HSELOF goal of P-LC1, "child attends to communication and language from others."

The Second Step early learning program teaches three- and four-year-old students core social-emotional and self-regulation skills. Students will be taught skills for learning, empathy, emotion management, problem solving, friendship skills, and transitioning to kindergarten. These skills directly align to the HSELOF social and emotional development and approaches to learning domains. For example, an HSELOF goal P-ATL1 states "child manages emotions with increasing independence." The Second Step program teaches students to identify their feelings as well as to identify and learn ways to manage strong emotions, allowing children to meet the Head Start indicator 6.a.iv "expresses emotions in ways that are appropriate to the situation." FSPK curriculum training provides in-depth training of instructional materials and lesson implementation to 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 has been trained in a train-the-trainer model to support instructional staff implementing the FSPK curriculum. In addition, instructional staff has been trained in use of the Frog Street fidelity tools. Head Start staff and instructional coaches will monitor and provide feedback on the implementation and professional development of instructional practices.

b) Home-based programs....NA

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 to elicit 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 to 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.

- 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 parents with 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.

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, with parental consent, 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 care 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. Nutritional needs will be shared with the classroom teacher, school nurse, and the Department of Nutrition Services. New or additional dietary/modification needs will be shared with the Department of Nutrition Services for accommodation appropriateness.

In order to communicate effectively, the MPS Head Start staff will provide services in

children's and families' primary language using the district's 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.

- 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 MPS Audiology Services. 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.

Update: The MPS Head Start program continues to provide families with local community healthcare providers. These providers accept Medicaid and private pay with immediate openings for establishing care with a primary care physician to ensure ongoing primary healthcare services for enrolled students. Additionally, MPS Head Start health and FPA staff provide outreach and education to families. The MPS Head Start health team is implementing Dental Days for the 2019–2020 school year to

provide Head Start students, contingent on parental consent, with preventive services that include oral exams and sealants. The MPS Head Start program provides ongoing education and resources to parents and students on the importance of good oral practices. Students are guided in daily toothbrushing in the classroom with the classroom teachers.

Challenges: Many enrolled Head Start students are not established with a primary care provider, as discussed above under Goal 4, Objective A.

- ii. Mental health staff provides resources to promote social-emotional wellness for children, families, and staff using various strategies. Consultation, collaboration, and subsequent strategic supports when provided to individuals can also involve multiple parties; for example, parent, child, and staff. Staff provides consultation and mental health support in a number of ways. Generally, (a) mental health is synonymous with well-being, and the MPS Head Start's weekly *Highlights* newsletter provides tips, and (b) the district and the program provide mindfulness professional development for staff and students. Mental health staff provides consultation to staff, family, and/or child when an identified need is brought to their attention through the completion of the Mental Health Request for Support form. The Mental Health Request for Support form is utilized by all staff. Examples of providing consultation include the following: (a) FPAs complete the form when a family shares a concern that the mental health team needs to follow through with, such as concerns with child behaviors or potential speech delays, housing, or clothing needs; (b) staff will reach out to the mental health team for resources that they need personally or for classroom needs, such as a student

with challenging behaviors.

Mental health consultation and collaboration include supporting teachers and students with the adopted curriculum that utilizes Conscious Discipline[®], which focuses on establishing effective classroom management and positive learning environments as well as fostering well-being to increase students' social and emotional learning skills and reduce challenging behaviors. Teachers are also able to request consultation and supports.

Parents receive consultation and supports generally with information from the Early Childhood Learning and Knowledge Center (ECLKC) or the Centers for Disease Control (CDC). Staff provides specific consultation and supports to parents when parents notify MPS of specific needs such as housing, clothing, and resources for their child.

Contacting and collaborating with families can occur prior to their child's enrollment into the Head Start program. This may include referring the parent to programs within the community; for example, to Penfield Children's Center for in-home services for children with challenging behaviors or to resources such as ECLKC and the ASQ:SE-2 information sheet for developmental information.

These are samples of resources. Additional consultation and supports provided to parents prior to enrollment also include one-to-one assistance, referral to and follow-up support of the special education process, and meeting parents on their child's first day of attendance to ease the transition into early childhood education.

Upon completion of the Ages & Stages Questionnaire: Social-Emotional, Second

Edition (ASQ:SE-2) screener for a child, staff contacts parent(s) whose child scores within the 90th percentile and higher, offering consultation and/or resources (program, district, and/or community), as this screener identifies potential concerns with a child's social-emotional development or communication delays and flags for behaviors associated with autism spectrum disorder.

To support children, staff offers parents consultation and support when working with the teacher and school-based teams collectively when there is a need. Part of this consultation and support may be in assisting the parent in the transition between regular and special education environments, requesting or supporting the Response to Intervention process for their child, or providing community resources.

Children are supported via the family and teacher as well as individually.

Support materials to promote self-regulation and improve social-emotional skills include community referrals and visual supports made specifically for a child.

8. Family and Community Engagement

- 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 in which every interaction is positive and cultivates relationships with students, families, and the community. Citywide welcome centers are provided by the district for families to register their children. These MPS Welcome Centers assist with registration, transportation information, the scheduling of 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 families' primary language utilizing the district's interpretation services and/or bilingual staff

Prior to the child's entering school, the FPA team will complete a face-to-face intake appointment with every family enrolled in the MPS Head Start program. 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 Family Needs Assessment, review missing physical and/or dental exams records, provide resources for health/dental providers, discuss needs identified on the needs assessment, and distribute the welcome letter. FPAs will also give a tour of the school and classroom and provide the parent with an opportunity to meet the teacher. The information will be tracked in ChildPlus.

The MPS Head Start program will continue to emphasize male engagement by focusing on strengthening and supporting fathers and father figures. As one of 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 need support in areas such as employment, financial literacy, child support services, employment retention, and driver's license acquisition.

- b) Families play a vital role in their child's learning and development. The MPS Head Start program will work with families to ensure that 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. To build trusting relationships, Head Start staff will survey families for their input to determine interests and needs and will prioritize activities to increase parent engagement. Activities such as Donuts with Dads, Muffins with Moms, school-based literacy and math events, school-based literacy and math events, and a daddy-daughter dance will be implemented, and parent trainings will be provided to strengthen home and school partnerships. This will be done in collaboration with the school-based parent coordinator and the Head Start FPA. Additionally, Head Start families receive curricular resources through parent portals, and they participate in parent trainings as outlined in the program's training and technical assistance system, monthly parent meetings, and district-wide trainings in, for example, English as a Second Language (ESL) classes and General Education Development (GED) courses. Also, families are encouraged to volunteer in the classroom and on field trips.

As a district, MPS offers families 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 environments that respect, reflect, and accommodate diversity.

- c) The MPS Head Start program has investigated various research-based parenting curriculums. The program supervisor and coordinators have met with the training and technical assistance 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's education program manager to discuss program options and has

designed an implementation plan. In conjunction with the mental health and disabilities coordinator, the education program manager of The Parenting Network initiated parent sessions focusing on positive parenting using the Triple P curriculum.

In order to meet 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.

- d) The MPS Head Start program uses many strategies for family partnership services.
- i. The FPA will conduct a family assessment twice a year, with a preliminary assessment being completed at registration and ongoing initial follow-up during intake. The FPA will call the family and inform them that they have been accepted into the Milwaukee Public Schools Head Start program. The FPA will set up an intake appointment within seven 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 ChildPlus
 - *MPS Head Start Program Parent Handbook* for current school year
 - *MPS 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
- Policy council information
- Missing medical/dental/lead/hematocrit/hemoglobin/immunization final notice
- Resources to address the Family Needs Assessment
- Follow-up contact appointment

After completing the intake appointment, the FPA will provide the parent with a start date for school. 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 framework. The FPA will provide ongoing case management service to support the health, safety, and well-being of the children in their caseload and provide engagement opportunities and support to families via crisis management, home visits, weekly contact, monitoring of services compliance, documentation, and advocacy.

- ii. The completion of family partnership goals and provided resources will be tracked for each family using ChildPlus reporting and internal documents such as Excel and Google Docs. The FPAs will be able to effectively build relationships and follow up with parents regarding progress toward their goals utilizing home visits, phone contacts, parent-teacher conferences, parent meetings, and attendance at school functions. Due to significant caseload volume, FPAs will be supported in building effective relationships through administrative support (both district- and program-level), monthly caseload review and check-in meetings, and biweekly staff meetings in order to foster excellent time management and organizational skills.
- e) The MPS Head Start program holds partnerships with agencies including but not limited to

UW–Extension, Preferred Dentistry Associates of Wisconsin, LLC, and Women, Infants, and Children (WIC), 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. 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 that families face.

- i. A follow-up family assessment will be completed at the end of the school year for each enrolled family. Once a child is accepted into the MPS Head Start program, the family will be assigned an FPA. The FPA will review the family assessment at the intake appointment with the parent prior to completing the Family Partnership Agreement.

9. Services for Children with Disabilities

- a) The MPS Head Start program ensures that all children with disabilities have full access to and the opportunity to be engaged in program services and activities that promote social and emotional development, language and literacy skills, and cognition development. Information that is used to guide full participation of all children are the Head Start Early Learning Outcomes Framework (HSELOF), Individuals with Disabilities Education Act, Americans with Disabilities Act, Head Start Community Assessment, curriculum that provides strategies to support individualized learning,

Wisconsin Model Early Learning Standards (WMELS), Department of Public Instruction, and Head Start resources located on the Early Childhood Learning and Knowledge Center website. Within the learning environment, resources and information provided in the noted resources ensure that MPS Head Start staff is able to create engaging classroom environments where developmentally appropriate equipment, physical space, and materials are accessible to all children.

Developmental screeners 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 to families using an interpreter service that enables the program to effectively communicate in over 200 languages. By using the data gathered from the parent-completed ASQ:SE-2 screener, Head Start staff gains a parent's perspective on their child's development in the areas of social, emotional, and behavioral development. Developmental screeners provide information that indicates whether a child is within developmentally appropriate limits, is in areas to be monitored, or potentially is at risk for delays. Head Start staff collaborates with families, teachers, other MPS staff, and special education evaluation teams to ensure that children with disabilities receive their special education services in the least restrictive environment.

- a) The Head Start program is part of the Milwaukee public school system, which is the local education agency where special education teams and Head Start teachers work collaboratively. 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 and specialized instruction to support the child's individualized education program (IEP) goals.

- Head Start will support the special education team in writing appropriate goals that are developmentally appropriate, functional, and measurable.
- Head Start staff will ensure that environments, materials, and accessibility are developmentally, culturally, and linguistically appropriate.
- Head Start staff will provide resources that support parents' involvement in their child's IEP, provide 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 reevaluation meetings to support a parent's 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 ChildPlus.
- Upon parent and/or teacher request, Head Start staff will provide additional resources, such as referral to community-based resources, support and/or advocacy regarding a child's IEP, and collaboration between parents and schools in the development of interventions (for example, behavior plans, social academic intervention groups, check-in/check-out) to support the need of the identified child.
- 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

identified 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 with the creation of individualized functional and developmentally appropriate goals for children when needed.
- 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; for example, high lead levels may require a nurse.

10. Transition

- a) The MPS enrollment assistant will continue to reach out to ERSEA coordinators of Early Head Start programs to continue to develop partnerships and offer MPS services for those families wanting to attend the MPS Head Start program. The MPS Head Start program will continue to support networking options for families that may wish to utilize the comprehensive services provided by MPS Head Start.

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. Although transitions are communicated throughout the school year, the focus of the second-semester parent-teacher conferences, home visits, and parent meetings is to

provide families with various strategies for transitioning their children from the current school year to the next program term. These transition-focused home visits will be documented in ChildPlus.

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. Families receive mailings containing material regarding the MPS Head Start program, school-readiness tips, and pedestrian and bus safety. This gives teachers and children an opportunity to spend more time getting to know one another and easing anxiety.

- c) When families indicate their intention to exit the program, FPAs will work with families to provide resources using the Early Childhood Learning and Knowledge Center Head Start Center Locator 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 MPS to best perpetuate a continuum of educational services for each student.

11. Services to enrolled pregnant women

Not applicable

12. Transportation

- a) Transportation for MPS 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 26, 2020, 45% 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 that is a GPS

tracking system. By providing transportation, the program has seen an improvement in attendance from 84% to 90% with fewer students leaving Head Start due to lack of transportation.

- 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 that 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.

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 Head Start Act. A member of the governing body attends regular policy council meetings and serves as a delegate to the board. The Milwaukee Board of School Directors is provided with timely information via Head Start supervisors and monthly reports that include a full accounting of information that includes but is not limited to education, enrollment, finances, nutrition reports, and special education enrollment percentages. The policy council's school board member liaison shares information with the Milwaukee Board of School Directors (the MPS governing body) and communicates feedback to the policy council.
- 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 MPS Head Start Policy Council is in place to make decisions regarding the best interest of the Head Start program and to ensure that 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 establishing policies to ensure that 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 in areas that include but are 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-area 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 on 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 on all program goals.

The MPS Head Start Policy Council convened to review and approve the program goals for the 2019–2024 grant proposal. The goals were approved unanimously.

Parent Committees

d) Policy council representatives are elected by parent committees at each site and have voting rights on decision making. These representatives lead and share policy council information at parent committee meetings. These meetings are held monthly at each school site and are facilitated by FPAs. These meetings focus on various topics such as employment, education, housing, GED, ESL, and transitions. Parent surveys and needs assessments are 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 that include agendas and detailed minutes. At meetings, members share agenda items, announcements, and site- and community-specific concerns.

Relationships

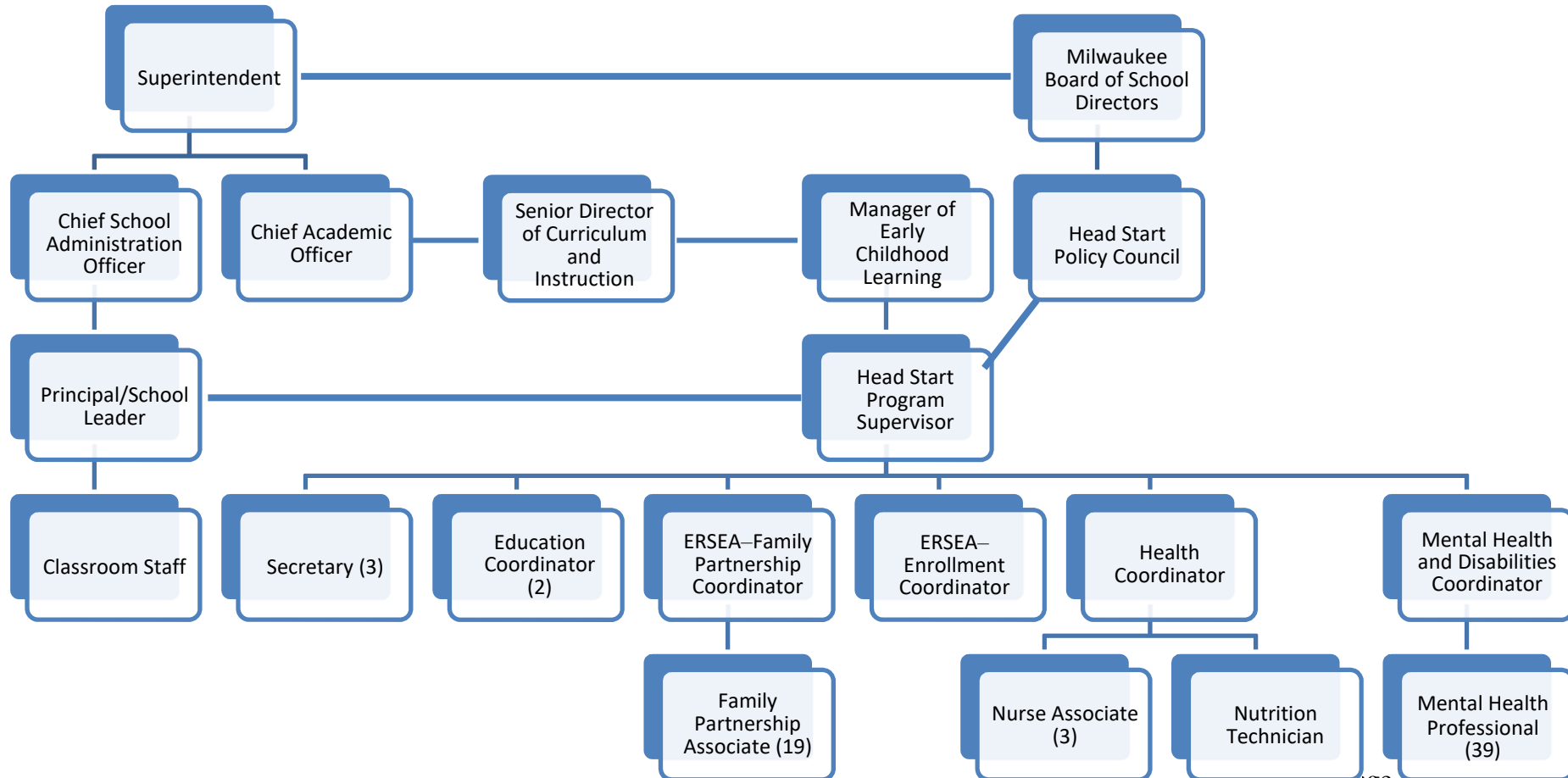
- a) The governing body and policy council members receive training in *Robert's Rules of Order*, performance standards, roles and responsibilities, leadership and other trainings as requested by policy council members.
- b) The governing body is composed of individuals holding positions of public elections. As such they fall under the exception listed in 642(c)(1)(D) of the Head Start Act. Any individual who may have any conflict of interest will be reported to the Office of Head Start.
- c) The MPS Head Start program has bylaws that outline a means for meaningful consultation and collaboration in joint decisions. The program uses *Robert's Rules of Order* to ensure that effective parliamentary procedure is followed. The school board member acts as a liaison between the Milwaukee Board of School Directors and the policy council and ensures collaboration between the two bodies.

2. Human Resources Management

a) Head Start Program Organizational Chart 2020–2021



**MILWAUKEE
PUBLIC SCHOOLS**



- b) The MPS Office of Human Resources has a process for hiring new employees. The process includes conducting background checks and checking references on all personnel who work with children. In addition, the Milwaukee Public Schools requires background checks for both consultants and contractors performing services for the district. The Office of Human Resources works in conjunction with the State of Wisconsin's Department of Justice through its Crime Information Bureau. MPS requires its contractors to use the Crime Information Bureau to perform "name based" background checks. Background checks are required to be submitted no later than 10 days prior to the first date of the term of the employee's contract.
- c) The MPS Head Start program provides orientation to new staff and ongoing support as needed. New FPAs receive training from all service areas and are provided with a mentor. The district assigns new teachers a mentor from the MPS Induction and Support office. Teachers are provided with support and professional development on a monthly basis during the New Educators Institute. School-based teacher supports are provided through building mentors such as implementers and school support teachers.
- d) As a support to all teaching staff, school support teachers engage in the district-wide initiative of transformational coaching. School support teachers receive monthly training in this research-based coaching model and engage in daily coaching practices at each site. Transformational coaching is designed to engage instructional staff in a coaching process that improves their day-to-day practice in the classroom, which improves student performance.
- Head Start instructional staff, identified by several data sources including self-reporting, surveys, CLASS results, outcomes data, etc., engages in coaching cycles with an

appointed Head Start coach. Coaching consultants are reflective practitioners with successful teaching experience in early childhood, training in the implementation of the Frog Street curriculum, and reliability in the CLASS tool. These highly qualified coaches work through coaching cycles for six to eight weeks in order to improve teacher-child interactions, fidelity of curriculum, or other identified area(s). After the coaching cycle has concluded, coaching and administrative staff work together to determine next steps (for example, an additional coaching cycle or professional development) based on the level of individual need. Coaching data are used to inform individual as well as programmatic professional development needs.

Instructional staff needing a higher level of support participate in Professional Educator Effectiveness Resource (pEEr). Through the pEEr process, teachers receive rich opportunities for professional growth and improvement. Based on strengths and areas of necessary growth, intense interventions are provided to teachers in pEEr. Participants in pEEr engage in collaborative conversations and mentoring to shape practice. pEEr is the result of collaboration between the district and the Milwaukee Teachers' Education Association to support continuous improvement of teacher professional practice.

Teachers needing further intervention receive a performance improvement plan as an effort to assist the teacher with improving his or her practice. Goal statements are created with the school-based leader to target assistance, support, and professional growth for the teacher. An action plan is also developed describing activities in which the teacher will engage to accomplish the goals. Additionally, the "measurable by" portion of the performance improvement plan is used to describe the types of evidence of practice required to show progress and success in meeting the goals. Finally, a timeline for

completion of the goals provides an opportunity to set clear and attainable deadlines for success. The principal and teacher will meet initially to develop the performance improvement plan and periodically throughout the year to review progress that the teacher is making toward achieving the goals.

The MPS Head Start program reviews various data points such as ChildPlus, Infinite Campus, and performance monitoring conferences to inform the training and professional development of all staff. Training and professional development include biweekly meetings, webinars in skill building, and ongoing education to build competencies. Individual staff professional development is identified and supported through program and district trainings or workshops.

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 is reviewed by the MPS Head Start Policy Council and/or the Milwaukee Board of School Directors. All program oversight, correction, and assessment are completed with the involvement of the Head Start management team, which encompasses the manager of early childhood learning and Head Start program supervisor along with the coordinators in the education, ERSEA, health, and mental health and disabilities service areas. In addition, the program oversight and corrections are shared and reviewed by the MPS Head Start Policy Council and/or the Milwaukee Board of School Directors. Thus, any corrective actions would be shared with the chief academic officer, who would report to the superintendent.

The MPS district student information system, Infinite Campus, is used along with ChildPlus 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. Also, education coordinators conduct classroom observations focused on the classroom environment and the fidelity of curriculum implementation. Fiscal monitoring is conducted through the online MPS Integrated Financial Accounting System (IFAS). These systems, along with program information reports, 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 that 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 cycle 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 inform professional development planning, materials for classrooms, and continuous improvements within the program.

The MPS Head Start health team provides ongoing health and safety oversight for Head Start children through continuous communication with parents regarding medical conditions, and it assists families with accessing health care for both medical and dental

needs. This is accomplished through meal monitoring, proper student-centered care planning, and ongoing health assessments. Health and safety inspections are conducted twice a year while daily safety checks are performed by the building engineer at each site. 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 that program operations are being implemented properly.

ChildPlus 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 that the needs of the children and parents in the Head Start program are being met as well as ensuring that Head Start and MPS standards are in compliance at each school site. Classroom observations, conducted to ensure service delivery with consistent quality, include formal and informal observations, mental health observations, health and safety monitoring, and meal monitoring. Staff support and supervision are provided for non-teaching staff via a service-area coordinator who facilitates regular department meetings and one-on-one conferences. The one-on-one conferences are conducted to determine strengths and/or concerns to assist with professional growth and development.

The Head Start program supervisor oversees all reports and facilitates meetings to keep the lines of communication open among stakeholders.

- b) The early childhood learning manager reviews the budget summary and expenditure

reports weekly from IFAS and reviews reports to ensure that policies are followed and that the budget is in order according to the rules set in place by the Milwaukee Board of School Directors and the MPS Head Start Policy Council. The early childhood learning manager works collaboratively with the MPS Office of Finance to monitor expenditures and maintain compliance. Current and updated financial data are used for timing of purchases.

- c) 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 Milwaukee Board of School Directors 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 early childhood learning manager and the senior director of the Department 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.

The MPS Head Start program has implemented a new practice-based coaching framework. Expert coaching focuses on CLASS dimensions and the fidelity of curriculum implementation. A variety of data are used to determine coaching needs such as CLASS scores, needs assessments, requests for support, and school-readiness goals/child outcomes data. Some challenges include teacher turnover, a growing number

of staff and limited Head Start management staff to support instructional practices in the classroom. Ongoing conversations are occurring to address what it takes to provide coaching supports for a broader audience and to maximize and sustain gains.

**Milwaukee Public Schools
Head Start Budget Justification**

II. Budget Narrative and Justification

Title	Positions/ Hours	Average Annual Salary/ Hourly Wage	Total Federal Share
PERSONNEL			
Education Coordinator	1.0	\$ 72,938	\$ 72,938
K3 Teachers	8.0	\$ 60,878	\$ 487,024
K3 Teacher Assistants (0.875)	8.0	\$ 22,646	\$ 181,165
Family Partnership Associate (0.75)	4.0	\$ 19,624	\$ 78,496
Nurse Associate	1.0	\$ 36,496	\$ 36,496
Nutrition Technician	0.25	\$ 17,547	\$ 4,387
Extra Hours (Teachers)	100 hours	\$26.33/hour	\$ 2,633
Extra Hours (FPA)	300 hours	\$ 17.30/hour	\$ 5,190
Extra Hours (Secretary I)	150 hours	\$ 18.50/hour	\$ 2,775
TOTAL PERSONNEL			\$ 871,104
FRINGE BENEFITS			\$ 464,298
TRAVEL			\$ 8,674
EQUIPMENT			\$ 0
SUPPLIES			\$ 71,240
CONTRACTUAL – PROGRAMMING			\$ 11,261
CONSTRUCTION			\$ 0
OTHER			\$ 40,610
TOTAL DIRECT CHARGES			\$ 1,467,188
INDIRECT CHARGES			\$ 95,218
TOTAL FEDERAL REQUEST			\$ 1,562,405

PERSONNEL

The Milwaukee Public Schools (MPS) proposes to employ the positions listed below in order to effectively provide high-quality, comprehensive early education programming to low-income children and families so that children start school ready to succeed. The MPS Office of Human Resources conducts wage surveys annually to ensure competitive and satisfactory wages throughout the program staff.

1.0 FTE (\$72,938) is budgeted for the Education Coordinator to oversee the educational component of the Head Start program which involves classroom site monitoring and providing training and technical assistance to classroom staff on curriculum and effective teaching practices. The average salary for a 12-month full-time coordinator is \$72,938. The Education Coordinator will report to the current Head Start Supervisor.

8.0 FTE (\$487,024) is budgeted for K3 teachers to facilitate learning for 136 full-day Head Start students at the 8 program schools. Each of the MPS Head Start teachers holds at least a Bachelor's degree and is licensed by the Wisconsin Department of Public Instruction. The average salary for a 10-month full-time teacher is \$60,878.

8.0 FTE (\$181,165) is budgeted for Teacher Assistants to support teachers and students within the learning environment in Head Start classrooms. The average salary for a 10-month teacher assistant working 35 hours per week is \$22,646.

4.0 FTE (\$78,496) is budgeted for four Family Partnership Associates who provide social services to children and families as guided by the Parent, Family and Community Engagement Framework. Duties of the Family Partnership Associates include completing Head Start

enrollments and family partnership agreements, attendance monitoring and follow-up, and providing support for families in their effort to ensure completion of required health services. The average salary for a 10-month family partnership associate working 30 hours per week is \$19,624.

1.0 FTE (\$36,496) is budgeted for the Nurse Associate, who provides health-related services to children. The work of the school nurse includes completing required screenings and monitoring compliance with health services. The position will plan, evaluate, and ensure health services are provided within the timeframes outlined in the Head Start Performance Standards. The school nurse also reviews files at the time of enrollment to ensure any special health or dietary needs are noted and accommodated. The average salary for a 10-month full-time school nurse is \$36,496.

0.25 FTE (\$4,387) is budgeted for a Nutrition Technician to assess the nutritional status and special nutritional needs of Head Start children and families at schools. The Nutrition Technician monitors classrooms for compliance with nutrition-related Head Start Performance Standards. The average salary for a 10-month nutrition technician is \$17,547. The proposed Head Start project will only require 25% of a full-time technician's time which is equivalent to \$4,387.

Extra hours for teachers, family partnership associates, and the secretary are needed to cover peak activity months for enrollment, family and student conference, and professional development to ensure sufficient support for the program in the summer, weekends and non-school hours. The average hourly extended day certificated rate for teachers is \$26.33 at 1.25 additional hours per month for 10 months for the 8 project teachers (\$2,633). The average hourly rate for family partnership associates is \$17.30 at 7.5 additional hours per month for 10 months for the 4 project family partnership associates (\$5,190). The average hourly rate for the secretary is \$18.50 for 150 extra hours for the secretary (\$2,775).

FRINGE BENEFITS

Fringe benefits are budgeted at a district average rate of 53.3%, which includes Social Security, pension and insurance for employees. The total budgeted is \$464,298.

TRAVEL

MPS has budgeted \$8,674 to allow staff and parents to participate in out-of-town professional development opportunities and events. Participation in conferences allows staff and families to learn new ideas and share best practices in Head Start with colleagues from across the country as well as to build and reinforce the larger Head Start Community.

Proposed professional development opportunities include:

- A. Region V Leadership and Professional Development Conference (Chicago, Illinois) for a parent (1) and either a teacher or program staff (1)
- B. Wisconsin Head Start Association Conference (Wisconsin Dells, WI) for a parent (1) and either a teacher or program staff (1)
- C. Head Start Parent Conference and Family Engagement Institute (TBD National Location) for a parent (1) and either a teacher or program staff (1)
- D. Annual Head Start Conference (TBD National Location) for a parent (1) and either a teacher or program staff (1)
- E. Wisconsin International Association of Bilingual Educators (Wisconsin Dells, WI) for a parent (1) and either a teacher or program staff (1)

Hotel accommodations are calculated at an average rate of \$200 per night. Conferences requiring airfare are calculated at an average expense of \$350 per flight. Average daily expenses for per diem and other incidental expenses is \$66 per day. Mileage from Milwaukee to Wisconsin Dells

is \$131, and to Chicago is \$96 in which one vehicle will transport the two individuals attending each conference.

Conference (listed above)	# Attending	# of Nights	Mileage/ Flight	Hotel Costs	Daily Per Diem and Incidentals	Total Cost
Conference A	2	3	\$96	\$1,200	\$396	\$1,692
Conference B	2	2	\$131	\$800	\$264	\$1,195
Conference C	2	3	\$700	\$1,200	\$396	\$2,296
Conference D	2	3	\$700	\$1,200	\$396	\$2,296
Conference E	2	2	\$131	\$800	\$264	\$1,195
Total Costs:			\$1,758	\$5,200	\$1,716	\$8,674

EQUIPMENT -- Not applicable

SUPPLIES

MPS has budgeted \$71,240 for supplies designated for educational materials, consumables, furniture, classroom libraries, and family activities in addition to health, wellness and office needs.

Supply Item	Expense
Classroom curricula at an average rate of \$3,000 per classroom for 8 classrooms for student and teacher materials needed annually.	\$24,000
Classroom consumables at an average rate of \$600 per classroom for 8 classrooms for manipulatives, learning materials, and teaching materials.	\$4,800
Classroom furniture replacements and upgrades at an average rate of \$300 per classroom for 8 classrooms annually to include desks, chairs and classroom storage and shelving.	\$2,400
Classroom technology replacements and upgrades at an average rate of \$300 per classroom for 8 classrooms annually to include Chromebooks and laptops for student and teacher use.	\$2,400

Classroom libraries at an average rate of \$2,500 per classroom for 8 classrooms which includes text sets in English and Spanish as needed.	\$20,000
Classroom health supplies at an average rate of \$530 per classroom for 8 classrooms which includes cleaning supplies, gloves and other consumables.	\$4,240
Classroom and program office supplies at an average rate of \$1,500 per classroom for 8 classrooms for basic organizational materials and supplies. This also includes \$200 to properly dispose of documents with identifiable student information.	\$12,000
Parent engagement activity supplies at an average rate of \$150 per classroom for 8 classrooms for items needed for activities and educational workshops.	\$1,200
TOTAL	\$71,240

CONTRACTUAL – Programming

MPS has allocated \$11,261 for consulting services, including ChildPlus, Galileo and Acuscreen 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. In addition, MPS has budgeted funds 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 4 buses at a rate of no more than \$250.00 per bus per trip for two annual trips (\$2,000 annually).

Transportation services as well as copier services are secured through the MPS’s procurement process and completed through requisitions through the district’s financial system. The University of Wisconsin – Milwaukee is also slated to support program evaluation annually as a pre-approved evaluation vendor facilitated by district procurement protocol and vetting through the MPS Department of Research, Assessment and Data.

Contractual Item	Expense
ChildPlus	\$1,700
Assistive Technology, Inc. (Galileo & Acuscreen)	\$2,150
Translation Services	\$1,000
University of Wisconsin – Milwaukee	\$2,000
Field Trip Transportation	\$2,000
Copier Service	\$2,411
TOTAL	\$11,261

OTHER

The \$40,610 budgeted in the other budget category will cover expenses related to conference registration fees, a marketing campaign to support recruitment, family style dining food supplies, local travel mileage for program staff, refreshments for parent meetings and field trip entrance fee expenses.

The \$10,000 budgeted in the other budget category will cover expenses related to initial marketing and information dissemination to establish the presence of the eight new Head Start classrooms within their respective neighborhoods. This is will be a critical recruitment tool as Head Start staff work to familiarize families with the new services available in the identified schools and zip codes. The marketing campaign will include printed materials, digital and social media ads, billboards, bus signs, banners, etc. at a standard packaged rate of \$10,000 to be shared across the six zip codes.

Staff will participate in conference professional development opportunities throughout the program year. These conferences are detailed in the travel portion of the application. This budget will cover the registration fees for conferences at an average rate of \$250 per conference, per attendee (5 conferences, 2 attendees per conference) for a total of \$2,500.

Local travel expenses include \$2,000 for employee mileage between Head Start locations and MPS Central Office. Local mileage is reimbursed at a rate of \$0.575 per mile. Positions eligible

for reimbursement include: education coordinator, nurse associate, teachers, family partnership associate and nutrition technician.

These funds also cover the costs associated with providing refreshments for events such as Parent Policy Council meetings and monthly parent meetings, calculated at \$350 per classroom for 8 classrooms (\$2,800 total). Family style dining is calculated at \$2,400 per classroom for 8 classrooms for soy, prepack meals, utensils, etc. (\$19,200).

The marketing campaign will include printed materials, digital and social media ads, billboards, bus signs, banners, etc. at a standard packaged rate of \$2,000.

Field trip admission/entrance fees are calculated at an average \$15 per students, for 136 students, for 2 trips annually (\$4,080 total).

Budget Item	Expense
Conference Registration Fees	\$2,500
Marketing Campaign	\$10,000
Family Style Dining	\$19,200
Mileage (Car Allowance)	\$2,030
Refreshments (Parent Meetings)	\$2,800
Field Trip Entrance Fees	\$4,080
TOTAL	\$40,610

CONSTRUCTION -- Not applicable.

TOTAL DIRECT CHARGES

The total direct charges equal \$1,467,188

TOTAL INDIRECT CHARGES

The MPS approved indirect cost is 6.54%. This is calculated on all direct costs with the exception of contractual line items. The total amount budgeted is \$95,218. Attached to the full proposal is the document that establishes the indirect rate agreement with the Department of

Public Instruction.

CONTRACTUAL – T/TA

The Training and Technical Assistance amount of \$17,318 is allocated for professional services contracts to provide training and ongoing support to Head Start staff, parents, and Policy Council. The trainings can include, but are not limited to, Board Governance Roberts’s Rules of Order, Parenting Curriculum-Triple P, CLASS Trainers, Health and Safety Requirements, Nutrition Program with UWM Extension, Mental Health, and Disability Trainings around Intervention and Supports. These topics were identified based on the current needs of Head Start staff, families and Policy Council members. Upon award, a thorough needs assessment will be completed to further refine the professional services provided, as detailed below.

Budget Item	Expense
Board Governance Roberts’s Rules of Order	\$500
Parenting Curriculum-Triple P	\$1,000
CLASS Training	\$2,000
Health and Safety Requirements	\$2,000
Nutrition Program with UWM Extension	\$4,000
Mental Health	\$4,000
Disability Trainings	\$3,818
TOTAL	\$17,318

NON-FEDERAL SHARE

MPS has committed \$394,931 in non-federal resources. The district will meet its match obligation through the personnel, fringe benefits, transportation contractual services and other costs.

SALARIES	\$ 129,044
FRINGE BENEFITS	\$ 68,780
TRAVEL	\$ 0

EQUIPMENT	\$ 0
SUPPLIES	\$ 0
CONTRACTUAL	\$ 197,107
CONSTRUCTION	\$ 0
OTHER	\$ 0
TOTAL DIRECT CHARGES	\$ 394,931
INDIRECT CHARGES	\$ 0
TOTAL NON-FEDERAL MATCH FUNDS	\$ 394,931

PERSONNEL

MPS will match with in-kind salary expenses for the MPS early childhood manager, school principals, school engineer, school social worker, school psychologist, parent coordinator, and school secretary in proportion to their involvement in the project during the budget period for a total of \$129,044.

The MPS early childhood manager oversees and supports all Head Start and early childhood programs across the district. A minimum of 10% of the manager’s time will spent as the project direct including hiring staff, processing contracts, launching eight new sites, ordering supplies, equipment, and technology, communicating to district administration, reporting, ensuring program standards are met, etc. The manager’s salary is \$99,612 which is funded entirely by other non-federal funding sources. The 10% in-kind contribution is equivalent to \$9,961.

The school principals at the eight program schools will be involved in preparing for and overseeing the launch of the three-year-old Head Start classrooms in their buildings. The average salary of an elementary school principal in MPS is \$96,368 and 5% of their time will be committed as an in-kind match, totaling \$38,547.

The school engineer is responsible for maintaining the buildings and grounds of MPS facilities to provide a safe, clean and well-maintained environment that promotes learning. The eight school

engineers' average salary is \$45,110 and 4% of their time dedicated will be committed as an in-kind match, totaling \$14,435.

School social workers in MPS provide critical leadership and interventions that support district initiatives in restorative practices, mental health, homeless families, trauma informed care, service learning, Positive Behavioral Interventions and Supports (PBIS), attendance, special education. The eight school social workers' average salary is \$69,910, and 4% of their time dedicated will be committed as an in-kind match totaling \$22,371.

The school psychologist collaborates with school staff, parents, community agencies, and other professionals to help create a healthy and supportive learning environment. The eight school psychologists' average salary is \$70,690, and 4% of their time will be committed as an in-kind match totaling \$22,621.

The parent coordinator guides parent engagement strategies and activities and provides tips for helping to increase student achievement. The parent coordinator's average salary is \$26,270, and 4% of their time for the eight sites will be committed as an in-kind match totaling \$8,406.

The school secretary provides clerical support including include database monitoring, purchasing, payroll, contracts and providing ongoing customer service. The school secretary's average salary is \$27,140, and 4% of their time for the eight sites will be committed as an in-kind match totaling \$8,685.

The Head Start program is housed in the Department of Curriculum and Instruction within the Office of Academics. The director of the Department of Curriculum and Instruction provides direction and supervision to the early childhood manager which impacts all early childhood programs, including Head Start. The director is also involved in ongoing budget, monitoring and support meetings involving Head Start. The interim director of the Department of Curriculum

and Instruction's salary is \$126,404, and 2% of her time is dedicated to the project as an in-kind match totaling \$2,528.

The interim chief of the Office of Academics oversees the Department of Curriculum and Instruction and meets with the early childhood manager and interim director of curriculum and instruction regularly. As part of ongoing budget, implementation and strategic meetings, the interim chief of academics will dedicate 1% of his time at a salary of \$148,865, for an in-kind match totaling \$1,489.

FRINGE BENEFITS

Fringe benefits are budgeted at a district average rate of 53.3%, which includes Social Security, pension and insurance for employees. The total budgeted in-kind match for fringe benefits is \$68,780.

CONTRACTUAL

MPS will match the federal share of this project through transportation costs. Approximately 70% of three-year-old students in MPS participate in district provided school bus transportation. The average cost per three-year-old pupil is \$2,517 per the MPS Department of Transportation. This is based on a \$30,208 annual cost per bus route, servicing approximately 12 students per route. Therefore, the district commits to the costs associated with transporting 70% of the 136 students to be served by this project (96 students) at a cost of \$2,517 per student for a \$241,632. However, to maintain a 20% program match, \$197,107 will be the district-committed match for these expenses.