

Austin Independent School District
2022-2023 Head Start Continuation Application

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Section I. Program Design and Approach to Service Delivery

Sub-Section A: Goals

1. Program Goals

The program goals identified below have been developed based on the findings of the community needs assessment and other data sources used to establish the need for child development and comprehensive services as outlined in the Austin Independent School District original grant application. The scope of work under the Head Start grant for the subsequent funding years will be grounded in these established goals and objectives. The ongoing COVID-19 pandemic and subsequent changes to the services provided in a typical school environment have continued to create some challenges. Progress on each goal is documented below and on the uploaded template.

Goal 1: Children who attend AISD Head Start PK3 will be prepared to enter PK4 with the necessary prerequisite skills through the use of age-appropriate curriculum, activities, and assessment.

Objective 1: Ensure all components of the research-based *Creative Curriculum for Preschool* will be fully implemented as measured by classroom walkthroughs and observations.

Progress: During the summer and fall of 2021, teaching staff attended an implementation training provided by the AISD Head Start administrative team that covered the materials, how to best use them in the classroom as well as where additional resources could be found.

Staff were encouraged to ask questions and follow up was provided by the Head Start Education Specialist. In reviewing student data from the 2020-2021 school year, the percentage of students who were rated as proficient in Language and Literacy increased from 19% to 47% and in Approaches to Learning from 18% to 51%.

Challenges: We have experienced a significant amount of turnover in teaching staff: 7/12 teachers are new during the 21-22 school year. We hope to maintain our current teaching staff through 2022-2023 and 2023-2024 but if teacher turnover remains high, our goal of consistent curriculum implementation may be hard to reach.

Objective 2: Teachers will utilize best practices in early childhood education classroom instruction as measured by the CLASS observation tool.

Progress: In the fall of 2021, each classroom was observed using the CLASS observation tool as well as using a Children's Learning Institute (CLI) classroom checklist. The Head Start Education Specialist uses the CLASS scores and the classroom checklist to provide targeted coaching and instructional support to teaching teams. We have also provided several "Introduction to CLASS" courses for staff to attend to ensure they understand the tool and

how the practices the tool measures impact children's learning and development.

Challenges: Staff turnover has been high in our previous program years for multiple reasons, which limits the benefits of measuring the impact of the CLASS tool as a means for understanding the effectiveness of classroom teaching. We are working to stabilize Head Start classroom teachers by addressing internal practices that inadvertently move Head Start classroom teachers to other AISD classrooms. We are also providing ongoing additional support and opportunities for professional development around instruction.

Objective 3: AISD Head Start will serve students' social and emotional health via the implementation of Conscious Discipline and by offering a tiered system of support, including mental health services as measured by classroom observations and walkthroughs.

Progress: Using Quality Improvement funds and with some small changes to our budget, we have been able to add a Head Start Behavior and Disabilities Specialist to our team. This additional resource has been vital to teachers and students as we continue to navigate the schooling in a pandemic environment. We were able to offer a virtual session for Conscious Discipline over the summer for staff as well. Staff learned some new strategies as well as were able to share ideas with peers. In reviewing student data from the

2020-2021 school year, the percentage of students who were rated as proficient in social and emotional development increased from 14% to 55%.

Challenges: The new Head Start Behavior and Disabilities Specialist has been working with teaching staff through some of the challenges that are being faced with the process of Special Education evaluation. The AISD Head Start Administrator and Head Start Behavior and Disabilities Specialist are continuing to meet with AISD Special Education staff (LEA) to ensure that families and children are moving through the evaluation process and are getting the services and support needed.

Goal 2: Parents and families of AISD Head Start PK3 students will become knowledgeable and empowered to support their children's growth and development.

Objective 1: Through family engagement activities, AISD Head Start will implement a research-based parenting curriculum throughout the school year, as measured by parent committee agendas and sign-in sheets.

Progress: Our Parenting Curriculum meetings began in August this year and will remain virtual. We are still using the Center for Social and Emotional Foundations in Early Learning parent modules and have infused the sessions with more hands-on activities. We have rebranded the sessions as "Super Families" and we will be teaching

all 6 modules. There are 2 sessions - one in English and one in Spanish - for each module. We also record each session so that parents/caregivers can watch the sessions at a later time if desired. Attendance is taken by staff at each meeting and parents who complete all sessions will be given a certificate of completion as well as a token of appreciation for their dedication and continued learning.

Challenges: Attendance in sessions was limited to about 10 parents in the English session and about 20 parents in the Spanish session. We have noted that we typically get about 10-12 clicks of each link as well. We are hoping that the rebranding and addition of hands-on/interactive activities will help us to improve attendance at the live session.

Objective 2: Family advocates will facilitate targeted family engagement activities based upon parent-identified needs to improve family life practices that support child development and growth as measured by progress on family needs assessment growth data.

Progress: Family Engagement calendars were created over the summer of 2020 and were revised in preparation for the 21-22 school year. We have again used some of the same partners including: Capital Metro, A+ Federal Credit Union, Catholic Charities, Foundation Communities, Texas A&M AgriLife, Lions

Club, Department of State Health Services. We will be adding a nutrition class as requested by parents, and the topics of the nutrition sessions will be selected by parents attending. Our parent meetings are held two times each month districtwide - once in English and once in Spanish, and a recording is made of each session to allow flexibility in attendance for families. We have completed a beginning of the year survey and will be surveying parents 2 more times to ensure that families' needs and wants are being met.

Challenges: We have completed needs assessments and goals setting with about 90% of families. A Family Advocate resigned at the beginning of the 21-22 school year, temporarily increasing the caseloads of the other Family Advocates to a level that presents challenges to meet with all families quickly. A new family advocate was hired; however, time will be needed to ensure that the new person will be able to take on all of the assigned families and be successful at building relationships with them.

Goal 3: Improve the coordination of health care services and resources to increase documentation and tracking of health services provided to AISD Head Start children.

Objective 1: Identify challenges and barriers that prevent families from completing Well Child Visits, updating immunizations, and obtaining

medical and dental homes as measured by information in the Head Start database.

Progress: We have been diligently working on improving the number of families that have access to regular and consistent medical and dental homes. The majority of students have a medical home and we were able to hold an in-person dental screening for all students in October of 2021.

Challenges: At this time, we are not having difficulty with parents getting exams, rather gathering paperwork. We are addressing this by helping parents complete a release for records to ensure that we have records.

Objective 2: Promote increased collaboration between medical, dental and health care providers and AISD Head Start as measured by information in the Head Start database.

Progress: We have had a significant number of partners that have presented to parents and we are working to continue to strengthen those relationships.

Challenges: We have not had any challenges when it comes to our collaboration with outside agencies. The agencies have been flexible and accommodating. We plan to connect with additional agencies for our future grant years.

Objective 3: Improve access to culturally and linguistically appropriate mental health services for Head Start families.

Progress: We are working to make connections with the staff who support mental health through the Gramercy Specialty Clinic associated with each campus. Our Health and Social Services Specialist or Family Advocates additionally attend Child Study Team or staffing meetings, when requested, that focus on the needs of students and their families.

Challenges: There has been a change in mental health support providers late in the 2020-2021 school year that has impacted the 2021-2022 school year. We are working to ensure that families are aware of the free/low cost services and the ability to access them as needed.

2. Alignment to School Readiness

The program goals and objectives align with our school readiness goals as they support the education, health, and family engagement of all children enrolled in Head Start PK3 within AISD by ensuring: the appropriate curriculum is implemented with fidelity, families are engaged in supporting their child's education, and families have improved access to health resources. The AISD Head Start PK3 program utilized the Head Start Early Learning Outcomes Framework and Texas Pre-Kindergarten guidelines to aid in the development of

our school readiness plan and goals. At this time, no changes will be made to our school readiness goals.

3. Creation of Program Goals

As AISD is a new grantee, these goals are newly established and numerous sources of data were used in the development of the AISD Program Goals. AISD Head Start staff reviewed current program data and consulted with the management team, teaching staff, parents, governing board, and policy council members. Each of these components played a key role in establishing program goals.

Sub-Section B: Service Delivery

1. Service and Recruitment Area

ASID does not delegate services to any other agency. AISD shares a service area of Travis County, Texas, with Child Inc. No changes will be made to this area.

2. Needs of Children and Families

Austin is one of the most economically and racially segregated large cities in the country. The “eastern crescent” of Austin has both the highest concentrations of African-American and Hispanic residents and people living in poverty, while the highest concentrations of white families and higher-income families live on the west side. This segregation is reflected in the enrollment patterns of AISD schools. The Head Start slots for AISD are placed at schools in this eastern crescent, where the highest need continues to exist. No significant changes have been noted to the needs of children and families.

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

There are no changes in this area.

4. Centers and Facilities

During the 2021-2022 school year, AISD Head Start has twelve PK3 Head Start classrooms on eight PK-5 elementary school campuses. In order to better accommodate the needs of families and children in the surrounding area, a program was moved from Rodriguez Elementary to Oak Springs Elementary. Previously there were 2 programs at Rodriguez Elementary; however, data showed that we were unable to regularly fill those slots due to the high number of

slots in the area. Historically, the Oak Springs Head Start program has been full from the very beginning of the year and there has been a demand for increased slots in the area surrounding Oak Springs Elementary. At this time, all new slots at Oak Springs are filled.

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

AISD has developed a comprehensive outreach and recruitment plan that will increase enrollment and create waitlists for slots. Due to the ongoing COVID-19 pandemic, some strategies for outreach and recruitment had to be modified and changed. We use various marketing techniques including text messages, flyers and postcards with the assistance of community partners. We have returned to doing some in-person recruitment at small community events and making contact with prospective families via those events. In the 2019-2020 and 2020-2021 school years we were unable to reach full enrollment; however, during the 2021-2022 school year, we have reached full enrollment and have waiting lists at several locations.

6. Education and Child Development

Currently, the AISD Head Start PK3 program is using the *Creative Curriculum for Preschool* and no changes will be made at this time.

7. Health

Health data will be collected, analyzed and shared with all stakeholders to ensure that students and families are supported. No other changes are being made at this time.

8. Family and Community Engagement

Each family completes a needs assessment with their Family Advocate near the time of enrollment. After completing their needs assessment, families have the opportunity to participate in individualized goal-setting with Family Advocates, which is documented in the AISD Head Start electronic database. Family Advocates then work with families on targeted goals that are correlated to increased school readiness and connect families to various community resources. Family Advocates maintain communication through home visits, phone calls and other contacts with families as they monitor and assist them with completing objectives identified during the goal-setting process. Family Advocates and the Health & Social Services Specialist have facilitated connections with community resource agencies, and these agencies have been providing information at monthly parent committee meetings. No additional changes will be made at this time.

9. Services for Children with Disabilities

During the 2021-2022 school year, we anticipate that we will reach our 10% enrollment goal for students with disabilities. We are currently working with teachers and school teams for about 25+ students who have been identified as at-risk based on parent input or concerns, as well as scores on ASQ-SE , ASQ-3, and other developmental assessments. Austin ISD has made some major changes

to the special education evaluation process, and those changes support our work to help students and their families. No additional changes will be made.

10. Transition

Head Start funding within AISD is currently being used to service only eligible 3-year-old students, which means that students are in the program for only one year. All AISD Head Start classrooms are on campuses that have PK4 classrooms. Transition is discussed with each family at the first parent-teacher conference in October. This helps families to understand what happens at the end of the Head Start PK3 year and informs families of their options, which include moving into PK4 on the same AISD campus or other PK options. No changes will be made to the information listed in the original application.

11. Services to Enrolled Pregnant Women

This is not applicable to our current grant funding.

12. Transportation

Transportation is not currently provided within the AISD Head Start PK3 program, and there are no changes in this area.

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

1. Governance

The governing board, policy council and management team are consistently working in collaboration with one another to ensure shared governance and to allow for input from the families and communities served. To ensure that the community needs are met, the governing body used data from various sources (community needs assessment, current maps on population, meetings with various community stakeholders, etc.) in order to determine where programs were placed at the beginning of the grant cycle and where programs will be moved during subsequent cycles. In an effort to ensure that parent voice is heard and considered, parent committee meetings are completed monthly, and 2 parents from each site are elected to serve on the Head Start Policy Council (HSPC) in October, serving one calendar year. One elected parent serves as the representative and the other as an alternate for each school site. This allows all parents to communicate with their representative who can then voice their unique community's feedback or concerns at HSPC meetings. The HSPC meets once a month, with members from community agencies who also serve on the HSPC, to review proposed items from the management team or governing body as well as to complete their other assigned duties. At this time, no changes will be made to the governance within our grant.

2. Human Resources Management

No updates or changes have been made to the Human Resources Management of the Head Start grant within AISD.

3. Program Management and Quality Improvement

At this time no corrective action plans are in place and we have not had a formal audit due to the limited time we have had the grant funds. Our FA1 review was completed in March of 2020 and no deficits were noted. The AISD Head Start self-assessment process was completed from May to July of 2021, during the ongoing COVID-19 pandemic. Our self-assessment plan was approved by the AISD Head Start Policy Council (HSPC) in May of 2021 and the resulting report was shared with and approved by both the HSPC and governing board in October of 2021. As a result of the self-assessment process, we identified 3 areas of improvement: Health Screenings, Education, and Enrollment/Recruitment. The recommendations made through the self-assessment process are detailed in the self-assessment report, and progress has been made on the goals and recommendations; however, due to the ongoing COVID-19 pandemic, progress has been limited.

Section II. Budget and Budget Justification Narrative**1. Budget****12-month Operating Budget**

BUDGET ITEM	Federal Request	Match	Total
Personnel	\$1,086,249	\$327,498	\$1,413,747
Benefits	\$340,484	\$106,460	\$446,944
Supplies	\$83,671	\$0	\$83,671
Contractual	\$8,100	\$0	\$8,100
Other	\$55,712	\$0	\$55,712
Indirect Costs	\$83,258	\$0	\$83,258
TOTAL	\$1,657,474	\$351,948	\$2,091,432

PERSONNEL*Non-Teaching Personnel*

Position	\$ Amount	Quantity	Federal Request
Head Start Director	\$93,209	1	\$93,209
QA/ERSEA/Budget Specialist	\$74,850	1	\$74,850
Education Specialist	\$79,709	1	\$79,709
Health and Social Services Specialist	\$76,422	1	\$76,422
Disabilities and Behavior Specialist	\$78,065	1	\$78,065
Family Advocates	\$44,152	4	\$176,608
Total Non-Teaching Personnel Salaries			\$578,863

Head Start Director: Responsible for ensuring all Head Start program requirements and standards for excellence are met daily, and developing structure, systems and procedures to facilitate this. Responsible for fiscal, legal, and programmatic aspects of the program. Hires, coaches, and evaluates HS staff performance. Represents Head Start with AISD senior executive managers, Board of Trustees, and Policy Council.

QA/ERSEA/Budget Specialist: Supports AISD's HS program in monitoring and accurately reporting budgets. Directly responsible for the overall administration, supervision, coordination, and organization of the Quality Assurance and ERSEA functions of AISD's Head Start program, assisting the HS Director with duties and responsibilities of the office as required. Implements ongoing monitoring and QA systems pertaining to compliance and quality with HS regulations and requirements.

Head Start Education Specialist: Coordinates and monitors implementation of HSPPS related to AISD early childhood education. Aligns PK curricula with the Head Start ELOF and coaches classroom teachers to support student learning and effective curriculum implementation. Works closely with the Disabilities and Behavior Specialist to support students, families and teachers as they navigate through the special education process.

Head Start Health and Social Services Specialist: Responsible for guiding AISD's HS program to provide early childhood health services, including monitoring and implementing comprehensive health, dental, environmental safety and nutrition programs for children and families in collaboration with AISD departments. Identifies and assists students, families, and school systems in overcoming barriers that interfere

with learning using assessment, counseling, consultation, and coordination of school and community resources. Works in collaboration with AISD departments responsible for all aspects of the food and health programs.

Head Start Disabilities and Behavior Specialist: Supports teachers to ensure successful implementation of IEPs and accommodations and provide coaching for teachers and support students who may not have identified disabilities. Supports families as they move through the Response to Intervention (RTI) and special education process. Support will be provided in collaboration with the Head Start Education Specialist, AISD Special Education and Multi Tiered Systems of Support (MTSS) teams.

Family Advocates (4): Promote, facilitate and develop family wellness and parent/family engagement in AISD's HS program, while acting as a liaison between classroom and home settings in the areas of health and family services. Caseload of 50 families each.

Teachers and Teaching Assistants

Position	\$ Amount	Quantity	Total	Federal Request
Teachers	\$51,780	12	\$621,360	\$310,680
Teaching Assistants	\$28,030	12	\$336,360	\$168,180
Total Teachers & TAs Salaries			\$957,720	\$478,860

AISD HS teachers are required to have at minimum a Bachelor's degree with certification in Early Childhood. HS Teacher Assistants are required to have at least a Child Development Associate (CDA) credential. Teachers placed in bilingual classrooms will be required to have a Texas Bilingual Teaching Certificate. Actual salaries for

current staff were used and AISD will match 50% of teacher salaries and 5% of teaching assistant salaries. The percentages provided above are for non-federal share (NFS) and do not equate to total match because a 20% match with no overage is being shown by AISD. Actual split is shown on the cost allocation plan and reflects 50% of all teacher and TA salaries and fringe benefits.

Extra Duty Pay and Overtime Pay

Position	\$ Amount	Quantity	Federal Request
Extra Duty Pay for Teachers	\$25	576	\$14,400
Overtime for TAs	\$32.05	258	\$8,269
Overtime for Family Advocates	\$30.51	192	\$5,858
Total Extra Duty Pay			\$28,527

Extra Duty Pay for Teachers: Teachers will receive extra duty pay for time spent on the program outside of their regular duty time: estimate of 8 days x 6 hrs/day x 12 teachers = 576 x \$25 = \$14,400.

Overtime for TAs: TAs will provide childcare at Policy Council and Parent Committee meetings and will receive time and a half pay. Nine Policy Council Meetings/training x 2 hrs/meeting x 1 TA = 18 hours. TAs will be required to attend trainings and accompany teachers on Home Visits: 20 hrs x 12 TAs = 240 hours. 18 + 240 = 258hrs x \$32.50 = \$8,269.

Overtime for Family Advocates: Family Advocates will receive overtime pay (time and a half) for 2 days of additional professional learning as well as hours for extra summer recruitment and marketing for a total of 6 days: 6 days x 8hr x 4 FAs = 192 hrs. 192 hrs x \$30.51 = \$5,858.

BENEFITS

Budget Item	Total	Federal Request
Benefits - Non-Teaching Staff	\$116,067	\$116,067
Health Insurance - Non-Teaching Staff	\$54,477	\$54,477
Total Fringe for Non-Teaching Staff	\$170,544	\$170,544
Benefits - Teachers	\$126,198	\$63,099
Benefits - TAs	\$68,409	\$34,204
Health Insurance - Teachers	\$72,636	\$36,318
Health Insurance - TAs	\$72,636	\$36,318
Total Fringe for Teachers & TAs	\$339,879	\$169,940
Total Fringe Benefits	\$510,423	\$340,484

Benefits are calculated as 19.85% of administrative, teacher, and TA salaries plus extra duty/overtime pay. Includes FICA at 7.65%, Texas Retirement System (TRS) rate at 11.45%, Worker's Compensation at 0.75%. Health insurance is calculated at \$6,053 per FTE. Non-federal share is based on the same percentages as salaries listed above for all shared cost personnel.

SUPPLIES

Budget Item	\$ Amount	Quantity	Federal Request
Annual supplies for classrooms	\$210	204	\$42,840
Central Office supplies	\$1,173	1	\$1,677
Snacks for students	\$192	187	\$35,904
Marketing, Postage and Printing	\$1000	1	\$1,000
Refreshments and supplies for meetings	\$75	9	\$675
Supplies/materials for Parent Committee meetings	\$175	9	\$1,575
Total Supplies			\$83,671

Annual supplies for classrooms: based on average costs from current ordering, estimated at \$210 per student. $\$210 \times 204 \text{ students} = \$42,840$.

Central Office supplies: include paper, pens, stapler, file folders, toner, ink cartridges, paper clips: estimated at \$1,677 per year based on an estimate of project requirements.

Snacks for students: Due to students nutritional needs attending a full instructional day, one snack is provided through AISD food services and those fees are paid using Head Start funds: $\$.94 \text{ per student per day} \times 204 \text{ students} = \$192 \text{ per day} \times 187 \text{ school days} = \$35,904$. This snack is not eligible for reimbursement thru CACFP or any other food reimbursement program and thus grant funds will be used to cover the associated costs.

Marketing, Postage and Printing: for purchasing materials for recruitment and marketing for a total of \$1000 per year.

Refreshments and supplies for meetings: Refreshments and supplies will be purchased for meetings. $\$75 \times 9 \text{ meetings} = \675 .

Supplies for Parent Committee meetings: supplies needed to enable families to engage in demonstration activities (e.g. how to cook with your children, art activity, father engagement activity): $\$175 \times 9 \text{ campuses} = \$1,575$.

CONTRACTUAL

Budget Item	\$ Amount	Quantity	Federal Request
Data Management System	\$6,600	1	\$6,600
Conscious Discipline Training	\$1,500	1	\$1,500
Total Contractual			\$8,100

Data management system (COPA): \$6,600 based on actual cost for 204 slots.

Conscious Discipline - Estimate of one session of in-person training for new staff within the grant for a total of \$1,500.

OTHER

Budget Item	\$ Amount	Quantity	Federal Request
Memberships in TX Head Start Assn, Natl Head Start Assn	\$2,500	1	\$2,500
PK Monitors	\$3,674	12	\$44,088
Dental services	\$2,500	1	\$2,500
Reimbursement for Family Advocates travel	\$0.56	500 x 12	\$3,360
Reimbursement for Health and Social Services Specialist	\$0.56	100 x 12	\$672
Reimbursement for Education Specialist	\$0.56	125 x 12	\$840
Reimbursement for Behavior and Disabilities Specialist	\$0.56	125 x 12	\$840
Reimbursement for travel for Policy Council parent members	\$76	12	\$912
Total Other			\$55,712

Memberships in TX Head Start Association & National Head Start Association -

Membership fees to professional organizations = \$2,500

PK Monitors: will assist in ensuring required ratios are maintained at all times.

Estimate based on minimum wage (\$7.25) x 2.5 hours/day x 187 days + FICA/Work

Comp (8.4%) = \$3,674 per classroom. \$3,674 per classroom x 12 classrooms = \$44,088.

Dental Services: AISD understands that HS is the payer of last resort, and thus will conduct due diligence to establish dental homes for families; however, we have included funds in the event acute dental services are needed: estimate of \$2,500.

Funds to reimburse travel costs of FAs: \$0.56 per mile (GSA.gov) 1500 miles annually per FA: $\$0.56/\text{mile} \times 1500 \text{ miles} \times 4 \text{ FA} = \$3,360$.

Reimbursement for Health and Social Services Specialist: Visits to schools, community locations and homes: \$0.56 per mile (GSA.gov) for 1200 miles annually (100 miles/month) per Health/Social Specialist = \$672.

Reimbursement for Education Specialist: Visits to schools, community locations and homes: \$0.56 per mile (GSA.gov) for 1500 miles annual = \$840.

Reimbursement for Behavior and Disabilities Specialist: Visits to schools, community locations and homes: \$0.56 per mile (GSA.gov) for 1500 miles annual = \$840.

Policy Council Parent Members: will be reimbursed at the same rate, assuming 12 members of parent council who travel 15 miles round trip for 9 meetings: $\$.56 \times 15 \text{ miles} \times 9 \text{ meetings/yr} = \$76 \times 12 \text{ members} = \912 .

INDIRECT COSTS

Budget Item	Rate	Direct Costs in Federal Request	Indirect Cost
Indirect Costs	5.218%	\$1,678,858	\$83,258

AISD has an indirect cost rate of 5.218% through the Texas Education Agency/U.S.

Department of Education that is charged on all direct costs being requested (including up to \$25,000 per contract). Indirect charged on \$1,678,858 of total operations budget, including T/TA budget. The figure above also includes the indirect cost for T/TA budget.

2. Delegate Agency

Not applicable at this time

3. Cost of Living Adjustment (COLA)

Not applicable at this time

4. Fiscal and Property Management

Accountability for Federal Funds. The District takes pride in its commitment to fiscal management through integrity, prudent stewardship, planning, accountability, transparency and communication. This philosophy has fostered management actions that led to the generation of a strong fund balance that has accumulated over the years, allowing the District to sustain a high quality of educational services, even in the most trying financial times.

Budgetary Control. State law requires that every school district in Texas prepare and file an annual budget of anticipated revenues and expenditures with the TEA. The objective of budgetary controls is to ensure compliance with legal provisions embodied in the annual budget approved by the Board of Trustees. The budget itself is prepared utilizing a detailed line item approach for Governmental Fund types and is prepared in accordance with the budgeting requirements as outlined in the Financial Accountability System Resource Guide for Texas School Districts.

It is the intent of the district that the budgetary process results in the most effective mix of the educational and financial resources available, while attaining the

goals and objectives of the district's strategic plan. The ultimate decision of the level of funding and the programs to be funded rests with the Board of Trustees. After considering all factors, the Board sets an ad valorem tax rate to generate sufficient revenues to support the expenditure budget of the district.

The budget may be amended during the year to address unanticipated or changing needs of the district. A change to functional expenditure categories, revenue objects and/or other sources and uses accounts require Board approval.

Internal Control. Management is responsible for designing, implementing and maintaining adequate, efficient and effective systems of internal control. These systems of control provide reasonable, but not absolute, assurance that (1) District assets and critical records are safeguarded from loss, theft or misuse, (2) authorized transactions are promptly and accurately recorded, (3) District resources are efficiently and economically employed, and (4) financial reports are prepared in accordance with Generally Accepted Accounting Principles (GAAP).

The concept of "reasonable assurance" recognizes that (1) the cost of a control should not exceed the benefits likely to be derived from its implementation; and (2) the valuation of cost and benefits requires estimates and judgments by management. Management believes the internal controls adequately meet the above objectives. In addition, the District has an Internal Audit Department that reports directly to the Board of Trustees.

Federal Funding. Of the funds that AISD manages, the largest is the General Fund, which is used to support the operation of the school system and is comprised of

three major sources: local, state, and federal. Total General Fund revenue is estimated at \$1.5 billion for FY2022 with proposed expenditures of roughly the same. AISD also manages several large federal sources of grant funds.

The above-mentioned departments, including State & Federal Accountability and Finance, routinely assist the HS Director, Budget Specialist, Quality Assurance and ERSEA staff, and other HS staff to implement a high-quality program within AISD. They have integrated the HS program into the existing infrastructure used to oversee federal funds, and in so doing ensure fiscal and programmatic monitoring, accountability of funds, and compliance with HS rules and regulations.

5. TOTAL MATCH BUDGET Match (Applicant) Budget

BUDGET ITEM	Total
Personnel	\$327,498
Benefits	\$106,469
Total	\$433,967

PERSONNEL

Position	Total Cost	Match
Teaching Staff		
Teachers (12)	\$621,360	\$310,680
Teaching Assistants (12)	\$336,360	\$16,818
Total		\$265,362

The cost of certified teachers for Head Start classrooms will be shared with AISD. AISD will provide a full day of HS services with PK teachers implementing HS requirements throughout the full day. Match is based on dual enrollment of all students within AISD

and Head Start. AISD will match 50% of the teachers' salaries and 5% of the TAs' salaries. The percentages provided above are for non-federal share (NFS) and do not equate to total match because a 20% match with no overage is being shown by AISD. Actual split is shown on the cost allocation plan and reflects 50% of all teacher and TA salaries and fringe benefits.

BENEFITS

Budget Item	Total Cost	Match
Benefits	\$194,607	\$66,519
Health Insurance	\$145,272	\$39,941
Total Benefits		\$106,460

Benefits are calculated at 19.85%: FICA at 7.65%, Texas Retirement System (TRS) rate at 11.45%, Worker's Compensation at 0.75%) and health insurance (\$6,053 per FTE) associated with the above personnel whose salaries are being allocated to Head Start as part of AISD's match. Match is based on the benefits associated with 12 teachers and 12 TAs. Non-federal share percentages are the same as for salaries listed above for all shared cost personnel.

AISD Training and Technical Assistance Plan				
The below table will serve as the guide for all training and professional development for all staff working within the AISD Head Start grant. In an effort to limit the length of the document, the full text of the Head Start Program Performance Standards (HSPPS) is not included. The full language of the standards can be accessed on the ECKLC site as well as links to the specific portions on each line				
Objectives or HSSPS	Activity/Training	Target Audience	Responsible Party	Timeline
1301.5 - Training	Training will be provided for governing board and Head Start policy council (HSPC). Sessions will be repeated as often as needed when new members are appointed or join HSPC.	All Members of: - Governing Board - Policy Council	- Head Start Administrator - AISD Director of Early Learning	Within 180 days of the beginning of the term
1302.12 - Determining, verifying, and documenting eligibility	Training will be provided related to Eligibility, Recruitment, Selection, Enrollment and Attendance	All members of: - Governing Board - Policy Council - Management Team - Family Advocates	- Regional T/TA - Head Start Administrator - AISD Director of Early Learning	Training will be held within 90 days of the start date for new staff
Part 1302.32 - Curricula	All teaching staff will receive training on how to effectively implement the curriculum. Mandatory training on use of the Creative Curriculum will occur once a year for all new teaching staff. Teaching staff will also be invited to attend a professional learning community (PLC) every other month to brainstorm with other teachers and the education specialist.	All new teaching staff with an opportunity for other staff to attend as needed	- Head Start Administrator - Education Specialist	At the beginning of each school year for new staff
Part 1302.47 - Safety Practices	AISD has established training protocols and online learning session for new staff regarding all items listed with the exception of CPR/First Aid CPR/First Aid will be offered as needed thru AISD <u>Required Yearly Virtual Sessions for all AISD staff:</u> Safe Walks to School Playground Supervision Health Emergencies: Seizures Health Emergencies: Life-Threatening Allergies Bloodborne Pathogen Exposure Prevention Child Abuse Prevention Training Austin ISD Employee Ethics & Conduct AISD Critical Incident Training (Emergency Preparedness) Cybersafety: Curriculum Delivery Cybersafety: Awareness and Response AISD Suicide Prevention Training	All staff members	Head Start Administrator will be checking to ensure all required virtual trainings are completed by all staff	Within 90 days of hire or start of school year
1302.92 - Training and professional development	Beginning of the Year Session - The following topics will be covered during this session: + Home Visits, Parent Teacher conferences and transition planning/recordkeeping + Review requirements regarding health per Head Start grant + How ELOF is aligned to TX PK guidelines + ELOF, School Readiness, and Creative Curriculum Connections + AISD PK3 requirements - IPD/Report to Parents/CLI Engage	Required for all staff	- Head Start Administrator - Head Start Education Specialist - Head Start Disabilities and Behavior Specialist - Regional T/TA staff	August
Items in this section indicated with a * are optional and all other sessions will be required.	Conscious Discipline/Challenging Behaviors - methods for modifying student behavior in age appropriate ways - How scheduled, routines and positive praise can impact behavior	All teaching staff	- Head Start Administrator - Head Start Disabilities and Behavior Specialist - Contracted Conscious Discipline Trainer	At the beginning of each school year for new staff
	CLASS/Coaching/Adult & Child Interactions - How to interact with students - Understanding of CLASS assessment tool and how data will be used - Overview of coaching procedures and expectations for all teaching staff	All teaching staff	- Head Start Administrator - Head Start Education Specialist	At the beginning of each school year for new staff
	Summative and Formative Assessment/Individualization - What is individualization? - What is required for the various types of assessment?	All teaching staff	- Head Start Administrator - Head Start Education Specialist	October
	*Environment and Centers - Creating developmentally appropriate environments - Intentional Teaching in centers	All teaching staff	- Head Start Education Specialist	

AISD Training and Technical Assistance Plan

The below table will serve as the guide for all training and professional development for all staff working within the AISD Head Start grant. In an effort to limit the length of the document, the full text of the Head Start Program Performance Standards (HSPPS) is not included. The full language of the standards can be accessed on the ECKLC site as well as links to the specific portions on each line

Objectives or HSSPS	Activity/Training	Target Audience	Responsible Party	Timeline
	*Higher-order questioning (DOK) - Asking questions that required a higher level of knowledge - Using vocabulary to close the gap	All teaching staff	- Head Start Education Specialist	All year (multiple sessions)
	*Transitions and Routines - Teaching during routines and transitions - Resources for creating more appropriate transitions for students	All teaching staff	- Head Start Education Specialist	
	*Learning Centers: Blocks - How to intentionally teach using blocks - Engaging the STEAM conversations in blocks	All teaching staff	- Head Start Education Specialist	
Obtain training through attendance at local, regional and national conferences and training events which support the work of the staff to enhance the success of the Head Start program.	2022 National Association for the Education of Young Children (NAEYC) Conference	HS Director, Education Specialist, Behavior and Disabilities Specialist, and 1 classroom teacher	- NAEYC	Nov 2022
	2022 Parent and Family Engagement Conference	4 Family Advocates and Head Start Health/Social Services Specialist	National Head Start Association (NHSA)	Dec 2022
	2023 Winter Leadership Institute	AISD Director of Early Learning, Head Start Administrator, and ERSEA Manager	National Head Start Association (NHSA)	January 2023

Training and Technical Assistance Budget

AISD has budgeted a total of \$21,383 to allow staff to participate in out-of-town professional development opportunities and events. Participation in national conferences allows staff to learn new ideas and share best practices in Head Start with colleagues from across the country as well as to build/reinforce the larger Head Start Community. The costs for proposed out-of-state professional learning opportunities, conference registration, and fees are detailed below.

Category	Line Item	\$ Amount	Quantity	Total
Travel	2022 NAEYC Conference - Washington DC (Nov 2022)	\$1,458	4	\$5,832
	2021 Parent and Family Engagement Conference - Dallas TX (Dec 2022)	\$1,175	5	\$5,875
	2023 Winter Leadership Institute - Washington DC (Jan 2023)	\$1,191	3	\$3,573
Total				\$15,280
Other	Registration Fee: 2022 NAEYC Conference	\$450	4	\$1,800
	Registration Fee: 2022 Parent and Family Engagement Conference	\$560	5	\$2,800
	Registration Fee: 2023 Winter Leadership Institute	\$501	3	\$1,503
Total				\$6,103
TOTAL				\$21,383

TRAVEL

Budget Item	\$ Amount	Quantity	Federal Request
Hotel, mileage, per diem to attend various conferences	varies	varies	\$15,280

Travel expenses for AISD Head Start Staff to attend conferences. Conference expenses, based on GSA.gov rates, may include:

2022 National Association for the Education of Young Children in Washington, DC,:

$(\$188/\text{nt} \times 4 \text{ nights hotel}) = \$752 + \$356 \text{ per diem/per person} + \$350 \text{ airfare} = \$1458 \times 4 \text{ staff (HS Director, Education Specialist, Behavior and Disabilities Specialist, and 1 teacher)} = \$5,832$

2022 Parent and Family Engagement Conference in Dallas TX: ($\$154/\text{nt} \times 4 \text{ night}$

hotel) = $\$616 + \$309 \text{ per diem/per person} + \$250 \text{ mileage reimbursement} = \$1175 \times 5 \text{ staff (4 Family Advocates and one administrative team member)} = \$5,875.$

2021 Winter Leadership Institute at location Washington D.C. : ($\$188/\text{nt} \times 3 \text{ nights}$

hotel) + $\$356 \text{ per diem/per person} + \$350 \text{ airfare} = \$1,191 \times 3 \text{ staff (AISD Early Learning Director, HS Director, and ERSEA Manager)} = \$3,573.$

OTHER

Budget Item	\$ Amount	Quantity	Federal Request
Registration fees for conferences	varies	varies	\$6,103

Registration fee for 2022 National Association for the Education of Young Children in Washington, DC: $\$450 \times 4 = \$1,800$

Registration fee for 2022 Parent and Family Engagement Conference in Dallas, TX:

$$\$560 \times 5 = \$2,800$$

Registration fee for 2021 Winter Leadership Institute at location Washington D.C.:

$$\$501 \times 3 = \$1,503$$

Program Goals Template			
These two columns are completed in the baseline application and revised/updated in continuation applications.		These two columns are completed in the third Continuation Application	
Program Goal	Measurable Objective	Progress/Outcomes	Challenges
Children who attend AISD Head Start PK3 will be prepared to enter PK4 with the necessary prerequisite skills through the use of age-appropriate curriculum, activities, and assessment.	Ensure all components of the research-based Creative Curriculum for Preschool will be fully implemented as measured by classroom walkthroughs and observations.	During the summer and fall of 2021, teaching staff attended an implementation training provided by the AISD Head Start administrative team that covered the materials, how to best use them in the classroom as well as where additional resources could be found. Staff were encouraged to ask questions and follow up was provided by the Head Start Education Specialist. In reviewing student data from the 2020-2021 school year, the percentage of students who were rated as proficient in Language and Literacy increased from 19% to 47% and in Approaches to Learning from 18% to 51%.	We have experienced a significant amount of turnover in teaching staff, 7/12 teachers are new during the 21-22 school year. We hope to maintain our current teaching staff thru 22-23 and 23-24 but if teacher turnover remains high, our goal of consistent curriculum implementation may be hard to reach.
	Teachers will utilize best practices in early childhood education classroom instruction as measured by the CLASS observation tool.	In the fall of 2021, each classroom was observed using the CLASS observation tool as well as using a Children's Learning Institute (CLI) classroom checklist. The Head Start Education Specialist uses the CLASS scores and the classroom checklist to provide targeted coaching and instructional support to teaching teams. We have also provided several "Introduction to CLASS" courses for staff to attend to ensure they understand the tool and how the practices the tool measures impact children's learning and development.	Staff turnover has been high in our previous program years for multiple reasons, which limits the benefits of measuring the impact of the CLASS tool as a means for understanding the effectiveness of classroom teaching. We are working to stabilize Head Start classroom teachers by addressing internal practices that inadvertently move Head Start classroom teachers to other AISD classrooms. We are also providing ongoing additional support and opportunities for professional development around instruction.
	AISD Head Start will serve students' social and emotional health via the implementation of Conscious Discipline and by offering a tiered system of support, including mental health services as measured by classroom observations and walkthroughs.	Using Quality Improvement funds and with some small changes to our budget, we have been able to add a Head Start Behavior and Disabilities Specialist to our team. This additional resource has been vital to teachers and students as we continue to navigate the schooling in a pandemic environment. We were able to offer a virtual session for Conscious Discipline over the summer for staff as well. Staff learned some new strategies as well as were able to share ideas with peers. In reviewing student data from the 2020-2021 school year, the percentage of students who were rated as proficient in social and emotional development increased from 14% to 55%.	The new Head Start Behavior and Disabilities Specialist has been working with teaching staff thru some of the challenges that are being faced with the process of evaluation. We are continuing to meet with LEA reps to ensure that families and children are moving thru the evaluation process and are getting the services and supports needed.
Parents and families of AISD Head Start PK3 students will become knowledgeable and empowered to support their children's growth and development.	Through family engagement activities, AISD Head Start will implement a research-based parenting curriculum throughout the school year, as measured by parent committee agendas and sign-in sheets.	Our Parenting Curriculum meetings began in August this year and will remain virtual. We are still using the Center for Social and Emotional Foundations in Early Learning parent modules and have infused the sessions with more hands on activities. We have rebranded the sessions as "Super Families" and we will be teaching all 6 modules. There are 2 sessions - one in English and one in Spanish - for each module. We also record each session so that parents/caregivers can watch the sessions at a later time if desired. Attendance is taken by staff at each meeting and parents who complete all session will be given a certificate of completion as well as a token of appreciations for their dedication and continued learning.	Attendance in sessions is limited to about 10 parents in the English session and about 20 parent in the Spanish session. We have noted that we typically get about 10-12 clicks of each link as well. We are hoping that the rebranding and addition of hands on/interactive activities will help us to improve attendance at the live session.
	Family advocates will facilitate targeted family engagement activities based upon parent-identified needs to improve family life practices that support child development and growth as measured by progress on family needs assessment growth data.	Family Engagement calendars were created over the summer of 2020 and were revised in preparation for the 21-22 school year. We have again used some of the same partners including: Capital Metro, A+ Federal Credit Union, Catholic Charities, Foundation Communities, Texas A&M AgriLife, Lions Club, Department of State Health Services. We will be adding a nutrition class as requested by parents, and the topics of the nutrition sessions will be selected by parents attending. Our parent meetings are held two times each month districtwide - once in English and once in Spanish, and a recording is made of each session to allow flexibility in attendance for families. We have completed a beginning of the year survey and will be surveying parents 2 more times to ensure that families' needs and wants are being met.	We have completed needs assessments and goals setting with about 90% of families. We lost a Family Advocate at the beginning of the 21-22 school year and this has made the other Family Advocate caseloads increase to a level that has made it difficult for them to meet with all families quickly. A new family advocate was hired however time will be needed to ensure that the new person will be able to take on all of the assigned families and be successful at building relationships with them.
Improve the coordination of health care services and resources to increase documentation and tracking of health services provided to AISD Head Start children.	Implement strategies to identify challenges and barriers that prevent families from completing Well Child Visits, updating immunizations, and obtaining medical and dental homes as measured by information in the Head Start database.	We have been diligently working on improving the number of families that have access to regular and consistent medical and dental home. The majority of student have a medical home and we were able to hold an in-person dental screening in October of 2021.	At this time, we are not having difficulty with parents getting exams, rather gathering paperwork. We are addressing this by helping parents with release for records to ensure that we have records.
	Promote increased collaboration between medical, dental and health care providers and AISD Head Start as measured by information in the Head Start database.	We have had a significant number of partners that have presented to parents and we are working to continuing to strengthen those relationships.	We have not had any challenges when it comes to our collaboration with outside agencies. The agencies have been flexible and accommodating. We do plan to connect with additional agencies for our future grant years.
	Improve access to culturally and linguistically appropriate mental health services for Head Start families.	We are working to make connections with the staff who support mental health through the Gramercy Specialty Clinic associated with each campus. Our Health and Social Services Specialist or Family Advocates additionally attend Child Study Team or staffing meetings, when requested, that focus on the needs of students and their families.	There has been a change in mental health support providers late in the 20-21 school year that has impacted the 21-22 school year. We are working to ensure that families are aware of the free/low cost services and the ability to access them as needed.

**Austin Independent School District (AISD)
Cost Allocation Plan**

In planning for the program models, AISD considered the opportunities available to eligible 3 yr. olds in the communities as well as the needs of those families. AISD provides a half-day for 3 yr. old eligible students through another funding source. In order to best serve the community, the decision was made to use the Head Start funding to provide full-day services to eligible 3 yr. olds. Students attending the AISD Head Start program are dually enrolled in AISD and Head Start. As a result, the cost of salaries and fringe for 12 teachers and 12 teaching assistants are split 50% for both positions, 50% paid by AISD and 50% paid by Head Start funds, thus splitting by the time provided. At this time, no other costs are shared.

Cost Allocation Plan for FY 2022-2023							
Title	Salary	Fringe	Number of Staff	Total Cost	Cost Allocation	HS Funds	AISD Funds
Teachers	\$51,780	\$16,331	12	\$817,332	50%	\$408,666	\$408,666
Teaching Assistants	\$28,030	\$11,617	12	\$475,764	50%	\$237,882	\$237,882
Total Cost paid by AISD:							\$646,548



AISD Head Start Self-Assessment 2020-2021 Report

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Introduction

Austin Independent School District Head Start (AISD HS) provides comprehensive, high- quality early childhood services to low income families residing in Travis County, Texas within the Austin Metropolitan area. Services provided by AISD HS are designed to promote the educational, social, nutritional and emotional development of children while providing family support services to their family. The staff of AISD HS strive to assist families in reaching self-sufficiency and to ensure children are prepared for school.

AISD HS's long and short-range goals, objectives, and strategies are found in a variety of documents and sources including; the AISD HS School Readiness Plan, Training and Technical Assistance Plan, and our 5-year programmatic goals. These documents were created from information gathered using the community needs assessment and other data sources. Data sources included feedback and input from program staff, parents, community representatives, Policy Council members, and the Governing Board (AISD School Board). As this is our second full year as a Head Start grantee, we will be reflecting on our previous self-assessment goals and determining a path forward with our newly analyzed data.

The Austin Independent School District Head Start program with the capacity to serve 204 children in 12 classrooms on 8 public school sites in the Austin Metropolitan area. All sites are located within Travis County, Texas. All programs are housed inside of AISD school campuses operating 5 days a week following a typical school schedule of 7:30am-3pm with some minor time adjustments at each individual campus. The AISD HS program staff at the school level consists of one teacher and one teaching assistant in each classroom as well as a lunch monitor to maintain ratio and provide staff with breaks. Each classroom has the ability to enroll up to 17 children, all who turned 3 on or before September 1st of the current school year.

AISD's Head Start Self-Assessment process, mandated to be completed annually, involved the collection of information from a variety of sources to determine if systems and services have been implemented and are working effectively. Engaging in this process allows the program to assess progression in reaching program goals and objectives along with recognizing areas of strength and areas for continued growth. The results of the Self-Assessment provide a path forward in setting program goals that will improve the program's services as well as acknowledge the program successes. In conducting the Self-Assessment, AISD HS program staff worked in collaboration with policy council members, parents, and community representatives on the Self-Assessment team to focus on improving services for enrolled children and families in three focus areas.

Methodology

In accordance with paragraph 45 CFR 1302.102(b)(2) of the Head Start Performance Standards, Austin Independent School District Head Start (AISD HS) annual Self-Assessment process was conducted in the early summer of 2021. The Self-Assessment purpose, process, and timeline must be reviewed and approved by the Policy Council. Prior to approval by the Head Start Policy Council, the AISD HS management team held a meeting to discuss program information and data to determine three (3) focus areas for the Self-Assessment teams to explore. Various sources of program data were gathered and used to identify areas of strength, concerns, and issues that would benefit from further evaluation by the Self-Assessment Review Team (SA) team comprised of individuals from several groups including management and leadership staff, policy council, and community partners. Training and support were provided for each Self-Assessment Review Team (SA) by a pre-determined group lead who helped to guide the discussion and gather feedback

2020-2021 Head Start Self-Assessment Timeline of Events

In order to complete the Self-Assessment, a timeline of events which identified activities and person(s) involved was developed. This timeline was used to ensure the Self-Assessment process was completed. See below for the chart listing events associated with the Self-Assessment process and timelines:

Timeline	Activity	Person(s) Responsible
March 11, 2021	Self-Assessment Overview by HSPC	Ashlee Johnson, Head Start Administrator
May 19, 2021	Approval of Self-Assessment Plan by HSPC	
June 7 th - June 10 th 2021	Self-Assessment Team Engagement and Orientation	ERSEA - Gena Padilla Health - Lauren Jackson Education - Amanda Bolding
June 14 th - 17 th 2021	Conduct Self-Assessment Process - Analysis and Dialogue	
June 21 st - 24 th 2021	Collate Information and Develop Self-Assessment Report	Ashlee Johnson, Head Start Administrator
July 2021	Management Team uses the self-assessment report for planning and goal setting	Head Start Management Team
August 2021	Provide Governing Body and Policy Council with a copy of the Self- Assessment Report for review and approval	Ashlee Johnson, Head Start Administrator
September 2021	Submit Report to the Regional Office	

Progress on 2019-2020 Self-Assessment Goals

When reviewing the previously written goals and strategies from the 19-20 Head Start Self-Assessment, one factor that has impacted the program's ability to provide services in the ongoing worldwide pandemic caused by COVID-19. Over the last year at times, all business, schools, and offices were closed, making it difficult for families to access services, for programs to provide services, and to ensure that follow-up care is provided. The pandemic has impacted the program's ability to provide services and support families. As vaccines are increasingly available to all who would like to receive them and business, schools and offices are returning to in-person services, we anticipate that meeting our goals will be possible.

Focus Area	Strategies	Timeframe	Completed
Health Screenings <u>Goal:</u> 90% of enrolled students will have completed medical and dental exams within the 90 days of first date of attendance. Those not complete will receive follow up care to ensure the completion of this item. Goal Not Met	Improve the methods to communicate with parents about physical/dental exams so that parents understand the purpose and benefits of regular exams	August 2020	<input checked="" type="checkbox"/>
	Revise and outline the information provided to parents during the application/enrollment process to include information on exams	August 2020	<input checked="" type="checkbox"/>
	Train staff on the process and staff expectations around required exams	Aug/Sept 2020	<input checked="" type="checkbox"/>
	Monitor the amount of health/dental exam forms returned and provide more outreach to families to help them overcome hurdles in access	Ongoing	<input checked="" type="checkbox"/>
<u>Results:</u> At the conclusion of the 2020-2021 school year, 58 % of students had completed physicals and 48% of students had completed dental exams. When reviewing which students had access to medical care and dental care, about 81% of students had medical/and or dental insurance, which demonstrates that the lack of completed physicals and dentals may not be due to access. While the goal has not been met, work on this goal will continue to ensure compliance with Head Start Program Performance Standards.			

Focus Area	Strategies	Timeframe	Completed
Education and Disabilities <u>Goal:</u> Enroll a minimum of 21 students with disabilities throughout all AISD Head Start classrooms. Goal Not Met	Collaborate with ECSE office and ECI agencies to ensure all parties are aware of opportunities in Head Start	Ongoing	<input checked="" type="checkbox"/>
	Outreach to all schools with information regarding AISD Head Start and the option of a transfer for eligible families	August 2020	<input type="checkbox"/>
	Provide training and information for staff in Head Start classrooms to they have the tools to help facilitate learning for students with disabilities	Sept/Oct 2020	<input type="checkbox"/>

	Monitor enrollment of students with disabilities and determine in additional steps are required to reach goal	November 2020	<input checked="" type="checkbox"/>
Results: At the conclusion of the 2020-2021 school year, 11 students with disabilities were enrolled in AISD Head Start programs. This does not meet our goal of 21 students; however, efforts were impacted by the COVID-19 pandemic and AISD's delays in timely completions of evaluations and work will continue toward this goal moving forward.			

Focus Area	Strategies	Timeframe	Completed
Parent and Family Engagement Goal: Increase parent attendance at parent meetings and policy council meetings by 40% Goal Met	Create monthly activity calendars for enrolled families	Summer 2020	<input checked="" type="checkbox"/>
	Create a yearly schedule of parent meeting topics to ensure all families are receiving similar information	Summer 2020	<input checked="" type="checkbox"/>
	Provide Parent/Guardian orientation session at first parent meeting of the new school year	August 2020	<input checked="" type="checkbox"/>
	Create social media accounts to improve communication with enrolled and prospective families	July/Aug 2020	<input checked="" type="checkbox"/>
	Share meeting information for all parent monthly meetings with all enrolled families to ensure access if they are unable to attend a meeting at their enrolled school	Ongoing	<input checked="" type="checkbox"/>
	Use social media accounts and Head Start database to share information about enrollment, upcoming events, and parent meetings	Ongoing	<input checked="" type="checkbox"/>

Results: At the conclusion of the 2020-2021 school year, 130 of 190 families attended at least one parent meeting which is an increase of 75% from the prior year. All meetings in the 20-21 school year were held virtually and recorded to be shared with all parents in both English and Spanish. Moving forward, we will continue to provide recordings of meetings and ensure that families have access to which ever method of communication is preferred.

Key Insights: Successes and Opportunities for Improvement

AISD Head Start is dedicated to building a sustainable comprehensive early childhood education program that provides quality family support services to families. The AISD Head Start program considers that the care and education of children requires partnerships and by putting families first will build a strong foundation for future generations. Some of the key strengths of the program and achievements of AISD Head Start over the last year include:

- Reaching and maintaining 93% enrollment during a pandemic when other PK programs were struggling with enrollment
- 100% of parents surveyed reported that they felt their student had made academic growth during the school year
- Over 80% of students enrolled in the program had health and dental care coverage
- 70% of families surveyed regularly attended parent meetings

The AISD Self-Assessment Review Team completed a review of the services, systems, policies and procedures relating to: 1) Health Screenings; 2) Education - Cognition/Mathematics; and 3) Enrollment and Recruitment. After analyzing and discussing the three focus areas, members of the Review Team made recommendations. Results were categorized as: Strengths in AISD Head Start and Opportunities for Growth. The chart below summarizes the program strengths and opportunities for growth:

Focus Area	Strengths in AISD Head Start	Opportunities for Growth
Health and Social Services <ul style="list-style-type: none"> ▪ Number of students with health insurance coverage ▪ Number of students with a completed dental/physical exam ▪ Number of students and families receiving Mental Health referrals 	<ul style="list-style-type: none"> ▪ 82% of students had verified health insurance ▪ 80% of students had verified dental coverage ▪ Staff made numerous attempts to support families with medical and dental during a pandemic ▪ Meeting focused on mental health supports was great to offer to families 	<ul style="list-style-type: none"> ▪ Could survey families to determine times for meetings ▪ Implement Health Literacy goals: teaching families how to find, understand and use services ▪ Incentivize completion of required forms ▪ Provide more mental health information to destigmatize accessing services

Focus Area	Strengths in AISD Head Start	Opportunities for Growth
Education Cognition and Mathematics <ul style="list-style-type: none"> ▪ Student growth in rote counting and shape naming ▪ Instructional methods used by teachers when teaching mathematical concepts 	<ul style="list-style-type: none"> ▪ Students showed continued growth throughout the year ▪ Teachers reported using a variety of teaching methods including using objects to count, counting aloud, and singing ▪ Varied opportunities for students to learn in small group, whole group, and transitions 	<ul style="list-style-type: none"> ▪ Provide teaching staff coaching around additional mathematical strategies ▪ Use learning environment as the 2nd teachers ▪ Review implementation of curriculum and fidelity to curriculum

Focus Area	Strengths in AISD Head Start	Opportunities for Growth
Enrollment and Recruitment <ul style="list-style-type: none"> ▪ Recruitment efforts during 2020-2021 ▪ Enrollment Process ▪ Number of students enrolled 	<ul style="list-style-type: none"> ▪ Recruitment efforts were substantial considering the pandemic ▪ PK screener makes it easier for parents to check if they are eligible ▪ Retention rate was high and very few withdrawals 	<ul style="list-style-type: none"> ▪ Physical events at schools to support enrollment ▪ Marketing on radio or television ▪ More presence on social media

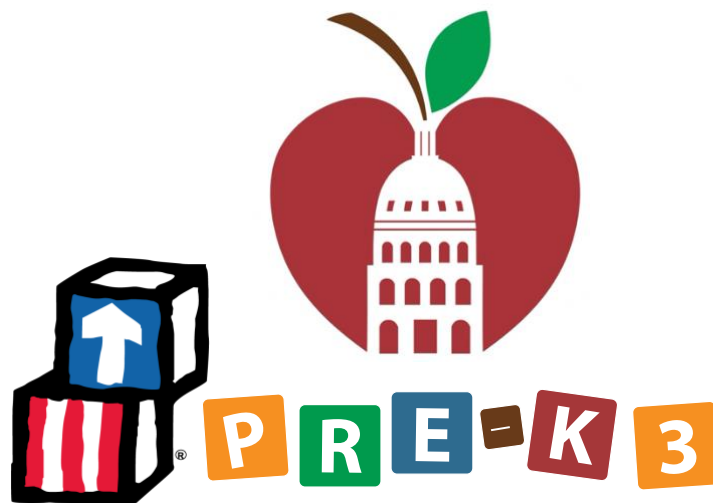
Recommendations

Based on the feedback and opportunities for growth the Head Start leadership has developed some strategies for how to assist in our program improvement efforts. Strategies identified affect the education, health, recruitment and enrollment of all children and families enrolled in the AISD Head Start program. To address the opportunities for growth identified through the Self-Assessment, goals have been identified with actionable steps, timelines, and person(s) responsible, which are listed below. Strategies outlined for achievement of goals will be tracked over the next 12 months for effectiveness. Results will be monitored by the Head Start Director, program management team, and reported to stakeholders.

Focus Area	Strategies	Responsible Persons	Timeframe
Health Screenings <u>Goal:</u> 90% of enrolled students will have completed medical and dental exams within the 90 days of first date of attendance. Those not complete will receive follow up care to ensure the completion of this item. (Continuation of 2019-2020 goal)	<ul style="list-style-type: none"> ■ Provide detailed information for parents during the application/enrollment process to include information on exams 	Head Start Health and Social Services Specialist	August 2021
	<ul style="list-style-type: none"> ■ Train all staff on the process and staff expectations around required exams 	Head Start Health and Social Services Specialist	August 2021
	<ul style="list-style-type: none"> ■ Provide 5 mental health resources and 1 parent learning sessions on mental health in 21-22 school year 	Head Start Health and Social Services Specialist and Family Advocates	September 2021 to May 2022
	<ul style="list-style-type: none"> ■ Monitor the amount of health/dental exam forms returned and provide more outreach to families to help them overcome hurdles in access 	Head Start Health and Social Services Specialist	Ongoing in the 2021-2022 school year
<u>Desired Outcome:</u> Parents will recognize and understand the importance of their child receiving regular health/dental exams and will have completed the Head Start requirement.			

Focus Area	Strategies	Responsible Persons	Timeframe
Education <u>Goal:</u> Increase the % of students who are rated proficient on cognition indicators at exit from 25% to 50%.	<ul style="list-style-type: none"> ■ Provide Creative Curriculum Implementation training to improve fidelity 	Head Start Administrator	July/Aug 2021
	<ul style="list-style-type: none"> ■ Provide targeted mathematics resources and supports for teaching staff 	Head Start Education Specialist	Ongoing in the 2021-2022 school year
	<ul style="list-style-type: none"> ■ Coaching focused on room arrangement and supporting student learning 	Head Start Education Specialist	Ongoing in the 2021-2022 school year
<u>Desired Outcome:</u> Students will have gained age-appropriate mathematical skills to prepare them for PK4 and beyond.			

Focus Area	Strategies	Responsible Persons	Timeframe
Enrollment and Recruitment <u>Goal 1:</u> Reach and maintain 100% enrollment by Sept 30 th , 2021.	<ul style="list-style-type: none"> ▪ Collect data on all recruitment efforts and analyze data to determine trends in enrollment 	ERSEA Specialist	August 2021 to May 2022
	<ul style="list-style-type: none"> ▪ Create a weekly and monthly posting schedule for social media 	Head Start Administrative Team	July 2021
	<ul style="list-style-type: none"> ▪ Post weekly/monthly posts on social media 	Head Start Administrative Team	Ongoing in the 2021-2022 school year
	<ul style="list-style-type: none"> ▪ Hold physical enrollment events at school campuses, if not fully enrolled 	ERSEA Specialist and Family Advocates	September 2021
	<ul style="list-style-type: none"> ▪ Work with AISD Marketing and Communications to create television/radio ads 	Head Start Administrator	September 2021 Jan./Feb. 2022
<u>Desired Outcome:</u> All seats will be filled and remain filled for the 2021-2022 school year.			



2020-2021 Annual Report
Austin Independent School District
Head Start

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Letter from the Director:

The 2020-2021 school year brought our earliest learners a year like no other. We begin by starting later than normal in a completely virtual environment and by October of 2020 we welcomed some students back to campus while others remained virtual learners. We gradually increased the number of learners on campus and by February we thought we were on the way back to normal with COVID-19 health and safety plans in place, when a winter storm like no other arrived in Central Texas. While school was closed for a week, we saw neighbors supporting neighbors and the community banding together in support during our time of need. While we may have had another eventful year that may not have gone the way we planned, we are excited to share all of the amazing work our teachers, staff and students engaged in during the 2020-2021 school year.

Austin Independent School District Head Start PK3 programs prepare children with the skills they need to have a successful transition into PK4 and beyond. We achieve this goal with the support of staff, families and the communities we serve. We have a big job to do and strive to provide the best possible outcome for children and their families. Our teaching staff work diligently to ensure high-quality learning experiences for all children, while our family advocates work to connect and support families with community resources and our Head Start management team works to provide additional supports to families, staff and schools.

Please take the time to learn about the great work that the Austin Independent School District Head Start PK3 staff are doing for children and families. You may access this annual report and other information including information on Head Start enrollment at www.austinisd.org/early-childhood/head-start.

Thank you,



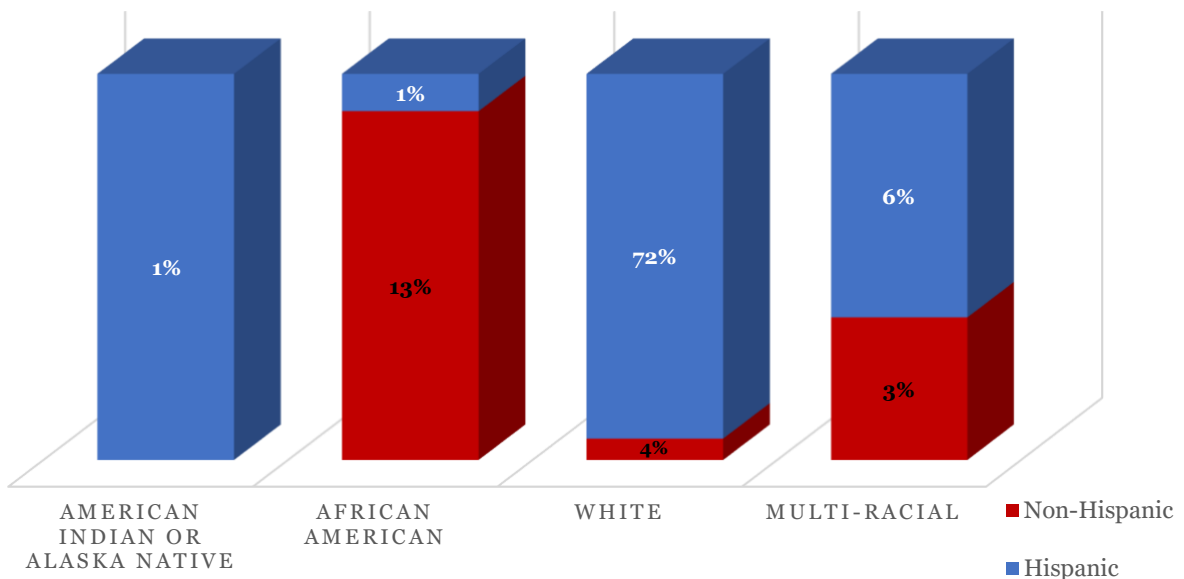
Ashlee Johnson
AISD Head Start Administrator

Program Information

Austin Independent School District Head Start (AISD HS) provides comprehensive, high-quality early childhood services to low income families residing in Travis County, Texas within the Austin Metropolitan area. In a review of our community needs assessment it was noted that Austin is one of the most economically and racially segregated large cities in the country and the need for full-day services for 3-year-old students was present in the area. The “eastern crescent” of Austin has both the highest concentrations of African-American and Hispanic residents and people living in poverty, while the highest concentrations of White residents and higher-income people live on the west side. This segregation is reflected in the enrollment patterns of AISD schools. The Head Start slots for AISD are placed at schools in this eastern crescent, where the highest need continues to exist. The Austin Independent School District Head Start program has the capacity to serve 204 children in 12 classrooms on 8 public school sites. All programs are housed inside of AISD school campuses operating 5 days a week following a typical school schedule of 8am-3pm with some minor time adjustments at each individual campus. The AISD HS program staff at the school level consists of one teacher and one teaching assistant in each classroom as well as a lunch monitor to maintain ratio and provide staff with breaks. Each classroom has the ability to enroll up to 17 children, all who turned 3 on or before September 1st of the current school year. Services provided by AISD HS are designed to promote the educational, social, nutritional and emotional development of children while providing family support services to their family.

Families and Students

Ethnicity Of Enrolled Families



English Language Learners
66% of enrolled students

Average Daily Attendance (ADA)
95%

Total number of students and families who received services*
215

*for 30 days or longer

Family Engagement

AISD Head Start offers a variety of opportunities for parents to be engaged in their child's learning and educational experience. Our goal is to ensure that the whole family is supported to maintain long-lasting and positive outcomes for all enrolled families. Each enrolled family has access to individualized family support services, access to mental health services and the support of a dedicated Family Advocate. Enrolled families were given the opportunity to complete a needs assessment with their Family Advocate to assist with identifying family strengths and determining family needs. Once the needs assessment was completed the Family Advocate and the family worked to establish individualized family goals. Families were also given the opportunities to attend parent-teacher conferences, home visits, monthly family meetings, parent-child activities, and resource meetings with various community partners. In addition to the events listed, Family Advocates facilitated parenting sessions using The Center on the Social and Emotional Foundations for Early Learning: Positive Solutions for Families curriculum to promote school readiness and parent engagement including topics such as positive guidance, building relationships, and managing challenging behaviors. Families were also encouraged to participate in activities offered by the school Parent Support Specialist (PSS) who support the entire school community and work in collaboration with the Family Advocate assigned to each school site.

Education

AISD Head Start uses the Creative Curriculum for Preschool which aligns to the TX Prekindergarten guidelines and the Head Start Early Learning Outcomes Frameworks. Teaching staff use the curriculum and related guidelines to create developmentally appropriate learning environments and experiences for students to build skills and meet our established school readiness goals:

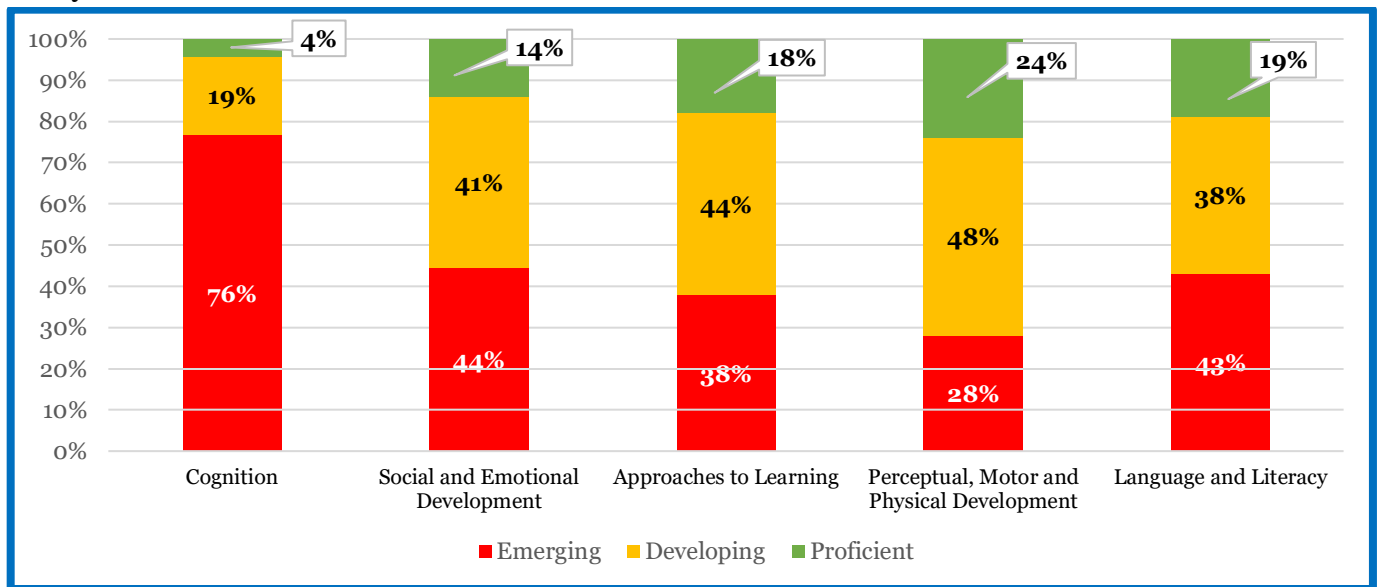
- Approaches to Learning: Child exhibits initiative and independence, demonstrates curiosity in situations and surrounding environment
- Social and Emotional Development: Child manages emotions with increasing independence and cultivates positive interactions with adults and peers
- Language and Literacy: Child understands and progressively uses complex language with peers and adults for a variety of purposes
- Cognition: Child demonstrates number and shape knowledge and engages in cognitive tasks and behaviors that can advance mathematical learning.
- Perceptual, Motor, and Physical Development: Child expands knowledge, awareness, and willingness to make nutritious and healthy food choices and eating habits; demonstrate knowledge of personal hygiene and safety practices and routines.

Head Start teaching staff which includes both teachers and teaching assistants were offered the opportunity to engage in coaching cycles during the 2020-2021 school year. Coaching consisted of staff submitting videos of instruction, receiving feedback, selecting a goal, and a review of resources to support achieving goals during a virtual conference with the Education Specialist. This process was repeated every 4 to 6 weeks and nearly 80% of teaching staff participated in coaching cycles during the 2020-2021 school year.

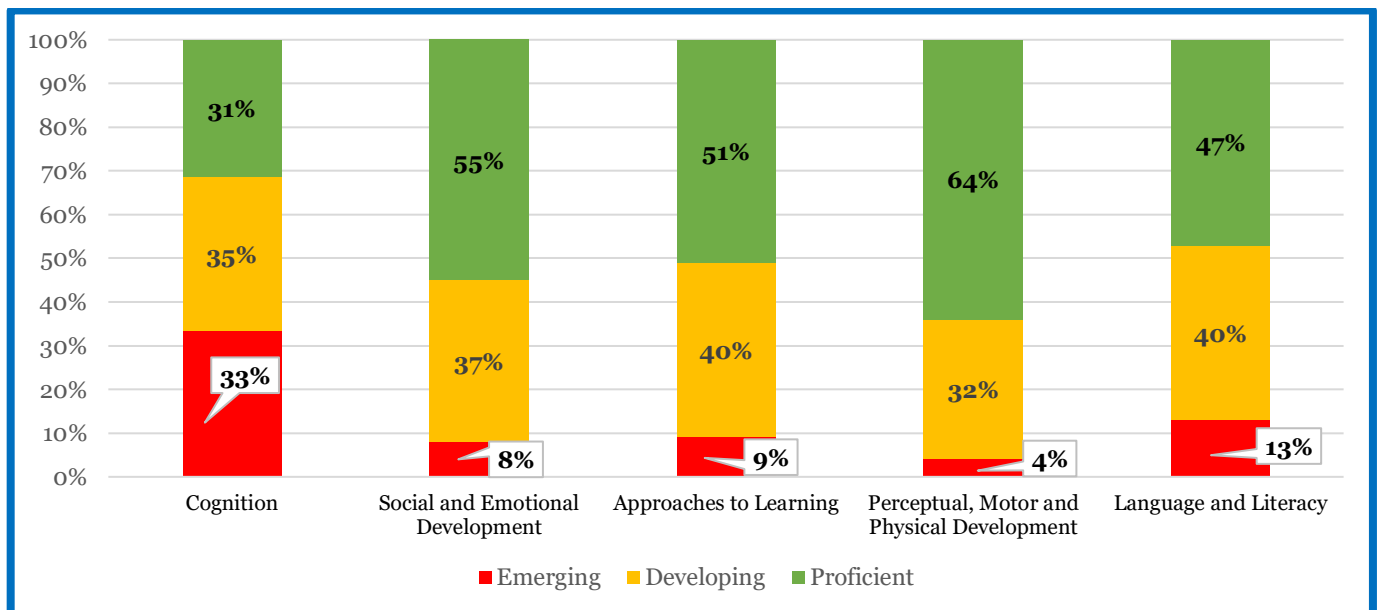
Student Outcomes Data

Below is an aggregate of the data collected on student progress by teaching staff using several CLI Engage checklists during the 2020-2021 school year. Entry scores were collected during Wave 1 of the CLI checkpoint period and due to the ongoing COVID-19 pandemic, scores were determined in collaboration with families. As the school year progressed and more children returned to in-person instruction, teachers and caregivers continued to work in collaboration to determine student progress. Entry scores are reflected in the first table and were collected during Wave 1 in the fall of 2020 and exit scores were collected in the Spring of 2021 in the 2nd table. The percentage on the chart for each category is a collection of all students at each site who score in each of the 3 scoring levels: Emerging, Developing, and Proficient. Based on collected data, students made significant progress and are entering PK4 more prepared than peers who did not attend PK3.

Entry Data



Exit Data



Health - Medical and Dental

Head Start programs are required to assist families with barriers that may exist when accessing medical and dental services as well as providing vision and hearing screenings for enrolled students. Due to the ongoing COVID-19 pandemic, some families abilities to get access to health/dental providers was limited and Family Advocates have been working to diligently to ensure improved access for families this year. The below table reflects data collected regarding enrolled student's various health statuses:

Students with continuous access to health care (insurance)	66%
Students with completed physical exam	54%
Students with completed dental exam	45%
Students with positive vision screening*	65%
Student with positive hearing screening*	67%

**Students with "failed" screenings or deemed "unable to screen" were provided referrals and vouchers to be served by local physicians.*

Community Partnerships

Partnerships were formed throughout the school year to assist with bridging gaps in available services between the schools, the community and enrolled Head Start families. The focus was placed on trying to address areas of need pertaining to health services, health education, safety, knowledge of community resources and overall access. Partnerships were formed to provide both direct services to enrolled students and families as well as indirect services in the form of parent education. In forming partnerships, it is our goal to create opportunities to both assist parents with gaining access to available services as well as educating parents on ways to navigate through their desired service independently. To ensure that the partnerships being formed were desired by the families being served, a mid-year survey was created to gain input and program feedback from families directly pertaining to community partnerships and family engagement. This data was used to help coordinate with the desired community partners to create opportunities for our enrolled families to receive the education and support that they determined to be most important to them.

Federal Review

During early March of 2020, the AISD Head Start program completed the Focus Area 1 (FA1) monitoring from the Office of Head Start. The monitoring consisted of a review of current program practices, education services, family engagement practices as well as fiscal processes and program management. The final report was sent to AISD in May of 2020 stating that the program was meeting all compliance requirements and we have yet to receive our FA2 review as this time.

Financial Reports

2019-2020 Grant Year 1 (7/01/2019 - 4/30/2020)

Total Funds Awarded \$ 1,551,470

Salaries and Benefits	\$ 1,227,701
Materials and Supplies	\$ 173,095
*Contracted Services	\$ 20,953
**Other operating expenses	\$ 62,159
Indirect Costs (required)	\$ 67,562

2020-2021 Grant Year 2 (5/01/2020 - 4/30/2021)

Year 2 Grant Funds Awarded \$ 1,551,469

Additional Funds Awarded
(COLA and Quality Improvement) \$ 86,025

Total Funds Awarded \$ 1,637,494

Salaries and Benefits	\$ 1,366,569
Materials and Supplies	\$ 129,162
*Contracted Services	\$ 28,320
**Other operating expenses	\$ 33,667
Indirect Costs (required)	\$ 79,776

2020-2021 Grant Year 3 (5/01/2021 - 4/30/2022)

Year 3 Grant Funds Awarded \$ 1,658,881

Additional Funds Awarded

Cost of Living Adjustment (COLA) \$ 19,977

American Recovery Act (ARA/COVID-19)
Funds expire: 3/31/2023 \$305,484

Total Funds Awarded (without ARA) \$ 1,678,858

Salaries and Benefits	\$ 1,364,158
Materials and Supplies	\$ 136,216
*Contracted Services	\$ 18,840
**Other operating expenses	\$ 57,428
Indirect Costs (required)	\$ 81,128

**Contracted services expenses include contracted trainings from Teachstone and Conscious Discipline, communications, marketing, print, and COPA subscription.*

***Other operating expenses includes employee and non-employee travel, membership in TX and National Head Start Associations, cost of PK monitors to maintain ratios at all times and miscellaneous operating costs.*



Office of Head Start

Head Start - Summary

06CH010976 - Austin Independent School District

FY2022 - 05/01/2022-04/30/2023 - Non-Competing Continuation

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Line Item Budget Total	\$1,657,474	\$21,383	\$433,958	33

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Personnel Total	\$1,057,723	\$0	\$327,498	33

Personnel: Child Health and Development Personnel

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Program Managers and Content Area Experts	\$79,709	\$0	\$0	1
Teachers / Infant Toddler Teachers	\$310,680	\$0	\$310,680	12
Teacher Aides and Other Education Personnel	\$168,180	\$0	\$16,818	12
Health / Mental Health Services Personnel	\$76,422	\$0	\$0	1
Disabilities Services Personnel	\$78,065	\$0	\$0	1
Other Child Services Personnel - Other Child Services Personnel - ERSEA Specialist	\$74,850	\$0	\$0	1
Total	\$787,906	\$0	\$327,498	28

Personnel: Family and Community Partnership Personnel

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Other Family and Community Partnerships Personnel - Family Advocates	\$176,608	\$0	\$0	4

Personnel: Program Design and Management Personnel

	Cost for Program Operation	Cost for Training Technical Assistance	Non-Federal Share	Number of Employees
Head Start / Early Head Start Director	\$93,209	\$0	\$0	1

Fringe Benefits

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$194,868	\$0	\$66,519	
Health / Dental / Life Insurance	\$121,060	\$0	\$39,941	
Other Fringe - Other Fringe - Admin Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance(SUI)	\$18,502	\$0	\$0	
Other Fringe - Other Fringe - Admin Health / Dental / Life Insurance	\$6,053	\$0	\$0	
Total	\$340,483	\$0	\$106,460	

Travel

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Staff Out-Of-Town Travel	\$0	\$15,280	\$0	

Supplies

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Office Supplies	\$2,677	\$0	\$0	
Child and Family Services Supplies	\$45,090	\$0	\$0	
Food Services Supplies	\$35,904	\$0	\$0	
Total	\$83,671	\$0	\$0	

Contractual

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Other Contracts - Other Contracts - COPA Data Management System	\$6,600	\$0	\$0	
Other Contracts - Other Contracts - Conscious Disciple Training for new staff	\$1,500	\$0	\$0	
Total	\$8,100	\$0	\$0	

Other

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Local Travel	\$6,624	\$0	\$0	
Training or Staff Development	\$0	\$6,103	\$0	
Other - Other - PK Monitors to maintain ratio - cost includes FICA and Workers Comp	\$44,088	\$0	\$0	
Other - Other - Head Start Association Dues	\$2,500	\$0	\$0	
Other - Other - Overtime for teachers, TAs, and Family Advocates	\$28,527	\$0	\$0	
Other - Other - Health Services - Payeer of Last Resort	\$2,500	\$0	\$0	
Total	\$84,239	\$6,103	\$0	

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Direct Costs Total	\$1,574,216	\$21,383	\$433,958	33

Indirect Charges

	<i>Cost for Program Operation</i>	<i>Cost for Training Technical Assistance</i>	<i>Non-Federal Share</i>	<i>Number of Employees</i>
Indirect Costs	\$83,258	\$0	\$0	

Selection Criteria of Eligibility

Child's Name: _____

Parent/Guardian Name: _____

DIRECTIONS: All lines should be checked as YES or NO. Total points will be all lines with Yes checked.

	Documentation Source	Y	N	Points
Income Level				
Between 111%-115% Annual Poverty Guideline	Income eligibility documents need to be collected to determine income level (See back for income chart)			1
Between 100%-110% Annual Poverty Guideline				3
Between 100%-105% Annual Poverty Guideline				5
Between 86%-100% Annual Poverty Guideline				10
Between 85%-51% Annual Poverty Guideline				15
50% below Annual Poverty Guideline				20
Family Factors				
Homeless <ul style="list-style-type: none"> • Unsheltered living in motel or shelter • Doubled up with a friend or non-relative • Doubled up with a relative 	Project Help/McKinney-Vento Act and/or Declaration of residence			10
Temporary Assistance for Needy Families (TANF)	Current award letter Letter from service agency			20
Supplemental Security Income (SSI)	Current award letter Letter from service agency			20
Uninsured or has MAP (care)	Copy of MAP card Verification from parent/guardian			5
Parent/Guardian Disability	SSDI Letter			5
Single Parent	Application			15
Living with non-parent, guardian or grandparent	Custody Documentation			10
Student is an English Language Learner (EL)	AISD PK3 Application			15
In Child Protective Services (CPS) Conservatorship	CPS Placement Letter or Safety Plan			5
Sibling enrolled in HS or enrolled in desired campus	Application and Interview			10
Teenage Parent (Parent was under the age of 21 when the child was born)	Parental Identification Documents			10
Previously enrolled or transitioning from another HS program	Application and Interview			15
Students with Disabilities				
Current Eligibility for IDEA services with current IEP or Professional Evaluation	Current IEP or ARD Letter from professional Evaluation documents			25
Parent suspected disability	Parent stated concern			5
Total Points:				

Head Start Staff Interviewer Signature

Date

Signature of Head Start Staff Completing Selection Criteria

Date

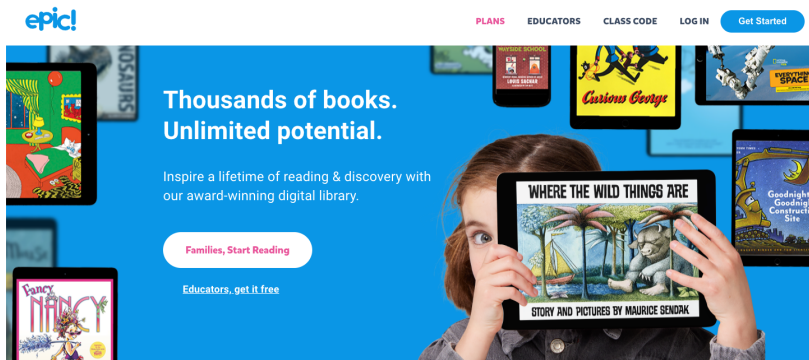
2021 Yearly Income**

Family Size	50%	75%	100%	110%	125%	130%
1	\$6,440	\$9,660	\$12,880	\$14,168	\$16,100	\$16,744
2	\$8,710	\$13,065	\$17,420	\$19,162	\$21,775	\$22,646
3	\$10,980	\$16,470	\$21,960	\$24,156	\$27,450	\$28,548
4	\$13,250	\$19,875	\$26,500	\$29,150	\$33,125	\$34,450
5	\$15,520	\$23,280	\$31,040	\$34,144	\$38,800	\$40,352
6	\$17,790	\$26,685	\$35,580	\$39,138	\$44,475	\$46,254
7	\$20,060	\$30,090	\$40,120	\$44,132	\$50,150	\$52,156
8	\$22,330	\$33,495	\$44,660	\$49,126	\$55,825	\$58,058
9	\$24,600	\$36,900	\$49,200	\$54,120	\$61,500	\$63,960
10	\$26,870	\$40,305	\$53,740	\$59,114	\$67,175	\$69,862
11	\$29,140	\$43,710	\$58,280	\$64,108	\$72,850	\$75,764
12	\$31,410	\$47,115	\$62,820	\$69,102	\$78,525	\$81,666
13	\$33,680	\$50,520	\$67,360	\$74,096	\$84,200	\$87,568
14	\$35,950	\$53,925	\$71,900	\$79,090	\$89,875	\$93,470

2021 Monthly Income**

Family Size	50%	75%	100%	110%	125%	130%
1	\$537	\$805	\$1,073	\$1,181	\$1,342	\$1,395
2	\$726	\$1,089	\$1,452	\$1,597	\$1,815	\$1,887
3	\$915	\$1,373	\$1,830	\$2,013	\$2,288	\$2,379
4	\$1,104	\$1,656	\$2,208	\$2,429	\$2,760	\$2,871
5	\$1,293	\$1,940	\$2,587	\$2,845	\$3,233	\$3,363
6	\$1,483	\$2,224	\$2,965	\$3,262	\$3,706	\$3,855
7	\$1,672	\$2,508	\$3,343	\$3,678	\$4,179	\$4,346
8	\$1,861	\$2,791	\$3,722	\$4,094	\$4,652	\$4,838
9	\$2,050	\$3,075	\$4,100	\$4,510	\$5,125	\$5,330
10	\$2,239	\$3,359	\$4,478	\$4,926	\$5,598	\$5,822
11	\$2,428	\$3,643	\$4,857	\$5,342	\$6,071	\$6,314
12	\$2,618	\$3,926	\$5,235	\$5,759	\$6,544	\$6,806
13	\$2,807	\$4,210	\$5,613	\$6,175	\$7,017	\$7,297
14	\$2,996	\$4,494	\$5,992	\$6,591	\$7,490	\$7,789

**To be updated as soon as new poverty guidelines are provided by the Office of Head Start and the United States Health and Human Services Department.



Epic Books

Description of product:

Epic books is a virtual library that gives parents, children and educators access to 40,000+ books, audiobooks and videos. Educators can give students access to the full library free of charge from 7am to 3pm. Parents can additionally register for free to access one digital book per day. For a fee of \$9.99 a month or \$79.99 a year, families can purchase unlimited access for their students. At this time there is no discounted/group pricing available to schools/educational institutions. Management of logins would need to be organized at the district level and approved would still need to be granted by AISD Tech services.

Cost:

	Cost per account	# of families	Total Annual Cost
School Year (10 months)	\$99.99	204	\$20,379.60
Annual (12 months)	\$79.99	204	\$16,317.96

At this time, due to the significant cost and the need for approvals from AISD Technology services the AISD Head Start management team will not be pursuing adding EPIC books subscriptions for families. There are several resources that are free to use for parents and Head Start will commit to adding those resources to the Thematic Family Engagement calendars provided to parents.

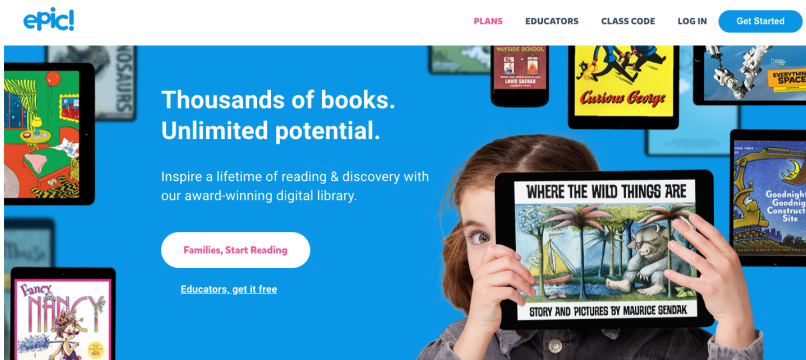
Free Resources to add

Story Line Online - <https://storylineonline.net/library/> (English ONLY)

The SAG-AFTRA Foundation's Daytime Emmy®-nominated and award-winning children's literacy website, Storyline Online®, streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations.

Unite for Literacy - <https://www.uniteforliteracy.com/> (English/Spanish/Others)

At Unite for Literacy, we picture a world where all families have access to an abundance of books that celebrate their languages and cultures and cultivate a lifelong love of reading.



Epic Books

Descripción del producto:

Epic books es una biblioteca virtual que brinda a padres, niños y educadores acceso a más de 40,000 libros, audiolibros y videos. Los educadores pueden dar a los estudiantes acceso a la biblioteca completa de forma gratuita de 7 a. M. A 3 p. M. Los padres también pueden registrarse de forma gratuita para acceder a un libro digital por día. Por una tarifa de \$ 9,99 al mes o \$ 79,99 al año, las familias pueden comprar acceso ilimitado para sus estudiantes. En este momento, no hay precios con descuento / grupales disponibles para escuelas / instituciones educativas. La gestión de los inicios de sesión debería organizarse a nivel de distrito y los servicios técnicos de AISD deberían otorgar la aprobación.

Costo:

	Costo por cuenta	# de familias	Costo total anual
Año escolar (10 meses)	\$99.99	204	\$20,379.60
Anual (12 meses)	\$79.99	204	\$16,317.96

En este momento, debido al costo significativo y la necesidad de aprobaciones de los servicios de tecnología de AISD, el equipo de administración de Head Start de AISD no buscará agregar suscripciones de libros EPIC para las familias. Hay varios recursos que son de uso gratuito para los padres y Head Start se comprometerá a agregar esos recursos a los calendarios de Participación Familiar Temática proporcionados a los padres.

Recursos gratuitos para agregar

Story Line Online - <https://storylineonline.net/library/> (SOLO en inglés)

El sitio web de alfabetización infantil galardonado y nominado al premio Emmy® diurno de la Fundación SAG-AFTRA, Storyline Online®, transmite videos que muestran a actores célebres que leen libros para niños junto con ilustraciones producidas de manera creativa.

Unite for Literacy - <https://www.uniteforliteracy.com/> (inglés / español / otros)

Unite for Literacy, nos imaginamos un mundo donde todas las familias tienen acceso a una gran cantidad de libros que celebran sus idiomas y culturas y cultivan un amor por la lectura para toda la vida.