

06CH010976 | 03: 05/01/2021-04/30/2022 | Non-Competing Continuation

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Austin Independent School District
2021-2022 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. Due to the COVID-19 pandemic and subsequent changes to the services provided in a typical school environment, progress on goals has been limited. While limited progress has been made, no changes or modifications have been made to the program goals. 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: Training for teaching staff over the summer was limited, and due to pandemic restrictions AISD was unable to offer a Creative Curriculum training for teachers. Teachers have had the opportunity to

participate in various professional learning opportunities with fellow PK3 teachers and have been supported by the AISD Early Childhood Department coaches and the Head Start Education Specialist as they teach both remote learners and in-person learners.

Challenges: The COVID-19 pandemic has made it difficult to gather groups of teachers for professional learning and we have had limited access to classrooms for classroom observations and walkthroughs due to public health restrictions. We have begun the process of completing remote observations with the teaching staff.

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

Progress: All teaching staff were offered the opportunity to receive CLASS training this summer in a virtual environment. The Head Start Education Specialist has set up virtual meetings with teaching staff and will begin coaching cycles using both Practice Based Coaching (PBC) and CLASS coaching techniques in January 2021 with all staff.

Challenges: Due to the public health emergency, it has been difficult for teachers in Head Start classrooms to gather and staff have been unable to observe instruction in the physical classroom.

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: Most teachers and TAs have previously attended Conscious Discipline training. Plans are in process at this time to offer training in the spring of 2021 to staff who have not attended. Additionally, AISD Head Start is using Quality Improvement funds to hire a Disabilities and Behavior Specialist to support teachers, students and their families with SEL.

Challenges: Due to restrictions over the summer, the Conscious Discipline training that was supposed to be held was cancelled. At this time, we hope to be able to offer the cancelled summer session during the Spring of 2021.

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 October, virtually, using the Center for Social and Emotional Foundations in

Early Learning parent modules. We will be covering all 6 modules which discuss topics including making connections, why do children do what they do and learning how to manage challenging behaviors. During each session we have had about 10-15 parents attend total. 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.

Challenges: We are hoping to be able to encourage more parents to attend in the spring of 2021 via direct outreach to families as well as advertising meetings via our social media. We have experienced challenges with timing and increasing attendance since families have many competing priorities at home. In order to help overcome some of these challenges we will be changing meeting times and surveying parents to determine if there anything else we can do to increase family engagement.

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: Over the summer, the family advocates worked on creating engagement calendars for each month. We began sending out the monthly calendars in September once school reopened.

Additionally, over the summer, our Health and Social Services specialist began working with the FAs to create a parent meeting schedule, where a community partner shares information each meeting. During the 2020-21 school year, the following partners have presented: Austin Community College Dental School shared effective oral health in toddlers, Maximus presented on Medicaid Managed Care in Texas and Dell Children's Health Plans shared home safety for preschoolers. The following partners will be sharing information later in the spring of 2021: Vida Clinics will be sharing strategies for mental health and coping during COVID, Capital Metro will be sharing pedestrian safety information and A+ Credit Union will offer basic budgeting tips. 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 will be reviewing data from a mid-year survey to determine if changes need to be made to the calendars or our parent meetings to improve our services.

Challenges: We have completed needs assessments with over 75% of families and established goals with 80% of those who have a completed assessment. We are in the process of reviewing family needs assessment data and growth so that our family engagement

activities reflect the needs of our families and our students,
especially during this challenging time.

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: Information is still being input in the COPA database and will be analyzed in the coming months. At this time trends are showing that a majority of our students and their families have access to a reliable form of care. The resource guide for families is in draft and will be shared in the spring.

Challenges: The COVID-19 pandemic has caused some concerns for families and appointment availability is limited, making the completion of checks more difficult for families.

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: Community providers such as Medicare and ACC Dental Health have presented at our parent meetings this year, and we

have several additional organizations scheduled to present in the upcoming months. Feedback is being collected from families on the topics of meetings and we will be using that data to make changes as needed.

Challenges: 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 in future grant years.

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

Progress: We have made connections with the clinical staff who provide mental health services at our school-based mental health center on each campus. Our Health and Social Services Specialist additionally attends meetings at campuses that focus on the needs, including mental health, of students and their families, when requested.

Challenges: Since the pandemic began mental health has been a concern for everyone and while we are making families aware of the services provided by AISD and by community partners, we do not know how many are taking advantage of those services.

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: appropriate curriculum implemented with fidelity, engaged families who are supporting their child's education, and 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 2020-2021 school year, AISD Head Start had twelve PK3 Head Start classrooms on eight PK-5 elementary school campuses. At the beginning of the 2020-2021 school year, due to low enrollment at one campus caused by the COVID-19 pandemic and high demand at another campus, AISD Head Start made the decision to move one Head Start classroom from Overton ES to Guerrero Thompson ES. For the upcoming 2021-2022 school year, one of 2

classrooms at Rodriguez ES will be moved to Oak Springs ES in order to accommodate increased need in the Oak Springs area.

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 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. Most of our recruitment efforts at this time have been limited to electronic communications or limited, physically distanced, face to face interactions. Once the pandemic comes to an end and public health officials deem it is safe to return to in-person recruitment events, we will resume our efforts in that way as well. We are under our funded enrollment at this time; however, we believe that this under-enrollment is due to the COVID-19 pandemic and we anticipate that we will be fully enrolled in the 2021-2022 school year.

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 2020-2021 school year, only 5% of the students enrolled in our Head Start program have identified disabilities, and connections have been made to outside Early Intervention providers as well as the AISD Early Childhood Special Education Department. We are currently working with 10 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 to support determining if these students have needs that would require special education services. Due to

the COVID-19 pandemic, our recruitment plans for the spring and summer of 2020 were impacted and we plan to use our strategies for the 2020-2021 school year in the upcoming spring and summer months. 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 2020, during the COVID-19 pandemic. Our self-assessment plan was approved by the AISD Head Start Policy Council (HSPC) in May of 2020 and the resulting report was shared with and approved by both the HSPC and governing board in August of 2020. As a result of the self-assessment process, we identified 3 areas of improvement: Health Screenings, Students with Disabilities, and Parent Family Engagement. 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 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	\$1,019,008	\$360,152	\$1,379,161
Benefits	\$328,319	\$116,753	\$445,072
Travel	\$7,932	\$0	\$7,932
Supplies	\$133,179	\$0	\$133,179
Contractual	\$21,340	\$0	\$21,340
Other	\$46,996	\$0	\$46,996
Indirect Costs	\$80,723	\$0	\$80,723
TOTAL	\$1,637,498	\$476,905	\$2,326,485

PERSONNEL

Non-Teaching Personnel

Position	\$ Amount	Quantity	Total	Federal Request
Head Start Director	\$85,300	1	\$85,300	\$85,300
QA/ERSEA/Budget Specialist	\$74,850	1	\$74,850	\$74,850
Education Specialist	\$69,846	1	\$69,846	\$69,846
Health and Social Services Specialist	\$69,066	1	\$69,066	\$69,066
Disabilities and Behavior Specialist	\$69,456	1	\$69,456	\$34,728
Family Advocates	\$44,152	4	\$176,608	\$176,608
Total Non-Teaching Personnel Salaries			\$545,126	\$510,398

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. 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.

Responsible for all aspects of the food and health programs.

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. Federal funds will support 50% of this full-time position.

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	\$51,440	12	\$617,280	\$308,640
Teaching Assistants	\$27,974	12	\$335,688	\$167,844
Total Teachers & TAs Salaries			\$952,968	\$476,484

AISD HS teachers are required to have at least 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 the teacher and teaching assistant salaries.

Extra Duty Pay and Overtime Pay

Position	\$ Amount	Quantity	Federal Request
Extra Duty Pay for Teachers	\$25	720	\$18,000
Overtime for TAs	\$32.05	258	\$8,269
Overtime for Family Advocates	\$30.51	192	\$5,858
Total Extra Duty Pay			\$32,127

Extra Duty Pay for Teachers: Teachers will receive extra duty pay for time spent on the program outside of their regular duty time: 10 days x 6 hrs/day x 12 teachers = 720 x \$25 = \$18,000.

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/trainings 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	\$107,442	\$100,670
Health Insurance - Non-Teaching Staff	\$56,646	\$53,499
Total Fringe for Non-Teaching Staff	\$163,993	\$154,169
Benefits - Teachers	\$123,880	\$61,940
Benefits - TAs	\$67,072	\$33,536
Health Insurance - Teachers	\$75,528	\$37,764
Health Insurance - TAs	\$75,528	\$37,764
Total Fringe for Teachers & TAs	\$342,007	\$171,004
Total Fringe Benefits	\$506,095	\$325,172

Benefits are calculated as 19.5% of administrative, teacher, and TA salaries plus extra duty/overtime pay. Includes FICA at 7.65%, Texas Retirement System (TRS) rate at 11.10%, Worker's Compensation at 0.75%. Health insurance is calculated at \$6,294 per FTE.

TRAVEL

Budget Item	\$ Amount	Quantity	Federal Request
Reimbursement for Family Advocates travel	\$0.56	600	\$4,032
Reimbursement for Health and Social Services Specialist	\$0.56	100	\$672
Reimbursement for Education Specialist	\$0.56	150	\$1,008
Reimbursement for Behavior and Disabilities Specialist	\$0.56	150	\$1,008
Reimbursement for travel for Policy Council parent members	\$101	12	\$1,212
Total Travel			\$7,932

Funds to reimburse travel costs of FAs: \$0.56 per mile (GSA.gov) 1800 miles annually
per FA: $\$0.56/\text{mile} \times 1800 \text{ miles} \times 4 \text{ FA} = \$4,032$.

Reimbursement for Health and Social Services Specialist: Visits to schools, community locations and homes: \$0.56 per mile (GSA.gov) for 1200 miles annual per Health/Social Specialist = \$690.

Reimbursement for Education Specialist: Visits to schools, community locations and homes: \$0.56 per mile (GSA.gov) for 1800 miles annual = \$1,008.

Reimbursement for Behavior and Disabilities Specialist: Visits to schools, community locations and homes: \$0.56 per mile (GSA.gov) for 1800 miles annual = \$1,008.

Policy Council Parent Members: will be reimbursed at the same rate, assuming 12 members of parent council who travel 20 miles round trip for 9 meetings: $\$.56 \times 20 \text{ miles} \times 9 \text{ meetings/yr} = \$101 \times 12 \text{ members} = \$1,212$.

SUPPLIES

Budget Item	\$ Amount	Quantity	Federal Request
Annual supplies for classrooms	\$7,700	12	\$92,400
Central Office supplies	\$4,547	1	\$4,547
Snacks for students	\$192	187	\$35,904
Marketing, Postage and Printing	\$1000	1	\$100
Refreshments and supplies for meetings	\$75	9	\$675
Supplies/materials for Parent Committee meetings	\$200	9	\$1,800
Total Supplies			\$136,326

Annual supplies for classrooms: based on average costs from current ordering, estimated at \$7,700 per classroom. $\$7,700 \times 12 = \$92,400$

Central Office supplies: include paper, pens, stapler, file folders, toner, ink cartridges, paper clips: estimated at \$4,547 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 per student per day $\times 204$ students = \$192 per day $\times 187$ school days = \$35,904

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. $\$75 \times 9$ 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): $\$200 \times 9$ campuses = \$1,800.

CONTRACTUAL

Budget Item	\$ Amount	Quantity	Federal Request
Data Management System	\$6,600	1	\$6,600
Dental services	\$2,500	1	\$2,500
CLASS training	\$7,240	1	\$7,240
Conscious Discipline Training	\$5,000	1	\$5,000
Total Contractual			\$21,340

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

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.

CLASS training: Estimate of one session of in-person training for new staff within the grant for a total of \$5,000.

Conscious Discipline - Estimate of one session of in-person training for new staff within the grant for a total of \$7,240.

OTHER

Budget Item	\$ Amount	Quantity	Total	Federal Request
Memberships in TX Head Start Assn, Natl Head Start Assn	\$2,500	1	\$2,500	\$2,500
PK Monitors	\$3,708	12	\$44,496	\$44,496
Total Other				\$46,996

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 + FICA/Work Comp (9.4%) = \$3,708 per classroom. \$3,708 per classroom x 12 classrooms = \$44,496.

INDIRECT COSTS

Budget Item	Rate	Direct Costs in Federal Request	Indirect Cost
Indirect Costs	5.115%	\$1,556,775	\$80,723

AISD has an indirect cost rate of 5.115% 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 \$1,556,775 of total operations budget, including T/TA costs. This figure 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 \$1.4 billion for FY2020 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, have the experience to assist the HS Director, Budget Specialist, Quality Assurance and ERSEA staff, and other HS staff to implement a high-quality program within AISD. They will help integrate 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	\$294,560
Benefits	\$106,782
Total	\$436,070

PERSONNEL

Position	\$ Amount per staff member	Match
Non-teaching		
Disabilities and Behavior Specialist (.5)	\$69,456	\$34,728

Teaching Staff		
Teachers (12)	\$617,280	\$246,912
Teaching Assistants (12)	\$335,688	\$16,784
Total		\$298,424

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 Disabilities and Behavior Specialist's salary, 40% of the teachers' salaries and 5% of the TAs' salaries.

BENEFITS

Budget Item	Federal Request
Benefits	\$72,065
Health Insurance	\$44,687
Total Benefits	\$116,753

Benefits are calculated at 19.5%: FICA at 7.65%, Texas Retirement System (TRS) rate at 11.1%, Worker's Compensation at 0.75%) and health insurance (\$6,294 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' and of the Disabilities and Behavior Specialist salaries.



AISD Head Start Self-Assessment 2019-2020 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 from other data sources. Data sources that include feedback and input from program staff, parents, community representatives, Policy Council members, and the Governing Board (AISD School Board). As this is AISD's first full year as a Head Start grantee, this will be our first Self-Assessment and data gathered during this process will be used to inform further program growth and development.

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 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.

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 2020. The Self-Assessment purpose, process, and timeline was reviewed and approved by the Policy Council. After which, the AISD HS management team held a meeting to discuss program information and data in order 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 group by a pre-determined group lead who helped to guide the discussion and gather feedback

2019-2020 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:

2019-2020 Self-Assessment Time Line	
May 13th 2020	Self-Assessment Overview and Approval by Policy Council
June 1st-4th 2020	Self-Assessment Team Engagement and Orientation
June 10th 2020	Conduct Self-Assessment Process - Analyze and Dialogue
June 15th-18th 2020	Collate Information and Develop Self-Assessment Reports
July 2020	Management Team uses report for planning and goal setting
August 2020	Provide Governing Body with a copy of the Self- Assessment Report for review and approval
	Provide Policy Council with a copy of the Self-Assessment Report for review and approval (HSPC does not meet in June or July)
September 2020	Submit Report to the Regional Office

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:

- 100% of parents surveyed reported that they felt their child had made academic growth during the school year.
- Most children enrolled in the program had health care coverage.
- 71% of families surveyed regularly attended parent meetings at their child's school.
- Teachers provided families with multiple methods of communicating and ways to volunteer in the classroom.

The AISD Self-Assessment Review Team completed a review of the services, systems, policies and procedures relating to: 1) Health and Social Services; 2) Education and Disabilities; and 3) Parent Family Engagement. After analyzing and discussing the three focus areas, members of the Review Team made recommendations. Results were categorized as: Strengths in AISD Head Start; Opportunities for Growth; and Feedback and Innovations. 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"> ▪ Large number of students had health insurance ▪ Majority of children received a vision and hearing screening ▪ Easy access to mental health services for enrolled families 	<ul style="list-style-type: none"> ▪ Offer multiple vision/hearing screening dates ▪ Connect to more community agencies ▪ Engage parents in conversations on the importance of physical, dental and mental health at parent meetings ▪ Build resource guide to assist families with access to board-certified providers ▪ More training for education staff around the importance of dental care and support

Focus Area	Strengths in AISD Head Start	Opportunities for Growth
Education and Disabilities <ul style="list-style-type: none"> Enrollment of students with disabilities Support for families of children with disabilities 	<ul style="list-style-type: none"> Enrollment (165) was good for being such a new program Having the Head Start program spread out throughout the district gives many families the opportunity to benefit Program runs for full-day rather than other programs which are half-day All classroom teachers are certified teachers with proper training Staff is easy to work with and easy to communicate and provide support so that makes collaboration easier 	<ul style="list-style-type: none"> Work with AISD ECSE staff to connect with possible ECSE families early on in school year Provide trainings and support to staff and outreach to families so all involved understand that Head Start is an available service for ECSE students Share information with ECI partners as an option for parents transitioning in the AISD Train staff at campuses that do not have AISD Head Start about the program Provide training and support to AISD Head Start staff about students with disabilities Classroom tours for new families of children with disabilities to show them what a classroom might look like.

Focus Area	Strengths in AISD Head Start	Opportunities for Growth
Parent and Family Engagement <ul style="list-style-type: none"> Establishing family goals and progress toward meeting them Attendance at meetings/conferences Types of meetings/family engagement opportunities as well as the level of participation at each 	<ul style="list-style-type: none"> Parent meetings offered at each school Connections with the Parent Support Specialists (PSS) Offering opportunities for families to create their own goals Various ways for families to volunteer and support classroom Good level of communication with families from teachers and Family Advocates. 	<ul style="list-style-type: none"> Engage with families rather than just providing information Hold a parent orientation to help families understand the purpose of Head Start Add cultural proficiency component into family engagement Offer meetings at multiple times to help accommodate family schedules Use technology tools to share information (SeeSaw, Facebook, Twitter, text messages)

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, and parent-family engagement 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.	<ul style="list-style-type: none"> Improve the methods to communicate with parents about physical/dental exams so that parents understand the purpose and benefits of regular exams 	<ul style="list-style-type: none"> Health and Social Services Specialist Head Start Administrator 	August 2020
	<ul style="list-style-type: none"> Revise and outline the information provided to parents during the application/enrollment process to include information on exams 	<ul style="list-style-type: none"> Health and Social Services Specialist Head Start Administrator 	August 2020
	<ul style="list-style-type: none"> Train staff on the process and staff expectations around required exams 	<ul style="list-style-type: none"> Health and Social Services Specialist 	Aug/Sept 2020
	<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 	<ul style="list-style-type: none"> Health and Social Services Specialist 	Ongoing
<u>Desired Outcome:</u> Parents will recognize and understand the importance of their child receiving regular health/dental exams.			

Focus Area	Strategies	Responsible Persons	Timeframe
Education and Disabilities <u>Goal:</u> Enroll a minimum of 21 students with disabilities throughout all AISD Head Start classrooms.	<ul style="list-style-type: none"> Collaborate with ECSE office and ECI agencies to ensure all parties are aware of opportunities in Head Start 	<ul style="list-style-type: none"> Health and Social Services Specialist Head Start Administrator 	Ongoing
	<ul style="list-style-type: none"> Outreach to all schools with information regarding AISD Head Start and the option of a transfer for eligible families 	<ul style="list-style-type: none"> AISD EC Director ECSE Administrator Head Start Administrator 	August 2020

	<ul style="list-style-type: none"> Provide training and information for staff in Head Start classrooms to they have the tools to help facilitate learning for students with disabilities 	<ul style="list-style-type: none"> Education Specialist ECSE Administrator 	Sept/Oct 2020
	<ul style="list-style-type: none"> Monitor enrollment of students with disabilities and determine in additional steps are required to reach goal 	<ul style="list-style-type: none"> Head Start Administrator 	November 2020

Desired Outcome:

Children with disabilities and their families will be served in the least restrictive environment and have vital early learning experiences with their typically developing peers.

Focus Area	Strategies	Responsible Persons	Timeframe
Parent and Family Engagement <u>Goal:</u> Increase parent attendance at parent meetings and policy council meetings by 40%	<ul style="list-style-type: none"> Create monthly activity calendars for enrolled families 	<ul style="list-style-type: none"> Family Advocates Education Specialist Head Start Administrator 	Summer 2020
	<ul style="list-style-type: none"> Create a yearly schedule of parent meeting topics to ensure all families are receiving similar information 	<ul style="list-style-type: none"> Health and Social Services Specialist Family Advocates 	Summer 2020
	<ul style="list-style-type: none"> Provide Parent/Guardian orientation session at first parent meeting of the new school year 	<ul style="list-style-type: none"> Health and Social Services Specialist Family Advocates 	August 2020
	<ul style="list-style-type: none"> Create social media accounts to improve communication with enrolled and prospective families 	<ul style="list-style-type: none"> Head Start Administrator 	July/Aug 2020
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Head Start Administrator Health and Social Services Specialist 	Ongoing
	<ul style="list-style-type: none"> Use social media accounts and Head Start database to share information about enrollment, upcoming events and parent meetings 	<ul style="list-style-type: none"> Head Start Administrator Head Start Team 	Ongoing

Desired Outcome:

Parents/guardians play a vital role in their child development and success in school, early and continued engagement of families will help to improve student and family outcomes.

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 106%-110% Annual Poverty Guideline				3
Between 101%-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
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

2020 Annual Poverty Guidelines**Household**

Family Size	50%	65%	75%	85%	*100%*	125%	130%
1	6,380	8,294	9,570	10,846	\$12,760	15,950	16,588
2	8,620	11,206	12,930	14,654	\$17,240	21,550	22,412
3	10,860	14,118	16,290	18,462	\$21,720	27,150	28,236
4	13,100	17,030	19,650	22,270	\$26,200	32,750	34,060
5	15,340	19,942	23,010	26,078	\$30,680	38,350	39,884
6	17,580	22,854	26,370	29,886	\$35,160	43,950	45,708
7	19,820	25,766	29,730	33,694	\$39,640	49,550	51,532
8	22,060	28,678	33,090	37,502	\$44,120	55,150	57,356
9	24,300	31,590	36,450	41,310	\$48,600	60,750	63,180
10	26,540	34,502	39,810	45,118	\$53,080	66,350	69,004

2020 Monthly Poverty Guidelines**Household**

Family Size	50%	65%	75%	85%	*100%*	125%	130%
1	532	691	798	904	\$1,063	1,329	1,382
2	718	934	1,078	1,221	\$1,437	1,796	1,868
3	905	1,177	1,358	1,539	\$1,810	2,263	2,353
4	1,092	1,419	1,638	1,856	\$2,183	2,729	2,838
5	1,278	1,662	1,918	2,173	\$2,557	3,196	3,324
6	1,465	1,905	2,198	2,491	\$2,930	3,663	3,809
7	1,652	2,147	2,478	2,808	\$3,303	4,129	4,294
8	1,838	2,390	2,758	3,125	\$3,677	4,596	4,780
9	2,025	2,633	3,038	3,443	\$4,050	5,063	5,265
10	2,212	2,875	3,318	3,760	\$4,423	5,529	5,750

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 thru 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. In addition to this cost, the AISD Early Childhood Department and the Head Start grant funds are also being split 50/50 for a disability and behavior specialist to support teachers and students in the classroom. At this time, no other costs are shared.

Cost Allocation Plan for FY 2021-2022							
Title	Salary	Fringe	Number of Staff	Total Cost	Cost Allocation	HS Funds	AISD Funds
Teachers	\$51,440	\$16,324	12	\$813,168	50%	\$406,584	\$406,584
Teaching Assistants	\$27,974	\$11,748	12	\$476,664	50%	\$238,332	\$238,332
Disability and Behavior Specialist	\$69,066	\$19,762	1	\$88,828	50%	\$44,414	\$44,414
Total Cost paid by AISD:							\$689,330

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	2021 Parent and Family Engagement Conference - Orlando, FL (Dec 2021)	\$1,196	5	\$5,980
	2022 Winter Leadership Institute - Washington, D.C. (Jan. 2022)	\$1,471	2	\$2,942
	2022 National Head Start Conference - Baltimore, MD (May 2022)	\$1,036	6	\$6,216
Total				\$15,138
Other	Registration Fee: 2021 Parent and Family Engagement Conference	\$469	5	\$2,345
	Registration fee: Winter Leadership Institute	\$450	2	\$900
	Registration Fee: 2021 National HS Conference	\$500	6	\$3,000
Total				\$6,245
TOTAL				\$21,383

TRAVEL

Budget Item	\$ Amount	Quantity	Federal Request
Hotel, mileage, per diem to attend various conferences	varies	varies	\$15,138

Travel expenses for AISD Head Start Staff to attend conferences. Conference expenses,

based on GSA.gov rates, may include:

2020 Parent and Family Engagement Conference in Orlando FL: (129/nt x 4 night hotel) + (\$66 per diem x 5 days) + \$350 airfare = \$1196 x 5 staff (4 Family Advocates and one administrative team member) = \$5,980.

2021 Winter Leadership Institute at location Washington D.C. : (\$181/nt x 4 nights hotel) + (\$76 per diem x 5 days) + \$367 airfare = \$1,471 x 2 staff (HS Director and ERSEA Manager) = \$2,942.

2021 National Head Start Conference at location Baltimore, MD: (130/nt x 3 nights hotel) + (\$66 per diem x 4 days) + \$400 airfare = \$1036 x 6 staff (HS Director, Education Specialist, Behavior and Disabilities Specialist, Health and Social Services Specialist and 2 other staff to be selected at a later date) = \$6216

OTHER

Budget Item	\$ Amount	Quantity	Federal Request
Registration fees for conferences	varies	varies	\$6,245

Registration fee for 2020 Parent and Family Engagement Conference in Orlando, FL:

\$469 x 5 = \$1,876

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

$\$450 \times 2 = \900

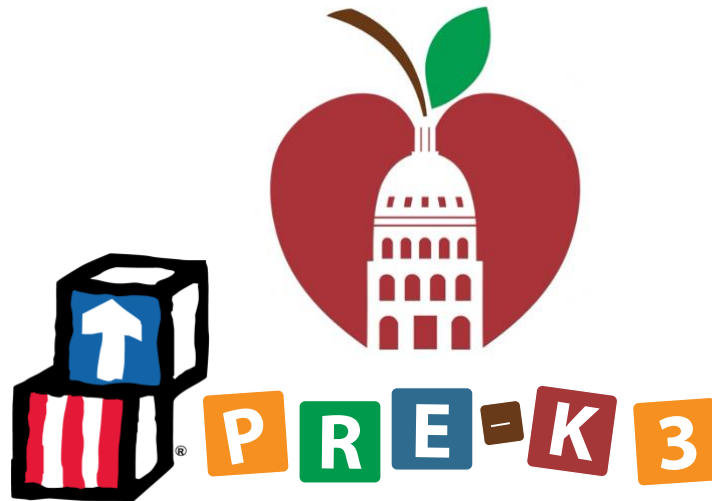
Registration fee for 2021 National Head Start Conference at location Columbus, OH:

$\$500 \times 6 = \$3,000$

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 Early Childhood Director	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 Early Childhood Director	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 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 teaching staff	- Head Start Administrator - Education Specialist	At the beginning of each school year for new staff
Part 1302.47 - Safety Practices	<p>AISD has established training protocols and online learning session for new staff regarding all items listed with the exception of CPR/First Aid</p> <p>CPR/First Aid will be offered as needed thru AISD</p> <p><u>Required Yearly Virtual Sessions for all AISD staff:</u></p> <p>Safe Walks to School</p> <p>Playground Supervision</p> <p>Health Emergencies: Seizures</p> <p>Health Emergencies: Life-Threatening Allergies</p> <p>Bloodborne Pathogen Exposure Prevention</p> <p>Child Abuse Prevention Training</p> <p>Austin ISD Employee Ethics & Conduct</p> <p>AISD Critical Incident Training (Emergency Preparedness)</p> <p>Cybersafety: Curriculum Delivery</p> <p>Cybersafety: Awareness and Response</p> <p>AISD Suicide Prevention Training</p>	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

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 HSPPS	Activity/Training	Target Audience	Responsible Party	Timeline
1302.92 - Training and professional development Items in this section indicated with a * are optional and all other sessions will be required.	Partnering with Families and Transitioning - Engaging and Respecting Families - What the Parent, Family, and Community Engagement Framework is and how it applies to their work - Home Visits, Parent Teacher conferences and transition planning/recordkeeping	Family Advocates All Teaching Staff	- Head Start Administrator - Regional T/TA staff	September
	Health and Disabilities - Review requirements regarding health per Head Start grant - Provide strategies for supporting differently-abled students	Family Advocates All Teaching Staff	- Head Start Administrator - Head Start Disabilities and Behavior Specialist	October
	Early Learning Outcomes Framework - How ELOF is aligned to TX PK guidelines - ELOF, School Readiness, and Creative Curriculum Connections	All teaching staff	- Head Start Administrator - Head Start Education Specialist - Regional T/TA staff	September
	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 - Contracted Conscious Discipline Trainer	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? - AISD PK3 requirements - IPD/Report to Parents/CLI Engage	All teaching staff	- Head Start Administrator - Head Start Education Specialist	October
	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
	*Environment and Centers - Creating developmentally appropriate environments - Intentional Teaching in centers	All teaching staff	- Head Start Education Specialist	All year (multiple)
	*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	

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 HSPPS	Activity/Training	Target Audience	Responsible Party	Timeline (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.	2020 Parent and Family Engagement Conference New Orleans LA	Family Advocates and one admin team member	- NHSA	Dec 2021
	2021 Winter Leadership Institute Washington, D.C.	Head Start Administrator and ERSEA Manager		Jan 2022
	2021 National Head Start Conference Columbus, OH	Head Start Administrator, Education Specialist, Disabilities and Behavior Specialist, Health and Social Services Specialist and 2 additional staff members		May 2022



2019-2020 Annual Report
Austin Independent School District
Head Start

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Letter from the Director:

What a wild and crazy ride we have had during the 2019-2020 school year. We started the year as a new Head Start grantee in Travis County, Texas and finished the year in the midst of a global pandemic, unsure how the next school year would proceed. The below report captures our accomplishments during the 2019-2020 school year that support our never-ending goal of preparing children for school and for a lifetime of success. Current research shows that children who participate in high quality early learning experiences, combined with family support, are far more likely to succeed in school and throughout their life.

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,

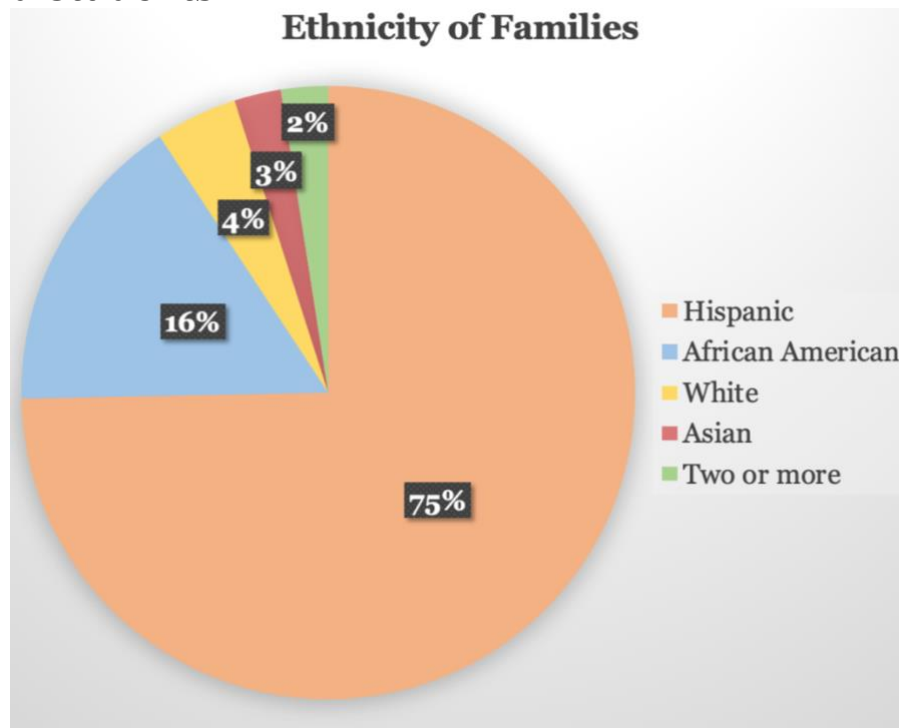


Ashlee Johnson
AISD Head Start Administrator

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



English Language Learners
51% of enrolled students

Average Daily Attendance (ADA)
95%

Total number of students and families who received services*
185

*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 ensure long lasting and positive outcomes for all enrolled families. Each enrolled family has access to individualized family support services and mental health services for the entire family 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, school celebrations, parent - child activities, and school resource fairs. 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:

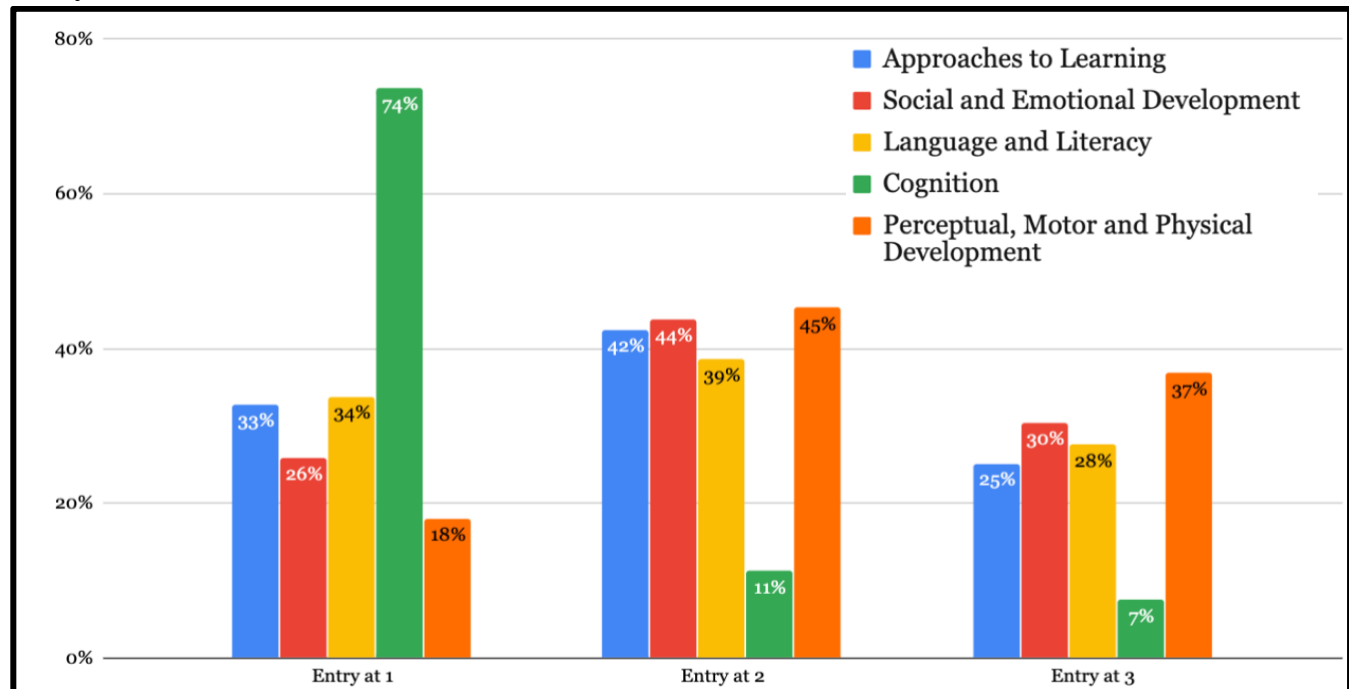
- Approaches to Learning: Child exhibits initiative and independence, demonstrates curiosity in situations and surrounding environment
- Social and Emotional Development: Child manages emotions with increasing independence and cultivates positive interactions with adults and peers
- Language and Literacy: 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.

Student Outcomes Data

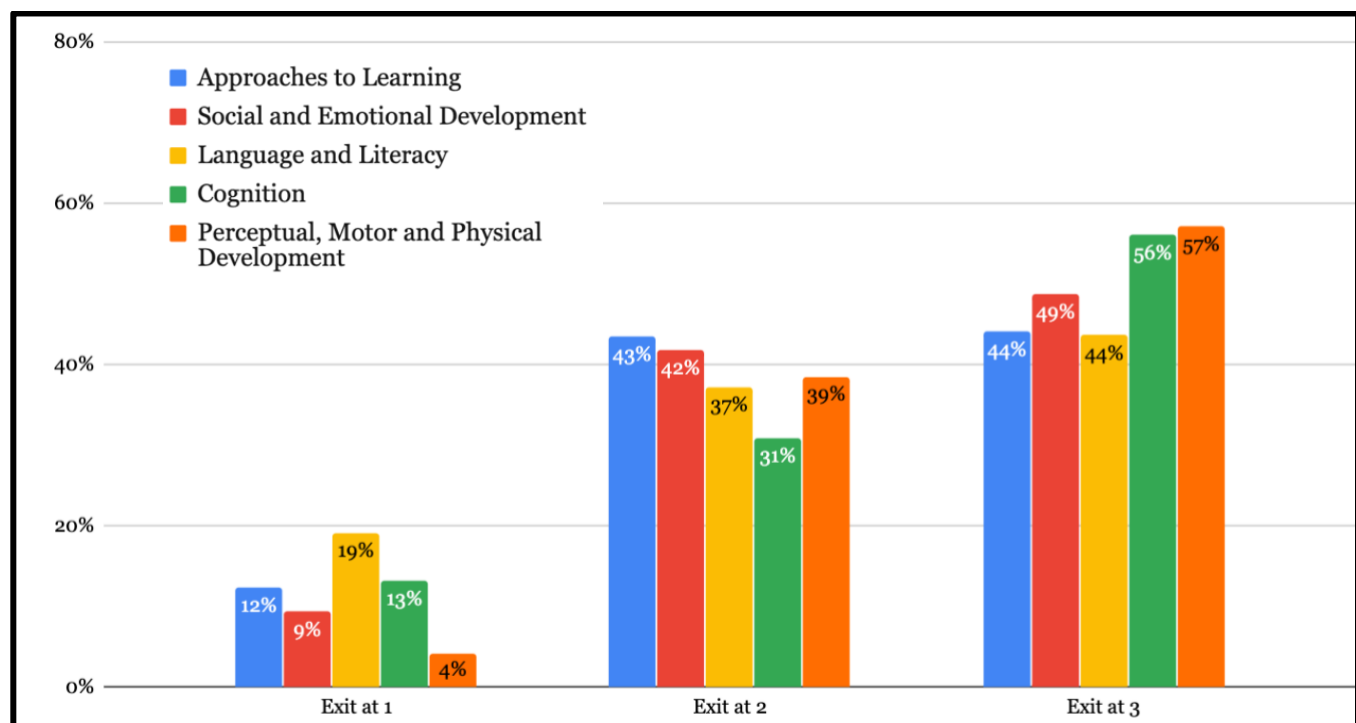
Below is an aggregate of the data collected on student progress by teaching staff using several CLI Engage checklists during the 2019-2020 school year. Entry scores were collected during Wave 1 of the CLI checkpoint period and due to the COVID-19 pandemic and the closure schools for the remainder of the school year, scores collected during Wave 2 will be used for exit. Entry scores are reflected in the first table and exit scores in the 2nd table. The percentage

in the chart is the percent of children that received a score of 1, 2 or 3 on entry or exit. The data shows that a significant percentage of children were scoring a 1 at entry in all 5 categories. At exit, almost 50% of children were scoring in the 3 range with over 75% scoring a 2 or 3.

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. The below table reflects data collected regarding enrolled student's various health statuses:

Students with continuous access to health care (insurance)	88%
Students with completed physical and or dental exam	84%
Students with positive vision screening*	70%
Student with positive hearing screening*	57%

**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. Both an in-person student dental clinic as well as a family car seat safety inspection event were scheduled to take place in the spring semester. Unfortunately, due to COVID-19 restrictions, both of these events were canceled to maintain the health and safety of our enrolled students, families and staff.

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.

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

**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.*

Program Goals Template

To support programs in formatting their program goals as shown in Subsection A: Goals of the Grant Application Instructions, the Office of Head Start prepared this Program Goals Template. This template can be updated throughout the project period and uploaded in the "Program Goals Excel File" folder under the Documents Tab in HSES. The use of this template is optional.

These two columns are completed in the baseline application and revised/updated in continuation applications.		These columns are completed in the first Continuation Application			
Program Goal	Measurable Objective	Expected Outcomes	Actions Steps	Tracking Progress	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.	Children served in AISD Head Start PK3 program will show progress in the areas of physical, social-emotional, cognitive, language and adaptive skills development.	-Provide teachers with curriculum implementation training -Education Specialist will facilitate curriculum workgroups throughout the school year for education staff to brainstorm with one another	-Student progress will be tracked using CLI Engage assessment data 3x per year -Observations will be completed by the Education Specialist or Head Start Director 3x per year monitoring the components of the Creative Curriculum for Preschool (Vocabulary, Question of the Day, Intentional Teaching Cards, etc.)	Teachers may have a difficult time implementing the curriculum to fidelity due to limited planning time each day. In order to combat some of this, the Head Start Education Specialist will provide teachers with pre-printed materials for vocabulary and questions of the day.
	Teachers will utilize best practices in early childhood education classroom instruction as measured by the CLASS observation tool.	Teaching staff and students will build positive student relationships driving student progress and improving student outcomes	-Provide teaching staff with CLASS primer training along with additional resource to support professional learning -Ongoing professional learning through the Teachstone platform	-Classrooms will receive 2 CLASS assessments each year -Analysis of CLASS assessment will be used to guide coaching for staff	Teaching staff are unfamiliar with CLASS and may have difficulty applying strategies and skills.
	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.	Teaching staff will provide age appropriate and responsive classroom management supports to students to aid in the management of their emotions and to begin learning the skills to manage their own feelings while expressing empathy toward others	-Provide Conscious Discipline Training for all staff -Supplemental materials will be purchased to assist teaching staff with positive guidance -Trauma Based Responsive Intervention (TBRI) training will also be offered to all staff	-Classroom walkthroughs and observations will be completed on a rotating cycle -Data regarding the number of children referred for services will also be analyzed	-Teaching staff may struggle with the mind shift to a more positive guidance approach -Training for staff will be split in two sessions but due to the need for substitute staff, all may not be able to attend

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.	Parents will have gained skills in helping their children to label and manage emotions as well as ways to help children overcome challenging behaviors	Using the CSEFEL curriculum, family advocates provide training to families using the 6 models in the curriculum	Measurement on participation will be collected using agendas and sign-in sheets from parent meetings	Not enough parents attending meetings, one way to help overcome this challenge is to work with the PSS at the school to ensure they invite all parents to the meeting
	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.	Families will make progress towards their self-identified goals in improving family practices.	-Send survey to parents to gain information regarding what types of activities they would be interested -Create a calendar of activities for each month of the 2020-2021 school year -Provide calendar to families along with information on how to complete activity log	Logs of activity calendars will be collected from each family	Collecting logs at the end of each month. Providing an incentive for returning log may help improve the return rate of logs.
	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.	Families will have increased access to medical and dental services	-Review COPA data to determine if there are trends present -Connect with community partners to assist families with accessing services -Set up dental exam and screening with TX DHS once per year	-Monitoring for progress will be done using the COPA database and review of that progress will be done by the Health/Social Services Specialist	-Many providers do not want to provide services for 3 yr old students -Families may not have transportation

<p>Improve the coordination of health care services and resources to increase documentation and tracking of health services provided to AISD Head Start children.</p>	<p>Promote increased collaboration between medical, dental and health care providers and AISD Head Start as measured by information in the Head Start database.</p>	<p>Families will receive wrap-around services to eliminate barriers to positive outcomes for themselves and their children.</p>	<ul style="list-style-type: none"> -Create family resource guidebook -Make connections with a minimum of 10 agencies outside of AISD that provide community resources -Train Family Advocates regarding use of the resource guidebook -Assist parents to effectively communicate with medical and dental providers by implementing the use of tools to prepare for medical appointments -Assist families in accessing transportation to get to medical appointments -Invite medical, dental and health care providers to 2 parent committee meetings per year at each school site 	<ul style="list-style-type: none"> -Creation of the guidebook -Head Start database will be used to track the number of referrals made to the Health/Social Services Specialist 	<ul style="list-style-type: none"> -Families may not want to share their struggles to access additional services, so efforts will need to focus on relationship building -Agencies may have long waitlists or be unable to support new families, so AISD Head Start staff will continually research all available resources
	<p>Improve access to culturally and linguistically appropriate mental health services for Head Start families.</p>	<p>Families will reach out to request services when needed and feel that those services can meet their needs</p>	<ul style="list-style-type: none"> -Connect with community partners to assist families with accessing services -Work with VITA clinics to ensure families know they can access services 	<ul style="list-style-type: none"> -Health and Social Services Specialist will work with staff to determine if families are accessing services -Parent surveys at the end of the year will also be completed to ensure families felt supported 	<p>Due to the stigma of mental health, some families may not want to access services. We will focus on building relationships to encourage the use of services when needed</p>

Program Goals Template

To support programs in formatting their program goals as shown in Subsection A: Goals of the Grant Application Instructions, the Office of Head Start prepared this Program Goals Template. This template can be updated throughout the project period and uploaded in the "Program Goals Excel File" folder under the Documents Tab in HSES. The use of this template is optional.

These two columns are completed in the baseline application and revised/updated in continuation applications.		These two columns are completed in the second 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.	Training for teaching staff over the summer was limited, and due to pandemic restrictions AISD was unable to offer a Creative Curriculum training for teachers. Teachers have had the opportunity to participate in various professional learning opportunities with fellow PK3 teachers and have been supported by the AISD Early Childhood Department coaches and the Head Start Education Specialist as they teach both remote learners and in-person learners.	The COVID-19 pandemic has made it difficult to gather groups of teachers for professional learning and we have been unable to go into classrooms for classroom observations and walkthroughs due to public health restrictions. We have begun the process of completing remote observations with the teaching staff.
	Teachers will utilize best practices in early childhood education classroom instruction as measured by the CLASS observation tool.	All teaching staff were offered the opportunity to receive CLASS training this summer in a virtual environment. The Head Start Education Specialist has set up virtual meetings with teaching staff and will begin coaching cycles using both Practice Based Coaching (PBC) and CLASS coaching techniques in January 2021 with all staff.	Due to the public health emergency, it has been difficult for teachers in Head Start classrooms to gather and staff have been unable to observe instruction in the physical classroom.
	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.	Most teachers and TAs have previously attended Conscious Discipline training. Plans are in process at this time to offer training in the spring of 2021 to staff who have not attended. Additionally, AISD Head Start is using QI funds to hire a Disabilities and Behavior Specialist to support teachers, students and their families with SEL.	Due to restrictions over the summer, the Conscious Discipline training that was supposed to be held was cancelled. At this time, we hope to be able to offer the cancelled summer session during the Spring of 2021.
	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 October, virtually, using the Center for Social and Emotional Foundations in Early Learning parent modules. We will be covering all 6 modules which discuss topics including making connections, why do children do what they do and learning how to manage challenging behaviors. During each session we have had about 10-15 parents attend total. 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.	We are hoping to be able to encourage more parents to attend in the spring of 2021 via direct outreach to families as well as advertising meetings via our social media. We have experienced challenges with timing and increasing attendance since families have many competing priorities at home. In order to help overcome some of these challenges we will be changing meeting times and surveying parents to determine if there anything else we can do.

<p>Parents and families of AISD Head Start PK3 students will become knowledgeable and empowered to support their children's growth and development.</p>	<p>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.</p>	<p>Over the summer, the family advocates worked on creating engagement calendars for each month. We began sending out the monthly calendars in September once school reopened. Additionally, over the summer, our Health and Social Services specialist began working with the FAs to create a parent meeting schedule, where a community partner shares information each meeting. During the 2020-21 school year, the following partners have presented: Austin Community College Dental School shared effective oral health in toddlers, Maximus presented on Medicaid Managed Care in Texas and Dell Children's Health Plans shared home safety for preschoolers. The following partners will be sharing information later in the spring of 2021: Vida Clinics will be sharing strategies for mental health and coping during COVID, Capital Metro will be sharing pedestrian safety information and A+ Credit Union will offer basic budgeting tips. 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 will be reviewing data from a mid year survey to determine if changes need to be made to the calendars or our parent meetings to improve our services.</p>	<p>We have completed needs assessments with over 75% of families and established goals with 80% of those who have a completed assessment. We are in the process of reviewing family needs assessment data and growth so that our family engagement activities reflect the needs of our families and our students, especially during this challenging time.</p>
<p>Improve the coordination of health care services and resources to increase documentation and tracking of health services provided to AISD Head Start children.</p>	<p>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.</p>	<p>Information is still being input in the COPA database and will be analysed in the coming months. At this time trends are showing that a majority of our students and their families have access to a reliable form of care. We have begun to create a resources guide.</p>	<p>The COVID-19 pandemic has caused some concerns for families and appointment availability is limited making the completion of checks more difficult for families.</p>
	<p>Promote increased collaboration between medical, dental and health care providers and AISD Head Start as measured by information in the Head Start database.</p>	<p>Community providers such as Medicare and ACC Dental Health have presented at our parent meetings this year and we have several additional organizations slated to present in the upcoming months. Feedback is being collected from families on the topics of meetings and we will be using that data to make changes if needed.</p>	<p>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.</p>
	<p>Improve access to culturally and linguistically appropriate mental health services for Head Start families.</p>	<p>We have made connections with the staff who support mental health through VITA clinics associated with each campus. Our Health and Social Services Specialist additionally attends meetings at each campus that focus on the needs of students and their families.</p>	<p>Since the pandemic began mental health has been a concern for everyone and while we are making families aware of the service, we do not know how many are taking advantage of those services.</p>



Commissioner Mike Morath

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June 29, 2020

227901
 Dr. Paul Cruz, Superintendent
 Austin ISD
 4000 S Ih 35 Frontage Rd
 Austin, Texas 78704

Subject: School Year 2020–2021 (Fiscal Year 2020) Local Educational Agency
 Approved Indirect Cost Rates

To the Administrator Addressed:

TEA's Federal Fiscal Compliance and Reporting (FFCR) Division reviews, approves, and negotiates indirect cost rates for local educational agencies (LEAs). The approved indirect cost rate allows the LEA to recover indirect costs incurred in the administration of federal grants.

As the cognizant agency for your LEA, TEA has approved your restricted and unrestricted indirect cost rates for school year 2020–2021. The restricted rate is used for grant programs covered by a supplement, not supplant provision. The unrestricted rate is used for grant programs without such a provision. (You can find detailed information on the supplement, not supplant provision in the [Supplement, Not Supplant Handbook](#), posted in the "Related Content" section of the [ESSA Program Compliance](#) page of our website.)

The following rates for school year 2020–2021 are effective July 1, 2020, through June 30, 2021:

Rate Type	Rate
Restricted Indirect Cost Rate	5.115%
Unrestricted Indirect Cost Rate	13.577%

Please forward a copy of this indirect cost rate notification to your business office/manager, federal fund coordinators, and administrators.

If you have any questions related to the indirect cost rates, please contact the FFCR Division at Compliance@tea.texas.gov.

Sincerely,

James Connolly, Senior Director
 Federal Fiscal Compliance and Reporting Division