

## AMENDATORY AGREEMENT

**THIS AMENDATORY AGREEMENT** is made and entered into by and between the **CITY AND COUNTY OF DENVER**, a municipal corporation of the State of Colorado, hereinafter referred to as the “City”, and **CLAYTON FAMILY FUTURES, dba, CLAYTON EDUCARE**, a Colorado not-for-profit corporation, whose address is 3801 East Martin Luther King, Denver, Colorado 80205 (the “Contractor”) collectively “the parties”.

### RECITALS:

**WHEREAS**, the City and Contractor entered into an Agreement dated July 20, 2011, to provide comprehensive Head Start services for program year 2011-2012 (the “Agreement”); and

**WHEREAS**, the City and the Contractor wish to amend the Agreement to extend its term for an additional six (6) months, increase the services to be provided, increase the total amount of compensation to be paid to the Contractor under the Agreement in lieu of such extended term and additional services, and increase the total amount of nonfederal match requirement to be provided by the Contractor under the Agreement;

**NOW, THEREFORE**, the parties agree as follows:

1. Effective as of July 1, 2011, the work to be performed under the Agreement, as amended herein, will include the services set forth in Exhibit A-1 a copy of which is attached hereto and incorporated herein by this reference. All references to “...Exhibit A...” in the existing Agreement shall be amended to read: “...Exhibit A and A-1, as applicable...”. The scope of services marked as Exhibit A-1 attached to this Amendatory Agreement is incorporated herein by reference.

2. Effective as of July 1, 2011, the budget for the work to be performed in accordance with Exhibit A-1 will be the budget set forth in Exhibit B-1. Any references to “...Exhibit B...” in the Agreement shall be amended to read “...Exhibit B and Exhibit B-1...” as applicable. In the event of any conflicts between the language of Exhibit A-1 and Exhibit B-1, the language of Exhibit B-1 shall control.

3. Article 4, entitled “**TERM**”, is hereby deleted and restated to read as follows:

“ 4. **TERM:** The Agreement will commence on July 1, 2011, and will expire on June 30, 2012 (the “Term”). Subject to the Director’s prior written authorization, the Contractor shall complete any work in progress as of the expiration date and the Term of the Agreement will extend until the work is completed or earlier terminated by the Director.

4. Paragraph D. of Article 7, entitled “**Maximum Contract Amount**”, is hereby deleted and restated to read as follows:

“ **D. Maximum Contract Amount:**

(1) Notwithstanding any other provision of the Agreement, the City’s maximum payment obligation will not exceed **One Million Two Hundred Fifty Thousand Seven Hundred Four and 00/100 Dollars (\$1,250,704.00)** (the “Maximum Contract Amount”). The City is not obligated to execute an Agreement or any amendments for any further services, including any services performed by Contractor beyond that specifically described in **Exhibit A or A-1, as appropriate**. Any services performed beyond those in Exhibit A or A-1, as appropriate, are performed at Contractor’s risk and without authorization under the Agreement.

5. Subparagraph F of paragraph 7 of the Agreement is amended to read as follows:

“**F. Non-Federal Share Match.** The Contractor will provide its proportionate share of non-federal funds through cash or in-kind, fairly evaluated, contributions. The phrase “fairly evaluated” referenced in the preceding sentence will be interpreted in accordance with 45 C.F.R. Part 74.23 and/or 45 C.F.R. Part 92.24 as well as any other applicable federal regulations pertaining to match and cost sharing requirements for the Head Start program. Contractor’s contribution under this Agreement will be **Three Hundred Twelve Thousand Six Hundred Seventy Six Dollars and Zero Cents (\$312,676.00)** as set forth in more detail in Exhibit B and Exhibit B-1. The Contractor will report in writing to the City, within thirty (30) calendar days from the date of receipt thereof, any cash or other funds to be applied toward the nonfederal match that Contractor receives. Contractor will be responsible for documenting and maintaining accurate records to the reasonable satisfaction of the City both Contractors' non-federal share contributions and the contributions of Subdelegates and any Vendor designated by the Director. Such contributions will be recorded on each expenditure variance report and in written reports forwarded to the City on a monthly basis. Each monthly report will list all contributions provided by

Contractor and/or its Subdelegates and/or any Vendor for each respective quarter and will list the total amount of contributions made as of the date of the monthly report. The City reserves the right to withhold, adjust and/or reallocate subsequent Grant funds whenever it determines that Contractor's current spending is inconsistent with amounts and categories listed on **Exhibit B, Exhibit B-1**, the purposes identified in **Exhibit A or A-1**, or if reports of nonfederal share contributions, in whole or in part, are not provided by Contractor on a timely basis."

6. As herein amended, the Agreement is affirmed and ratified in each and every particular.

7. This Amendatory Agreement will not be effective or binding on the City until it has been fully executed by all required signatories of the City and County of Denver, and if required by Charter, approved by the City Council.

8. This Amendatory Amendment may be executed in counterparts, each of which is an original and constitute the same instrument.

**END**

**SIGNATURE PAGES AND EXHIBITS FOLLOW THIS PAGE:**

**Exhibit A-1**  
**Exhibit B-1**

**Contract Control Number:**

IN WITNESS WHEREOF, the parties have set their hands and affixed their seals at Denver, Colorado as of

SEAL

**CITY AND COUNTY OF DENVER**

ATTEST:

By \_\_\_\_\_

\_\_\_\_\_

APPROVED AS TO FORM:

REGISTERED AND COUNTERSIGNED:

By \_\_\_\_\_

By \_\_\_\_\_

By \_\_\_\_\_



**Contract Control Number:** MOEAI-201101360-01

**Contractor Name:** CLAYTON FAMILY FUTURES

By: Charlotte M. Brantley

Name: Charlotte M. Brantley  
(please print)

Title: President and CEO  
(please print)

**ATTEST: [if required]**

By: \_\_\_\_\_

Name: \_\_\_\_\_  
(please print)

Title: \_\_\_\_\_  
(please print)



## Project Summary

Clayton Educare Head Start, 3751 Martin Luther King Blvd., Denver, CO, seeks continuing federal base grant funding in the amount of \$240,000 and an additional \$2,080 in Training & Technical Assistance funding for expansion of its Head Start program by 32 children within underserved, strategic neighborhoods in Denver, Colorado.

Clayton has focused on early childhood education for more than 20 years and has learned a great deal about what it takes to help young children and their families succeed in school and in life. Clayton offers best practices, hands-on learning, and outstanding early childhood education through a comprehensive child and family development program to pregnant women and low-income families with infants, toddlers, and preschoolers in Northeast Denver who are at-risk for school failure. Clayton is committed to helping young children grow up safe, healthy, and eager to learn in Early Head Start and Head Start programs. Diverse program options include: home-based, center-based, combination, and community collaborations. Clayton provides services based on what each child needs to develop: trust, security, independence, and initiative. This commitment to the health and well-being of each child extends to a commitment to the child's family and caregivers. This approach makes it possible for families to support and stimulate their child's learning.

## Objectives and Need for Assistance

The 2010 Community Assessment documents the existence of a growing number of vulnerable families with young children in Clayton Educare's proposed recruitment area who would benefit from the integrated, comprehensive services offered by Clayton Educare. Information from the Community Assessment Update is supplemented by the annual Clayton Educare Head Start Program Information Report (PIR) for the 2009-2010 program year.

**Population.** Denver's population is growing faster than the state as a whole (45% higher over the two-year period 2008 and 2009). Within this population, the percentage of children under 5 years of age living in Denver is more than 26% higher than the U.S. and 19% higher than the Colorado. In short, Denver's population of young children is expanding, indicating increasing demand for Head Start services.

**Race/Ethnicity.** Denver enjoys diversity in the culture, race, ethnic background, and language of its residents. In 2008, Denver's population was 52% White, 11% Black and 32% Hispanic. The population of white residents in Denver has increased modestly over the past four years.

**Language Groups and Income.** US Census Bureau American Community Survey 2008 data show that Denver's Non-English Speaking (NES) population as a percentage of total population is higher than for the U.S. overall. For the age group 18 and over, 61% of Denver residents speak only English and 31% speak Spanish. In the U.S., those rates are 74% and 18% respectively. For the age group 5-17, English-only speakers comprise 46% of the population in Denver, compared to 69% in the U.S.; 31% speak Spanish in Denver, compared to 18% in the

U.S. When language background is combined with income, Spanish speaking individuals in the age group 5-17 comprise 25% of the U.S. poverty-level population, but 47% of the Denver poverty group. This data underscores the importance of English language proficiency as one factor in improving the economic status of children and families, and the need for Head Start programs that incorporate best practice in English Language acquisition for children and language resources for parents.

**Number and Distribution of Head Start Eligible Children.** During the 2009-2010 program year, 77% of all children enrolled in Clayton Educare Head Start resided in zip codes 80239, 80207 and 80205. As shown in Table 1, these zip codes encompass the following neighborhoods: Clayton, Cole, Five Points, Montbello, Northeast Park Hill, Skyland and Whittier.

Table 1: Distribution of 2009-2010 Clayton Educare Head Start by Zip Code

Zip Code	# Children Enrolled (% Total Enrollment)	Neighborhoods
80239	101 (39%)	Montbello
80207	52 (20%)	North Park Hill
80205	44 (18%)	Five Points, Cole, Clayton, Whittier, Skyland

Table 2 shows the various measures of poverty for these seven neighborhoods. To provide a basis for comparison, the average poverty rate of all Denver neighborhoods was 13.8%, and the average poverty rate for all DGKHS neighborhoods was 14.7%. All (100%) of the Clayton Educare neighborhoods listed in Table 2 equal or exceed the Denver poverty rate; 44% of all DGKHS neighborhoods exceed Denver poverty rate.

Table 2: Measures of Poverty for Primary Neighborhoods Served by Clayton Educare

Neighborhood	Poverty Rate (2007)	Poverty Number (2007)	Poverty Rate for Children 0-5 (by band)* (2007)	Free/Reduced Price Lunch (2009)
Clayton	28.5%	1,587	>35%	90.7%
Cole	26.3%	1,589	20.1% - 35%	85%
Five Points	31.5%	4,008	20.1%-35%	85.9%
Montbello	13.8%	4,216	14.1% - 20%	88.8%
Northeast Park Hill	23.8%	2,094	20.1%-35%	86.2%
Skyland	15.3%	530	14.1%-20%	82.1%
Whittier	28.7%	1,022	>35%	78.8%

\*Bands used in the Community Assessment are 0%-6%; 6.1%-14%, 14.1%-20%, 20.1%-35%, and >35%

Table 3 shows the enrollment gap in the primary neighborhoods served by Clayton. These neighborhoods (all but Skyline) are among the top 25 neighborhoods identified in the 2010

Community Assessment has having the highest discrete enrollment gaps in the DGKHS service area.

Table 3 – Head Start Enrollment Gap for Primary Neighborhoods Served by Clayton Educare

	# Eligible 3-5 year-olds	# Enrolled	Enrolled/Eligible %	Enrollment Gap
Clayton	126	52	41.3%	74
Cole	114	49	43%	65
Five Points	159	55	34.6%	104
Montbello	412	161	39.1%	251
Northeast Park Hill	156	74	47.4%	82
Whittier	119	36	30.3%	83

*Family Income.* Family income in Denver is almost 20% lower than the state median (\$46,305 compared to \$57,184). Over a quarter (25.2%) of the children under age 19 live in poverty in Denver. Three quarters of elementary children (75.8%) enrolled in the Denver Public Schools elementary schools qualify for free or reduced lunch. This number increased 10% from 2008-2009 to 2009-2010. According to 2010 Kids Count in Colorado (Colorado Children's Campaign), an estimated 24,460 Denver children lived in poverty in 2000. This population increased to 40,081 in 2008, an increase of 63% over the period.

*Vulnerable Families.* Denver families are more vulnerable than families in the state overall as measured by births to single families (28% in Denver versus 25% in Colorado), births to women with less than 12th grade education (32% in Denver versus 21% for Colorado), teen births (39.3 births/1,000 female teens in Denver versus 21.4 in Colorado), three risk factor births (8.4% in Denver versus 6.7% in Colorado), and out of home placements (18.5/1000 in Denver versus 9.9 in Colorado). These five factors, especially in combination, contribute to the vulnerability of families. Vulnerable families are more likely to experience poverty or high levels of economic stress and to be in greater need of social and economic supports. Moreover, vulnerable families give rise to vulnerable children who suffer the impact of these risk factors, continuing cycles of poverty.

*Family Related Information.* The percentage of children being raised in households headed by females has increased over time. Births to single women in Denver in 2008 comprised 28% of total births; female householders with no husband were four times more prevalent than male householders. Within the early childhood population (ages birth-5) one in four families is headed by a female. Traditionally, families headed by single females have higher rates of poverty than other family types. Single head of household families of either gender are less likely to have the social and economic support systems that exist among other families, giving rise to social, financial, health and physiological needs that community systems must attempt to meet. Given that one in two EHS/HS young children live in a household headed by a single female there is need to provide optimal support services to the household.



**Health Insurance.** Since the late 1990s, Colorado has had a higher percentage of uninsured children compared to the nation as a whole. In 2007, 12% of Colorado children were not covered by health insurance at any point during the year. The percentage of poor children who were uninsured was 33% (compared to 17% nationally). Uninsured poor children are disproportionately of Hispanic origin. In fact, Hispanic children are three times more likely to be uninsured than non-Hispanic children. Black children are almost twice as likely to be uninsured than White children. Studies show that if parents are uninsured, they not only delay care for themselves, they are less likely to take their children in for checkups or enroll them in public health insurance plans. Delaying health care often results in more severe symptoms and unnecessary hospitalizations for preventable and treatable conditions. Uninsured children are also less likely to have regular dental checkups or to receive follow-up care. (Source: *2010 Kids Count in Colorado*, Colorado Children's Campaign).

In Colorado, the infant mortality rate (infant deaths per 1,000 live births) for women with less than a high school diploma (less than 12 years of education) is more than twice that for women with at least at least 16 years or more of education. Uninsured pregnant women use fewer prenatal services than publicly or privately insured pregnant women. In one study, the rate of unmet needs reported by uninsured women (18%) was more than twice that of insured women. Studies have shown that infants born to mothers receiving late or no prenatal care are more likely to face complications which can result in hospitalization, expensive medical treatments, and increased costs to public programs. Closing the gap in coverage between mothers and their children will improve the health of both, while reducing costs for taxpayers. (Source: Colorado Children's Campaign, *Facts on Kids' Health*, 2009)

**Mental Health Risk Factors.** Mental health problems can have a serious effect on social functioning, adaptation and success in school. According to the *2007 Colorado Child Health Survey*, 28.2% of parents of children ages 1 to 14 expressed concern about their child's difficulties with emotions, concentration or getting along with others.

**Immunization.** Colorado's immunization rate for young children has faltered after climbing from dead last in the country in 2002 to ninth in 2008. The latest figures show Colorado 15<sup>th</sup> nationally for immunizations of children ages 19 to 35 months, according to the National Immunization Survey conducted annually by the Centers for Disease Control and Prevention.

**Nutrition Needs.** The link between good nutrition and good health is well established. Poor nutrition has long-lasting negative effects not only on health, but on learning. There is a clear opportunity to provide more support to parents regarding good nutrition and the preparation of nutritious meals, and more education to children about making sound nutritional choices.

Childhood obesity is a rapidly emerging issue with major implications for child health. Though Colorado ranks as one of the leanest states in the U.S., rates of child and adult obesity continue to rise. In 2005, nearly 29 percent of Colorado children ages 2 to 14 were considered overweight or at risk for being overweight, and 53 percent of adults were overweight or obese (Source: Colorado Children's Campaign, *Childhood Obesity in Colorado*, 2007). Overweight children are

more likely to become overweight adults; more likely to have abnormal blood lipids, hypertension and abnormal blood glucose tolerance and more likely to develop Type 2 diabetes. According to the American Heart Association, promoting physical activity and healthy eating, and creating environments that support these behaviors are essential strategies in addressing this problem.

Despite the focus on childhood obesity, food insecurity continues to be an issue for some families. According to the 2009 annual report from the Food Research and Action Center, 12% of all Colorado families are "food insecure" and 5.2% are "very low secure." During the 2009-10 school year, on a survey of 232 Clayton Educare primary caregivers, 84% reported high levels of food insecurity; 51% reported that they worried about running out of food sometimes or often and 38% reported that they sometimes or often ran out of food.

*Housing Needs and Energy Assistance.* According to a 2009 study by the Colorado Department of Local Affairs, Division of Housing, 41% of Denver households are paying 35% or more of total income toward housing; 25.4% are paying more than 50% of total income toward housing. In all regions of Colorado, the number of available affordable units falls as income level drops. In the Denver metro area, the Division of Housing estimates that there were at least 2.9 households for every unit affordable to households making \$15,000 or less.

*Employment/Economic Trends.* Denver's economy has followed national trends, with both unemployment and poverty rates increasing in recent years.

Table 2: Current Federal and State Unemployment Rates

Figures reported for Denver, Colorado and U.S. are from the Current Population Survey [Federal Method]	Denver-Aurora Broomfield Msa	Colorado	United States
Latest Date	11/10	11/10	12/10
Latest Figure / Year Ago	8.7% / 7.1%	8.7% / 7.0%	9.9% / 9.4%
WEEKLY HOURS (MFG.)			
Latest Date	11/10	11/10	12/10 P
Latest Figure / Year Ago	40.5 / 40.0	39.1 / 38.9	41.2 / 40.6
HOURLY EARNINGS (MFG.)			
Latest Date	11/10	11/10	12/10 P
Latest Figure / Year Ago	25.84 / 25.44	22.35 / 21.58	18.80 / 18.39

Data Source Mountain States Employers Council

In addition to exploring data trends in Denver County and the Clayton Educare service area, Clayton also draws on its own experience operating an Early Head Start Program. According to Clayton Educare's Program Information Report (PIR) for the 2009-2010 program year, based on a total cumulative enrollment of 240 children and 17 pregnant women:

- The racial/ethnic composition of children actually enrolled was 44% Hispanic, 37% Black/African American, 15% Bi/Multi-Racial, and 3% White.

- Nearly one third (32%) of children and pregnant women enrolled in the program lived in a home where Spanish was the primary language.
- About 60% of children enrolled lived in single-parent families and 40% in two-parent families.
- In the majority (61%) of two-parent families, only one parent was employed. Both parents were employed in 8% of the families, and neither parent was working in 31% of the families. In enrolled single-parent families, 44% of the parents were employed, and 56% were not working (unemployed, retired, or disabled).
- A quarter (25%) of families enrolled received cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program.
- The program served 48 families (20%) that experienced homelessness during the enrollment year.
- The highest level of education obtained by 18% of the enrolled children's parents/guardians was less than high school graduate. Another 33% of parents/guardians had obtained the level of high school graduate or GED, 40% had some college or vocational school education, and 8% had attained a baccalaureate or advanced degree.

Looking at both city-wide and program-level data trends, it is apparent that

- Economic conditions, including rising unemployment and foreclosures leading to an increase in the number of families in poverty, will drive increased demand for Early Head Start programs and services.
- Significant disparities exist among income and ethnic groups in access to support services, including health care. Early Head Start needs to continue to be a community resource to bridge these gaps.
- A significant percentage of Head Start children come from culturally and linguistically different families. Early Head Start needs to continue providing culturally competent programming.
- Early Head Start can continue to play a critical role in improving health insurance and medical access for families.
- Parents/guardians will need assistance with opportunities for GED, ESL, and job training services.
- Families will need resources about programs that support low-wage earners in addressing issues related to housing, food, child care subsidies, and health insurance.

## Program Design

The mission of Clayton Educare is to offer a comprehensive early childhood education program to families with children prebirth through five years. These services include an integrated focus on all aspects of child health and development, including language development, school readiness, and engaging parents in supporting the parent/child relationship through education and training. The program accomplishes this mission by establishing measurable individual and program goals, respecting parents as a child's primary teacher, embracing the individual and cultural differences of families, and building bridges to community resources. To foster

continuity of care for children, staff, and families, Clayton Educare has aligned its Early Head Start and Head Start programs into a seamless prebirth to five learning community. Clayton Educare's most recent on-site monitoring review occurred in *August 2009 and the program was found to be in full compliance with all Head Start performance standards*. The previous on-site monitoring review in *September 2006* also resulted in no areas of non-compliance.

#### **A. Goals and Objectives**

The table beginning on the following page sets out the program's long range goals and the objectives to be accomplished during the three-year grant cycle. Goals 1 through 5 goals were established by Denver's Great Kids Head Start Program, the Head Start grantee to which Clayton Educare serves as a delegate agency. To promote pre-birth to age five integration, Clayton Educare adopts a single goals/objectives structure that applies to both the Head Start and Early Head Start programs. The 2011-2014 goals and objectives were designed to address Head Start Performance Standards, the findings of the community assessment, and the experience and continuous improvement activities, including the annual self-assessment process, of the Clayton Educare Early Head Start Program. The table also sets out results and benefits expected. Progress on FY 2010-11 goals are attached as Appendix A.



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

**A. Goals and Objectives**  
**GOAL 1: Family Centered Services – To develop a framework of education and resources that support linguistically and culturally responsive family literacy strategies for families and staff.**

<p><b>Clayton Educare Goal:</b></p> <p>Parents and primary caregivers support children's development across all domains. Families will have the capacity and resources to meet their needs and self-determined goals.</p>	<ul style="list-style-type: none"> <li>Parents develop a network supportive of their social, emotional, and parenting needs</li> <li>Families faced with a multitude of challenges and/or risk factors are more resilient</li> <li>Parents have enhanced awareness of their children's optimal growth and development and how to support it</li> <li>Families experience success at working toward and achieving family goals</li> <li>Families move toward self sufficiency</li> <li>Parents learn to become advocates for and facilitators of their children's learning</li> <li>Staff develop skills and knowledge in Language and Literacy Development through professional development and training</li> </ul>	<p><b>Benefits:</b></p>	<p><b>Objectives</b></p> <p>Staff partner with parents to expand their skills in supporting their child's language and literacy development</p>
<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Process Measures: <ul style="list-style-type: none"> <li>Educare parent surveys</li> <li>review of FPAs, parent meeting agendas, ICCPs</li> <li>Sign-in sheets reflecting participation in RIF events</li> <li>Family progress as reported in child/family reviews</li> </ul> </li> <li>Outcome Measures: <ul style="list-style-type: none"> <li>Child Assessments - analysis of longitudinal data</li> </ul> </li> </ul>	<p><b>Innovative Methods</b></p> <ul style="list-style-type: none"> <li>Classroom teams prepare Home Links for families that provide suggestions for extending classroom learning into the home to further support children's development</li> <li>Monthly parent meetings in each classroom offer parent-child activities that support the classroom</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>Teachers/CFEs collaborate to revise current and create new Home Links (regular communication from classroom to home) to include explicit connections to the classroom's lesson plans and to Colorado's state standards</li> <li>Teachers, CFEs, and families share information and set family goals in Child Family Reviews</li> </ul>	



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

	<p>four times each year and collaborate with families to develop Individual Child Curriculum Plans (ICCPs) that include activities that can be implemented at home</p> <ul style="list-style-type: none"> <li>• Reading Is Fundamental programming is strengthened through joint teacher/CFE planning, implementation of family literacy strategies, and activities, including dialogic reading</li> <li>• Enhanced parent understanding of language and literacy development and additional literacy materials and resources in home</li> <li>• Increased number, duration and intensity of language and literacy interactions between parent and child and increased child outcomes in emergent literacy and math skills</li> </ul>	<p>in collaboration with DPS (including DRA and CSAP scores)</p> <ul style="list-style-type: none"> <li>○ Number of books in the home</li> <li>○ Reading frequency</li> <li>○ Completion frequency of home/school link activities</li> </ul>	<p>curriculum</p> <ul style="list-style-type: none"> <li>• Quarterly Child Family Specialists offer staff and specialists the opportunity to review family and child goals, assess progress, and identify further needs and supports</li> </ul>
<p>Provide opportunities, guidance, and interactive family activities that</p>	<ul style="list-style-type: none"> <li>• Parent meetings follow a what/why/reflect structure (what is happening, why are we doing</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback on:             <ul style="list-style-type: none"> <li>○ Evaluation</li> <li>○ Grant Goals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Partner with the Bounce Learning Network and The Brazelton Touchpoints</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>empower parents as the primary teacher of their child</p>	<ul style="list-style-type: none"> <li>• it, what is the impact on your family) to engage parents more deeply in the program curriculum</li> <li>• 100% of parents identifying parenting skills, advocacy, guidance, and child development on their Family Partnership Agreement (FPA) goals will receive resources, referrals for intervention services, and/or parenting information</li> <li>• Through program-provided training, parents will build a better understanding of their child's developmental gains and regressions as part of the normal development process</li> <li>• Parents and staff will identify family physiological and safety needs and the related resources available to meet them to enhance their child's home learning environment (i.e. housing, food, clothing, financial literacy, health and wellness)</li> <li>• Parents are provided weekly HIPPIY curriculum packets with</li> </ul>	<ul style="list-style-type: none"> <li>○ Activities</li> <li>○ Curriculum</li> <li>○ Training</li> <li>• Sign-in sheets reflecting participation in parent meetings, and parent trainings</li> <li>• Circle of Parents attendance</li> <li>• Completion of family portfolios</li> <li>• 5x5 project participation</li> <li>• Review of Parent Newsletters</li> <li>• Family Partnership Agreements (FPAs) review</li> <li>• Family Referral and resource follow-up</li> <li>• Home visitation tracking</li> <li>• Touch Points survey results</li> <li>• Family assessments</li> </ul>	<p>Center to implement the Touchpoints curriculum</p> <ul style="list-style-type: none"> <li>• Partner with parents to capture and document each families' story through creating a family portfolio</li> <li>• Provide on-site parent support groups and parenting classes in English and Spanish</li> <li>• CFEs and teachers collaborate with parents to expand everyday learning opportunities through home link activities</li> <li>• The Family Resource Library (FRL) and parent cozy area are open and available to parents. They offer two computers with internet access and fax capability, as well as books, resources, and games</li> <li>• Quarterly program-wide parent meetings offer training and support on a variety of topics related to</li> </ul>
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>Staff utilize the research base and program language policy to effectively support families in implementing language and literacy</p>	<p>activities that cover all developmental areas during home visits. CFEs model and role play teaching strategies for parents so they, in turn, have the necessary tools to create a home learning environment</p>		<p>child development and family engagement in their child's education</p> <ul style="list-style-type: none"> <li>Peer-led Circle of Parents support groups and parenting classes address parent mental health needs and the Family Liaison Specialist provides mental health support to families</li> <li>Wellness activities are offered to families, including resource fairs, Zumba, and exercise classes</li> <li>Clayton Educare's home based program is part of the state-wide HIPPPY network and the Home-Based Coordinator is a National trainer for HIPPPY USA</li> </ul>
<p>Staff expand and implement developmentally appropriate</p>	<p>Enhanced staff understanding of child language and literacy development and adult learning strategies</p> <ul style="list-style-type: none"> <li>Staff expand and implement developmentally appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Staff participation in training through sign-in sheets feedback on evaluation forms</li> <li>Early Language and Literacy Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Intensive training and coaching for staff on implementing literacy strategies for children</li> <li>Through the establishment of staff</li> </ul>





**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>strategies</p>	<p>family literacy practices and strategies</p> <ul style="list-style-type: none"> <li>• Staff receive intensive training throughout the year on family literacy strategies</li> </ul>	<p>Observation Tool (ELLCO) results</p> <ul style="list-style-type: none"> <li>• Documentation of staff work group activities</li> <li>• ECERS scores</li> </ul>	<p>workgroups, there is an intentional focus on enhancing family centered services including groups on parent engagement, transitions, and language and literacy</p>
<p>Support parents in obtaining their education and post-secondary education goals: i.e. high school diploma, GED, ESL, post-secondary education, occupational certifications</p>	<ul style="list-style-type: none"> <li>• 100% of parents indicating an education goal on their FPA will develop a realistic plan to achieve</li> <li>• 100% of these parents will be supported in identifying and addressing barriers in obtaining educational goals</li> <li>• Effective partnerships with community agencies to eliminate barriers in access to ESL and GED classes</li> </ul>	<ul style="list-style-type: none"> <li>• Review of FPA goals</li> <li>• Referral follow-up</li> <li>• COPA data sets</li> <li>• Visit forms/contact notes</li> <li>• Community Partnership List</li> </ul>	<ul style="list-style-type: none"> <li>• A partnership has been established with Denver 360, a workforce development program with Denver Options, to offer volunteer work opportunities for parents</li> <li>• A staff workgroup has been created to support parents in pursuing, and eliminate barriers in parents accessing, post-secondary education</li> <li>• Clayton Educare partners with local resource agencies to connect parents to GED and ESL classes and provides on-site resources</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

**GOAL 2: COMMUNITY HEALTH AND TREATMENT – To promote health, mental health and wellness for families, staff, and communities.**

<b>Clayton Goal:</b> Child, parent, and staff health, mental health and well-being are supported and improved.	
<b>Benefits:</b>	<ul style="list-style-type: none"> <li>Child development and wellness are enhanced through the delivery of health and nutrition services that supplement and complement those of the family</li> <li>Reduction in disparities and improved access to culturally relevant health and mental health services</li> <li>Through prenatal services, parent and child attachments are formed at the earliest possible time</li> <li>The social-emotional and physical environments of the organization and home promote child, family and staff excellence</li> </ul>
<b>Objectives</b>	<b>Innovative Methods</b>
Foster overall health of children and families through improved health, nutrition and physical activity practices	<ul style="list-style-type: none"> <li>Staff promote Family Wellness by researching parents' interests through focus groups; implementing these ideas; sponsoring a family health fair; and hosting an annual Family Fun &amp; Fitness Day</li> <li>Clayton Educare partners with local and national organizations to produce food, nutrition, and movement videos. Dissemination of these videos is national, local, and through the Clayton Early Learning website</li> <li>Through a partnership with WIC, a dietician provides onsite support to families, children, and staff and a</li> </ul>
<b>Outcomes</b>	<b>Measures</b>
<ul style="list-style-type: none"> <li>Enhanced parent knowledge of good health and improved practice in implementing nutritious meals and physical activity strategies</li> <li>Increased numbers of families with health insurance and improved quality in pediatric services received</li> <li>100% of education and family engagement staff will implement family wellness activities within the program and the home through physical health and nutrition curricula</li> <li>Parents report a heightened sense of overall well-being</li> <li>Enhanced parent understanding of best practices in oral health and the</li> </ul>	<ul style="list-style-type: none"> <li>Participation evidenced by training evaluations and sign-in sheets</li> <li>Monitoring action plans</li> <li>PIR data review</li> <li>Child health screening results</li> <li>Child attendance in school</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

	importance of referral follow-up		<p>trained chef prepares nutritious homemade baby food, meals and snacks from natural ingredients, minimizing the intake of processed foods. Organic milk is served to children</p> <ul style="list-style-type: none"> <li>• Clayton Educare is a Certified Application Assistance site for Medicaid, a participant in the Colorado Information Immunization System, and provides medical consulting services onsite through Denver Health</li> <li>• Clayton Educare is participating in a Smoking cessation grant for parents and staff through the University of Colorado</li> </ul>
<p>Foster overall health of staff through improved health, nutrition and physical activity practices</p>	<ul style="list-style-type: none"> <li>• Enhanced staff knowledge of good health and improved practice in implementing nutritious meals and physical activity strategies</li> <li>• 100% of staff will participate in the Culture of Wellness</li> <li>• A heightened sense of overall well-is reported by staff</li> </ul>	<ul style="list-style-type: none"> <li>• Participation evidenced by training evaluations and sign-in sheets</li> <li>• Monitoring action plans</li> <li>• Staff attendance in school and at work</li> </ul>	<ul style="list-style-type: none"> <li>• Clayton Early Learning has a strong track record in and continues to provide a Staff Wellness program including an onsite workout facility for staff; ongoing Zumba, Yoga, and fitness classes onsite for little or no cost; staff health challenges and competitions; staff health fair and screening; wellness lunches and nutrition supports</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>Provide individualized services for expecting mothers &amp; families, including doula services; CB FANA curriculum; and specialized guidance in health, mental health and nutrition</p>	<ul style="list-style-type: none"> <li>100% of all staff will have an understanding of and promote comprehensive prenatal services</li> <li>100% of prenatal mothers will receive education on pregnancy &amp; childbirth.</li> <li>100% of prenatal mothers will receive additional support in the areas of physical, mental, and nutritional health</li> <li>100% of prenatal families will implement a child transition plan</li> </ul>	<ul style="list-style-type: none"> <li>Participation evidenced by training evaluations and sign-in sheets</li> <li>Community partnership agreements</li> <li>Home visit documentation</li> <li>FPA review</li> </ul>	<ul style="list-style-type: none"> <li>Clayton Educare is participating in a Smoking cessation grant for parents and staff through the University of Colorado</li> <li>Staff implement the Brazelton CB FANA curriculum in their work with parents during the prenatal and perinatal periods</li> <li>Prenatal yoga is offered to expecting mothers</li> <li>Additional comprehensive services provided include mental health and nutrition supports</li> <li>The Perinatal Educator is a midwife, doula and certified yoga instructor</li> <li>The Maternal Child Perinatal Program provides interested families with no cost Doula services</li> </ul>
<p>Identify parents at risk for depression</p>	<ul style="list-style-type: none"> <li>100% of parents will receive written materials upon enrollment pertaining to mental health issues and child abuse</li> <li>100% of parents will be offered the opportunity to complete a parent depression screener</li> <li>100% of parents identified as needing treatment will receive follow-up as</li> </ul>	<ul style="list-style-type: none"> <li>Completed screener</li> <li>Documented referral process and follow-up</li> <li>Records of parent training participation</li> <li>Attendance in support groups</li> </ul>	<ul style="list-style-type: none"> <li>Peer led Circle of Parents support groups and parenting classes address parent mental health needs</li> <li>The Family Liaison Specialist is a trained LCSW counselor providing onsite family mental health services using cutting edge techniques such as EMDR for trauma</li> <li>A family pyramid model mirroring the</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>Formulate and adopt a mental health policy for children, families and staff</p>	<p>appropriate to their screening results</p> <ul style="list-style-type: none"> <li>100% of parents requesting treatment will receive intervention through the program directly or by referral to community agencies</li> </ul>		<p>child pyramid was developed and provides guidance and direction in meeting family social/emotional needs</p> <ul style="list-style-type: none"> <li>The CESD screener is conducted with all primary caregivers 2x per year with services offered to high risk parents</li> <li>Mental Health Internships are available under the guidance of the Family Liaison Specialist to expand staff professional development</li> </ul>
<p>Define approaches to mental health work</p> <ul style="list-style-type: none"> <li>Provide opportunities for Clayton's learning community to expand their understanding of the importance of social-emotional development</li> <li>Publish a mental health policy &amp; disseminate guidance to the community</li> </ul>		<ul style="list-style-type: none"> <li>Work Group progress notes</li> <li>Focus group feedback</li> <li>Participation evidenced by training evaluations and sign-in sheets</li> <li>The mental health policy</li> </ul>	<ul style="list-style-type: none"> <li>A mental health policy and model based on current research is under development</li> <li>A body of evidence informed by the mental health model will be disseminated through a national networks in conjunction with Clayton Educare's designation as a Center of Excellence</li> </ul>

Exhibit Page

16 of 69

**GOAL 3: PREPARED CHILDREN – To prepare children within an inclusive environment in the developmental areas (social/emotional, cognitive, physical, language development, literacy, math, and science) to succeed in school and the community.**



## Clayton Educare Early Head Start FY 2011-12 Expansion Continuation Application/Narrative

<p><b>Clayton Goal:</b></p>	<p>Children served in Clayton Educare's inclusive environment will demonstrate age-appropriate language and literacy development and the social-emotional, physical (small/large motor), and cognitive skills needed for success in school and the community.</p>		
<p><b>Benefits:</b></p>	<ul style="list-style-type: none"> <li>• Intentional, focused teaching practices lead to better outcomes for children</li> <li>• Children's educational plans are strengthened by aligning EHS, HS, and state academic standards</li> <li>• Curriculum is individualized for each child</li> <li>• Pro-social skills enable a child to relate effectively to diverse populations in their community</li> <li>• Positive approaches to learning are cultivated in all children</li> <li>• Children are successfully transitioned to the next developmental level A foundation is laid for long-term school success</li> </ul>		
<p><b>Objectives</b></p> <p>Strengthen Clayton's partnerships with DPS and local private schools to support effective transitions and school choice</p>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Build new linkages from Clayton Educare to DPS that enhance Head Start/Kindergarten transition activities.</li> <li>• Establish mechanisms (i.e. focus groups, lunch and learns, workshops, trainings) for DPS and Clayton Educare to consider and align their respective programs relative to the birth to age eight continuum emerging in state policy</li> <li>• Collaborate with neighborhood elementary, private, charter, and magnet schools to create a microcosm of seamless birth to age eight programming to inform partnership work at the district level</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Process Measures:             <ul style="list-style-type: none"> <li>○ Enrollment and participation in Parent Alumni Group</li> <li>○ Attendance at and evaluation of brown bags, workshops and trainings</li> <li>○ Document review of child transition records</li> <li>• Outcome Measures:                 <ul style="list-style-type: none"> <li>○ Child Assessments</li> </ul> </li> </ul> </li> </ul>	<p><b>Innovative Methods</b></p> <ul style="list-style-type: none"> <li>• Through a public/private partnership, Clayton Educare works closely with Barrett Elementary to align philosophical approaches, enhance transitions into elementary school, and engage parents.</li> <li>• The DPS Director of Early Education and the Barrett Elementary principal sit on the Clayton Educare Board of Directors</li> <li>• Teachers, CFEs and an administrator participate on an ongoing Transition Workgroup that addresses effective transitions for all children going to Kindergarten</li> <li>• Clayton Educare informs parents of</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

	<ul style="list-style-type: none"> <li>Develop a Parent Alumni Group to provide peer support to parents with children transitioning into the public school system</li> </ul>	<ul style="list-style-type: none"> <li>- analysis of longitudinal data in collaboration with DPS (to include DRA and CSAP scores)</li> </ul>	<ul style="list-style-type: none"> <li>and assists parents through the process of selecting a School of Choice.               <ul style="list-style-type: none"> <li>Various private and charter schools provide materials and/or onsite consultation to prospective parents of Kindergarten-bound children (e.g. University Prep, Denver Language School, St. Elizabeth's School)</li> <li>The Clayton President sits on the Early Childhood Leadership Council</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Ensure integration of child development and family support services</li> </ul>	<ul style="list-style-type: none"> <li>Delivery of seamless services to families and their children (pre-birth to five years) using a holistic, interdisciplinary approach</li> <li>The organizational structure supports this approach with the necessary dosage of administrative/management services, instructional leadership, and integrated direct services to children and families</li> </ul>	<ul style="list-style-type: none"> <li>BLN parent and staff survey results</li> <li>Document review of FPAs, parent meeting agendas, parent communications, Child Family Reviews</li> <li>Parent interviews</li> </ul>	<ul style="list-style-type: none"> <li>Classroom teams prepare Home Links for families that provide suggestions for extending classroom learning into the home to further support children's development.               <ul style="list-style-type: none"> <li>Collaborative Classrooms, classrooms that team a coach with a classroom teacher within a teaching team (where oversight is shared with the Clayton Institute) provide a laboratory to examine "research to practice" and enhance integration of existing services.</li> <li>Teachers, CFEs, and an administrator form the ongoing Family Literacy Workgroup to</li> </ul> </li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>Integrate the social/emotional Teaching Pyramid model and philosophy throughout the program</p>	<ul style="list-style-type: none"> <li>Enhanced relationships between parents and staff</li> <li>Expanded resources and strategies to support the social and emotional development of children</li> <li>Emotionally supportive classroom environments (CLASS) and enhanced child outcomes</li> <li>Positive organizational climate</li> <li>Culturally competent and respectful interactions between children, families, and staff</li> </ul>	<ul style="list-style-type: none"> <li>Inventory of Practice Checklist</li> <li>Monitoring action plans</li> <li>Participation evidenced by training evaluations and sign-in sheets</li> <li>Social/emotional assessments</li> <li>CLASS results</li> <li>DECA results</li> <li>Organizational Climate Inventory results</li> </ul>	<p>provide families with training and support to enhance their abilities to support their child's education</p> <ul style="list-style-type: none"> <li>To promote strong social/emotional services, Clayton Educare created an intensive social/emotional program model for children and families and onsite individualized mental health support is provided</li> <li>Intensive training on social/emotional development and relationships are provided for staff and parents</li> <li>Based on CFE feedback about the challenges in their work, a Reflective Practice group is provided to CFEs. The group provides a respectful, understanding, and thoughtful atmosphere to exchange information, thoughts, and feelings that arise around family development work</li> <li>A Cultural Competency Workgroup with diverse representation from staff and parents engages in dialogue to questions such the importance of cultural competency work, where it could lead the organization, and</li> </ul>
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

			<p>what to do with resistance to change. An annual Culture Night is hosted to honor and highlight diverse family cultures</p> <ul style="list-style-type: none"> <li>• A year-long multicultural training strand based on OHS multicultural principles and meta-theories of childrearing is provided for all staff</li> </ul>
<p>Prepare the indoor and outdoor environment</p>	<ul style="list-style-type: none"> <li>• 100% of classrooms receive a 5.5 or better cumulative score on the ECERS or ITERS (environment)</li> <li>• 100% of classrooms (3-5) show improvement in the ELLCO (environment)</li> </ul>	<ul style="list-style-type: none"> <li>• ECERS and ITERS results</li> <li>• ELLCO results</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers, CFEs, and an administrator form the Natural Environment Workgroup that focuses on ensuring our children receive direct exposure to nature on a daily basis to enhance their physical and emotional development.</li> <li>• Clayton Educare offers children and families a state of the art facility that was designed and built specifically to support program goals.</li> <li>• The Clayton Institute supports Educare in "research to practice" as it relates to developmentally appropriate environments.</li> </ul>
<p>Plan and implement curriculum to support age</p>	<ul style="list-style-type: none"> <li>• 100% of children demonstrate developmentally appropriate gains in each developmental domain</li> </ul>	<ul style="list-style-type: none"> <li>• Birth-3 Screenings &amp; Assessments</li> <li>○ Learning Through</li> </ul>	<ul style="list-style-type: none"> <li>• Clayton Educare supports use of the Project Approach and convened a conference for classroom staff and</li> </ul>

20 of 69



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>appropriate proficiency in</p> <ul style="list-style-type: none"> <li>• Language, literacy, and communication</li> <li>• Problem solving</li> <li>• Social and Emotional</li> <li>• Physical (small/large motor)</li> <li>• STEAM – Science, technology, engineering, arts, mathematics</li> <li>• English language acquisition</li> </ul>	<p>(curriculum)</p> <ul style="list-style-type: none"> <li>• 100% of dual language learners show progress in receptive and expressive English language skills and engagement in English literacy activities (curriculum)</li> </ul>	<p>Relating (LTR)</p> <ul style="list-style-type: none"> <li>○ Ages and Stages Questionnaire (ASQ)</li> <li>○ The Ounce Scale</li> <li>○ DECA IT</li> <li>○ Early Communicator Indicator</li> <li>○ Bayley</li> <li>• 3-5 Screenings &amp; Assessments</li> <li>○ Teaching Strategies GOLD</li> <li>○ ESI</li> <li>○ PPVT</li> <li>○ PALS</li> <li>○ Bracken</li> <li>○ DECA</li> <li>○ Lesson plan review</li> </ul>	<p>coaches on the Approach conducted by Judy Helm.</p> <ul style="list-style-type: none"> <li>• A workgroup of staff from the Clayton Institute and Educare have completed the first version of the Clayton Language Policy.</li> <li>• The Clayton Institute is collaborating with Educare in implementing practices to enhance outcomes for all children in STEAM- science, technology, engineering, the arts, and mathematics</li> <li>• Clayton Educare in collaboration with the Clayton Institute has updated a model for coaching that enhances peer coaching and leadership development for classroom staff</li> <li>• The monthly Strategic Planning &amp; Instructional Leadership meeting attended by Clayton Institute and Educare staff reviews and analyzes program data and strategically plans for program improvement</li> </ul>
<p>Ensure appropriate teacher/child interactions through</p>	<ul style="list-style-type: none"> <li>• Maintain scores that exceed the national average in the domain of Emotional Support</li> </ul>	<ul style="list-style-type: none"> <li>• CLASS results</li> <li>• PITC PARS results</li> </ul>	<ul style="list-style-type: none"> <li>• The Clayton Institute partners with Clayton Educare in training and coaching teachers, and evaluating</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>use of the CLASS domains of:</p> <ul style="list-style-type: none"> <li>• Emotional Support</li> <li>• Classroom Organization</li> <li>• Instructional Support</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain scores that exceed the national average in the domain of Classroom Organization</li> <li>• Reach a four in all dimensions of Instructional Support</li> </ul>		<p>classrooms using the CLASS to improve their performance on all CLASS domains</p>
<p>Apply data to inform individual child education goals.</p>	<ul style="list-style-type: none"> <li>• Children who speak a home language other than English will have a current home language survey, be assessed 3 times each year on English Language Acquisition, and show progress in all areas of English language development</li> <li>• 100% of enrolled children will have a current Individual Child Curriculum Plan (ICCP).</li> <li>• ICCPs will be tied to screenings and assessment.</li> <li>• Lesson Plans will reflect ICCPs.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plan review</li> <li>• ICCP review</li> <li>• Clayton Educare Language Policy review</li> <li>• Birth-3 Screenings &amp; Assessments:             <ul style="list-style-type: none"> <li>○ LTR</li> <li>○ ASQ</li> <li>○ The Ounce Scale</li> <li>○ DECA IT</li> </ul> </li> <li>• 3-5 Screenings &amp; Assessments:             <ul style="list-style-type: none"> <li>○ Teaching Strategies GOLD</li> <li>○ PPVT</li> <li>○ PALS</li> <li>○ Bracken</li> <li>○ DECA</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Clayton Educare utilizes a continuous improvement process that reviews and analyzes all program data on a regular schedule, using the information to inform program planning and improve practice</li> <li>• The Clayton Institute along with Educare has developed a coaching system that includes regular review and analysis of classroom data to inform planning and practice</li> <li>• Classroom teams develop child portfolios for each child that are used to assess children's development and share results with parents to inform mutual goal setting</li> <li>• Clayton Educare has a prescribed data cycle that places data</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

			<p>evaluation into the ongoing schedule and routine of the program</p> <ul style="list-style-type: none"> <li>• Monthly classroom level early intervention meetings provide opportunities for classroom teams to meet with specialists to review and evaluate children identified with a special need. The meeting also provides training and support for teachers in how to plan for and meet IEP goals in the classroom</li> <li>• An Early Intervention Tool Kit was developed to support families, whose native language is not English, through the process of referral and identification</li> <li>• Quarterly Early Intervention (EI) meetings with Educare management staff and service providers ensure EI services are seamless, comprehensive and addressed identified needs</li> <li>• Quarterly Child Family Reviews offer staff and specialists the opportunity to review family and child goals, assess progress, and identify needs and supports</li> </ul>
<p>Provide the prescribed interventions to all children identified with special needs defined by their IFSP/IEPs</p>	<ul style="list-style-type: none"> <li>• 100% of enrolled children will receive a developmental, social-emotional, vision, and hearing screening within 45 days.</li> <li>• 100% of children identified in screening as needing a referral will be referred for further testing and observation.</li> <li>• 100% of children who qualify for an IFSP or IEP will be staffed within 45 days of referral.</li> <li>• ICCPs will reflect IFSP or IEP goals</li> <li>• Lesson plans will reflect ICCPs/IFSPs/IEPs</li> </ul>	<ul style="list-style-type: none"> <li>• Birth-3 ASQ/Denver II and 3-5 ESI results</li> <li>• Birth-3 DECA IT and 3-5 DECA results</li> <li>• Vision and Hearing Screening Report</li> <li>• IFSP/IEP in process tracking review</li> <li>• Review disability tracking</li> <li>• Review collaborative lesson plans for service delivery</li> </ul>	



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

**Goal 4: EFFECTIVE WORKFORCE - To develop an effective early childhood workforce by building staff qualifications.**

<p><b>Clayton Goal:</b> Clayton Educare staff will demonstrate the skills, knowledge and dispositions to deliver high quality culturally competent, integrated services</p>	
<p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• Staff are trained and appropriately qualified for their position</li> <li>• Organizational culture embraces and implements current research and best practices for children and families</li> <li>• Services to families are integrated across service areas</li> <li>• Staff use current technology tools and resources to enhance workflow efficiency</li> <li>• Staff engage in ongoing opportunities for learning and professional growth with an on-going focus on providing and enhancing culturally responsive practice</li> <li>• Staff demonstrate through their performance and proficiency, the knowledge and skill enhancement gained through training/professional development</li> <li>• Staff implement the continuous improvement model to reflect on data and reach program goals and outcomes</li> <li>• Staff demonstrate understanding of research findings relative to culturally inclusive practice and exhibit cultural competence as they respond to the current needs of children, families, and the community</li> </ul>	<p><b>Innovative Methods</b></p> <ul style="list-style-type: none"> <li>• A collaboration between the University of Denver, The Temple Hoyne Buell Foundation, and Clayton Early Learning provides a one-of-a-kind opportunity for ECE professionals to participate in an in depth Early Childhood Leadership program, providing graduate level credit and tuition at no charge</li> <li>• The Clayton Early Learning Institute collaborates with the program to disseminate research</li> </ul>
<p><b>Objectives</b></p> <p>Provide ongoing and quality training opportunities for staff in all service areas</p>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Review NAEYC Portfolios</li> <li>• COPA data sets</li> <li>• Training calendar tracking</li> <li>• Program activity tracking</li> <li>• Review Professional Development Plans (PDPs)</li> <li>• Wellness Program</li> </ul>
<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• 100% of all program staff will be trained in relevant service domains with a focus on child and family development; language and literacy, curriculum and planning; intervention strategies; health and mental health issues;</li> <li>• 100% of all management staff will participate in coaching/reflective supervision/leadership training</li> <li>• 100% of all program staff will participate in activities designed to</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Review NAEYC Portfolios</li> <li>• COPA data sets</li> <li>• Training calendar tracking</li> <li>• Program activity tracking</li> <li>• Review Professional Development Plans (PDPs)</li> <li>• Wellness Program</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

	<p>expand their cultural competencies</p> <ul style="list-style-type: none"> <li>• 100% of staff will be offered support and education in maintaining a healthy lifestyle at work and at home</li> <li>• Core competencies that align with expectations for child &amp; family outcomes will be developed to inform professional development plans</li> </ul>	<p>attendance</p> <ul style="list-style-type: none"> <li>• New Employee Training Plan documentation</li> <li>• School transcripts, credentials, certificates, and degrees</li> <li>• HR Online or SOLAR system implementation</li> <li>• Educare Implementation Checklist</li> <li>• Staff Portfolios documenting professional growth</li> </ul>	<p>and data to improve practice and inform public policy and staff receive training on the Continuous Improvement Model to use data to inform decision making at all levels</p> <ul style="list-style-type: none"> <li>• A sustainable coaching model is used to grow our own teachers, CFE's, and Coaches in a community of practice by meeting regularly to obtain additional content training and reinforce instructional concepts</li> <li>• Professional development is a work culture priority with 2 weeks of pre-service training and 2 monthly training days provided</li> <li>• Clayton Educare collaborates with HIPPY USA and Colorado Parent and Child Foundation for training and technical assistance for home-based staff</li> <li>• CFE's enhance their professional tool box by attending monthly Lunch and Learns trainings and reflective practice groups</li> </ul>
<p>Equip staff to pursue professional</p>	<ul style="list-style-type: none"> <li>• 100% of all program staff will have an education plan that incorporates</li> </ul>	<ul style="list-style-type: none"> <li>• PDP review</li> <li>• School transcripts,</li> </ul>	<ul style="list-style-type: none"> <li>• Clayton Early Learning, through a partnership with the University of</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>development and individual education goals as delineated on their PDPs</p>	<p>training needs, formal education goals, and timelines for achievement</p> <ul style="list-style-type: none"> <li>• 100% of teachers will meet the credential requirements outlined in the Head Start Act; teachers will continue to pursue their higher education through a Bachelor's degree</li> <li>• For those CFEs without a Bachelor's degree, 100% will have an education plan with a timeline to meet this objective</li> <li>• 100% of staff will be trained on the use of professional development plans and core competencies</li> <li>• Through reflective supervision, 100% of staff will receive guidance on strategies to achieve goals</li> </ul>	<p>credentials, certificates, and degrees</p>	<p>Northern Colorado, provides a fast track BA program for 11 staff that includes coaching support</p> <ul style="list-style-type: none"> <li>• Support for teachers to meet their professional goals includes onsite advising, tuition and book reimbursement, laptops, and substitutes to attend classes</li> <li>• Staff participate in reflective supervision to as a means to step back and think about their work with children, families, and staff and identify personal barriers impacting their effectiveness, and implement plans to improve their performance.</li> </ul>
<p>Incorporate technology and data use into all program areas and operations</p>	<ul style="list-style-type: none"> <li>• 100% of staff will have access to technology , receive technology training opportunities, demonstrate proficiency in executing basic computing skills, and build and make progress on a five year technology plan to develop Head Start's 20 Technology Skills</li> <li>• 100% of staff will be knowledgeable of information systems, use</li> </ul>	<ul style="list-style-type: none"> <li>• COPA data sets</li> <li>• Training tracking</li> <li>• 5 year tracking cards</li> </ul>	<ul style="list-style-type: none"> <li>• A peer training model is employed by staff identified as 21<sup>st</sup> Century Classroom Fellows to train others on the use of SMART Technology and SMART technology is integrated into lesson plans</li> <li>• Automated attendance and billing systems are used to improve efficiencies in systems and tracking</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

	<p>technological communication tools to network with the community, and access information from the database to engage in data dialogue for planning and decision making</p> <ul style="list-style-type: none"> <li>• 100% of staff will use technology tools and resources to disseminate effective early childhood practices and selected staff will participate in the production of a DVD series that tells the parent and classroom story in order to build a base of evidence for the program's design</li> <li>• 100% of supervisory staff and other selected staff will be trained in and use SMART Technologies</li> <li>• 100% of staff will engage in reflective practice through being observed, reviewing and analyzing relevant data, and participating in reflective supervision discussions</li> </ul>	<ul style="list-style-type: none"> <li>• The Clayton Educare intranet provides easy access to reports and workspaces to communicate and share information across teams, on and off site</li> <li>• Technology training is integrated into the new employee orientation and staff are assisted in completing a 5 year technology plan based on Head Start's 20 Technology Skills Every Educator Should Have</li> <li>• Technology tools including PDA's; web supported databases such as DECA, COPA, GOLD, School Chapters; and hardware such as HP Minis with Verizon connectivity improve productivity, data analysis and documentation</li> <li>• All staff participate in reflective supervision</li> </ul>
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Exhibit  
Page 27 of 69

**Goal 5: FISCAL INTEGRATION – To integrate fiscal understanding and responsibility throughout all aspect of programmatic efforts**

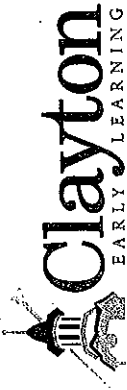
<p><b>Clayton Goal:</b></p>	<p>Clayton Educare will demonstrate financial stewardship by adhering to sound accounting principles to ensure for a strong financial position, perpetuity in programming, and to continue to build public trust.</p>
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• The mission of Clayton Early Learning continues to be carried out</li> <li>• Full compliance with financial reporting and tax laws</li> <li>• Transparency, accuracy, and consistency in financial and budget reporting</li> <li>• Strong oversight of programs and activities and protection of assets</li> <li>• The financial foundation to capitalize on early learning opportunities</li> <li>• Eligibility to receive ongoing government funding</li> <li>• Increased public awareness and understanding of the program</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Comprehensive and effective fiscal operating procedures are in place</li> <li>• Reasonable, necessary, and allowable expenses are reimbursed</li> <li>• Monthly financial and budget reports are distributed, reviewed, and discussed with management staff and policy council to inform program planning</li> <li>• Monthly financial and budget reports are distributed to the Board of Directors</li> <li>• The annual audit results in an unqualified opinion indicating there are no reservations concerning the financial statements</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Monthly financial reports</li> <li>• Minutes of Board, Audit Committee, and Policy Council meetings</li> <li>• Fiscal Standard Operating Procedures</li> <li>• Annual budget</li> <li>• Bylaws</li> <li>• Audit report</li> </ul>	<p><b>Innovative Methods</b></p> <p>Through its relationship with the Clayton Foundation (DBA Clayton Early Learning) Clayton Educare is able to leverage its impact on the Head Start community it serves in the following ways:</p> <ul style="list-style-type: none"> <li>• Services are offered in a new building on Clayton's 20 acre campus designed in 2006 specifically to meet the needs of enrolled infants to pre-school children</li> <li>• The building was constructed by and is owned by Clayton Early Learning and provided rent-free to Clayton Educare</li> <li>• Clayton Early Learning maintenance staff provide grounds keeping services year round, snow removal and building maintenance at no charge to Clayton Educare as a component of</li> </ul>
<p><b>Objectives</b></p> <p>Implement and maintain appropriate standards to steward resources</p>			



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>An efficient and effective recordkeeping system is maintained to provide accurate and timely information regarding enrolled children and families, and program staff</p>	<ul style="list-style-type: none"> <li>• Reports required under contracts and to federal, state and local authorities are completed in a timely, efficient, and accurate manner</li> <li>• Written personnel and fiscal policies and procedures ensure confidentiality and security of all data and funds related to children, families, and staff</li> <li>• Human resource policies and procedures support the accomplishment of program objectives/outcomes and clearly delineate lines of supervision</li> </ul>	<ul style="list-style-type: none"> <li>• COPA data sets</li> <li>• Contract reports</li> <li>• Federal accounting system reports</li> <li>• Standard Operating Procedures</li> <li>• Fiscal Standard Operating Procedures</li> <li>• Employee, Supervisor, and Parent Handbooks</li> <li>• Organization structure</li> </ul>	<p>the non-federal match</p> <ul style="list-style-type: none"> <li>• Clayton Early Learning Institute's professional development specialists and coaches work with Clayton Educare staff to assist in bringing their work with children to the highest professional level. The interaction between Institute and Educare staff is ongoing and leverages the proximity of the Institute's professional expertise with the Clayton Educare staff</li> </ul>
<p>Prioritize spending and generate</p>	<ul style="list-style-type: none"> <li>• Spending reflects responsiveness to annual self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Annual budget</li> <li>• Financial statements</li> </ul>	<ul style="list-style-type: none"> <li>• Clayton Early Learning administration provides comprehensive services to staff, management and governing boards of Clayton Educare by providing accounting, payroll and fiscal reporting services, the full range of human resources services including recruitment, hiring and benefits, and oversight by the President/CEO and Vice President for Clayton Educare. All administrative and managerial services are at no charge to the program and comprise a portion of the non-federal match</li> <li>• By harnessing the financial strength of Clayton Early Learning, Clayton</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>revenues</p>	<p>recommendations</p> <ul style="list-style-type: none"> <li>Federal reviews result in no areas of non-compliance</li> <li>Program maintains accreditation and 4-Star Qualistar rating</li> <li>Staff demonstrate the skills, knowledge and dispositions to deliver high quality culturally competent services</li> <li>Program is strengthened through integrated and creative solutions to issues and financial challenges resulting from transparent and well facilitated governance, management, and staff discussions</li> </ul>	<ul style="list-style-type: none"> <li>Self-Assessment action plans</li> <li>NAEYC Accreditation</li> <li>Qualistar Rating</li> <li>Annual Evaluation Report</li> <li>Minutes of Board, Audit Committee, Policy Council, management and staff meetings</li> </ul>	<p>Educare is able to focus its federal and other funding streams directly on the Head Start programs and reduce overhead and keep non-program budget costs to a minimum.</p>
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

Exhibit  
Page 31 of A-1



## Clayton Educare Early Head Start FY 2011-12 Expansion Continuation Application/Narrative

**B. Early Childhood Development.** Clayton is a member of the Bounce Learning Network (BLN), a consortium of Educare Centers that come together to share, problem-solve, and receive technical assistance and support regarding issues of program development, implementation, and continuous quality improvement of the Educare model. As an Educare center and BLN member, Clayton aspires to provide an early childhood education model of excellence that demonstrates the value of early investment in preventing costly interventions later. Delivering the highest level of services requires ongoing opportunities for staff to come together to share, problem-solve, and receive technical assistance and support regarding curriculum development, individualization, and implementation. Professional development for education staff addresses the enhancement of their skills and knowledge through training and pursuit of professional credentials; it also encompasses efforts to prepare the next generation of educators by shaping the quality and intensity of the college coursework offered in the field.

Supervision and coaching supports in Clayton Educare are based on a clearly defined coaching model that addresses both the fundamental knowledge base associated with teaching pedagogy and child development. Over the past three years teachers and CFEs have received additional training in strategies to use in the classroom and in the Learning Through Relating Infant/ Toddler Curriculum. A Clayton Early Learning Institute coach will support Florence Crittenton classroom teams with consultation and collaborative planning.

The program has broadened its approach to and understanding of coaching to be more inclusive, recognizing that all staff members have a role in coaching one another. This has resulted in the program making more effective use of staff expertise, and using the Colorado Early Childhood Framework as a guide, will provide coaching to staff in the areas of Early Learning, Family Support and Parent Education, Social/Emotional and Mental Health, and Health through staff and consultants with content area expertise.

Clayton Educare is proposing changes to the organizational structure to incorporate Master Teachers who will supervise and coach classroom teaching teams and an Education and Early Childhood Services manager to lead the content area.

**C. Health Services.** Well-child visits and timely acute care visits lead to early detection and correction of conditions that, if untreated, might impair young children's physical, intellectual, and social development. Childhood immunization saves lives, prevents significant disability, and lowers medical costs. In accordance with these values, American Academy of Pediatrics guidelines, and Head Start Performance Standards, Clayton Educare works with parents to provide high quality and comprehensive health care services to enrolled children. Clayton Educare Early Head Start's primary goal is to link children and families to a system of health care and to ensure that families have an ongoing source of continuous, accessible medical care. The services and supports described in this section are provided to all enrolled



## Clayton Educare Early Head Start FY 2011-12 Expansion Continuation Application/Narrative

EHS children regardless of the program option in which they participate. During the enrollment process, CFEs obtain medical information for every child. If a child does not have an identified medical home, staff assist the parent in identifying a regular health care source for the child/family. Families without insurance receive assistance in applying for insurance. As Child Family Educators (CFEs) identify children with health concerns, they refer the family to the health team for follow-up.

At enrollment, each child's well-child care status is evaluated and children who are in need of immunizations or other evaluations are referred. Within 45 days of enrollment, all children receive screenings in the areas of height, weight, vision, hearing, blood pressure, and dental. Clayton Educare has collaborative agreements with The Center for Speech, Hearing and Language and the Children's Hospital and the University of Colorado School of Dentistry to provide these screenings. All parents of children tested receive a detailed report indicating whether their child passed the screenings or required a referral. As concerns arise during screenings, the Center makes an immediate referral to the parent for follow-up screening and/or treatment.

No major changes have been made to the delivery of health services as described in the EHS expansion full application.

**E. Building Family and Community Partnerships.** Because families profoundly impact the life and development of young children, strengthening family development and building parent competence is a major program priority. The program's approach to this task is based on both research and experience. Since children's needs are best addressed in the context of the entire family, Clayton staff are committed to valuing all parents and allowing all parents to experience a sense of belonging. Clayton Educare pursues an interdisciplinary approach to parent engagement that builds effective partnerships between education staff, family support staff, and consultants.

Clayton Educare family support staff have a specific and intentional role in supporting the parent/child relationship and the parents' role in the language, literacy and social/emotional development of their children. Clayton Educare staff receive intensive training throughout the program year on literacy strategies for children and on how to empower and equip parents to work with their children at home on language and literacy development.

Through the development and monitoring of Family Partnership Agreements, the Child Family Educators (CFEs) coordinates services from a transdisciplinary team to help enrolled families address goals related to self sufficiency, job readiness, education, self-esteem building, and accessing community resources. CFEs receive intensive, ongoing training related to building relationships with families, communicating with parents about challenging issues, and helping



## Clayton Educare Early Head Start FY 2011-12 Expansion Continuation Application/Narrative

families set and prioritize realistic goals. CFEs direct parents to specific community services that will help them address identified needs in their FPA and provide parents with information on the agency's policies and procedures. CFEs follow up on all referrals to community agencies. The Early Intervention Coordinator, with a strong background in family support, provides consultation to the CFEs, monitors and tracks family and community services, and ensures the family and community work plan is being implemented in the context of this integrated approach. All options, including the community sites, receive CFE support.

Clayton Educare is proposing changes to the organizational to incorporate Master Level CFEs and a Family Centered Services manager to lead the content area.

**F. Ensuring Effective Program Design and Management.** Parents are involved in **governance** of the program through participation in the Head Start Policy Council, the Parent Committee, and the Health Services Advisory Committee.

*The Clayton Educare Policy Council* jointly oversees both the Head Start and Early Head Start programs, advancing Clayton's vision of a seamless prebirth-to-five system and a synergistic relationship between the programs. The Policy Council's responsibilities include:

- Maintaining general planning and administrative responsibility in accordance with the Head Start Revised Performance Standards;
- Providing the opportunity for parents to initiate suggestions and ideas related to the program;
- Reviewing program outcomes and financial statements on a monthly basis;
- Participation in grant development and completion;
- Providing ongoing support to carry out the mission of the programs;
- Serving as the HIPPI advisory committee; and
- Providing representation on the Head Start Grantee's Policy Council.

The Council is comprised of twelve members, three of whom are parents of children presently enrolled in the Early Head Start program, three of whom are parents of children enrolled in the Head Start program, three of whom represent expansion options and three of whom are community representatives. The Council meets monthly. The elected chairperson of the Policy Council is responsible for the agenda for all meetings and for overseeing all election processes. The Program Council Chair, Educare Board Chair, and program management meet monthly to discuss the Policy Council agenda, governance responsibilities, and program issues.

Other proposed structural changes include the formation of content area teams with a manager leading the team. In addition to the Education and Family Centered Services teams, there is a Information Systems/Operations team, a Community-based Services team, and a Health and Development team. Administrative staffing will be streamlined to meet team needs.



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

Exhibit  
Page

*A-1*  
*35*





## Clayton Educare Early Head Start FY 2011-12 Expansion Continuation Application/Narrative

A strong training and professional development plan is at the core of Clayton Educare's commitment to excellence and integral to attaining the program objectives and benefits. The program hires well-trained teachers and family support staff. It then supports professional growth through a continuum of pre-service training, in-service training, reflective supervision, and support for individual professional development goals (e.g. assistance in attaining professional credentials.)

### Program Benefits and Progress

The table presented in the Program Approach section of this application sets out the program's long range goals and the objectives to be accomplished during the three-year grant cycle and the results and benefits expected. Progress on FY 2010-11 goals are attached as Appendix A.

**A. Indicators of Program Quality.** Clayton Educare has been a leader in full implementation of the performance standards for over 15 years, as evidenced by these ongoing indicators of program quality:

- In September 2010, Clayton Educare was designated by the U.S. Department of Health and Human Services as one of ten *Centers of Excellence in Early Childhood* in the nation through a highly competitive review process. In addition to the designation, bonus grant funding of \$200,000 per year for up to a five-year project period will be awarded as appropriated. Applicants had to be nominated by the Governor and will disseminate best practices to Head Start, Early Head Start and other early education programs.
- Clayton Educare Early Head Start's on-site monitoring reviews in 2006 and 2009 found the program in full compliance with all Head Start performance standards, including all fiscal requirements.
- Clayton Educare participated in Risk Management Meetings with the Regional Office in 2008 and 2009; both resulted in determinations that there were no program risks requiring a corrective Action Plan.
- Clayton Educare holds accreditation by the National Association for the Education of Young Children (NAEYC).
- The Clayton Educare program has been continuously enrolled, with waiting lists for many program options.
- On its most recent February 2010 Qualistar rating, Clayton Educare earned four of four possible stars. Qualistar is a statewide effort to improve the quality of early care and education for children and to increase the level of accountability to parents and funders. The cornerstone of Qualistar is the Quality Rating System (QRS), a tool to measure quality in licensed centers and family home early care and education settings for children birth to kindergarten. The QRS delineates quality in Learning Environment, Teacher Training and Education, Family Partnerships, Adult-to-Child Ratios/Group Size



## **Clayton Educare Early Head Start FY 2011-12 Expansion Continuation Application/Narrative**

and Accreditation. The program achieved full points in Learning Environment, Family Partnerships, Ratios, and Accreditation. Learning Environment scores are based on the Infant Toddler Environment Rating Scale (ITERS) and the Early Childhood Environment Rating Scale. Average scores for infant/toddler classrooms observed with the ITERS were 5.75 on a 7-point scale. Ratings for Activities, Interactions, Program Structure, Space and Furnishings all exceeded 6.25 and Listening and Talking was a perfect 7. Average scores for preschool classrooms observed with the ECERS were 6.12 on a 7-point scale. Average ratings for Language & Reasoning, Activities, Space and Furnishings, exceeded a score of 6 and Interactions and Program Structure neared a 7.

- HIPPIY USA conducted site visits of the program's home-based program options in both January 2009 and 2010. Findings were strongly positive, noting the effectiveness and professionalism of program staff and the quality of the home visits. The integration of the HIPPIY curriculum with Head Start has been cited as a particular strength of the program.
- Clayton Educare participated in two Early Reading First (ERF) projects administered by the Clayton Institute and designed to enhance early literacy activities in the Denver Metro Area. In both projects, participating classrooms (full day, full year preschool) received intensive coaching to implement an evidence-based early literacy curriculum, use child assessment data for individual planning, and support families to use dialogic reading strategies. The results and evidence from these grants have supported our understanding of language and literacy development birth to five. Clayton Educare has demonstrated the capacity to sustain the intensity of the intervention provided through ERF. As a Center of Excellence, Clayton Educare will continue to integrate the recommendations outlined by the National Reading Panel and model strategies that support the key predictors of reading success (oral language, phonological awareness, alphabet knowledge and print awareness).
- The staff-to-child ratio of 3 to 8 in all classrooms surpasses state licensing standards and the Head Start Performance Standards.
- Clayton Educare participates in ongoing continuous improvement. Staff analyze and evaluate the delivery of services on an on-going basis using reports and data to ensure compliance with Head Start Performance Standards and to identify gaps in service. Determination of service gaps for children and families directs the implementation of new services or improvement of existing services.

### ***B. Successes Realized Through Expansion.***

- Expansion has had a significant positive impact on our capacity to serve more children and families from the waitlist.
- Expansion has had an increased positive impact on developing professionals in the field who have been financially supported to achieve higher education.



## **Clayton Educare Early Head Start FY 2011-12 Expansion Continuation Application/Narrative**

- Expansion has resulted in broadening the scope and impact of our work in the community through expanded service areas, enhanced child and family development support, and disseminating/implementing the Learning Through Relating curriculum in the community.
- In order to implement expansion in our culture of quality, teaming has improved through-out the program by using Skilled Dialogue and Courageous Conversations.
- With additional numbers in infant classrooms, research opportunities have arisen through BOUNCE to assess the impact of the Educare model across the country.
- The 6.5 hour option allowed the program to serve families unable to access Colorado Child Care Assistance funding for extended day services.
- Ongoing expansion funding has allowed us to retain staff hired the first year.

### ***B. Challenges Experienced and Addressed Through Expansion.***

- The building has been filled to capacity and expansion has pushed the limits of our environmental infrastructure in terms of parking, storage, and finding a space for everyone and everything.
- The administrative and cultural transitions to becoming a significantly larger organization require ongoing management reflection and support.
- Ongoing training has been required to orient and support staff in Clayton Educare's model and approach to service delivery.
- The addition of staff resulted in our need to re-establish and clearly model the culture within the organization to ensure everyone is on the same page.
- Gaps in the orientation process occurred as we hired such a large group of staff quickly in an attempt to begin offering services.
- No additional compensation was available for management staff taking on additional responsibilities.



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

**GOAL 1: FAMILY LITERACY** – To develop a framework of education and resources that support linguistically and culturally responsive family literacy strategies for families and staff.

<b>Clayton Goal:</b>	Parents and primary caregivers support children's development across all domains. Families will have the capacity and resources to meet their needs and self-determined goals.		
<b>Benefits:</b>	<ul style="list-style-type: none"> <li>• Parents develop a network supportive of their social, emotional, and parenting needs</li> <li>• Families faced with a multitude of challenges and/or risk factors are more resilient</li> <li>• Parents have enhanced awareness of their children's optimal growth and development and how to support it</li> <li>• Families experience success at working toward and achieving family goals</li> <li>• Families move toward self sufficiency</li> <li>• Parents learn to become advocates for and facilitators of their children's learning</li> </ul>		
<b>Objectives</b>	<b>Outcomes</b>	<b>Measures</b>	<b>Progress</b>
Provide interactive family literacy activities between parents and children	<ul style="list-style-type: none"> <li>• Increased child outcomes in emergent literacy skills</li> <li>• Enhanced literacy materials and resources in homes</li> </ul>	<ul style="list-style-type: none"> <li>• Child assessments</li> <li>• Number of books in home</li> <li>• Participation in parent workshops</li> <li>• Completion of home/school link activities</li> </ul>	<ul style="list-style-type: none"> <li>• During monthly parent meetings and semi-yearly Parent-Teacher conferences, all parents received individualized home-school activities to assist with scaffolding their children to their next developmental level.</li> <li>• Clayton Educare partnered with <i>Reading is Fundamental</i> to provide interactive resources and activities to families, including dialogic reading strategies and free books.</li> <li>• CFEs partnered with parents to create family portfolios to document their</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

			<p>experience in the Educare program over time and that is reflective of their family's culture.</p> <ul style="list-style-type: none"><li>• February marked our first annual Step into Literacy month. Special events included guest readers; parent/child reading where the name of each book a parent read with their family was written on a shoe cutout and hung around the building. Shoes circled the building twice. The program simulcast Leland Melvin NASA's Associate Administrator of Education and a former astronaut, sharing his experiences traveling in space and read aloud <u>The Moon Over Star</u>. Parents were invited for Books for Breakfast, an opportunity to eat breakfast and enjoy a book with their child. The month concluded with a book parade. Classrooms shared their favorite book representations with the school community by parading through the building.</li><li>• Clayton Educare parents and children were invited to attend the Preschool One Book One Denver event, hear the author read her book "Is Your Mama a Llama", and receive an autographed book.</li><li>• A monthly newsletter is distributed to all program families that includes a "literacy corner". This corner gives parents developmentally appropriate ideas</li></ul>
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>on how to incorporate reading into their family's everyday life, research, and activities that they can do with their child.</p> <ul style="list-style-type: none"> <li>• Offering Real-e Books software for teachers and CFEs. Real-e Books is an application that assists users in creating customized books for the classrooms and families.</li> <li>• A family literacy workgroup was created to build strategies to engage families in literacy activities throughout the year.</li> <li>• In April we will host our Alumni Reading event. Former Clayton children are invited to be guest readers in each of classrooms.</li> </ul>			
<ul style="list-style-type: none"> <li>• Parent/child activities were incorporated into each monthly classroom-level parent meeting. The CFE and teachers collaborated to ensure activities were relevant and engaging and that a variety of literacy concepts were explored.</li> <li>• Quarterly Fatherhood meetings were conducted with a focus on interactive literacy activities, including providing fathers with books and related child activities.</li> <li>• In quarterly Child Family Reviews, parents and staff collaborated to create plans and strategies around individualized family literacy goals.</li> <li>• Parent-Teacher conferences and home</li> </ul>	<ul style="list-style-type: none"> <li>• Reading frequency</li> <li>• Training evaluations</li> <li>• Sign-in sheets</li> <li>• 5x5 project participation</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced understanding of literacy and language development on the part of parents</li> <li>• Increased number, duration and intensity of literacy interactions between parent and child</li> </ul>	<p>Provide opportunities to support parents in their role as the primary teacher of their child</p>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>Ensure staff have knowledge and resources to support family literacy</p>	<ul style="list-style-type: none"> <li>• Enhanced understanding of literacy and language development among staff</li> <li>• Expanded literacy practices and strategies used by staff</li> </ul>	<ul style="list-style-type: none"> <li>• Training evaluations</li> <li>• ELCO (Early Language and Literacy Classroom Observation)</li> <li>• Sign-in sheets</li> <li>• Staff focus groups</li> </ul>	<p>visits each were conducted two times during the year. Individual child goals were developed around literacy and other developmental domains.</p> <ul style="list-style-type: none"> <li>• Parents in the home-based option supported socializations by leading story time, parent/child activities, and snack preparation.</li> <li>• Clayton Educare staff and families participated in our annual Culture Night celebration. Program neighborhoods selected a country to highlight based on cultures represented by staff and families. Foods, decorations, and artifacts reflective of each culture were included.</li> <li>• Classrooms provided relevant activities and crafts for children and families to engage in together. Families were invited to create a poster that illustrated family cultural celebrations and were encouraged to share their posters with others. Parents supported the planning and served as Cultural Guides during the event to share information about their culture.</li> </ul>
<p>Ensure staff have knowledge and resources to support family literacy</p>	<ul style="list-style-type: none"> <li>• Enhanced understanding of literacy and language development among staff</li> <li>• Expanded literacy practices and strategies used by staff</li> </ul>	<ul style="list-style-type: none"> <li>• Training evaluations</li> <li>• ELCO (Early Language and Literacy Classroom Observation)</li> <li>• Sign-in sheets</li> <li>• Staff focus groups</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers displayed materials on classroom projects throughout the building to encourage parent/child dialogue and engage parents in classroom activities.</li> <li>• Resource Library materials on topics such as continuing education and child development, and children's books and</li> </ul>





**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>strategies</p>	<ul style="list-style-type: none"> <li>• ITERS/ECERS</li> </ul>	<p>videos were available for families to check out.</p> <ul style="list-style-type: none"> <li>• A donation committee was created to develop a more efficient system for soliciting, tracking and distributing resources such as books, clothing, donated goods and contributions.</li> <li>• Through classroom team meetings with the Director of Evaluation, evaluation data were shared and analyzed and staff were equipped to address children's progress and literacy strategies with parents.</li> <li>• Financial Literacy classes were provided to families and staff to improve their skills in managing their financial circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Circle of Parents</i> support groups in English and Spanish were held two times per year onsite for six weeks. The support groups are peer led and focused on the participants' social/emotional health, parenting skills, and relationships.</li> <li>• Childcare and a nutritious meal were offered to eliminate barriers to attendance.</li> <li>• A Community Resource Fair for families is held annually to provide information and community supports in areas including, housing, health, parent education, employment, etc.</li> <li>• The FLS presented different topics of</li> </ul>
<p>Enhance parents' skills in supporting their children's development</p>	<ul style="list-style-type: none"> <li>• 100% of parents identifying parenting skills on their FPA will receive resources and/or referrals for intervention services</li> <li>• 100% of parents identifying advocacy, guidance, and child development on their FPA/CPA or ICCP goals will receive parenting information</li> </ul>	<ul style="list-style-type: none"> <li>• Family Partnership Agreements (FPAs)</li> <li>• The Ounce Scale (Developmental Profile)</li> <li>• Referral and follow-up</li> <li>• Parent training opportunities</li> <li>• Tracking through EHS home visiting modules</li> <li>• Sign-in sheets</li> </ul>	



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

			<p>interest at parent meetings and socializations and gathered relevant research and materials for distribution. These presentations offered a comfortable environment for parents to learn about coping skills, de-stressing techniques and community resources. They also provided an open forum for families to share concerns and engage with their peers.</p> <ul style="list-style-type: none"><li>• Parent skills were enhanced through the provision of information on developmental milestones by teachers and Child Family Educators.</li><li>• Using the <i>Once Scale</i>, a developmental profile, teachers modeled developmentally appropriate strategies and activities for parents at on-going home visits.</li><li>• Parents were encouraged to attend parent workshops and classes, such as Denver Health's <i>Positive Solutions for Families</i>, focused on child development, parenting, and healthy relationships.</li><li>• 116 families entered into Family Partnership Agreements with goals related to supporting their child's development.</li><li>• A CFE was trained and received certification to provide parents and staff Baby Signs training to enhance language in young children.</li><li>• Home-based CFEs engage parents in</li></ul>
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>weekly dialogue about developmental skills and how the at home activities support their child's development.</p>			
<ul style="list-style-type: none"> <li>• A workgroup was created and meets monthly to develop strategies to eliminate barriers to mothers achieving post secondary education. Based on the community assessment, the selection criteria were revised to provide additional points for parents who have not achieved a HSD or GED.</li> <li>• 35 parents were supported in obtaining their GED/High diploma and postsecondary through Family Partnership Agreements that identified educational goals for parents.</li> <li>• Through community partnerships with Emily Griffith, Focus Points and others, Clayton provides GED and ESL support to parents based on their schedule and availability. In addition, families received informational resources regarding community programs that offer GED and ESL courses.</li> </ul>	<ul style="list-style-type: none"> <li>• FPA goal</li> <li>• Referral and follow-up</li> <li>• COPA</li> <li>• Visit form/contact notes</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of parents indicating HSD/GED goal on their FPA will develop a plan to achieve the goal</li> <li>• Staff will assist 100% of these parents in identifying and addressing barriers in obtaining HSD/GED where appropriate</li> </ul>	<p>Support parents in obtaining their high school diploma (HSD) or GED</p>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

**GOAL 2: COMMUNITY WELLNESS** – To promote health and wellness for families, staff, and communities.

<b>Clayton Goal:</b>		<b>Measures</b>	<b>Progress</b>
<b>Objectives</b>	<b>Outcomes</b>	<b>Measures</b>	<b>Progress</b>
<p><b>Clayton Goal:</b> Child, parent, and staff health and well-being are supported and improved.</p> <p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• Child development and wellness is enhanced through health and nutrition services that supplement and complement those of the family</li> <li>• Improved access to health and mental health services</li> <li>• Through prenatal services, parent and child relationships are formed at the earliest possible time</li> <li>• Improved child and staff attendance</li> </ul>			
<p>Enhance the knowledge and importance of oral health practices for parents and staff</p>	<ul style="list-style-type: none"> <li>• Increased number of dental services received by children</li> <li>• Enhanced understanding of best practices in oral health for parents</li> <li>• Expanded strategies and best practices to support oral health by staff</li> </ul>	<ul style="list-style-type: none"> <li>• PIR data</li> <li>• Training evaluations</li> <li>• Sign-in sheets</li> <li>• Monitoring action plans</li> <li>• Family participation in the TOPS program</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of the children who needed hearing, vision and/or dental referral follow-up received it.</li> <li>• 100% of Clayton Educare staff received oral health training.</li> </ul>
<p>Foster overall health of families and staff through nutrition and physical activity</p>	<ul style="list-style-type: none"> <li>• Enhanced knowledge of nutrition and physical activity for parents including strategies in preparation of nutritious meals</li> <li>• Heightened sense of overall well-being reported by parents and staff</li> <li>• Increased number of families with health insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Training evaluations</li> <li>• Sign-in sheets</li> <li>• Monitoring action plans</li> </ul>	<ul style="list-style-type: none"> <li>• In response to data family evaluation data that almost 40% of families had run out of food in the last 12 months, the program redesigned its food bank through collaboration with Food Bank of the Rockies. A new, more convenient space has been made available by Clayton; corporate and personal sponsors have equipped the space and provided food and personal care supplies; and the ongoing management of the food bank has been</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>incorporated into the work of the Wellness Committee.</p> <ul style="list-style-type: none"><li>• Weekly hour-long parent Zumba physical activity group were provided throughout the 2010 calendar year. Participating parents reported that Zumba contributes to their overall fitness level, decreases stress, and helps them build relationships with other families and staff.</li><li>• Clayton Educare families and staff participated in Share Our Strength Operation Frontline's cooking and nutrition classes. This six-week course occurred one day a week for two hours. Participants identified changes in eating, cooking, and grocery shopping habits that support the preparation of foods that are tasty, healthy, and low cost. Food was prepared and shared at each class. Participants took home a bag of the groceries needed to create the same meal for their family. Two classes have been completed with twelve participants in each class. Two more classes are scheduled before the year end.</li><li>• Clayton Early Learning's employee fitness center provides staff with a treadmill, elliptical machine, and cardio workout, weight/resistance training, stretching, and relaxation rooms. The center is open from 6:00am to 7:30pm each day.</li></ul>		
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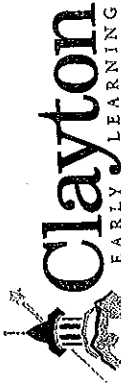
**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<ul style="list-style-type: none"><li>• Monthly wellness training events were offered to all Clayton staff. Through the organization's insurance program, staff participated in a wellness fair complete with blood pressure screenings, blood work and health consultation with an RN.</li><li>• Weekly onsite Yoga classes were provided to staff and families at little to no cost.</li><li>• Clayton Educare collaborated with the University of Colorado Denver, College of Nursing and the National Resource Center for Health and Safety in Child Care and Early Education to produce 3 videos entitled "Motion Movements". The videos highlight easy physical activity to implement for infants, toddler and preschoolers. The videos were taken at Clayton Educare featuring our staff, families and children. The videos can be viewed at <a href="http://nrckids.org">http://nrckids.org</a>.</li></ul>			
<ul style="list-style-type: none"><li>• Clayton Educare has been sponsoring the Denver Health Enrollment van on a regular basis on our campus. Families and staff are able to make appointments with enrollment specialists and leave the van the same day with health insurance.</li></ul>			
<ul style="list-style-type: none"><li>• Clayton Early Learning and campus tenants participated in the planning and implementation of the first annual Family</li></ul>			



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>Fun &amp; Fitness day in Spring 2010. Families from all programs and the community were invited to participate to learn about easy, fun ways to incorporate nutrition and physical activity into their daily lives. The second annual Family Fun &amp; Fitness Day is scheduled for May 14, 2011.</p>		
<ul style="list-style-type: none"><li>• Clayton Educare is participating in the planning of the DGKHS Culture of Wellness in Preschools grant through the Colorado Health Foundation. If the grant it funded, it will allow for staff and families to participate in evidence-based nutrition, physical activity interventions. Sustainability will be achieved through capacity-building train the trainer model.</li><li>• Clayton Educare has been collaborating with the University of Colorado Cancer Center on a pilot program to develop and implement an innovative intervention (smoking cessation navigation) intended to increase utilization of telephone coaching services and nicotine replacement therapy among a sample of low-income smokers recruited through our program.</li><li>• In the fall of 2010, classrooms participated in a pilot from Community-Minded to conduct a Movement/Dance/Tumbling Program.</li></ul>		



## Clayton Educare Early Head Start FY 2011-12 Expansion Continuation Application/Narrative

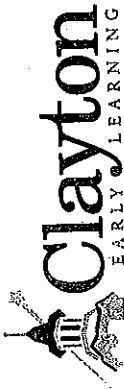
<p>Integrate the social/emotional Teaching Pyramid model and philosophy throughout the program</p>	<ul style="list-style-type: none"> <li>• Enhanced relationships between parents and staff</li> <li>• Expanded resources and effective practices for staff to support the social and emotional development of children</li> <li>• Enhanced child outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Pyramid Observation Tool (T-POT) for preschool classrooms</li> <li>• Monitoring action plans</li> <li>• Training evaluations</li> <li>• Sign-in sheets</li> <li>• Social/ emotional assessments</li> </ul>
<ul style="list-style-type: none"> <li>• CFE's attended Fussy Baby training to enhance their knowledge of working with families who have babies 0-12 months who are struggling with eating/feeding, sleeping, crying, and/or general fussiness.</li> <li>• Teachers and Early Intervention staff received training on the teaching pyramid and will use the inventory of practice classroom checklist as a self assessment tool to support training needs during pre service August 2011.</li> <li>• Staff participated in early intervention training and monthly early intervention meetings to achieve the following outcomes for all children: promote access and equity of services; increase typical peer role models; ensure for strength-based assessment and services; and build staff capacity to support social/emotional needs through collaborative, interdisciplinary teams.</li> <li>• Staff participated in social/emotional and skilled dialogue skills-based training strands to support the development of strong interpersonal relationships in order to promote child growth in the context of family, community, and culture.</li> <li>• To improve mental health outcomes for children, monthly the FLS collaborates with the early intervention team to plan</li> </ul>		





**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>and monitor family/child progress.</p> <ul style="list-style-type: none"> <li>To support families whose native language is not English through the process of child referral and identification, an Early Intervention Toolkit was developed by a CFE as part of her graduate school program. This toolkit is translated into the parent's native language, informs them of their rights and responsibilities, and orients them to what they can expect through the process and how to obtain support.</li> </ul>			
<ul style="list-style-type: none"> <li>An interdisciplinary prenatal workgroup met regularly to expand and intensify the prenatal services. This group created new selection criteria for prenatal mothers, updated the enrollment packet, updated the curriculum, and introduced additional group activities such as prenatal support groups. Prenatal moms are recruited from Early Head Start, Head Start, and the community. New recruitment flyers were distributed to area clinics.</li> <li>The perinatal CFE implemented the Community Based FANA program. The Community-Based FANA (Family Administered Neonatal Activities) is a set of principles and activities that is used to promote emotional availability and engagement between parents, beginning with their unborn infant/newborn.</li> </ul>	<ul style="list-style-type: none"> <li>Training evaluations</li> <li>Sign-in sheets</li> <li>Community partnership agreements</li> <li>Home visit documentation</li> <li>Family partnership agreements</li> </ul>	<ul style="list-style-type: none"> <li>100% of CFEs serving prenatal families will have an understanding of the benefit of Doula services</li> <li>A collaboration will be established to connect prenatal mothers to Doulas</li> <li>100% of prenatal mothers will receive education on pregnancy childbirth</li> </ul>	<p>Provide pregnant mothers with education relative to receiving Doula services</p>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<ul style="list-style-type: none"> <li>• The Perinatal CFE provided Yoga classes for pregnant mothers.</li> <li>• Informational workshops were provided in circumcision, Breast Feeding, Doula services, family planning, health disparities and postpartum depression.</li> <li>• The <i>Center for Epidemiological Studies Scale for Depression (CES-D)</i> screener was distributed twice this year to families. 386 primary caregivers completed the screener in Fall 2010. CFEs met individually with parents, explained the screener, supported the parents in completing it in their primary language, entered it into the database, and submitted the results to the FLS. The FLS reviewed the results and determined the intervention needed based on the score. Primary caregivers receiving low (83%) and moderate (8%) risk scores for depression received a letter explaining their score and the process for accessing mental health services. Those with a score indicating high risk (9%) for depression were contacted by the FLS to further assess risk, explain intervention services, and offer support. The FLS began intervention with those moderate and high risk caregivers requesting services.</li> <li>• The Family Liaison Specialist continues to build relationships with community</li> </ul>	<ul style="list-style-type: none"> <li>• Completed screener</li> <li>• Documented referral process and follow-up</li> <li>• Records of parent training participation</li> <li>• Support groups</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of parents will receive written materials upon enrollment pertaining to mental health issues such as depression, child abuse, and domestic violence</li> <li>• 85% of parents will complete a parent depression screener that includes red flags for indicators such as domestic violence and child abuse</li> <li>• 100% of parents identified as needing treatment will receive program support and additional resources specific to depression, child abuse, and domestic violence</li> <li>• 100% of parents requesting treatment will receive intervention through the program directly or by referral to community agencies</li> </ul>	<p>Identify parents with undiagnosed depression.</p>
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

			partners to support appropriate referrals to community agencies.
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

**GOAL 3: SCHOOL READINESS** - To prepare children for success in school through the domains of the Colorado School Readiness

Indicators (Ready Child, Ready Family, Ready School, and Ready Community).

<p><b>Clayton Goal:</b></p> <p>Children served by Clayton Educare will demonstrate age-appropriate language and literacy development and the social-emotional, physical (small/large motor) and cognitive skills needed for group and school readiness.</p>			
<p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• Intentional, focused teaching practices lead to better outcomes for children</li> <li>• Children's educational plans strengthened by aligning EHS, HS, and district kindergarten standards</li> <li>• Child development and wellness is enhanced through health and nutrition services that supplement and complement those of the family</li> <li>• Curriculum is individualized for each child</li> <li>• Children are successfully transitioned to the next level</li> </ul>			
<p><b>Objectives</b></p> <p>School Ready – Ensure that schools are ready to receive young children</p>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Enhanced parent understanding of requirements for obtaining full-day kindergarten slots within a timeframe that results in increased access to full-day kindergarten for children</li> <li>• Expanded community partnerships supporting transition to kindergarten</li> <li>• Every child provided with a kindergarten transition resume</li> </ul>	<p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Enrollment data</li> <li>• Memorandums of Understanding</li> <li>• Training evaluations and sign-in sheets</li> <li>• Partnership agreements</li> <li>• Monitoring action plans</li> <li>• Number of children qualified for advanced kindergarten</li> </ul>	<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• The ERSEA team and CFEs worked together during weekly ERTF meetings to ensure transition plans were complete, the established protocols were being followed, and that staff worked as an interdisciplinary team to meet the needs of the children and families.</li> <li>• Kindergarten transition processes were strengthened by improving the tracking of schools of choice and surveying parents and staff will take place on the quality of transitions. A transition workgroup was established to develop new and strategic approaches to</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

			<p>improving the transition to Denver Public Schools. For families who have been accepted into a school of choice, 15 children are transitioning to public school, 21 to charter schools, 1 to a magnet school, and 1 choosing home schooling.</p> <ul style="list-style-type: none"><li>• All families with transitioning children received monthly kindergarten newsletters.</li><li>• Advanced kindergarten referrals were made in December; testing began in January.</li><li>• In December, the transition workgroup sponsored a kindergarten readiness fair. Participating families received an informational DVD on transition.</li><li>• Transition backpacks for children bound for kindergarten were distributed at the end of the 2010 school year. Back packs included school supplies and books.</li><li>• Children transitioning to kindergarten with an IEP or developmental delays were monitored monthly in Early Intervention meetings. Individualized transition meetings were conducted with each child's parent. Parents were given IEP information to support the process.</li></ul>
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>Support parent leadership and advocacy development</p>	<ul style="list-style-type: none"> <li>Enhanced understanding of parental role in elementary school system</li> <li>Increased opportunities for parent advocacy and leadership</li> </ul>	<ul style="list-style-type: none"> <li>Training evaluations</li> <li>Sign-in sheets</li> <li>Presentation and training matrices</li> </ul>	<ul style="list-style-type: none"> <li>An active Parent Volunteer Committee was established. The Volunteer Committee's mission is to engage parent's in supporting other parents and the program. Activities included toy, clothing and book swaps.</li> <li>A parent engagement workgroup was formed to develop meaningful opportunities for families to be involved in all aspects of the program.</li> <li>The program provides volunteer opportunities for parents who need community service and TANF hours.</li> <li>All-parent quarterly meetings were planned and implemented in collaboration with parents.</li> </ul>
<p>Prepare the environment and plan and implement curriculum to support age appropriate proficiency in</p> <ul style="list-style-type: none"> <li>Language and Communication and/or Literacy</li> <li>Problem solving</li> <li>Social/Emotional</li> <li>Physical</li> </ul>	<ul style="list-style-type: none"> <li>100% of children will demonstrate developmentally appropriate gains in each developmental domain</li> <li>100% of classrooms receive a 5.5 or better cumulative score on the ECERS or ITERS</li> <li>100% of classrooms (3-5) will show improvement in the ELLCO</li> </ul>	<ul style="list-style-type: none"> <li>Screenings &amp; Assessments (Birth-3)</li> <li>Ages and Stages Questionnaire (ASQ)</li> <li>The Ounce Scale</li> <li>DECA IT</li> <li>Early Communication Indicator</li> <li>Bayley</li> </ul>	<ul style="list-style-type: none"> <li>ASQs were completed on all infant/toddlers within 45 days of enrollment.</li> <li>DECA or DECA IT pre/post assessments were administered for all children, with parents participating in the process.</li> <li>ESIs were completed for all pre-school children.</li> <li>Head Start teachers are piloting <i>Creative Curriculum Gold</i> in partnership with the Colorado Department of Education. This system promotes the documentation and use of authentic assessment throughout the year.</li> <li>Nine classrooms were observed with the</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>(small/large motor)</p> <ul style="list-style-type: none"> <li>• Math and Science</li> </ul>	<ul style="list-style-type: none"> <li>• Screenings &amp; Assessments (3-5):             <ul style="list-style-type: none"> <li>➢ ESI</li> <li>➢ PPVT</li> <li>➢ PALS</li> <li>➢ Bracken</li> <li>➢ DECA</li> <li>➢ Lesson plan review</li> <li>➢ ELLCO</li> <li>➢ ECERS and ITERS</li> </ul> </li> </ul>	<p>ELLCO. Average scores neared 4 on a 5-point scale, providing evidence that classrooms provided stimulating language environments.</p> <ul style="list-style-type: none"> <li>• On its most recent February 2010 Qualistar rating, Clayton Educare earned four of four possible stars. Qualistar is a statewide effort to improve the quality of early care and education for children and to increase the level of accountability to parents and funders. The cornerstone of Qualistar is the Quality Rating System (QRS), a tool to measure quality in licensed centers and family home early care and education settings for children birth to kindergarten. The QRS delineates quality in Learning Environment, Teacher Training and Education, Family Partnerships, Adult-to-Child Ratios/Group Size and Accreditation. The program achieved full points in Learning Environment, Family Partnerships, Ratios, and Accreditation. Learning Environment scores are based on the Infant Toddler Environment Rating Scale (ITERS) and the Early Childhood Environment Rating Scale. Average scores for infant/toddler classrooms observed with the ITERS were 5.75 on a 7-point scale. Ratings for Activities, Interactions, Program Structure, Space and Furnishings all exceeded 6.25 and Listening and Talking was a perfect 7. Average scores for preschool</li> </ul>
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

			<p>classrooms observed with the ECERS were 6.12 on a 7-point scale. Average ratings for Language &amp; Reasoning, Activities, Space and Furnishings, exceeded a score of 6 and Interactions and Program Structure neared a 7.</p> <ul style="list-style-type: none"><li>• The CLASS was used as an assessment and a professional development tool to improve the social/emotional climate, teacher sensitivity and emotional support, classroom organization, and instructional support of our preschool classrooms. Scores from 2009-10 reflect that Clayton Educare classrooms already exceed the Federal requirements as outlined in the re-competition guidance.</li><li>• A group of teachers, CFEs, data collectors, and coaches formed a training strand and work group to generate a Language Policy for the program which includes resources and materials developed at the 2008 Head Start Dual Language Institute. This policy will be implemented beginning in the 2011-12 school year.</li><li>• Guest readers through the Denver Public Library come weekly to read and engage in conversation with preschool children.</li><li>• Storytellers through the Spellbinders program come several times per year to engage children in cultural folklore and</li></ul>
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>enhance understanding of cultural traditions.</p> <ul style="list-style-type: none"> <li>• Teachers, CFEs, and an administrator formed the Natural Environment Workgroup that focuses on ensuring our children receive direct exposure to nature on a daily basis to enhance their physical and emotional development.</li> <li>• Several teachers attended Simply Science workshops at the Museum of Nature &amp; Science.</li> <li>• All education staff received training on the Project Approach from Judy Helm.</li> </ul>		<p>Apply data to inform individual child education goals</p>
<ul style="list-style-type: none"> <li>• 100 % of center-based children had a current Individual Child Curriculum Plan (ICCP) that staff reviewed with their parents three times during the year. Staff applied all available data to inform ICCP development. Lesson plans reflected ICCP goals.</li> <li>• The home-based evaluation plan was strengthened in its rigor and its relevancy to the curricular approach. The plan implemented for children included developmental screenings; a simplified authentic assessment of all developmental domains; standardized assessments capturing expressive and receptive language growth; and social/emotional assessment. For parents, the plan implemented included the BLN</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plan review</li> <li>• ICCP</li> <li>• Screenings &amp; Assessments (Birth-3)</li> <li>➢ ASQ</li> <li>➢ The Ounce Scale</li> <li>➢ DECA II</li> <li>• Assessments (3-5):</li> <li>➢ PPVT</li> <li>➢ PALS</li> <li>➢ Bracken</li> <li>➢ DECA</li> </ul>	<ul style="list-style-type: none"> <li>• 100 % of enrolled children will have a current Individual Child Curriculum Plan (ICCP)</li> <li>• ICCPs will be tied to screenings and assessment</li> <li>• Lesson Plans will reflect ICCPs</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>Provide the prescribed interventions to all children identified with special needs defined by their IFSP/IEPs</p>	<ul style="list-style-type: none"> <li>• 100% of enrolled children will receive a developmental, vision, and hearing screening within 45 days</li> <li>• 100% of children identified in screening as needing a referral will be referred for further testing and observation</li> <li>• 100% of children who qualify for an IFSP or IEP will be staffed within 45 days of referral</li> <li>• ICCPs will reflect IFSP or IEP</li> <li>• Lesson plans will reflect ICCPs/IFSPs/IEPs</li> </ul>	<ul style="list-style-type: none"> <li>• ASQ or Denver II (Birth to 3) and ESI (3-5)</li> <li>• Vision and Hearing Screening Report (Birth-3)</li> <li>• IFSP/IEP in process tracking</li> <li>• Disability tracking</li> <li>• Collaborative lesson plans for service delivery (3-5)</li> </ul>	<p>parent interview; the HOME, which is predictive of child outcomes; and the CES-D, which screens for depression. A staff component added to the evaluation was a survey of CFEs using the BLN staff survey.</p> <ul style="list-style-type: none"> <li>• Clayton Educare Head Start convenes a monthly Strategic Planning and Instructional Leadership (SPIL) Meeting to review and analyze program data and plan for the program.</li> </ul>
			<ul style="list-style-type: none"> <li>• All classrooms conducted monthly interdisciplinary early intervention meetings. These meetings provided a forum for discussing and developing strategies to support and monitor individual children/families with special needs, and reduced staff discomfort about working through difficult subjects and family circumstances.</li> <li>• 100% of children received prevention services mental health clinicians.</li> <li>• 100% of children received prevention services from Denver Health mental health clinicians.</li> <li>• As a result of heightened awareness on the part of teachers and CFEs of the need for prevention services, clinicians/therapists are seeing an increase in infant/toddler/preschool</li> </ul>



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

		<p>interventions. Increased prevention services have, in turn, decreased the incidence of intensive, individual interventions.</p> <ul style="list-style-type: none"> <li>• Monthly Early Intervention (EI) collaboration meetings were attended by staff from Clayton management, Clayton Institute, community partners, and Denver Great Kids HS. Meetings are used to plan, monitor, and track transdisciplinary service delivery; to promote research-based approaches to training and service delivery; to review data; and to share information about current and potential collaborations.</li> </ul>
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**Goal 4: STAFF DEVELOPMENT**

<p><b>Clayton Goal:</b></p>	<p>Clayton Educare staff will demonstrate the skills, knowledge and dispositions to deliver high quality culturally competent services</p>
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## Clayton Educare Early Head Start FY 2011-12 Expansion Continuation Application/Narrative

Objectives	Outcomes	Measures	Progress
<p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>• Staff are appropriately qualified</li> <li>• Organizational culture embraces current research and best practices for children and families</li> <li>• Services to families are integrated across service areas</li> <li>• Staff make use of current technology and resources</li> <li>• Staff engage in ongoing opportunities for learning and professional growth</li> <li>• Staff demonstrate through their performance and proficiency, the knowledge and skill enhancement gained through training/professional development in their classrooms</li> <li>• Staff apply data in planning and decision making</li> <li>• Staff demonstrate culturally inclusive practice</li> <li>• Staff respond to the current needs of children, families, and the community</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of all program staff will be trained in child development; curriculum and planning; home visiting; family development; intervention strategies; confidentiality; mental health issues including depression, child abuse, drug &amp; alcohol prevention, and domestic violence; and health, nutrition, and wellness</li> <li>• 100% of all management staff will participate in coaching/reflective supervision/leadership training</li> <li>• 100% of all program staff will participate in activities designed to expand their cultural competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• COPA</li> <li>• Training calendar tracking</li> <li>• Program activity tracking</li> <li>• PDPs (Professional Development Plans)</li> <li>• Wellness program attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Infant/Toddler education staff received training on the Learning Through Relating curriculum and ongoing authentic assessment.</li> <li>• The program sponsored two weeks of preservice training to provide staff with integrated cross training opportunities, information on current research, and to meet regulatory training requirements.</li> <li>• The program launched a newly designed new employee orientation for teachers and CFEs.</li> <li>• Master Teachers received leadership, reflective supervision, and classroom climate training through the Bounce network.</li> <li>• Several management staff attended <i>Mentoring Matters</i> training conducted by</li> </ul>
<p>Provide ongoing and quality training opportunities for staff in all service areas</p>			



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

	<ul style="list-style-type: none"><li>• 100% of education staff will be trained in all areas of literacy development to include language, numeracy, letter and sound recognition, print awareness, etc.</li><li>• 100% of staff will be offered support/ education in maintaining a healthy lifestyle at work and at home</li></ul>	<p>Laura Lipton.</p> <ul style="list-style-type: none"><li>• New lead CFEs completed continuing education in leadership and family support through the Bounce Learning Network.</li><li>• Based on CFE feedback about the challenges in their work, a monthly reflective support group was continued. The group has a mental health focus and is peer-led with co-facilitation by the FLS and an outside mental health provider. The group provides staff a respectful and thoughtful setting in which to exchange information, beliefs, and feelings that arise around family development work.</li><li>• CFEs and teachers received opportunities for ongoing social emotional training that enhanced their knowledge and provided tools to develop their skills about the social emotional needs of young children. Additional support was offered thru monthly classroom meetings.</li><li>• In the 2010-11 school year, all staff are attending an ongoing multicultural training strand. This strand is exploring the Head Start publication, <i>Multicultural Principles for Head Start Programs</i> <i>Serving Children Birth to Five</i>, anti-bias curriculum, and Dr. Ron Lally's <i>Metatheories of Child Rearing</i> as tools to reflect and improve on group and</li></ul>
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

<p>individual practice.</p> <ul style="list-style-type: none"> <li>The Cultural Competency Workgroup is a diverse group of dedicated staff from all levels of the organization and two parents. The group supports Clayton's efforts to meet its cultural competency outcomes by developing and implementing a Cultural Competency Development Plan designed to motivate staff to engage in cross cultural activities. The Workgroup also seeks to infuse cultural competency in day-to-day operations. The result is a more open and respectful workplace culture. Staff participated in early intervention training to promote access and equity of disability and mental health services to children, to increase staff understanding of the referral process and developmental and mental health services, and to build staff capacity to support children's developmental and social/emotional needs.</li> <li>Home based staff receive 3 hours of weekly training (Michelle will send)</li> <li>Individual Professional Development Plans were a focus of each reflective supervision session and were formally assessed and updated during annual performance appraisals.</li> </ul>			<p>Equip staff to pursue individual education goals</p>
		<ul style="list-style-type: none"> <li>100% of all program staff will have an education plan that incorporates training needs, formal education goals, and timelines for achievement</li> </ul>	
	<ul style="list-style-type: none"> <li>PDPs</li> </ul>		



**Clayton Educare Early Head Start  
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	<ul style="list-style-type: none"> <li>• Through reflective supervision, 100% of staff will receive guidance on strategies to achieve goals</li> </ul>		<ul style="list-style-type: none"> <li>• 11 Teachers have joined a cohort at UNC to complete their BA in ECE.</li> <li>• 36 Teachers are enrolled in college coursework to complete ECE degrees and certificates.</li> <li>• Staff submitted updated transcripts and/or certificates to report their progress and status.</li> </ul>
<p>Incorporate technology and data use into all program areas and operations</p>	<ul style="list-style-type: none"> <li>• 100% of all program staff will be trained in and demonstrate basic computing skills</li> <li>• 100% of all staff will be knowledgeable of program's database</li> <li>• 100% of all staff identified as system users will demonstrate proficiency in database and use of data (data dialogue)</li> <li>• 100% of staff will have access to technology</li> </ul>	<ul style="list-style-type: none"> <li>• COPA</li> <li>• Training tracking</li> </ul>	<ul style="list-style-type: none"> <li>• To promote the effective use of technology with children, the program sponsored a 21<sup>st</sup> Century Classroom Technology Fellowship. Six teachers were selected through a competitive process and participated in a year-long process of reviewing literature, learning SMART technology, and developing curricular supports. The Fellows developed a technology rubric that outlines considerations for using technology in classrooms.</li> <li>• Through designated funding, the program purchased one SMART table and one SMART board to provide staff, children and families access to interactive SMART technologies and training. They allow users to manipulate data, take notes, and give presentations using either their hands or electronic writing devices. The screen-capture feature enables screen shots (for example, notes taken during a</li> </ul>



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			<p>meeting) to be stored and saved. Presentations made with the boards are more dynamic and therefore more engaging, especially to visual or kinesthetic learners.</p> <ul style="list-style-type: none"><li>• One classroom received a SMART board for their room.</li><li>• Clayton Educare is implementing a new system to track attendance and meals. The ProCare system will allow parents to sign in/out, automatically entering and tracking attendance. A signature is captured from families at the time of sign in/out.</li><li>• In response to the increased use of technology by staff, additional laptops were deployed to classrooms and workrooms received a new laptop. Increased access to computers support completion of screenings such as the DECA, and authentic assessments including Creative Curriculum Gold.</li><li>• The program continued to utilize Survey Monkey, an online survey engine, to conduct numerous program surveys, including those included in the full Community Assessment. The benefits of online surveys include maximized efficiency and accuracy in tallying results, a reduction in paper use, and ease of response by users. This approach</li></ul>
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**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

		streamlines methods of data collection and reporting.
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Exhibit  
Page

68 of 69 A-6



**Clayton Educare Early Head Start  
FY 2011-12 Expansion Continuation Application/Narrative**

Exhibit  
Page 69 of 69 <sup>A-1</sup>

**CLAYTON EDUCARE HEAD START  
EXPANSION BUDGET NARRATIVE  
FY 2010-2011**

**SUMMARY**

Clayton Educare Head Start requests \$240,000 in PA-22 and \$2,080 in PA-20 funds for the 2011-12 Head Start grant year. Clayton continues to utilize the same allocation methodology between federal funds and other funding sources for expense line items. Specifically, *non-personnel expenses, excluding the federal share, will be paid for entirely by the federal grant*, while personnel expenses will be prorated between federal and non-federal funding sources. Additionally, because federally funds are restricted and must be relinquished if unspent, *Clayton draws down federal funds first*.

As a member of the national BOUNCE Learning Network (BLN) and with significant support from the Denver community, Clayton officially opened the doors to its newly constructed, 32,800 square foot state-of-the art, birth to five child development center in September 2007. This building is occupied 50% by the Head Start program and 50% by the Early Head Start Program and therefore, *occupancy costs of the building are divided equally between the two programs*.

The building, a core feature of the Educare model, serves as a Beacon of Hope to the community and a recognizable place for early learning; sending a firm message that investing in early childhood is critical because children are learning from birth. With its continuing commitment to maintaining this seamless birth to five Head Start program, the organizational structure provides families with continuity in services that minimize transitions and maximize a sense of community. Integration of education and family support services ensures for a holistic, interdisciplinary approach to working with children and families.

Clayton Educare Head Start proposes to continue the following expansion options, 1 part-day classroom/16 slots and 1-6.25 hour classroom/16 slots.

**EXPENSES**

**Personnel - \$136,261** GABI line items A1-20

***The program is in full compliance with the HHS appropriations bill provision (Section 205) that requires that "none of the funds appropriated in this title for Head Start shall be used to pay the compensation of an individual, either as a direct cost or any proration as an indirect cost, at a rate in excess of Executive Level II."***

The organizational structure within the facility provides families with continuity as well as prenatal services that minimize transitions and maximize a sense of community. Integration of education and family support ensures for a holistic, interdisciplinary approach to working with children and families.

Expansion funding supports 2 part-day teachers; 3 – 6.5 hr full day teachers; 2 part-time floaters; and 1 child family educator.

**Fringe Benefits – \$35,416** GABI line items B1-3

Fringe benefits are calculated at 26% of payroll. Fringe benefits consist of the following: health insurance, dental insurance, life insurance and AD&D, short-term disability, long-term disability, worker's compensation coverage, State Unemployment Tax, and FICA, and 401(k) retirement contributions.

**Supplies - \$14,050** GABI line items E1-4

Supplies subcategories are the following:

**Office Supplies - \$1,000** GABI line item E1

This category includes necessary office and equipment supplies including paper, forms, printer cartridges, and consumables for the expansion project. Costs for these items continue to rise based on usage to support our approach to documenting child and family progress. For example, child portfolios include work samples, copies of assessments, and color photos of classroom learning experiences.

**Child and Family Services Supplies - \$2,600** GABI line item E2

This line item reflects the following expenses:

**Child Services Supplies - \$2,000** Educational and classroom supplies such as curriculum, screening tools, assessments, books, equipment, and learning materials are reflected in this line item.

**Family Services Supplies - \$600** Consumable supplies for parent meetings and events are included in this line item.

**Food Services Supplies - \$7,650** GABI line item E3

This line item includes any non-reimbursed costs associated with providing breakfasts, lunches, and snacks to children in accordance with the program option and CACFP guidelines. Meals are served family style with teachers participating in the meal. Teacher meals are not reimbursable and are a program expense.

**Other Supplies - \$2,800** GABI line item E4

This line item includes the following:

**Janitorial Supplies - \$2,000** Janitorial supply expenses include paper towels, bathroom and facial tissue, seat covers, cleaning supplies, and laundry/hand/dishwasher soap.

**Maintenance Supplies - \$500** This line item includes maintenance supplies to repair and improve the facility and its contents.

**Health & Safety Supplies - \$300** Expenses specified include: health and safety products including toothbrushes, toothpaste, first aid supplies, and other medical supplies.

**Contractual - \$31,315** GABI Line Items F1-8

Contractual expenses include services that support program operations for children, families, and staff. The following are its subcategories:

**Health, Nutrition, & Disabilities Services - \$13,965** GABI line item F2

Early intervention services for children with a focus on mental health and social/emotional supports and comprehensive nutrition and health consultation services for staff and families are included in this line item. Nutrition and health services are provided by Denver Health & Hospitals and Children's Hospital.

Child Transportation Services - \$1,500 GABI line item F4

Child transportation expenses specified include: gas, vehicle repair, entrance fees, and materials for field trips and other transportation needs.

Other Contracts - \$15,850 GABI line item F8

Other contracts can be summarized as follows:

Janitorial - \$7,000 These services are negotiated based on actual building expense.

Trash Removal - \$350 This budget line item covers the expenses for trash removal in the additional building.

Technology - \$5,000 The program utilizes occasional consultants to support computer network functionality. The technology line item reflects these expenses in addition to start-up purchases of computer hardware, software, and supplies. Ongoing technology expenses are also included.

Other Consultants - \$3,500 This line item covers other early childhood professionals' services.

Other - \$22,958 GABI Line Items H1-17

Clayton officially opened the doors to its 32,800 square foot, state-of-the art, birth to five child development center in September 2007. Clayton Early Learning raised the capital necessary for the construction project and owns the building. The facility is provided on an in-kind basis to the program.

As a separate non-profit corporation, Clayton Educare is responsible for its own operational expenses incurred by occupying the building. Costs are allocated evenly between EHS and HS.

This line item is broken down as follows:

Utilities/Telephone - \$2,150 GABI line item H4

Head Start funds will cover gas, electric, water, and telephone services for the Educare building.

Building & Child Liability Insurance - \$750 GABI line item H5

The insurance package includes property, commercial liability, umbrella, automobile, worker's compensation, sexual abuse, volunteer accident, employee dishonesty, and a travel and accident policy that covers incidents where children may be accidentally hurt while involved in a Head Start activity.

Building Maintenance/Repair & Other Occupancy - \$1,825 GABI line item H6

Costs that are included in this line item are the maintenance costs and permits.

Building Maintenance/Repair & Other Occupancy - \$1,600 Costs that are included in this line item are the maintenance costs of the Educare building and its playgrounds.

Permits - \$225 This includes program expenses relative to a variety of business use permits.

Local Travel - \$500 GABI line item H8

Clayton Educare reimburses HS staff for mileage related to the performance of their job responsibilities at the current published IRS rate.

Child Services Consultants - \$12,500 GABI line item H10

This line item supports the program with its continuous improvement and quality initiatives as well as infrastructure supports. Head Start collaborates with the Clayton Early Learning Institute to provide these services. The Clayton Institute serves as the local evaluation partner for the national BLN Implementation Study. The purpose of the study is to document the features of Educare and how implementation of the model contributes to a quality program and links to child and family outcomes, measuring:

The logic model and core features of the Educare model;

1. Head Start Performance Standards as measured by the PRISM;
2. Key unique local features;
3. Dosage and intensity of child and family services;
4. Community conditions;
5. Network assistance with implementing the Educare core features;
6. Baseline information on children and families; and
7. Benchmarks of child and family progress (i.e., assessments measured over time).

The evaluation provides *internal* stakeholders – the program, staff, and the leadership of the larger Network – the information we need to do our best work. Much of the data collected will be useful for continuous program improvement and each site has designed a feedback loop to share relevant data with appropriate staff (i.e., teachers, family service specialists). Documentation regarding the extent of various programs' implementation of the core features of the Educare model will allow the Network's leadership to tailor technical assistance to help each site attain its quality goals. For the Bounce Learning Network, the implementation study will help answer the questions, "Are we doing what we said we would do?" and "Are we having the impact we expected to have?"

The evaluation will provide *external* stakeholders, including policymakers, funders, and others in the larger early childhood field with information to help increase access to high quality early childhood programs. Relevant data will include (1) level of program quality and child and family outcomes using well-known measures and compared to existing national data; (2) costs of Educare core features; (3) community and policy effects of Educare, including use of space and effect of architecture; (4) the continuous improvement process used in Educare sites; (5) qualitative characteristics of organizational culture that facilitate Educare; (6) increases in the presence of protective factors in the lives of children who have participated in Educare programs and (7) decreases in the presence of risk factors.

\$12,500 for program evaluation services.

**Parent Services - \$1,200** GABI line item H13

The program's approach to family development is based on both research and experience and utilizes an interdisciplinary team to build effective partnerships between education staff, family support staff, and consultants. Working with grant goals and the Educare Logic Model, CE has created a dynamic, practical logic model to identify emerging needs and develop new activities related to parent involvement.

**Parent Services - \$700** The parent services line item supports the activities and materials necessary to implement a family-centered services approach with families. Examples are costs associated with food, speakers, training registration fees, adult/child art supplies, books, and policy council.

**Translation Services - \$500** To meet the needs of Spanish-speaking families, the program ensures that important program documents and communications are translated. This line item supports the cost of translators for both meetings and written documents.

**Publications/Advertising/Printing - \$300** GABI line item H15

This line item covers publications including Head Start and other early childhood education professional journals.

**Training & Staff Development - \$2,080** GABI line item H16

To support staff higher education and professional development, and ensure for consistent communication and understanding across all options, individualized training goals are built into professional development plans. The program features two training days per month, designated teacher planning time, and financial and supervisory support for teachers to pursue their own individual goals and educational credentials for professional growth. Clayton Educare encourages pursuit of higher education coursework by providing tuition support. This line item facilitates these objectives.

**Other - \$3,733** GABI line item H17

The "Other" line item includes the following:

**Equipment Rent & Lease - \$1,650** Copier maintenance fees and other expenses associated with program operations are included in the equipment rent and lease line item.

**Meetings - \$400** Meeting expenses include materials and supplies.

**Membership fees & dues - \$600** The program accesses a web-based database system (COPA) to track children and families enrolled in the program.

**Payroll Services - \$775** Payroll services are provided by a third party vendor. Services include payroll processing and reporting, and a human resources database.

**Postage & Shipping - \$300** This line item is for postage expenses related to Head Start business activities.

**Other - \$8** Any other expenses not included in previous line items

**NON-FEDERAL SHARE**

**Facilities \$60,520**

Clayton Early Learning donates the use of *classroom, office, and storage space* to Clayton Educare at a market rate. An appraisal by a certified commercial real estate appraiser was completed in April 2009. This appraisal report indicates that the market value of the Educare Center is \$18.50 per square foot per year. Because the building is occupied 50% by the Head Start program and 50% by the Early Head Start Program, *the non-federal share for the building is shared equally between the two programs.*



GABI - Audit Report

Grant / Delegate No: 08CH0119 / 001      Agency Name: Clayton Educare      State: CO      Fiscal Year: 2011      Budget Period: 07/01/2011 to 06/30/2012  
Program Type: Head Start      Application Type: Expansion

Exhibit Page 7 of 28

GABI - Detail Report

Grant / Delegate no: 08CH0119 / 001    Agency Name: Clayton Educ    State: CO    Fiscal Year: 2011    Budget Period: 07/01/2011 to 06/30/2012  
 Program Type: Head Start    Application Type: Expansion

Funding Category	Key Features Total	Line Item Budget Total
Cost for Program Operations:	\$240,000	\$240,000
Cost for Training and Technical Assistance:	\$2,080	\$2,080
Non-federal Share (Cash and in-kind):	\$60,520	\$60,520
<b>Total:</b>	<b>\$302,600</b>	<b>\$302,600</b>

<b>FEDERAL FUNDING</b>		
1. Federal Child Development and Child Care Funds	(	\$0
2. USDA Funds for Nutrition Services	(	\$7,150
Other Federal Funding	)	\$0
<b>STATE FUNDING</b>		
4. State Preschool Programs	(	\$0
Other State Funding	)	\$0
<b>LOCAL FUNDING</b>		
6. School District Funding		\$0
7. Other Local Government Funding	( Denver Preschool Program	) \$70,000
<b>OTHER FUNDING</b>		
8. Tribal Government Funding		\$0
9. Fundraising Activities		\$0
10. Other	(	\$0
<b>Total:</b>		<b>\$77,150</b>

GABI - Detail Report

Grant / Delegate No: 08CH0119 / 001      Agency Name: Clayton Edu.      State: CO      Fiscal Year: 2011      Budget Period: 07/01/2011 to 06/30/2012  
 Program Type: Head Start      Application Type: Expansion

Center-based (CB): 32	Family Child Care (FCC): 0	Pregnant Women (PW): 0
Home-based (HB): 0	Total Child Enrollment: 32	Total Funded Enrollment: 32

2. Funded child enrollment	3a. Number of classes / groups / family child care settings	3b. Double session?	4. Number of hours of classes / FCC groups / FCC settings per child, per day	5. Number of days of classes / FCC groups / FCC settings per child, per week	6. Number of days of classes / FCC groups / FCC settings per child, per year	7. Number of home visits per child, per year	8. Number of hours per home visit	9. Number of home visits per child, per year (HB only)	10. Number of hours per home visit (HB only)	11. Number of hours per home-based socialization experience (HB only)	12. Number of home-based socialization experiences per child, per year (HB only)
Program Option											
Center-based	16	1	No	3.5	4	128	2	1.5	0	0	0
Center-based	16	1	No	6.5	5	160	2	1.5	0	0	0

Grant / Delegate No.: 08CH0119 / 001      Agency Name: Clayton Edu      State: CO      Fiscal Year: 2011      Budget Period: 07/01/2011 to 06/30/2012

Program Type: Head Start      Application Type: Expansion

Budget Category	PO	TTA	NFS
Personnel	\$136,261	\$0	\$0
Fringe Benefits	\$35,416	\$0	\$0
Travel	\$0	\$0	\$0
Equipment	\$14,050	\$0	\$0
Supplies	\$31,315	\$2,080	\$0
Contractual	\$0	\$0	\$0
Construction	\$22,958	\$0	\$60,520
Other	\$240,000	\$2,080	\$60,520
Total Direct Costs	\$0	\$0	\$0
Indirect Costs	\$240,000	\$2,080	\$60,520

**SUMMARY OF BUDGET CATEGORIES TOTAL**

Exhibit Page 10B-1 of 28

PERSONNEL: Child Health and Developmental Services Personnel									
Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
2 Teachers / Infant Toddler Teachers	\$105,120	\$3,285.00	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	6.00
5 Teacher Aides and Other Education Personnel	\$9,059	\$283.09	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	1.00
<b>PERSONNEL: Child Health and Developmental Services Personnel Sub-Total</b>	<b>\$114,179</b>	<b>\$3,568.09</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>7.00</b>

PERSONNEL: Family and Community Partnerships Personnel									
Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
11 Child Family Educator	\$22,082	\$690.06	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	1.00
<b>PERSONNEL: Family and Community Partnerships Personnel Sub-Total</b>	<b>\$22,082</b>	<b>\$690.06</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>1.00</b>
<b>PERSONNEL TOTAL</b>	<b>\$136,261</b>	<b>\$4,258.16</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>8.00</b>

FRINGE BENEFITS									
Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$10,424	\$325.75	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
Health / Dental / Life Insurance	\$23,700	\$740.62	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
Retirement	\$1,292	\$40.38	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
<b>FRINGE BENEFITS TOTAL</b>	<b>\$35,416</b>	<b>\$1,106.75</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>0.00</b>

SUPPLIES									
Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
1 Office Supplies	\$1,000	\$31.25	\$0	\$0.00	\$0	\$0.00	\$1,000	\$31.25	0.00
2 Child and Family Services Supplies	\$2,600	\$81.25	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
3 Food Services Supplies	\$7,650	\$239.06	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
4 Health & Safety, Janitorial, and Maintenance Supplies	\$2,800	\$87.50	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
<b>SUPPLIES TOTAL</b>	<b>\$14,050</b>	<b>\$439.06</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$1,000</b>	<b>\$31.25</b>	<b>0.00</b>

GABI - Detail Report

Grant / ...egate No: 08CH0119 / 001    Agency Name: Clayton Edi    State: CO    Fiscal Year: 2011    Budget Period: 07/01/2011 to 06/30/12  
 Program Type: Head Start    Application Type: Expansion

CONTRACTUAL	Line Item Description	PO Total	PO \$/Child	TTA Total	TTA \$/Child	NFS Total	NFS \$/Child	Admin Total	Admin \$/Child	Staff
2	Health / Disabilities Services	\$13,965	\$436.41	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
4	Child Transportation Services	\$1,500	\$46.88	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
5	Training and Technical Assistance	\$0	\$0.00	\$2,080	\$65.00	\$0	\$0.00	\$0	\$0.00	0.00
	Janitorial, Trash Removal, Technology, and Other	\$15,850	\$495.31	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
8	Consultants	\$31,315	\$978.59	\$2,080	\$65.00	\$0	\$0.00	\$0	\$0.00	0.00
	<b>CONTRACTUAL TOTAL</b>									
<b>OTHER</b>	<b>Line Item Description</b>	<b>PO Total</b>	<b>PO \$/Child</b>	<b>TTA Total</b>	<b>TTA \$/Child</b>	<b>NFS Total</b>	<b>NFS \$/Child</b>	<b>Admin Total</b>	<b>Admin \$/Child</b>	<b>Staff</b>
	Rent	\$0	\$0.00	\$0	\$0.00	\$60,520	\$1,891.25	\$3,026	\$94.56	0.00
	Utilities, Telephone	\$2,150	\$67.19	\$0	\$0.00	\$0	\$0.00	\$108	\$3.36	0.00
	Building and Child Liability Insurance	\$750	\$23.44	\$0	\$0.00	\$0	\$0.00	\$38	\$1.17	0.00
	Building Maintenance / Repair and Other Occupancy	\$1,825	\$57.03	\$0	\$0.00	\$0	\$0.00	\$91	\$2.85	0.00
	Local Travel	\$500	\$15.62	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
	Child Services Consultants	\$12,500	\$390.62	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
	Parent Services	\$1,200	\$37.50	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
	Publications / Advertising / Printing	\$300	\$9.38	\$0	\$0.00	\$0	\$0.00	\$150	\$4.69	0.00
	Equipment Rent & Lease, Meetings, Membership Fees & Dues, Payroll Services, Postage & Shipping, & Other	\$3,733	\$116.66	\$0	\$0.00	\$0	\$0.00	\$0	\$0.00	0.00
	<b>OTHER TOTAL</b>	<b>\$22,958</b>	<b>\$717.44</b>	<b>\$0</b>	<b>\$0.00</b>	<b>\$60,520</b>	<b>\$1,891.25</b>	<b>\$3,412</b>	<b>\$106.63</b>	<b>0.00</b>
<b>DIRECT COSTS</b>		<b>PO Total</b>	<b>PO \$/Child</b>	<b>TTA Total</b>	<b>TTA \$/Child</b>	<b>NFS Total</b>	<b>NFS \$/Child</b>	<b>Admin Total</b>	<b>Admin \$/Child</b>	<b>Staff</b>
		\$240,000	\$7,500.00	\$2,080	\$65.00	\$60,520	\$1,891.25	\$4,412	\$137.88	8.00
<b>DIRECT COSTS TOTAL</b>										

GABI - Detail Report

Agency Name: Clayton Ed Expansion  
 Budget Period: 07/01/2011 to 06/30/2011  
 Fiscal Year: 2011  
 State: CO  
 Head Start  
 Application Type: Expansion

PERSONNEL: Child Health and Developmental Services Personnel

Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
2 Teachers / Infant Toddler Teachers	\$0.00	\$105,120.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$105,120.00
5 Teacher Aides and Other Education Personnel	\$0.00	\$9,059.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,059.00
<b>PERSONNEL: Child Health and Developmental Services Personnel Sub-Total</b>	<b>\$0.00</b>	<b>\$114,179.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$114,179.00</b>

PERSONNEL: Family and Community Partnerships Personnel

Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
11 Child Family Educator	\$0.00	\$0.00	\$0.00	\$0.00	\$22,082.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,082.00
<b>PERSONNEL: Family and Community Partnerships Personnel Sub-Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$22,082.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$22,082.00</b>
<b>PERSONNEL TOTAL</b>	<b>\$0.00</b>	<b>\$114,179.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$22,082.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$136,261.00</b>

FRINGE BENEFITS

Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$0.00	\$8,734.27	\$0.00	\$0.00	\$1,689.73	\$0.00	\$0.00	\$0.00	\$0.00	\$10,424.00
Health / Dental / Life Insurance	\$0.00	\$19,858.23	\$0.00	\$0.00	\$3,841.77	\$0.00	\$0.00	\$0.00	\$0.00	\$23,700.00
Retirement	\$0.00	\$1,082.57	\$0.00	\$0.00	\$209.43	\$0.00	\$0.00	\$0.00	\$0.00	\$1,292.00
<b>FRINGE BENEFITS TOTAL</b>	<b>\$0.00</b>	<b>\$29,675.07</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$5,740.93</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$35,416.00</b>

SUPPLIES

Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
1 Office Supplies	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2 Child and Family Services Supplies	\$0.00	\$2,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,600.00
3 Food Services Supplies	\$0.00	\$0.00	\$0.00	\$7,650.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,650.00
4 Health & Safety, Janitorial, and Maintenance Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,800.00	\$2,800.00
<b>SUPPLIES TOTAL</b>	<b>\$1,000.00</b>	<b>\$2,600.00</b>	<b>\$0.00</b>	<b>\$7,650.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$2,800.00</b>	<b>\$14,050.00</b>

CONTRACTUAL

Agency Name: Clayton Ed Expansion  
 Application Type: Head Start  
 State: CO Fiscal Year: 2011 Budget Period: 07/01/2011 to 06/30/20

Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
2 Health / Disabilities Services	\$0.00	\$0.00	\$6,982.50	\$0.00	\$0.00	\$6,982.50	\$0.00	\$0.00	\$0.00	\$13,965.00
4 Child Transportation Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00
5 Training and Technical Assistance	\$0.00	\$2,080.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,080.00
8 Janitorial, Trash Removal, Technology, and Other Consultants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$15,850.00	\$15,850.00
<b>CONTRACTUAL TOTAL</b>	<b>\$0.00</b>	<b>\$2,080.00</b>	<b>\$6,982.50</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$6,982.50</b>	<b>\$1,500.00</b>	<b>\$0.00</b>	<b>\$15,850.00</b>	<b>\$33,395.00</b>

Line Item Description	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
11 Rent	\$3,026.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$57,494.00	\$0.00	\$60,520.00
12 Utilities, Telephone	\$107.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,042.50	\$0.00	\$2,150.00
15 Building and Child Liability Insurance	\$37.50	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$712.50	\$0.00	\$750.00
Building Maintenance / Repair and Other Occupancy	\$91.25	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,733.75	\$0.00	\$1,825.00
Local Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$0.00	\$500.00
Child Services Consultants	\$0.00	\$6,250.00	\$0.00	\$0.00	\$0.00	\$6,250.00	\$0.00	\$0.00	\$0.00	\$12,500.00
Parent Services	\$0.00	\$0.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,200.00
Publications / Advertising / Printing	\$150.00	\$150.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$300.00
Equipment Rent & Lease, Meetings, Membership Fees & Dues, Payroll Services, Postage & Shipping, & Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,733.00	\$3,733.00
<b>OTHER TOTAL</b>	<b>\$3,412.25</b>	<b>\$6,400.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,200.00</b>	<b>\$6,250.00</b>	<b>\$500.00</b>	<b>\$61,982.75</b>	<b>\$3,733.00</b>	<b>\$83,478.00</b>

DIRECT COSTS	Admin	Education	Health	Nutrition	FC Partner	Disability	Transportation	Occupancy	Other	Total
<b>DIRECT COSTS TOTAL</b>	<b>\$4,412.25</b>	<b>\$154,934.07</b>	<b>\$6,982.50</b>	<b>\$7,650.00</b>	<b>\$29,022.93</b>	<b>\$13,232.50</b>	<b>\$2,000.00</b>	<b>\$61,982.75</b>	<b>\$22,383.00</b>	<b>\$302,600.00</b>



Grant / Delegate No: 08CH0119 / 001      Agency Name: Clayton Edu.      State: CO      Fiscal Year: 2011      Budget Period: 07/01/2011 to 06/30/2012

Program Type: Head Start      Application Type: Expansion

1. Administrative Costs: For a detailed break down, please review the last page of this report:

The maximum allowable expenditure for administrative costs is 15% of the total budget.  
Total Admin Costs: \$4,412.25  
Total Budget: \$302,600.00  
Admin. as a % of Total Budget: 1.46%

2. Non-federal Share: For most grantees, a minimum of 20% of the total budget must be non-federal share:

Total Non-federal Share: \$60,520.00  
Total Budget: \$302,600.00  
Non-federal Share as a % of Total Budget: 20.00%

3. Average Class Size: Average class size for CB Program Schedules that involve double sessions should be between 13 and 20. Average class size for the CB and CO Program Schedules (including double sessions) should be between 15 and 20:

Center-Based Double Sessions: 0.00  
Center-Based AND Combination Non-double Sessions: 16.00  
Center-Based AND Combination Sessions: 16.00

4. Cost Per Child and Hours of Service Per Child: The following table shows information on costs and hours of service for this agency:

Overall Cost Per Child: \$9,456.25  
Total Hours of Service Per Child: 747.00  
Overall Cost Per Child Per Hour: \$12.56

5. Federal Personnel and Fringe Costs:

Federal Personnel Cost: \$136,261.00  
Federal Fringe Cost: \$35,416.00  
Total Federal Budget: \$242,080.00  
Federal Personnel Cost as a % of Total Federal Budget: 56.29%  
Federal Fringe Cost as a % of Total Federal Budget: 14.63%  
Federal Personnel plus Fringe Cost as a % of Total Federal Budget: 70.92%

\*In general, the combined costs of Personnel and Fringe should account for between 60% and 80% of the federal budget.

6. Fringe Rate:

If the fringe cost for an agency is less than 10% or more than 30% of personnel, there may be an inaccurate entry in Personnel:  
Total Fringe Cost: \$35,416.00  
Total Personnel Cost: \$136,261.00  
Total Fringe Cost as a % of Total Personnel Cost: 25.99%

7. Fringe Benefits:
The following shows if this agency pays for health / dental / life and/or retirement benefits:
Health / Dental / Life: Yes
Retirement: Yes

8. Child Travel:
Most agencies have child travel costs or less than \$3 per child per day. If the costs for this agency are higher than that, perhaps staff should check into alternative modes of transportation:
Child Travel Costs: \$2,000.00
Child Travel Cost Per Child Per Day: \$0.43

9. Out-of-Town Staff Travel:
Most agencies have out-of-town staff travel costs between \$60 and \$65 per child. If the costs for this agency are higher, check that they are justified:
Out-of-Town Staff Travel Cost: \$0.00
Out-of-Town Staff Travel Cost Per Child: \$0.00

10. Food and Nutrition:
Most agencies spend less than \$2.50 per child per day for food and nutrition costs in addition to USDA funds. If this agency spends more, check that the agency is making full use of USDA funds:
Food and Nutrition Cost (from Budget): \$7,650.00
Food and Nutrition Cost Per Child Per Day: \$1.66

11. Content Area Experts:
Agency has content area experts for the following functions:
Education: Yes
Health: Yes
Nutrition: Yes
Family and Community Partnerships: Yes
Disability Services: Yes

12. Case Loads:
The national average for Family Workers' case loads is 47. For Home Visitors, case loads are typically between 8 and 10:
Family and Community Partnership Staff Case Load: 32.00
Home Visitor Case Load: 0.00

13. USDA Funding:
USDA should pay for at least 80% of cooks, children's food, and food supply costs. For this agency: \$14,800.00
USDA Funding and Food and Nutrition Cost: 48.31%
USDA Funding as a percentage of above:

GABI - Detail Report

Grant / Delegate no: 08CH0119 / 001    Agency Name: Clayton Edu.    Fiscal Year: 2011    Budget Period: 07/01/2011 to 06/30/2012  
 Program Type: Head Start    Application Type: Expansion    State: CO

The following budget line items show administrative costs:

SUPPLIES	Description	Admin Costs	Number of Staff	Admin Costs (% Total Budget)
1	Office Supplies	\$1,000.00	0.00	0.33%
OTHER	Description	Admin Costs	Number of Staff	Admin Costs (% Total Budget)
2	Rent	\$3,026.00	0.00	1.00%
4	Utilities, Telephone	\$107.50	0.00	0.04%
5	Building and Child Liability Insurance	\$37.50	0.00	0.01%
6	Building Maintenance / Repair and Other Occupancy	\$91.25	0.00	0.03%
15	Publications / Advertising / Printing	\$150.00	0.00	0.05%

GABI - Grant Application Report

Grant / Del. e No: 08CH0119 / 001 Agency Name: Clayton E re State: CO Fiscal Year: 2011 Budget Period: 07/01/2011 to 06/30/2012  
 Program Type: Head Start Application Type: Expansion

Center-based (CB):	32	Combination Program (CO):	0	Family Child Care (FCC):	0	Pregnant Women (PW):	0
Home-based (HB):	0	Locally Designed Program (LD):	0	Total Child Enrollment:	32	Total Funded Enrollment:	32

Program Option	2. Funded child enrollment	3a. Number of classes / groups / family child care settings	3b. Double session?	4. Number of hours of classes / FCC groups / FCC settings per child, per day	5. Number of days of classes / FCC groups / FCC settings per child, per week	6. Number of days of classes / FCC groups / FCC settings per child, per year	7. Number of home visits per child, per year	8. Number of hours per home visit	9. Number of home visits per child, per year (HB only)	10. Number of hours per home visit (HB only)	11. Number of hours per home-based socialization experience (HB only)	12. Number of home-based socialization experiences per child, per year (HB only)
Center-based	16	1	No	3.5	4	128	2	1.5	0	0	0	0
Center-based	16	1	No	6.5	5	160	2	1.5	0	0	0	0

GABI - Grant Application Report

Grant / Delegation No: 08CH0119 / 001    Agency Name: Clayton Expansion    State: CO    Fiscal Year: 2011    Budget Period: 07/01/2011 to 06/30/2012

PERSONNEL: Child Health and Developmental Services Personnel

Line Item Description	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
2 Teachers / Infant Toddler Teachers	\$105,120	\$0	\$0	6.00
5 Teacher Aides and Other Education Personnel	\$9,059	\$0	\$0	1.00
<b>PERSONNEL: Child Health and Developmental Services Personnel Sub-Total</b>	<b>\$114,179</b>	<b>\$0</b>	<b>\$0</b>	<b>7.00</b>

PERSONNEL: Family and Community Partnerships Personnel

Line Item Description	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
Child Family Educator	\$22,082	\$0	\$0	1.00
<b>PERSONNEL: Family and Community Partnerships Personnel Sub-Total</b>	<b>\$22,082</b>	<b>\$0</b>	<b>\$0</b>	<b>1.00</b>
<b>PERSONNEL Total</b>	<b>\$136,261</b>	<b>\$0</b>	<b>\$0</b>	<b>8.00</b>

FRINGE BENEFITS

Line Item Description	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	\$10,424	\$0	\$0	0.00
Health / Dental / Life Insurance	\$23,700	\$0	\$0	0.00
Retirement	\$1,292	\$0	\$0	0.00
<b>FRINGE BENEFITS Total</b>	<b>\$35,416</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00</b>

SUPPLIES

Line Item Description	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
1 Office Supplies	\$1,000	\$0	\$0	0.00
2 Child and Family Services Supplies	\$2,600	\$0	\$0	0.00
3 Food Services Supplies	\$7,650	\$0	\$0	0.00

GABI - Grant Application Report

Grant / Deleg. No: 08CH0119 / 001 Agency Name: Clayton Ec Expansion State: CO Fiscal Year: 2011 Budget Period: 07/01/2011 to 06/30/2012  
 Program Type: Head Start Application Type:

Line Item Description	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
4 Health & Safety, Janitorial, and Maintenance Supplies	\$2,800	\$0	\$0	0.00
<b>SUPPLIES Total</b>	<b>\$14,050</b>	<b>\$0</b>	<b>\$0</b>	<b>0.00</b>
<b>CONTRACTUAL</b>				
Line Item Description	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
2 Health / Disabilities Services	\$13,965	\$0	\$0	0.00
4 Child Transportation Services	\$1,500	\$0	\$0	0.00
Training and Technical Assistance	\$0	\$2,080	\$0	0.00
Janitorial, Trash Removal, Technology, and Other Consultants	\$15,850	\$0	\$0	0.00
<b>CONTRACTUAL Total</b>	<b>\$31,315</b>	<b>\$2,080</b>	<b>\$0</b>	<b>0.00</b>
<b>OTHER</b>				
Line Item Description	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
2 Rent	\$0	\$0	\$60,520	0.00
4 Utilities, Telephone	\$2,150	\$0	\$0	0.00
5 Building and Child Liability Insurance	\$750	\$0	\$0	0.00
6 Building Maintenance / Repair and Other Occupancy	\$1,825	\$0	\$0	0.00
8 Local Travel	\$500	\$0	\$0	0.00
10 Child Services Consultants	\$12,500	\$0	\$0	0.00
13 Parent Services	\$1,200	\$0	\$0	0.00
15 Publications / Advertising / Printing	\$300	\$0	\$0	0.00
Equipment Rent & Lease, Meetings, Membership Fees & Dues, Payroll				
17 Services, Postage & Shipping, & Other	\$3,733	\$0	\$0	0.00
<b>OTHER Total</b>	<b>\$22,958</b>	<b>\$0</b>	<b>\$60,520</b>	<b>0.00</b>
<b>DIRECT COSTS</b>				

GABI - Grant Application Report

Grant / Delegation No: 08CH0119 / 001      Agency Name: Clayton Expansion      State: CO      Fiscal Year: 2011      Budget Period: 07/01/2011 to 06/30/2012

Head Start      Application Type:      re

	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees
<b>DIRECT COSTS Total</b>	<b>\$240,000</b>	<b>\$2,080</b>	<b>\$60,520</b>	<b>8.00</b>
	Cost for Program Operation	Cost for Training and Technical Assistance	Non-Federal Share (Cash and in-kind)	Number of Employees

Exhibit Page 137 of 28

FEDERAL FUNDING		
1. Federal Child Development and Child Care Funds		\$0
2. USDA Funds for Nutrition Services		\$7,150
3. Other Federal Funding	(	\$0
STATE FUNDING		
4. State Preschool Programs		\$0
5. Other State Funding	(	\$0
LOCAL FUNDING		
6. School District Funding		\$0
7. Other Local Government Funding	( Denver Preschool Program	\$70,000
OTHER FUNDING		
8. Tribal Government Funding		\$0
9. Fundraising Activities		\$0
10. Other	(	\$0
<b>Total:</b>		<b>\$77,150</b>



# GABI - Grant Application Report

Grant / Deleg. No: 08CH0119 / 001      Agency Name: Clayton E.      State: CO      Fiscal Year: 2011      Budget Period: 07/01/2011 to 06/30/2012  
Program Type: Head Start      Application Type: Expansion

Document Name

Document Type

HS Expansion budget 11-12 narrative.doc

HS Expansion Continuation 11-12.docx

Additional Application Document

Application and Budget Justification

Exhibit Page 23 of 28 <sup>B-1</sup>

GABI - Functional Allocations for Line-Item Budget

Grant / Delegate No: 08CH0119 / 001 Agency Name: Clayton Educare  
 Program Type: Head Start Application Type: Expansion State: CO Fiscal Year: 2011 Budget Period: 07/01/2011 to 06/30/2012

Line Item Description	Admin %	Education %	Health %	Nutrition %	FC Partner %	Disabilities %	Transportation %	Occupancy %	Other %	Total %
<b>Personnel: Child Health and Developmental Services Personnel</b>										
1 Program Managers and Content Area Experts	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
2 Teachers / Infant Toddler Teachers	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
3 Family Child Care Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
4 Home Visitors	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
5 Teacher Aides and Other Education Personnel	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
6 Health / Mental Health Services Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
7 Disabilities Services Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
8 Nutrition Services Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
9 Other Child Services Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Personnel: Family and Community Partnerships Personnel</b>										
10 Program Managers and Content Area Experts	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
11 Child Family Educator	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100%
<b>Personnel: Program Design and Management Personnel</b>										
12 Executive Director / Other Supervisor of HS Director	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
13 Head Start / Early Head Start Director	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
14 Managers	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
15 Staff Development	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
16 Clerical Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
17 Fiscal Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
18 Other Administrative Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Personnel: Other Personnel</b>										
19 Maintenance Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
20 Transportation Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
21 Other Personnel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Fringe Benefits</b>										
1 Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI)	0.00%	83.79%	0.00%	0.00%	16.21%	0.00%	0.00%	0.00%	0.00%	100%
2 Health / Dental / Life Insurance	0.00%	83.79%	0.00%	0.00%	16.21%	0.00%	0.00%	0.00%	0.00%	100%
3 Retirement	0.00%	83.79%	0.00%	0.00%	16.21%	0.00%	0.00%	0.00%	0.00%	100%
4 Other Fringe	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%

GABI - Functional Allocations for Line-Item Budget

Grant / Delegate No: 08CH0119 / 001 Agency Name: Clayton Educare  
 Program Type: Head Start Application Type: Expansion State: CO Fiscal Year: 2011 Budget Period: 07/01/2011 to 06/30/2012

Line Item Description	Admin %	Educator %	Health %	Nutrition %	FC Partner %	Disabilities %	Transportation %	Occupancy %	Other %	Total %
<b>Travel</b>										
1 Staff Out-Of-Town Travel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Equipment</b>										
1 Office Equipment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
2 Classroom / Outdoor / Home-based / FCC	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
3 Vehicle Purchase	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
4 Other Equipment	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Supplies</b>										
1 Office Supplies	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
2 Child and Family Services Supplies	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
3 Food Services Supplies	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
4 Health & Safety, Janitorial, and Maintenance Supplies	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100%
<b>Contractual</b>										
1 Administrative Services (e.g., Legal, Accounting)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
2 Health / Disabilities Services	0.00%	0.00%	50.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	100%
3 Food Service	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
4 Child Transportation Services	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100%
5 Training and Technical Assistance	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
6 Family Child Care	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
7 Delegate Agency Costs	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
8 Janitorial, Trash Removal, Technology, and Other Consultants	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100%
<b>Construction</b>										
1 New Construction	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
2 Major Renovation	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
3 Acquisition of Buildings / Modular Units	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
<b>Other</b>										
1 Depreciation / Use Allowance	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
2 Rent	5.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	95.00%	0.00%	100%
3 Mortgage	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
4 Utilities, Telephone	5.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	95.00%	0.00%	100%
5 Building and Child Liability Insurance	5.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	95.00%	0.00%	100%

GABI - Functional Allocations for Line-Item Budget

Grant / Delegate No: 08CH0119 / 001 Agency Name: Clayton Educare  
 Program Type: Head Start Application Type: Expansion State: CO Fiscal Year: 2011 Budget Period: 07/01/2011 to 06/30/2012

Line Item Description	Admin %	Education %	Health %	Nutrition %	FC Partner %	Disabilities %	Transportation %	Occupancy %	Other %	Total %
6 Building Maintenance / Repair and Other Occupancy	5.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	95.00%	0.00%	100%
7 Incidental Alterations / Renovations	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
8 Local Travel	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	100%
9 Nutrition Services	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
10 Child Services Consultants	0.00%	50.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	100%
11 Volunteers	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
12 Substitutes (if not paid benefits)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
13 Parent Services	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	100%
14 Accounting and Legal Services	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
15 Publications / Advertising / Printing	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
16 Training or Staff Development	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
17 Equipment Rent & Lease, Meetings, Membership Fees & Dues, Payroll Services, Postage & Shipping, & Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100%
Indirect Costs										
1 Indirect Costs	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%

Grant / Delegation No: 08CH0119 / 001    Agency Name: Clayton Education    State: CO    Fiscal Year: 2011    Budget Period: 07/01/2011 to 06/30/2012  
 Program Type: Head Start    Application Type: Expansion

OMB Approval No. 0348-0044

**BUDGET INFORMATION - Non Construction Programs**

**SECTION A - BUDGET SUMMARY**

Grant Program, Function, or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		Total (g)
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	
1 Program Operation	93.600	\$0	\$0	\$240,000	\$60,520	\$300,520
2 TTA	93.600	\$0	\$0	\$2,080	\$0	\$2,080
3		\$0	\$0	\$0	\$0	\$0
4		\$0	\$0	\$0	\$0	\$0
<b>5 Total (Sum of lines 1-4)</b>		<b>\$0</b>	<b>\$0</b>	<b>\$242,080</b>	<b>\$60,520</b>	<b>\$302,600</b>

**SECTION B - FEDERAL RESOURCES**

6. Object Budget Categories	GRANT PROGRAM, FUNCTION, OR ACTIVITY				Total
	(1) Program Operation	(2) TTA	(3)	(4)	
a. Personnel	\$136,261	\$0	\$0	\$0	\$136,261
b. Fringe Benefits	\$35,416	\$0	\$0	\$0	\$35,416
c. Travel	\$0	\$0	\$0	\$0	\$0
d. Equipment	\$0	\$0	\$0	\$0	\$0
e. Supplies	\$14,050	\$0	\$0	\$0	\$14,050
f. Contractual	\$31,315	\$2,080	\$0	\$0	\$33,395
g. Construction	\$0	\$0	\$0	\$0	\$0
h. Other	\$22,958	\$0	\$0	\$0	\$22,958
<b>i. Total Direct Charges (sum of 6a - 6h)</b>	<b>\$240,000</b>	<b>\$2,080</b>	<b>\$0</b>	<b>\$0</b>	<b>\$242,080</b>
j. Indirect Costs	\$0	\$0	\$0	\$0	\$0
<b>k. Totals (sum of 6a - 6j)</b>	<b>\$240,000</b>	<b>\$2,080</b>	<b>\$0</b>	<b>\$0</b>	<b>\$242,080</b>
<b>7. Program Income</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

Exhibit Page 2 of 28

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Grant / Delegate No: 08CH0119 / 001    Agency Name: Clayton Educare    State: CO    Fiscal Year: 2011    Budget Period: 07/01/2011 to 06/30/2012  
 Program Type: Head Start    Application Type: Expansion    OMB Approval No. 0348-0044

**BUDGET INFORMATION - Non Construction Programs**

**SECTION C - NON-FEDERAL RESOURCES**

Grant Program (a)	Applicant (b)	State (c)	Other (d)	Total (e)
8 NFS	\$60,520	\$0	\$0	\$60,520
9	\$0	\$0	\$0	\$0
10	\$0	\$0	\$0	\$0
11	\$0	\$0	\$0	\$0
12 Total (Sum of lines 8-11)	\$60,520	\$0	\$0	\$60,520

**SECTION D - FORECASTED CASH NEEDS**

Budget Category	Current Year Budget	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13 Federal	\$0	\$0	\$0	\$0	\$0
14 Non-Federal	\$0	\$0	\$0	\$0	\$0
15 Total (Sum of lines 13-14)	\$0	\$0	\$0	\$0	\$0

**SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT**

**FUTURE FUNDING PERIODS (Years)**

Grant Program (a)	First (b)	Second (c)	Third (d)	Fourth (e)
16 Program Operation	\$0	\$0	\$0	\$0
17 TTA	\$0	\$0	\$0	\$0
18	\$0	\$0	\$0	\$0
19	\$0	\$0	\$0	\$0
20 Total (Sum of lines 16-19)	\$0	\$0	\$0	\$0

**SECTION F - OTHER BUDGET INFORMATION**

21. Direct Charges:

22. Indirect Charges:

23. Remarks:

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