

A G R E E M E N T

THIS AGREEMENT is made and entered into by and between the **CITY AND COUNTY OF DENVER**, a municipal corporation of the State of Colorado (“Denver”) for itself and on behalf of the **DENVER HEAD START OFFICE** (the “Agency”, and the **OFFICE OF CHILDREN’S AFFAIRS**, and together with Denver, the “City”) and **FAMILY STAR, INC.**, a Colorado non-profit corporation with an address of 2246 Federal Boulevard, Denver, Colorado 80211 (the “Contractor”), jointly (“the Parties”).

1. DEFINITIONS: In addition to other terms which may be defined elsewhere in this Agreement, the following terms will have the meanings set forth in such subparagraph wherever used in this Agreement with the first letter of each capitalized.

A. “ACF” means the Administration for Children and Families in the U.S. Department of Health and Human Services.

B. “CFR” means the Code of Federal Regulations.

C. “Delegate Agency” means the Contractor or Contractor’s successor- in-interest with whom the City has contracted to operate a portion of the City’s Head Start Program.

D. “Denver’s Head Start Program” means a program or programs of the City and County of Denver that deliver Head Start services to certain children and their families living in the City and County of Denver (Head Start CFDA #93.600).

E. “Grant” means an award of financial assistance in the form of money, or property in lieu of money, by the Federal Government through the ACF to the City to operate Head Start Programs.

F. “Head Start” means a program of educational, social, psychological, health, nutritional, and parent education services to children and their families eligible to participate in Head Start programs under applicable guidelines of HHS.

G. “HHS” means the United States Department of Health and Human Services.

H. “Program Year” means the period of time designated by the ACF to the City to provide Head Start programs under the Grant (and is currently set as the calendar year beginning on July 1 and ending on June 30).

I. “Services” means the scope of services to be provided by the Contractor as

set forth in this Agreement and the Exhibits attached hereto relating to the provision of services to administer and operate Head Start programs. For purposes of providing the Services, the Contractor is a subrecipient of federal Head Start funds.

J. “Subcontractor” means any entity other than a Subdelegate that furnishes, to the Contractor or its Subdelegates or Vendors, services (other than Head Start professional services), goods or supplies under this Agreement.

K. “Subdelegate” means any entity retained by Contractor, by written agreement to operate all or part of the Contractor’s Head Start program on a professional basis as described in this Agreement but does not include Vendors or entities retained to provide goods, services or supplies under this Agreement.

L. “Subvendor” means an entity retained by the Contractor, by written agreement, to provide a portion of Contractor’s Services under this Agreement and does not include Subdelegates or Subcontractors.

M. “Vendor” means, for purposes of this Agreement only, any entity retained by a Delegate Agency, by written subcontract, to provide a specified Head Start service on a professional basis for Denver’s Head Start Program and does not include Subdelegates or entities retained to provide goods, services or supplies under this Agreement.

2. COORDINATION AND LIAISON: The Contractor shall fully coordinate all services under the Agreement with the Director of the Denver Head Start Office (the “Director” and the “Head Start Office” respectively) or the Director’s Designee.

3. CONTRACT DOCUMENTS: This Agreement consists of Sections 1 through 41, which precede the signature page, and the following attachments which are incorporated herein and made a part hereof by reference:

A. Exhibit A, Contractor’s Application and narrative to provide Head Start Services for program year 2021-2022 (Program Design).

B. Exhibit B, Contractor’s Budget and Justification.

C. Exhibit C, Calendar of Times and Days of Operations.

D. Exhibit D, Schedule for Submission of Reports.

E. Exhibit E, Site Locations.

F. Exhibit F, Certificate of Insurance.

The terms and conditions of Sections 1 through 41 will control any contradictory or inconsistent terms and conditions that may be found or contained in the above-referenced attached or incorporated in Exhibits.

4. TERM: The Agreement will commence on July 1, 2022 and will expire on June 30, 2023 (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 will extend until the work is completed or earlier terminated by the Director.

5. SERVICES TO BE PERFORMED:

A. At the direction of the Director, or the Director’s Designee, the Contractor shall diligently undertake, perform, and complete all of the Services and produce all the deliverables set forth in the Exhibits attached hereto to the City’s satisfaction.

B. The Contractor is ready, willing, and able to provide the Services required by this Agreement.

C. The Contractor shall faithfully perform the Services in accordance with the standards of care, skill, training, diligence, and judgment provided by entities or highly competent individuals performing services of a similar nature to those described in the Agreement and in accordance with the terms of the Agreement.

6. CONTRACTOR’S RESPONSIBILITIES: In addition to any and all obligations required by law or stated elsewhere in this Agreement or in any attachments hereto, the Contractor will:

A. Assist the City as requested in reviewing currently designated Head Start facilities and provide advice and input concerning any and all decisions about such facilities;

B. Communicate timely with the Head Start Director concerning the provision of services hereunder and attend and participate in meetings as requested reasonably by the Director or the Director’s designated representative;

C. Ensure that all of Contractor’s staff have adequate skills, training, and experience for their respective functions and comply with the reasonable directions and requests of the City in implementing Head Start Services;

D. Permit the City or the ACF to carry out reasonable monitoring and evaluation activities and ensure the cooperation of the Contractor, its employees, agents, board

members, and subcontractors in such efforts;

E. Obtain and maintain all applicable licenses, permits and authority necessary to provide the Services under this Agreement;

F. Establish and maintain efficient and effective records and record-keeping policies in accordance with the requirements prescribed by the federal government or reasonably required by the City for all matters covered by this Agreement to provide accurate and timely information regarding children, families, and staff, and that will ensure appropriate confidentiality of this information;

G. Provide proper supervision of all children at all times and develop adequate methods for maintaining group control and handling individual behavior consistent with any and all City policies concerning developmentally appropriate practice(s). The Contractor will notify the Director without delay of any incidents that involve serious injury or death to a child enrolled in Head Start or otherwise receiving Head Start services regardless of cause that occur on any of Contractor's Site Locations in accordance with the policy and procedures of the Denver Head Start Office as designated by the City and approved by the Contractor's management team. Further, in addition to all requirements established by law, the Contractor will report without delay to the City and to any and all appropriate authorities, any incidents of suspected or known child abuse or neglect of a child enrolled in Head Start or otherwise receiving Head Start services.

H. Establish policies and procedures to secure and protect all property purchased with funds provided under this Agreement, against theft, loss, damage, misuse or misappropriation. Contractor will further establish policies and procedures to safeguard electronic and computer information against theft, loss, damage, misuse, or misappropriation. Such policies and procedures will include, without limitation, specific terms for the acceptable and reasonable use of telephone, email and internet for non-business purposes.

I. Operate Head Start programs as designated by the City and County of Denver and in accordance with the hours and days set forth on **Exhibit C**, the Calendar of Times and Days of Operation.

In the event of an emergency (an unforeseen event that endangers the health or safety of children enrolled in Contractor's Head Start programs), the Contractor may cease program operations for a limited period of time; provided, however, that Contractor will

immediately take all necessary and appropriate measures to ensure that services are immediately reinstated for any and all children enrolled in Contractor's Head Start programs that may be displaced as a result of an emergency. In the event that Contractor ceases program operations as a result of an emergency, the Contractor will notify the Director of the cessation in program operations, the site or facility where program operations ceased, the actions taken by Contractor in response to the emergency, and Contractor's estimate as to when services will be reestablished at the site where the emergency occurred, by telephone on the same day of cessation and in writing within five (5) business days of the day of cessation.

J. Maintain program operations for the length of the Program Year as set forth in **Exhibit C**. If the Contractor changes the length of the Program Year or deviates in any manner from **Exhibit C**, Contractor will obtain the written approval of the City at least thirty (30) calendar days prior to the date the requested change is to be effective. Failure to request the advance written approval of the City will be deemed to be a default under this Agreement and may result in the City invoking any or all remedies stated in this Agreement.

K. Pursuant to applicable provisions of the Head Start Performance Standards, the Contractor will include in all Head Start meals those foods that conform to the "minimum standards" for meal patterns in accordance with any and all guidance issued by the ACF. In particular, but not by way of limitation, Contractor will comply with all requirements stated in 45 CFR 1302.42, 1302.44, 1302.31, 1302.46, 1302.90, as may be amended from time-to-time and will ensure that any and all Subcontractors will comply with said provisions.

L. Comply with all directives of the City issued in the form of a City-issued monitoring report within all timeframes designated in said City monitoring report. The Contractor will deliver to the City written confirmation of compliance with said directives on or before a date reasonably designated by the Director. If the Contractor cannot in good faith comply with any directive contained in a City monitoring report by the deadline established by the Director, the Contractor will notify the Director, on or before the deadline for written confirmation of compliance, in writing of the reasons why Contractor is unable to comply with a required directive and will propose a new date upon which the Contractor expects to comply with said directive. The Director will approve or disapprove of this new timeframe in writing, which approval will not be unreasonably withheld.

M. Obtain, for each child enrolled in the Delegate Agency's Head Start program, a student identification number from the Local Education Agency (LEA) for the City and County of Denver and maintain this information in a comprehensive up-to-date report consistent with any format reasonably designated by the City.

N. Maintain at all times its funded enrollment level as designated by the City. If any vacancy occurs in any of Contractor's Head Start programs, the Contractor will fill such vacancy within thirty (30) calendar days. The Contractor will determine eligibility for enrollment in Head Start programs based on family income in strict accordance with Section 645 (a)(1)(B) of the Head Start Act. The Contractor will determine eligibility for recruitment, selection, enrollment, and attendance in Head Start programs based on the requirements of Section 645 of the Head Start Act and 45 C.F.R. 1302, Subpart A (Sections 1302.10 – 1302.18).

O. Comply with the City's policy directives and required procedures for branding and marking of the Services and other activities concerning Denver's Head Start Program. Branding includes, without limitation, how the Services and other activities concerning Denver's Head Start Program will be named and presented to the public and the roles of the City, ACF or HHS, and the Contractor in connection with the Services. Marking includes, without limitation, the development and use of graphic identities, trademarks, service marks, tradenames, logos, and signage to provide the Services to visibly acknowledge and identify the roles of the City, the ACF or HHS, and the Contractor in connection with the Services and other activities concerning Denver's Head Start Program.

7. COMPENSATION:

A. Budget. The City shall pay and the Contractor shall accept as the sole compensation for services rendered and costs incurred under the Agreement in accordance with the budget contained in **Exhibit B**.

B. Reimbursable Expenses. Except as set forth on **Exhibit B**, there are no reimbursable expenses allowed under the Agreement.

C. Invoices. Contractor shall provide the City with a monthly invoice in a format and with a level of detail acceptable to the City including all supporting documentation required by the City. Contractor will submit invoices monthly no later than the 21st of the following month for which Contractor seeks reimbursement. The Contractor will use its allotted

funds up to Maximum Contract Amount in accordance with the approved program narrative, budget documents and detailed budget categories. The City's Prompt Payment Ordinance, §§ 20-107 to 20-118, D.R.M.C., applies to invoicing and payment under this Agreement. The amounts invoiced by Contractor will be payable upon receipt and acceptance of designated work product as set forth herein and as fully documented by Contractor's periodic invoice. Funds payable by the City hereunder shall be distributed to the Contractor on a reimbursement basis only, for work performed during the prior month. Invoices submitted for services rendered that are submitted after such deadline are considered to be untimely, and must be submitted separately to be considered for payment. Payment for such late-submitted invoices shall be made only upon a showing of good cause for the late submission. Payments to the Contractor are subject to the submission of approved Contractor invoices to the City.

D. Maximum Contract Amount.

(1) Notwithstanding any other provision of the Agreement, the City's maximum payment obligation will not exceed **SIX HUNDRED TWENTY-FOUR THOUSAND NINE HUNDRED FORTY-FIVE DOLLARS AND ZERO CENTS (\$624,945.00)** (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**. Any services performed beyond those in **Exhibit A** are performed at Contractor's risk and without authorization under the Agreement.

(2) The City's payment obligation, whether direct or contingent, extends only to federal funds received for the Head Start program, appropriated annually by the Denver City Council, paid into the Treasury of the City, and encumbered for the purpose of the Agreement. The City does not by this Agreement irrevocably pledge present cash reserves for payment or performance in future fiscal years. This Agreement does not and is not intended to create a multiple-fiscal year direct or indirect debt or financial obligation of the City.

E. Recovery of Incorrect Payments. The City has the right to recover from the Contractor any and all incorrect payments issued to the Contractor due to any omission, error, fraud, and/or defalcation including, but not limited to, applying a deduction from subsequent payments under this Agreement or other means of recovery by the City as a debt due to the City or otherwise as provided by law.

F. Non-Federal Share Match. The Contractor will contribute a match of at least twenty percent (20%) of the Maximum Contract Amount from non-federal funds through cash or in-kind contributions of services or property. Values for non-federal in-kind contributions of services and property will be established in accordance with applicable federal law, regulations, cost principles, or as otherwise determined by an appropriate federal agency. Contractor's total non-federal match contribution (cash and in-kind services or property) under this Agreement will be at least **ONE HUNDRED TWENTY-FOUR THOUSAND NINE HUNDRED EIGHTY-NINE DOLLARS AND ZERO CENTS (\$124,989.00)** as set forth in more detail in **Exhibit B**. 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 non-federal match that Contractor receives. Contractor will be responsible for documenting and maintaining accurate records to the reasonable satisfaction of the City of 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.

G. Expenditure Variance Reports. The Contractor will prepare and submit to the City, according to the schedule in **Exhibit D** or a date agreed upon in writing by the Parties, an Expenditure Variance Report setting out in detail the following information: 1) a description by category of the amount and nature of all monies expended by Contractor during the budget period designated in the Contractor's Expenditure Variance Report; and 2) all non-federal share contributions made by Contractor during the budget period designated in Contractor's expenditure variances.

Every one of Contractor's Expenditure Variance Reports will be certified to be correct by an authorized representative of Contractor and will reference the Contract Control Number of this Agreement as designated below on the City's signature page. Every one of Contractor's Expenditure Variance Reports will be submitted with supporting documentation evidencing, in detail, the nature and propriety of the charges including general ledgers, transaction listings, journals and invoices paid by the Contractor that equal or exceed One Thousand Dollars

(\$1,000.00) for any transaction, time sheets, payrolls, receipts and any other document which may be pertinent in light of the nature of services to be performed under this Agreement and showing that services were performed within the period for which the payment is requested. Contractor will make available to the City and provide the City with a copy of any and all such documentation upon request.

H. Federal Funds Contingency/Appropriations. The Contractor understands that as of the date of the execution of this Agreement, the City has only received a notice of intent to award federal funds from the HHS for Head Start programs. In the event that the City is awarded funds in an amount less than the amount reflected in said notice of intent, then the total amount of compensation to be paid to the Contractor will be reduced and Contractor's **Exhibit B** will be revised accordingly. Moreover, it is acknowledged by the Parties that if and when HHS issues the first official notice of financial award to the City to fund Head Start operations for Program Year 2021-2022, HHS may issue only a partial financial award for program costs for Program Year 2021-2022. If, during the term of this Agreement, HHS later issues official notice of financial award to further fund Head Start programs beyond the amount stated in the initial notice of intent, then such funds may only be disbursed to the Contractor through a written amendatory agreement executed by the Parties in the same manner as this Agreement.

All payments under this Agreement, whether in whole or in part, are subject to and contingent upon the continuing availability of federal funds for the purposes of Head Start. In the event that federal funds, or any part thereof, are not awarded to the City or are reduced or eliminated by the federal government, the City may reduce the total amount of compensation to be paid to the Contractor by revising **Exhibit B** or it may terminate this Agreement. 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**, the purposes identified in **Exhibit A**, or if reports of nonfederal share contributions, in whole or in part, are not provided by Contractor on a timely basis.

I. Updated Program Conditions. If additional conditions are lawfully imposed on the Head Start Program and the City by federal, state, or local law, executive order, rules and regulations, or other written policy instrument, the Contractor will comply with all such additional conditions. If the Contractor is unable or unwilling to accept any such additional

conditions concerning the administration of the Head Start Program, the City may withhold payment to the Contractor of any unearned funds or terminate this Agreement in accordance with Section 19.A.2, below. If the City withholds payment for this reason, the City shall advise the Contractor and specify the actions that must be taken as a condition precedent to the resumption of payments.

J. Modifications to Exhibits. The Parties may modify an exhibit attached to this Agreement; provided, however, that no modification to an exhibit shall result in or be binding on the City if any proposed modification(s), individually or collectively, requires an upward adjustment to the Maximum Contract Amount. The Parties shall, in each instance, memorialize in writing any and all modifications to an exhibit by revising and restating that exhibit and referencing this City Contract Control number stated on the signature page below. A proposed modification to an exhibit will be effective only when it has been approved in writing by the Parties, approved as to form by the City Attorney's office, and uploaded into the City's automated contract system (Jaggaer) by an employee of the Head Start Office or another City office designated by the Director. All such modifications shall contain the date upon which the modified exhibit or exhibits shall take effect. Any modification to an exhibit agreed to by the Parties that requires an increase in the Maximum Contract Amount shall be evidenced by a written Amendatory Agreement prepared and executed by both Parties in the same manner as this Agreement.

8. REPORTS:

A. The Contractor will establish and maintain reporting systems in accordance with any and all policies, procedures and directives of the City concerning reporting requirements of delegate agencies and will require any and all Subdelegates and any Vendor to establish and maintain said reporting systems. In addition to any other reports required or requested under this Agreement or any exhibit, the Contractor will prepare and submit the following reports and will require any and all Subdelegates and, as directed by the Director, any Vendor to prepare and submit the following reports:

(1) Enrollment Report. The Enrollment Report will include the number of children actually enrolled by Contractor in Head Start programs by site and program option in the following categories: age, ethnicity, language, and gender. Contractor will monitor at all times the number of students it has enrolled for Head Start services and will promptly identify

any and all vacancies.

In the event that the Contractor determines that it has not maintained the designated number of enrolled students, the Contractor will include in the Enrollment Report a detailed explanation as to why such levels were not maintained and a detailed description of how Contractor will return said levels to the designated number. The Enrollment Report will be consistent with any format designated by the City.

(2) **Attendance Report.** The Attendance Report will include attendance for all approved program options on a monthly basis. Contractor will monitor at all times and report the monthly average daily attendance rate of students that it has enrolled for Head Start services in all program options. When the monthly average daily attendance rate in a center-based program falls below eighty-five percent (85%), the Contractor will, in accordance with 45 CFR 1302.16, include in the Attendance Report a detailed explanation as to why such attendance rate was not maintained and a detailed description of how the Contractor will return the attendance rate to the designated level, and the number of absences that occur on consecutive days. The Attendance Report will be consistent with any format designated by the City.

(3) **Personnel Report.** The Personnel Report will include quarterly and year-to-date employment status for all staff and contract employees performing Head Start duties, including the position held by such persons and a listing of which positions, if any, are unfilled. The Personnel Report will be consistent with any format designated by the City.

(4) **Expenditure Variance Report.** The Expenditure Variance Report will include the information designated in Section 7.G of this Agreement concerning monthly expenditures, invoices, and non-federal share match requirements. The Expenditure Variance Report will be consistent with any format designated by the City.

(5) **United States Department of Agriculture (USDA) Report.** The USDA Report will include a complete listing of all funds reimbursed to the Contractor by the U.S. Dept. Of Agriculture for the costs of providing meals for children enrolled in or otherwise served by Head Start programs and will be consistent with any format designated by the City.

(6) **Self-Assessment Report.** The Self-Assessment Report will include a description of the progress of work set forth in **Exhibits A and B** as well as an evaluation of the effectiveness of Contractor's management systems, child development and health services, family

and community partnerships, program design and fiscal management operations information and will be consistent with any format designated by the City.

(7) **Administrative and Development Costs Report.** The Administrative and Development Costs Report will include an itemized description of all costs and expenses incurred relating to the administration and management of Head Start programs and will be consistent with any format designated by the City.

(8) **Other Reports.** The Contractor will prepare and submit any other report or information pertaining to the administration of Head Start programs and expenditure of Head Start funds as requested by the City; any and all official reports for federal, state and local governmental entities, as required by applicable law; and will prepare and maintain all records, statements and information as required by applicable federal, state and local laws for the purpose of carrying out the provisions of this Agreement or the Grant.

(9) **Inventory Report.** In accordance with Section 19 below, the Contractor will establish and submit to the Head Start Director on a date designated by the Director, or the Director's designated representative, an annual inventory list, in such format as designated by the City's Head Start Director. The date for submission of the Inventory Report may be set forth in **Exhibit D** or, if not contained therein, will be separately designated by the Director or the Director's designated representative.

B. The reports required in this Section 8 will be submitted in accordance with the schedule set forth in **Exhibit D**. If Contractor does not submit such reports in accordance with **Exhibit D**, the City may determine and find that such failure constitutes an act of noncompliance, a deficiency or an event of default and the City may invoke any remedy provided in this Agreement or otherwise available to the City by law. If Contractor does not submit such reports in accordance with **Exhibit D** and no further payments are due from the City, then such failure will automatically be deemed to be an event of default and the City may, in addition to any other remedies provided in this Agreement or available to the City by law, deny Contractor any future awards, grants, or contracts of any nature by the City.

9. PERFORMANCE MONITORING/ INSPECTION: The Contractor will permit the Director or any other governmental agency authorized by law, or their respective authorized designees, to monitor all activities conducted by the Contractor pursuant to the terms of this

Agreement and inspect any and all files, records, reports, policies, minutes, materials, books, documents, papers, invoices, accounts, payrolls and other data, whether in hardcopy or electronic format, relating to any matter covered by this Agreement. As the monitoring agency may in its sole discretion deem necessary or appropriate, such monitoring may consist of reviewing methods, procedures and practices, examining internal evaluation procedures, examining program data, on-site observation, on-site verification, formal and informal audit examinations, attending all meetings, hearings, or proceedings held by the Contractor, its Board of Directors, or its employees or any other reasonable procedures relating to the performance of services under this Agreement. All such monitoring and inspection will be performed in a manner that will not unduly interfere with the services to be provided under this Agreement. The Contractor will make available for inspection by the Director or the Director's designated representative any and all files, records, reports, policies, minutes, materials, books, documents, papers, invoices, accounts, payrolls and other data, whether in hard copy or electronic format, relating to any matter covered by this Agreement.

10. STATUS OF CONTRACTOR: The Contractor is an independent contractor retained to perform professional or technical services for limited periods of time. Neither the Contractor nor any of its employees are employees or officers of the City under Chapter 18 of the Denver Revised Municipal Code, or for any purpose whatsoever.

11. EXAMINATION OF CONTRACTOR RECORDS:

A. Any authorized agent of the City, including the City Auditor or his or her representative, has the right to access, and the right to examine, copy and retain copies, at City's election in paper or electronic form, any pertinent books, documents, papers and records related to Contractor's performance pursuant to this Agreement, provision of any goods or services to the City, and any other related to this Agreement. Contractor shall cooperate with City representatives and City representatives shall be granted access to the foregoing documents and information during reasonable business hours and until the latter of three (3) years after the final payment under the Agreement or expiration of the applicable statute of limitations. When conducting an audit of this Agreement, the City Auditor shall be subject to government auditing standards issued by the United States Government Accountability Office by the Comptroller General of the United States, including with respect to disclosure of information acquired during the course of an audit. No

examination of records and audits pursuant to this paragraph shall require Contractor to make disclosures in violation of state or federal privacy laws. Contractor shall at all times comply with D.R.M.C. 20-276.

B. The Contractor will keep true and complete records of all business transactions under this Agreement, will establish and maintain a system of bookkeeping satisfactory to the City's Auditor and give the City's authorized representatives access during reasonable hours to such books and records, except those matters required to be kept confidential by law. The Contractor agrees that it will keep and preserve for at least three (3) years all evidence of business transacted under this Agreement for such period.

C. The Contractor acknowledges that it is subject to any and all applicable regulations or guidance of the United States Office of Management and Budget including, but not limited to, all applicable laws, rules, regulations, policy statements, and guidance issued by the Federal Government (including the United States Office of Management and Budget), regarding audit requirements.

12. AUDIT REQUIREMENTS:

A. The Contractor will cause an annual single audit of Head Start services provided under this Agreement to be prepared by an independent auditor in accordance with applicable federal, state and City laws. Where required by applicable federal, state or City law, Contractor's auditor will provide an accounting certification that the audit was conducted in accordance with applicable standards set forth in the U.S. Office of Management and Budget ("OMB") circulars. All accounting practices will be in conformance with generally accepted principles.

B. Contractor will complete and deliver two copies of its audit report no later than six (6) months after the Contractor's prior budget year unless such time frames are extended in writing by the responsible HHS official. If the responsible HHS official extends said time frames, in writing, then Contractor's audit report will be submitted to the City at least two months prior to the new deadline. Contractor's agreements with any Subdelegates or any Vendor will contain a clause stating that Subdelegates or Vendors, as appropriate, are subject to the Audit Requirements of this Agreement or as may be imposed by federal, state and City law. Contractor's audit will either include an audit of Subdelegates and any Vendor, unless said Vendor has been

exempted in writing by the Director, or Contractor will cause Subdelegates and, if directed in writing by the Director, any Vendor to provide separately their own independent audits. If a Subdelegate or Vendor conducts its own audit for Head Start services provided hereunder, then the Contractor will provide two copies of such audit or the portions that pertain to Head Start services along with Contractor's audit or portions thereof. Final financial settlement under this Agreement will be contingent upon receipt and acceptance of Contractor's audit and the audits of Contractor's Subdelegates and any Vendor.

C. If, as a result of any audit relating to the fiscal performance of Contractor or its Subdelegates concerning Head Start programs, the City receives notice of any irregularities or deficiencies in said audits, then the City will notify the Contractor of such irregularities or deficiencies. The Contractor will correct all identified irregularities or deficiencies within the time frames designated in the City's written notice. If the identified irregularities or deficiencies cannot be corrected by the date designated by the City, then Contractor will so notify the City, in writing, and will identify a date that Contractor expects to correct the irregularities or deficiencies; provided, however, that if Contractor's notice is dated within thirty calendar days prior to the deadline established or permitted by the ACF, then Contractor's corrections will be made and submitted to the City on or before the fifth working day from said federal deadline. If corrections are not made by such date, then the final resolution of identified deficiencies or disputes will be deemed to be resolved in the City's favor unless the Contractor obtains a resolution in its favor from the responsible HHS official.

D. The Contractor will satisfy the requirements of the Single Audit Act of 1984, as amended, codified at 31 U.S.C. §7501, *et seq.*, and as may be further amended from time to time, and all applicable Office of Management and Budget Circulars including but not limited to 2 CFR Chapter I, and Chapter II, Parts 200, 215, 220, 225, and 230 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. If Contractor determines that it is not subject to the requirements of the Single Audit Act, it will notify the City in writing within ten (10) calendar days of its determination that it is not subject to the Single Audit.

13. WHEN RIGHTS AND REMEDIES NOT WAIVED: In no event will any payment or other action by the City hereunder constitute or be construed to be a waiver by the City

of any breach of covenant or default which may then exist on the part of the Contractor. No payment, or other action, or inaction by the City when any breach or default exists will impair or prejudice any right or remedy available to the City with respect to such breach or default. No assent, expressed or implied, to any breach of any term of Agreement constitutes a waiver of any other breach.

14. INSURANCE:

A. If the Contractor is a “public entity” within the meaning of the Colorado Governmental Immunity Act, § 24-10-101, *et seq.*, C.R.S., as amended (“Act”), the Contractor shall maintain insurance, by commercial policy or self-insurance, as is necessary to meet the Contractor’s liabilities under the Act. Proof of such insurance shall be provided upon request by the City.

B. If the Contractor is not a “public entity” then, the following general conditions apply:

(1) General Conditions: Contractor agrees to secure, at or before the time of execution of this Agreement, the following insurance covering all operations, goods or services provided pursuant to this Agreement. Contractor shall keep the required insurance coverage in force at all times during the term of the Agreement, or any extension thereof, during any warranty period. The required insurance shall be underwritten by an insurer licensed or authorized to do business in Colorado and rated by A.M. Best Company as “A-” VIII or better. Each policy shall require notification to the City in the event any of the required policies be canceled or non-renewed before the expiration date thereof. Such written notice shall be sent to the Parties identified in the Notices section of this Agreement. Such notice shall reference the City contract number listed on the signature page of this Agreement. Said notice shall be sent thirty (30) days prior to such cancellation or non-renewal unless due to non-payment of premiums for which notice shall be sent ten (10) days prior. If such written notice is unavailable from the insurer, Contractor shall provide written notice of cancellation, non-renewal and any reduction in coverage to the Parties identified in the Notices section by certified mail, return receipt requested within three (3) business days of such notice by its insurer(s) and referencing the City’s contract number. Contractor shall be responsible for the payment of any deductible or self-insured retention. The insurance coverages specified in this Agreement are the minimum requirements, and these

requirements do not lessen or limit the liability of the Contractor. The Contractor shall maintain, at its own expense, any additional kinds or amounts of insurance that it may deem necessary to cover its obligations and liabilities under this Agreement.

(2) **Proof of Insurance:** Contractor may not commence services or work relating to the Agreement prior to placement of coverages required under this Agreement. Contractor certifies that the certificate of insurance attached as **Exhibit F**, preferably an ACORD certificate, complies with all insurance requirements of this Agreement. The City requests that the City's contract number be referenced on the Certificate. The City's acceptance of a certificate of insurance or other proof of insurance that does not comply with all insurance requirements set forth in this Agreement shall not act as a waiver of Contractor's breach of this Agreement or of any of the City's rights or remedies under this Agreement. The City's Risk Management Office may require additional proof of insurance, including but not limited to policies and endorsements.

(3) **Additional Insureds:** For Commercial General Liability, Auto Liability and Excess Liability/Umbrella (if required), the Contractor, Subdelegate's, and Subcontractor's insurer(s) shall name the City and County of Denver, its elected and appointed officials, employees and volunteers as additional insured.

(4) **Waiver of Subrogation:** For all coverages under this Agreement, except Student Accident coverage, Contractor's insurer shall waive subrogation rights against the City.

(5) **Subdelegates, Subcontractors and Subconsultants:** All Subdelegates, Subcontractors and subconsultants (including independent contractors, suppliers or other entities providing goods or services required by this Agreement) shall be subject to all of the requirements herein and shall procure and maintain the same coverages required of the Contractor. Contractor shall include all such Subdelegates or Subcontractors as additional insured under its policies (with the exception of Workers' Compensation) or shall ensure that all such Subdelegates, Subcontractors and subconsultants maintain the required coverages. Contractor agrees to provide proof of insurance for all such Subdelegates, Subcontractors, and subconsultants upon request by the City.

(6) **Workers' Compensation/Employer's Liability Insurance:** Contractor shall maintain the coverage as required by statute for each work location and shall

maintain Employer's Liability insurance with limits of \$100,000 per occurrence for each bodily injury claim, \$100,000 per occurrence for each bodily injury caused by disease claim, and \$500,000 aggregate for all bodily injuries caused by disease claims.

(7) **Commercial General Liability:** Contractor shall maintain a Commercial General Liability insurance policy with minimum limits of \$1,000,000 for each bodily injury and property damage occurrence, \$2,000,000 products and completed operations aggregate (if applicable), and \$2,000,000 policy aggregate. Policy shall not contain an exclusion for sexual abuse, molestation or misconduct.

(8) **Automobile Liability:** Contractor shall maintain Automobile Liability with limits of \$1,000,000 combined single limit applicable to all owned, hired and non-owned vehicles used in performing services under this Agreement.

(9) **Professional Liability (Errors & Omissions):** Contractor shall maintain minimum limits of \$1,000,000 per claim and \$1,000,000 policy aggregate limit. The policy shall be kept in force, or a Tail policy placed, for three (3) years for all contracts except construction contracts for which the policy or Tail shall be kept in place for eight (8) years.

(10) **Cyber Liability:** Contractor shall maintain Cyber Liability coverage with minimum limits of \$1,000,000 per occurrence and \$1,000,000 policy aggregate covering claims involving privacy violations, information theft, damage to or destruction of electronic information, intentional and/or unintentional release of private information, alteration of electronic information, extortion and network security. If Claims Made, the policy shall be kept in force, or a Tail policy placed, for three (3) years.

(11) **Bond:** If required by applicable federal law, as currently presented in 45 CFR Part 75 304, the Contractor will obtain and keep in force during the term of this Agreement a fidelity bond, in form and surety acceptable to the City, conditioned upon the faithful and honest utilization and handling by the Contractor's employees and officers of all monies paid to the Contractor by the City pursuant to this Agreement, said bond to protect the City against any malfeasance or misfeasance with respect to such funds on the part of such persons. All appropriate federal officials will authorize any determination made by Contractor that such bond is not required by applicable federal law in writing.

15. DEFENSE AND INDEMNIFICATION (Not applicable to "Public Entities"):

A. Contractor hereby agrees to defend, indemnify, reimburse and hold harmless City, its appointed and elected officials, agents and employees for, from and against all liabilities, claims, judgments, suits or demands for damages to persons or property arising out of, resulting from, or relating to the work performed under this Agreement (“Claims”), unless such Claims have been specifically determined by the trier of fact to be the sole negligence or willful misconduct of the City. This indemnity shall be interpreted in the broadest possible manner to indemnify City for any acts or omissions of Contractor or its subcontractors either passive or active, irrespective of fault, including City’s concurrent negligence whether active or passive, except for the sole negligence or willful misconduct of City.

B. Contractor’s duty to defend and indemnify City shall arise at the time written notice of the Claim is first provided to City regardless of whether Claimant has filed suit on the Claim. Contractor’s duty to defend and indemnify City shall arise even if City is the only party sued by claimant and/or claimant alleges that City’s negligence or willful misconduct was the sole cause of claimant’s damages.

C. Contractor will defend any and all Claims which may be brought or threatened against City and will pay on behalf of City any expenses incurred by reason of such Claims including, but not limited to, court costs and attorney fees incurred in defending and investigating such Claims or seeking to enforce this indemnity obligation. Such payments on behalf of City shall be in addition to any other legal remedies available to City and shall not be considered City’s exclusive remedy.

D. Insurance coverage requirements specified in this Agreement shall in no way lessen or limit the liability of the Contractor under the terms of this indemnification obligation. The Contractor shall obtain, at its own expense, any additional insurance that it deems necessary for the City’s protection.

E. This defense and indemnification obligation shall survive the expiration or termination of this Agreement.

16. LIABILITY; COLORADO GOVERNMENTAL IMMUNITY ACT: For Contractors that are a “public entity”, the Contractor and the City each represent that they are a self-insurer as permitted by the Colorado Governmental Immunity Act, and that each will continue to qualify as a self-insurer or will obtain commercial insurance in connection with the subject

matter of this Agreement. Neither party shall have any liability or responsibility to anyone for any act or omission of the other. Each party is responsible for any and all claims, damages, liability and court awards, including costs, expenses and attorney fees, incurred as a result of its actions or omissions or any action or omission of its officers, employees, and agents in connection with the subject matter of this Agreement or any amendment hereto. Nothing in this Agreement shall be construed as a waiver of the notice requirements, defenses, immunities and limitations the City or Contractor may have under the Colorado Governmental Immunity Act (§24-10-101, C.R. S., *et seq.*) or to any other defenses, immunities, or limitations of liability available to the City or Contractor by law.

17. TAXES, LATE CHARGES, AND PERMITS: The City is not liable for the payment of taxes, late charges or penalties of any nature, except for any additional amounts that the City may be required to pay under the City's prompt payment ordinance D.R.M.C. § 20-107, *et seq.* The Contractor shall promptly pay when due, all taxes, bills, debts and obligations it incurs performing the services under the Agreement and shall not allow any lien, mortgage, judgment or execution to be filed against City property.

18. ASSIGNMENT AND SUBCONTRACTING:

A. By the City. The City may assign or transfer this Agreement at its discretion or when required by the ACF.

B. By the Contractor. The Contractor shall not voluntarily or involuntarily assign any of its rights or obligations, or subcontract performance obligations, under this Agreement without obtaining the Director's prior written consent. Any assignment or subcontracting without such consent will be ineffective and void, and shall be cause for termination of this Agreement by the City. The Director has sole and absolute discretion whether to consent to any assignment or subcontracting, or to terminate the Agreement because of unauthorized assignment or subcontracting. In the event of any subcontracting or unauthorized assignment: (i) the Contractor shall remain responsible to the City; and (ii) no contractual relationship shall be created between the City and the Subdelegate, sub-consultant, subcontractor or assignee.

Services subcontracted to Subdelegates under this Agreement shall be specified by written agreement and will be subject to each applicable provision of this Agreement and any and all applicable federal and state laws with appropriate changes in nomenclature in

referring to such subcontract. The Contractor will submit proposed subcontract agreements to the Director for the Director's review and approval no later than thirty (30) calendar days prior to the commencement of the Program Year or the commencement date of the proposed contract whichever is later. Such consent of the City obtained as required by this paragraph shall not be construed to constitute a determination of approval of any cost under this Agreement, unless such approval specifically provides that it also constitutes a determination of approval of such cost. Any approved use of any Subdelegate or any Vendor will be on a reimbursement basis only.

19. TERMINATION:

A. Notice of Deficiencies (with opportunity for corrective action). In the event the City identifies one or more deficiencies in Contractor's performance of the Services or its other obligations under this Agreement, the Director will provide the Contractor with written notice of the deficiency or deficiencies ("Notice of Deficiencies"). The Notice of Deficiencies will identify the deficiencies to be corrected and will state that the Contractor is to either correct the Deficiencies immediately (or such longer period as the City may allow) or according to a Quality Improvement Plan (with included timeline) to be developed by the Contractor (the "Quality Improvement Plan").

(1) If the Contractor is to correct the identified Deficiencies according to a deadline established by the Director, the Contractor will verify in writing to the Director, no later than ten (10) calendar days after the designated deadline, that Contractor corrected the Deficiencies and the specific measures taken to complete such corrective actions.

(2) If the Contractor is to develop a Quality Improvement Plan, the Contractor will submit to the Director for the Director's approval, within ten (10) calendar days of the date of the Notice of Deficiencies, a Quality Improvement Plan that identifies the actions the Contractor will undertake to correct each identified deficiency and the date that Contractor expects to complete the Quality Improvement Plan. Within thirty (30) calendar days of the date of receipt of Contractor's proposed Quality Improvement Plan, the Director will notify the Contractor in writing of the Director's approval or disapproval. If the Director disapproves of the Quality Improvement plan, the Director will inform the Contractor of the reasons for that disapproval. If the Quality Improvement Plan is disapproved, the Contractor must submit, within ten (10) calendar days of the date of the Director's notice of disapproval, a revised Quality Improvement Plan,

making the changes necessary to address the reasons why the initial Quality Improvement Plan was disapproved. If the Director does not approve or disapprove of the Quality Improvement Plan within ten (10) calendar days of the date of receipt, the City will be deemed to have approved the Quality Improvement Plan.

(3) Within three (3) business days of the date specified in the Quality Improvement Plan for the correction of each identified deficiency, the Contractor will verify in writing to the Director that it corrected each identified deficiency according to the Quality Improvement Plan and will further state the measures taken to correct each identified deficiency. If the Contractor does not complete the Quality Improvement Plan on or before the date designated for completion, the Contractor will provide written notice to the Director within twenty-four (24) hours of the date designated for completion and will state the reasons why the Contractor did not complete the Quality Improvement Plan and provide a new date of expected completion. Contractor's notice of non-completion of the Quality Improvement Plan will not be deemed to be a waiver of Contractor's obligations under the original Quality Improvement Plan. In no case will the deadline proposed in any Quality Improvement Plan exceed one year from the date that the Contractor received official notification of the deficiencies to be corrected.

B. Remedies for Failure to Timely Correct Deficiencies. If the Contractor fails to timely correct any deficiency or deficiencies identified by the City, the City has the right to take any or all of the following actions, in addition to any and all other actions authorized by law:

(1) Withhold any or all payments to the Contractor, in whole or in part, until the necessary services or corrections in performance are satisfactorily completed;

(2) Deny any and all requests for payment and/or demand reimbursement from Contractor of any and all payments previously made to Contractor for those services or deliverables that have not been satisfactorily performed and which, due to circumstances caused by or within the control of the Contractor, cannot be performed or if performed would be of no value to the City's Head Start program. Denial of requests for payment and demands for reimbursement will be reasonably related to the amount of work or deliverables lost to the City;

(3) Disallow or deny all or part of the cost of the activity or action that has not been satisfactorily corrected or completed;

(4) Suspend or terminate this Agreement, or any portion or portions thereof, effective immediately (or such longer period as the City may allow) upon written notice to Contractor;

(5) Deny in whole or in part any application or proposal from Contractor for refunding of a Head Start program for a subsequent program year regardless of source of funds;

(6) Reduce any application or proposal from Contractor for refunding of a Head Start program for a subsequent program year by any percentage or amount that is less than the total amount of compensation provided in this Agreement regardless of source of funds;

(7) Refuse to award Contractor, in whole or in part, any and all additional funds for expanded or additional services under the City's Head Start Grant;

(8) Deny or modify any future awards, grants, or contracts of any nature by the City regardless of funding source for Contractor;

(9) Modify, suspend, remove, or terminate the Services, in whole or in part. If the Services, or any portion thereof, are modified, suspended, removed, or terminated, the Contractor will cooperate with the City in the transfer of the Services as reasonably designated by the City; or

(10) Take other remedies that may be legally available.

20. OTHER GROUNDS FOR TERMINATION:

A. By the City.

(1) The City has the right to terminate this Agreement upon thirty (30) calendar days' written notice to Contractor for any default by the Contractor under this Agreement other than the failure to correct an identified deficiency which default has not been cured within the time period as set forth pursuant to Section 18.

(2) The City further has the right to terminate this Agreement upon thirty (30) days' written notice for the convenience of the City, if the Grant is suspended or terminated, in whole or in part, by HHS, or if the Contractor demonstrates to the Director that it is unable or unwilling to comply with any updated or additional program requirements lawfully imposed on the Head Start Program and the Services.

(3) Notwithstanding the preceding paragraphs, the City may terminate the Agreement, in whole or in part, if the Contractor or any of its officers or employees who have

contact with Head Start children are convicted, plead *nolo contendere*, enter into a formal agreement in which they admit guilt, enter a plea of guilty or otherwise admit culpability to criminal offenses of violence, sexual assault, assault, battery, child abuse or endangerment, neglect of a child, child sexual assault, bribery, kickbacks, collusive bidding, bid-rigging, antitrust, fraud, undue influence, theft, racketeering, extortion or any offense of a similar nature in connection with Contractor's business. Termination for the reasons stated in this paragraph is effective upon receipt of notice.

Contractor will timely notify the City in writing if any employee, agent or contractor of Contractor is convicted or found liable, pleads *nolo contendere*, enters into a formal agreement in which the person admits guilt or liability, enters a plea of guilty, or otherwise admits culpability or liability for crimes of violence, sexual assault, assault, battery, child abuse or endangerment, neglect of a child, child sexual assault, bribery, kickbacks, collusive bidding, bid-rigging, antitrust, fraud, undue influence, theft, racketeering, extortion or any offense of a similar nature, in connection with Contractor's business.

B. By the Contractor. The Contractor may terminate this Agreement for substantial breach by the City, including the failure to compensate Contractor timely for services performed under this Agreement, that has not been corrected within thirty (30) calendar days of Contractor's written notice to do so identifying the breach including but not limited to the City's failure to meet its obligations herein and if additional conditions are lawfully applied by HHS to the Grant and upon the City, and the Contractor is unable or unwilling to comply with such additional conditions, then the Contractor may terminate this Agreement by giving thirty (30) days' written notice signifying the effective date of termination. In such event, the City has the right to require the Contractor to make adequate arrangements to transfer the City's Head Start programs, operations, and activities to another Contractor or to the City. In the event of any termination, all property and finished or unfinished documents, data, studies, reports purchased or prepared by the Contractor under this Agreement will be disposed of according to HHS directives. Notwithstanding any other provision contained herein, the Contractor will not be relieved of liability to the City for damages sustained by the City by virtue of any breach of the contract by the Contractor and the City may withhold reimbursement to the Contractor for the purpose of set-off until such time as the exact amount of damages due the City from the Contractor is agreed upon

or otherwise determined.

C. Nothing in this Agreement gives the Contractor the right to perform services under this Agreement beyond the time when such services become unsatisfactory to the Director. If the Agreement is terminated with or without cause the Contractor will not have any claim against the City by reason of, or arising out of, incidental or relating to termination, except for compensation for work duly requested and satisfactorily performed as described in the Agreement. In the event that this Agreement is terminated prior to the expiration date specified in Paragraph 4, “**Term**”, above, Contractor will submit any and all outstanding reports or requested information within forty-five (45) calendar days of the date of early termination. In addition, if this Agreement is terminated, the City is entitled to and will take possession of all materials, equipment, tools and facilities it owns that are in the Contractor’s possession, custody, or control by whatever method the City deems expedient.

21. PROCUREMENT:

A. **Tangible Property.** The Contractor shall comply with all federal regulations applicable to property and procurement standards (which are currently presented in 45 CFR Part 75). With respect to the procurement of goods and services, supplies, and equipment, as such terms are presented in 45 CFR Part 75, the Contractor shall use its own documented procurement procedures as long as such procedures conform to applicable Federal and City laws, the standards identified in this Section, and 45 CFR Parts 75.327 through 75.335. All procurement transactions shall be conducted in a manner to provide, to the maximum extent practical, open and free competition. The Contractor shall be alert to organizational conflicts of interest as well as noncompetitive practices among contractors that may restrict or eliminate competition or otherwise restrain trade. The Contractor will establish written procurement standards covering competition, conflicts of interest, and governing the actions of employees engaged in the selection, award, and administration of contracts consistent with the “Procurement Standards” contained in 45 CFR Part 75 and consistent with the requirements contained in this Section 20.

B. **Inventory.** The Contractor will establish and submit to the Head Start Director an annual inventory list, in such format as designated by the City’s Head Start Director, of all unused supplies exceeding Five Thousand Dollars (\$5,000.00) in total aggregate value and all equipment purchased under this Agreement. Contractor will update said inventory list as

necessary on a timely basis. The inventory will specify the location of all supplies and equipment so purchased. The Contractor will also cause its Subdelegates and, if directed by the Director in writing, any Vendor to establish and maintain a similar inventory list for all supplies and equipment purchased with funds provided under this Agreement.

C. **Real Property; Intangible Property.** Contractor will not use Head Start funds to purchase or otherwise acquire title to real or intangible property without the prior written consent of the City. Any proposed transaction to acquire title to real or intangible property will be made in conformance with applicable federal laws and any and all requirements as may be designated by the City.

22. **SITE LOCATIONS, LEASES AND LICENSES:**

A. **Site Locations/Leases.** The Contractor will operate Head Start programs at the facilities and locations identified on **Exhibit E**, entitled Site Locations. The Contractor will be responsible for executing any and all leases or amendments of leases of the real property and/or facilities designated on **Exhibit E**. The Contractor will maintain, and will cause any and all Subdelegates to maintain, copies of all leases and amendments thereto executed in the performance of services under this Agreement, and will deliver copies thereof to the City upon request.

B. **Changes to Site Locations.** If the Contractor or any employee determines that it is necessary to move, change or operate a Head Start program in any other facility or location, it will notify the Director in writing within fourteen (14) calendar days of the date of such determination and will provide an explanation as to the reason why the move, change or new operation should be undertaken. The Contractor will not move, change or operate any Head Start program in any other facility or location, unless the City has approved of such move, change or operation in writing, in advance of any contractual obligation and occupancy by the Contractor of such new facility.

C. **Smoke and Toxin Free Facilities.** All Head Start Sites and facilities operated by the Contractor and its Subdelegates and any Vendor will be free of toxins. The Contractor will further provide a smoke free environment for all Head Start children and adults consistent with federal and City policies concerning the use or sale of tobacco in Head Start or City facilities, as such policies may be amended from time to time. No class will be operated in a facility that does not comply with any applicable federal or City policies. No class will be operated

in a facility that is not a smoke or toxin free facility.

D. Licensing of Site Locations. The Contractor will obtain and maintain any and all required and appropriate licenses to operate Head Start programs. No site location will be opened and no Head Start funds will be paid to the Contractor if the Contractor does not have in place, prior to opening each site location and maintaining throughout the term of this Agreement, any and all required and appropriate license for each and every site location. The Contractor will provide the Director with a copy of current licenses maintained by the Contractor for each site location identified in **Exhibit E**. In addition, the Contractor will secure, post and maintain in its' files copies of current health inspection reports for each kitchen facility utilized in the preparation of food for each site location identified in **Exhibit E**. If, at any time during the term of this Agreement, any such health clearance or license is revoked, suspended or modified, or if the Contractor in any other manner loses the clearance or license, the Contractor will give immediate written notice to the Director. In such an event, the City may, in its sole discretion, order corrective action or suspend or terminate this Agreement. Head Start funds will not be paid to the Contractor to operate a Head Start Program in a site location that is not covered by the aforementioned clearances and/or licenses. If Contractor receives any order, direction, notice or other communication concerning the licensing of any site location assigned to the Contractor by the City, the Contractor will be solely responsible for taking any and all action required to maintain all licenses in good standing. The Contractor will submit a copy to the Director of all such orders, reports, direction, notices or communications within twenty-four (24) hours of Contractor's receipt thereof. The Contractor will notify the Director in writing within twenty-four (24) hours of Contractor's receipt of any notice of immediate closure of any site location assigned to the Contractor by the City. The Contractor will comply by the required date and time. The City reserves the right to require Contractor to cease or suspend program operations at any time if the City determines that a danger exists to the health, safety or well-being to the children enrolled in Head Start programs.

23. COMPLIANCE WITH APPLICABLE LAWS: Contractor shall perform or cause to be performed all services in full compliance with all applicable laws, rules, regulations and codes of the United States, the State of Colorado; and with the Charter, ordinances, rules, regulations and Executive Orders of the City and County of Denver whether or not specifically

referenced herein. In particular, the Contractor will perform the duties and satisfy the requirements of the following laws, regulations, and policies as may be amended from time to time:

- A.** The Head Start Act, as amended, codified at 42 U.S.C. 9801, *et seq.*;
- B.** Head Start Program Performance Standards, 45 CFR Part 1301 through 1305, including all regulations referenced therein and all successor regulations pertaining to the Head Start program;
- C.** 45 CFR Part 16, 30, 46, 75, 80, 81, 84, 87, and 92;
- D.** All applicable circulars of the U.S. Office of Management and Budget (“OMB”) including without limitation Omni-Circular “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards”, 2 CFR Part 200, *et seq.* and 2 CFR Part 25.110;
- E.** Program instructions, directives, and guidance. All manuals, policies, procedures, informational memoranda, Program guidance, instructions, directives, or other written documentation issued by the federal government or the City and provided to the Contractor concerning the Head Start Program or the expenditure of federal funds;
- F.** The terms and conditions of the Notice of Grant Award issued by ACF to the City concerning the Head Start program. Contractor further acknowledges that the Notice of Grant Award governing the Term has not yet been fully executed between the City and ACF;
- G.** The terms and conditions contained in all exhibits to this Agreement unless the City notifies the contractor in writing that a specific requirement does not apply to the performance of the Services;
- H.** The Drug-Free Workplace Act of 1988 as codified at 41 U.S.C. 701, *et seq.*;
- I.** U.S. Executive Order 12549, Debarment and Suspension implemented at 2 CFR Part 180. The Contractor is subject to the prohibitions on contracting with a debarred organization pursuant to U.S. Executive Orders 12549 and 12689, Debarment and Suspension, and implementing federal regulations codified at 2 CFR Part 180 and 2 CFR Part 376. By its signature below, the Contractor assures and certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency. The Contractor shall provide immediate written notice to the Executive Director if at any time Contractor learns that the Contractor’s

certification to enter into this Agreement was erroneous, when submitted or has become erroneous, by reason of changed circumstances. If the Contractor is unable to certify to any of the statements in the certification contained in this paragraph, the Contractor shall provide a written explanation to the City within thirty (30) calendar days of the date of execution of this Agreement. Furthermore, if the Contractor is unable to certify to any of the statements in the certification contained in this paragraph, the City may pursue any and all available remedies available to the City, including but not limited to terminating this Agreement immediately, upon written notice to the Contractor.

The Contractor shall include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transaction” in all covered transactions associated with this Agreement. The Contractor is responsible for determining the method and frequency of its determination of compliance with Executive Orders 12549 and 12689 and their implementing regulations;

J. Byrd Anti-Lobbying. If the Maximum Contract Amount exceeds \$100,000.00, the Contractor must complete and submit to the Agency a required certification form provided by the Agency certifying that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant or any other award covered by 31 U.S.C. 1352. Contractor must also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award;

K. “New Restrictions on Lobbying.” As set forth in implementing regulations 45 CFR Part 93, Contractor assures and certifies that: No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress or an employee of a Member

of Congress in connection with this Federal grant or cooperative agreement, the undersigned will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

L. Non-Discrimination and Equal Employment Opportunity (Federal requirements).

(1) In carrying out its obligations under the Agreement, Contractor audits officers, employees, members, and subcontractors hereby affirm current and ongoing compliance with 29 CFR Part 37, Title VII of the Civil Rights Act of 1964, The Americans With Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, and all other nondiscrimination and equal employment opportunity statutes, laws, and regulations. Contractor agrees not discriminate against any employee or applicant for employment because of race, religion, national origin, ancestry, color, gender, gender identity, sexual orientation, age, disability, political affiliation or belief, or veteran status. Contractor will ensure that all qualified applicants are hired, and all employees are considered for promotion, demotion, transfer; recruitment or recruitment advertising, layoff, termination, rates of pay, other forms of compensation, selection for training (including apprenticeship), or any other employment-related opportunities, without regard to race, religion, national origin, ancestry, color, gender, gender identity, sexual orientation, age, disability, political affiliation or belief, or veteran status.

(2) Contractor agrees to post notices affirming compliance with all applicable federal and state non-discrimination laws in conspicuous places accessible to all employees and applicants for employment. Contractor will affirm that all qualified applicants will receive consideration for employment without regard to race, religion, national origin, ancestry, color, gender, gender identity, sexual orientation, age, disability, political affiliation or belief, or veteran status in all solicitations or advertisements for employees placed by or on behalf of Contractor.

(3) Contractor will incorporate the foregoing requirements of this section in all of its subcontracts.

(4) Contractor agrees to collect and maintain data necessary to show compliance with the nondiscrimination provisions of this section;

M. No Discrimination in Program Participation (Federal). The Contractor

will comply with any and all applicable federal, state, and local laws that prohibit discrimination in programs and activities funded by this Agreement on the basis of race, color, religion, national origin, sex, disability, and age including but not limited to Title VI of the Civil Rights Act of 1964 (Title VI), Section 504 of the Rehabilitation Act of 1973 (Section 504), the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990 (ADA), Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 (Title VII), the Age Discrimination in Employment Act (ADEA), the antidiscrimination provision of the Immigration Reform and Control Act of 1986 (IRCA), and the Equal Pay Act (EPA), or other Federal, State or local laws that provide additional protections against discrimination. Violations may be subject to any penalties set forth in said applicable laws and the Contractor agrees to indemnify and hold the City harmless from any and all claims, losses, or demands that arise under this paragraph. Contractor acknowledges that Title VI prohibits national origin discrimination affecting persons with limited English proficiency (LEP). Contractor hereby warrants and assures that LEP persons with will have meaningful access to all services provided under this Agreement. To the extent Contractor provides assistance to LEP individuals through the use of an oral or written translator or interpretation services, in compliance with this requirement, LEP persons shall not be required to pay for such assistance. Further, Contractor acknowledges the City's Office of Human Rights and Community Partnerships, Office of Sign Language Services (OSLS) oversees access for deaf and hard of hearing people to City programs and services. The Contractor will comply with any and all requirements and procedures of the OSLS, as amended from time to time, concerning the provision of sign language interpreter services for all services provided by the Contractor under this Agreement. Further, Contractor acknowledges the public policy requirement of the U.S. Dept. of Health and Human Services that that no person otherwise eligible to participate in programs and services supplied under this Agreement will be excluded from participation in, denied the benefits of, or subjected to discrimination in the administration of HHS programs and services based on non-merit factors such as age, disability, sex, race, color, national origin, religion, gender identity, or sexual orientation. Contractor must comply with this national policy requirement with respect to the performance of work and administration of funds provided under this Agreement and for all programs and services supported by HHS awards. 45 CFR Part 75.300(c);

N. **Davis-Bacon Act**. 40 U.S.C. Section 276a-a(7) (2000) or to the extent that

the Davis-Bacon Act is deemed not to apply to this Agreement, Section 20-76 of the Den. Rev. Mun. Code pertaining to Payment of Prevailing Wages, Section 20-76 of the Den. Rev. Mun. Code;

O. Mandatory Disclosures. Contractor must disclose, in a timely manner, in writing to the Agency all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the work to be performed under this Agreement. Failure to make required disclosures can result in the Agency taking any of the remedies described in 2 CFR §200.338;

P. FFATA. The Federal Funding Accountability and Transparency Act of 2006, FFATA, and implementing rules and regulations;

Q. The Deficit Reduction Act of 2005, 109 P.L. 171;

R. Federal Privacy Requirements, as applicable, including without limitation, 45 CFR Parts 160, 164, and 1303 Subpart C and HHS's Standards for Privacy of Individually Identifiable Health Information (Privacy Rule) implementing the Health Insurance Portability and Accountability Act (HIPAA) of 1996, 42 U.S.C. 1320 et seq. Contractor shall submit to the Director, within fifteen (15) days of the Director's written request, copies of Contractor's policies and procedures to maintain the confidentiality of protected health information to which Contractor has access;

S. No Discrimination in Employment (City Executive Order No. 8). In connection with the performance of work under this Agreement, the Contractor agrees not to refuse to hire, discharge, promote or demote, or to discriminate in matters of compensation against any person otherwise qualified, solely because of race, color, religion, national origin, gender, age, military status, sexual orientation, gender expression or gender identity, marital status, protective hairstyle, or physical or mental disability; and the Contractor further agrees to insert the foregoing provision in all subcontracts hereunder;

T. City and County of Denver Executive Order No. 94 concerning the use, possession or sale of alcohol or drugs. The Contractor, its officers, agents and employees will cooperate and comply with the provisions of Executive Order 94 and Attachment A thereto concerning the use, possession or sale of alcohol or drugs. Violation of these provisions or refusal to cooperate with implementation of the policy can result in the City barring the Contractor's

personnel from City facilities or participating in City operations;

U. Confirmation of Lawful Employment (City Ordinance):

(1) This Agreement is subject to Division 5 of Article IV of Chapter 20 of the Denver Revised Municipal Code, and any amendments (the “Certification Ordinance”).

(2) The Contractor certifies that:

(a) At the time of its execution of this Agreement, it does not knowingly employ or contract with a worker without authorization who will perform work under this Agreement.

(b) It will participate in the E-Verify Program, as defined in § 8-17.5-101(3.7), CRS, to confirm the employment eligibility of all employees who are newly hired for employment to perform work under this Agreement.

(3) The Contractor also agrees and represents that:

(a) It shall not knowingly employ or contract with a worker without authorization to perform work under the Agreement.

(b) It shall not enter into a contract with a subconsultant or subcontractor that fails to certify to the Contractor that it shall not knowingly employ or contract with a worker without authorization to perform work under the Agreement.

(c) It has confirmed the employment eligibility of all employees who are newly hired for employment to perform work under this Agreement, through participation in the E-Verify Program.

(d) It is prohibited from using the E-Verify Program procedures to undertake pre-employment screening of job applicants while performing its obligations under the Agreement, and that otherwise requires the Contractor to comply with any and all federal requirements related to use of the E-Verify Program including, by way of example, all program requirements related to employee notification and preservation of employee rights.

(e) If it obtains actual knowledge that a subconsultant or subcontractor performing work under the Agreement knowingly employs or contracts with a worker without authorization, it will notify such subconsultant or subcontractor and the City within three (3) days. The Contractor will also then terminate such subconsultant or subcontractor if within three (3) days after such notice the subconsultant or subcontractor does not stop employing

or contracting with the worker without authorization, unless during such three-day period the subconsultant or subcontractor provides information to establish that the subconsultant or subcontractor has not knowingly employed or contracted with a worker without authorization.

(f) It will comply with any reasonable request made in the course of an investigation by the Colorado Department of Labor and Employment under authority of §8-17.5-102(5), CRS, or the City Auditor, under authority of D.R.M.C. 20-90.3.

(4) The Contractor is liable for any violations as provided in the Certification Ordinance. If Contractor violates any provision of this section or the Certification Ordinance, the City may terminate this Agreement for a breach of the Agreement. If the Agreement is so terminated, the Contractor shall be liable for actual and consequential damages to the City. Any such termination of a contract due to a violation of this section or the Certification Ordinance may also, at the discretion of the City, constitute grounds for disqualifying Contractor from submitting bids or proposals for future contracts with the City.

24. AGREEMENT AS COMPLETE INTEGRATION-AMENDMENTS: The Agreement is the complete integration of all understandings between the Parties as to the subject matter of the Agreement. No prior or contemporaneous addition, deletion, or other modification has any force or effect, unless embodied in the Agreement in writing. No subsequent novation, renewal, addition, deletion, or other amendment will have any force or effect unless embodied in a written amendment to the Agreement properly executed by the Parties. No oral representation by any officer or employee of the City at variance with the terms of the Agreement or any written amendment to the Agreement will have any force or effect or bind the City. The Agreement is, and any amendments thereto will, be binding upon the Parties and their successors and assigns. Amendments to this Agreement will become effective when approved by both Parties and executed in the same manner as this Agreement.

25. CONFLICT OF INTEREST:

A. No employee of the City shall have any personal or beneficial interest in the services or property described in the Agreement; and the Contractor shall not hire, or contract for services with, any employee or officer of the City in violation of the City's Code of Ethics, D.R.M.C. §2-51, et seq. or the Charter §§ 1.2.8, 1.2.9, and 1.2.12.

B. The Contractor shall not engage in any transaction, activity or conduct that

would result in a conflict of interest under the Agreement. The Contractor represents that it has disclosed any and all current or potential conflicts of interest which shall include transactions, activities or conduct that would affect the judgment, actions or work of the Contractor by placing the Contractor's own interests, or the interests of any party with whom the Contractor has a contractual arrangement, in conflict with those of the City. The City, in its sole discretion, will determine the existence of a conflict of interest and may terminate the Agreement in the event it determines a conflict exists, after it has given the Contractor written notice describing the conflict. The Contractor will have thirty (30) days after the notice is received to eliminate or cure the conflict of interest in a manner which is acceptable to the City.

26. NOTICES: All notices required by the terms of the Agreement must be hand delivered, sent by overnight courier service, mailed by certified mail, return receipt requested, or mailed via United States mail, postage prepaid, if to Contractor at the address first above written, and if to the City at:

Executive Director of Denver Great Kids Head Start Office
201 West Colfax Avenue, Dept. 1101
Denver, Colorado 80202

With a copy of any such notice to:

Denver City Attorney's Office
1437 Bannock St., Room 353
Denver, Colorado 80202

Notices hand delivered or sent by overnight courier are effective upon delivery. Notices sent by certified mail are effective upon receipt. Notices sent by mail are effective upon deposit with the U.S. Postal Service. The Parties may designate substitute addresses where or persons to whom notices are to be mailed or delivered. However, these substitutions will not become effective until actual receipt of written notification.

27. DISPUTE RESOLUTION: All disputes between the City and the Contractor arising out of or regarding this Agreement will be resolved by administrative hearing pursuant to the procedure established by Denver Revised Municipal Code 56-106(b)-(f). Under this administrative hearing procedure, the City official rendering a final determination will be the Executive Director of the Mayor's Office for Education and Children.

28. GOVERNING LAW; VENUE: The Agreement will be construed and enforced in accordance with applicable federal law, the laws of the State of Colorado, and the Charter, Revised Municipal Code, ordinances, regulations and Executive Orders of the City and County of Denver, which are expressly incorporated into the Agreement. Unless otherwise specified, any reference to statutes, laws, regulations, charter or code provisions, ordinances, executive orders, or related memoranda, includes amendments or supplements to same. Venue for any legal action relating to the Agreement will be in the District Court of the State of Colorado, Second Judicial District (Denver District Court).

29. CONFIDENTIAL INFORMATION; OPEN RECORDS:

A. Data and Information. The Contractor will observe and abide by, and will cause its Subdelegates to observe and abide by, all applicable Federal, State, and local laws, regulations, executive orders, and policies governing the use or disclosure of confidential information concerning Denver's Head Start Program. Contractor acknowledges and accepts that, in performance of all work under the terms of this Agreement, Contractor may have access to the following types of information: (1) City Proprietary Data or confidential information that may be owned or controlled by the City ("City Proprietary Data"); (2) personal information pertaining to persons receiving services from the Agency ("Client Data"), or (3) confidential proprietary information owned by third parties ("Third Party Proprietary Data"). For purposes of this Agreement, City Proprietary Data, Client Data, and Third Party Proprietary Data shall be referred to collectively as "City Data". Contractor agrees that disclosure of City Data may be damaging to the City or third parties. Contractor agrees that all City Data provided to Contractor shall be held in confidence and used only in the performance of its obligations under this Agreement. Contractor shall exercise the same standard of care to protect City Data as a reasonably prudent Contractor would to protect its own proprietary or confidential data. "Proprietary Data" shall mean any materials or information which may be designated or marked "Proprietary" or "Confidential," or which would not be documents subject to disclosure pursuant to the Colorado Open Records Act or City ordinance, and provided or made available to Contractor by the City. Such Proprietary Data may be in hardcopy, printed, digital or electronic format.

B. "Personal Information" means all information that individually or in combination, does or can identify a specific individual by or from which a specific individual can

be identified, contacted, or located. Personal Information includes, without limitation, name, signature, address, e-mail address, telephone number, social security number (full or partial), business contact information, date of birth, national or state identification numbers, bank account number, credit or debit card numbers, and any other unique identifier or one or more factors specific to the individual's physical, physiological, mental, economic, cultural, or social identity.

C. Data Protection and Security. Contractor confirms and warrants that it complies with any and all applicable Data Protection Laws relating to the collection, use, disclosure, and other processing of Personal Information and City Data and that it will perform its obligations under this Agreement in compliance with them.

D. "Data Protection Laws" means (i) all applicable federal, state, and local laws, rules, regulations, directives and governmental requirements relating in any way to the privacy, confidentiality or security of Personal Information; and (ii) all applicable laws and regulations relating to electronic and non-electronic marketing and advertising; laws regulating unsolicited email communications; security breach notification laws; laws imposing minimum security requirements; laws requiring the secure disposal of records containing certain Personal Information; laws imposing licensing requirements; laws and other legislative acts that establish procedures for the evaluation of compliance; and all other similar applicable requirements. Further, and not by way of limitation, Contractor shall provide for the security of all Personal Information and City Data in accordance with all policies promulgated by Denver Technology Services, as amended, and all applicable laws, rules, policies, publications, and guidelines including, without limitation: (i) the most recently promulgated IRS Publication 1075 for all Tax Information, (ii) the most recently updated PCI Data Security Standard from the PCI Security Standards Council for all PCI, (iii) the most recently issued version of the U.S. Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Security Policy for all CJI, (iv) the Colorado Consumer Protection Act, (v) the Children's Online Privacy Protection Act (COPPA), (vi) the Family Education Rights and Privacy Act (FERPA), and (vii) Colorado House Bill 18-1128.

E. Confidentiality; No Ownership by Contractor. Unless otherwise permitted expressly by applicable law, all Personal Information collected, used, processed, stored, or generated as the result of the services to be provided under this Agreement will be treated by Contractor as highly confidential information. Contractor will have no right, title, or interest in any

Personal Information or any other data obtained or supplied by Contractor in connection with the services to be provided under this Agreement. The City shall own all Client Information, and any other work product, with or without Personal Information, developed or obtained by Contractor pursuant to this Agreement and such information or work product are considered to be “City Data”. Contractor has an obligation to immediately alert the City if Contractor’s security has been breached or if Contractor is aware of any unauthorized disclosure of Personal Information. This Section will survive the termination of this Agreement.

F. Use and Protection of Personal Information and City Data. Contractor will take all necessary precautions to safeguard the storage of Personal Information and City Data including without limitation: (i) keep and maintain Personal Information and City Data in strict confidence and in compliance with all applicable Data Protection Laws, and such other applicable laws, using such degree of care as is appropriate and consistent with its obligations as described in this Agreement and applicable law to avoid unauthorized access, use, disclosure, or loss; (ii) use and disclose Personal Information or City Data solely and exclusively for the purpose of providing the services hereunder, such use and disclosure being in accordance with this Agreement, and applicable law; (iii) not use, sell, rent, transfer, distribute, or otherwise disclose or make available Personal Information or City Data for Contractor’s own purposes or for the benefit of anyone other than the City without the prior written consent of the City and the person to whom the Personal Information pertains; and (iv) not engage in “data mining” of Personal Information or City Data except as specifically and expressly required by law or authorized in writing by the City. This Section will survive the termination of this Agreement.

G. Employees and Subcontractor. Contractor will ensure that, prior to being granted access to the Data, Contractor Staff who perform work under this Agreement have all undergone and passed criminal background screenings; have successfully completed annual instruction of a nature sufficient to enable them to effectively comply with all Data protection provisions of this Agreement; and possess all qualifications appropriate to the nature of the employees’ duties and the sensitivity of the Data they will be handling. Only those employees of the Contractor who have a direct need for City Data shall have access to any information provided to Contractor under this Agreement. Prior to allowing any employee of the Contractor to access or use any City Data, the Contractor shall require any such employee to review and agree to the usage

and access terms outlined in this Agreement. Contractor will inform its employees and officers of the obligations under this Agreement, and all requirements and obligations of Contractor under this Agreement shall survive the expiration or earlier termination of this Agreement. Contractor shall not disclose Proprietary Data or City Data to subcontractors unless such subcontractors are bound by non-disclosure and confidentiality provisions at least as strict as those contained in this Agreement. Unless Contractor provides its own security protection for the information it discloses to a third-party service provider, the Contractor shall require the third party service provider to implement and maintain reasonable security procedures and practices that are appropriate to the nature of the City Data and protected information disclosed and reasonably designed to protect the City Data and protected information from unauthorized access, use, modification, disclosure, or destruction.

H. Loss of Personal Information or City Data. In the event of any act, error or omission, negligence, misconduct, or breach that compromises or is suspected to compromise the security, confidentiality, or integrity of Personal Information or City Data, Contractor will, as applicable: (i) notify the person affected and the City as soon as practicable but no later than twenty-four (24) hours of becoming aware of such occurrence; (ii) cooperate with the person affected and the City in investigating the occurrence, including making available all relevant records, logs, files, data reporting, and other materials required to comply with applicable law or as otherwise required by the person affected or the City; (iii) in the case of Personal Information and if required by applicable law, at the affected person's sole election: (A) notify the affected individuals in accordance with any legally required notification period; or, (B) reimburse the person affected for any costs in notifying the affected individuals; (iv) in the case of Personal Information and if required by applicable law, provide third-party credit and identity monitoring services to each of the affected individuals for the period required to comply with applicable law; (v) perform or take any other actions required to comply with applicable law as a result of the occurrence; (vi) indemnify, defend, and hold harmless the City and the person affected for any and all claims, including reasonable attorneys' fees, costs, and expenses incidental thereto, which may be suffered by, accrued against, charged to, or recoverable from the City or the person affected in connection with the occurrence; (vii) be responsible for recovering lost data and information in the manner and on the schedule set forth by the City without charge to the person affected, and (viii)

provide to the City and the person affected a detailed plan within ten (10) calendar days of the occurrence describing the measures Contractor will undertake to prevent a future occurrence. Notification to affected individuals, as described above, will comply with applicable law, be written in plain terms in English and in any other language or languages specified by the affected individual, and contain, at a minimum: (i) name and contact information of Contractor's representative; (ii) a description of the nature of the loss; (iii) a list of the types of data involved; (iv) the known or approximate date of the loss; (v) how such loss may affect the affected individual; (vi) what steps Contractor has taken to protect the affected individual; what steps the affected individual can take to protect himself or herself; (vii) contact information for major credit card reporting agencies; and (viii) information regarding the credit and identity monitoring services to be provided by Contractor. This Section will survive the termination of this Agreement.

I. Data Retention and Destruction. Using appropriate and reliable storage media, Contractor will regularly backup all City Data and Personal Information used in connection with this Agreement and retain such backup copies consistent with the Contractor's data retention policies. Upon termination of the Agreement, at the City's election, Contractor will either securely destroy or transmit to City the City Data in an industry standard format. Upon the City's request, Contractor will supply City a certificate indicating the records disposed of, the date disposed of, and the method of disposition used. With respect to City Data controlled exclusively by Contractor, Contractor will immediately preserve the state of the Personal Information or City Data at the time of the request and place a "hold" on Personal Information or City Data destruction or disposal under its usual records retention policies of records that include Personal Information or City Data, in response to an oral or written request from City indicating that those records may be relevant to litigation that City reasonably anticipates. Oral requests by City for a hold on record destruction will be reduced to writing and supplied to Contractor for its records as soon as reasonably practicable under the circumstances. City will promptly coordinate with Contractor regarding the preservation and disposition of these records. Contractor shall continue to preserve the records until further notice by City. This Section will survive the termination of this Agreement.

J. No other Databases. Except as expressly approved in advance by the City, Contractor will not establish or maintain a separate database containing Personal Information or City Data to provide the services under the Agreement.

K. Data Transfer Upon Termination. Upon termination or expiration of this Agreement and City's request, Contractor will ensure that all Personal Information and City Data is securely transferred to City, or a party designated by City, within thirty (30) calendar days. Contractor will ensure that the data will be provided in an industry standard format. Contractor will provide City with no less than ninety (90) calendar days' notice of impending cessation of its business or that of any Contractor subcontractor and any contingency plans in the event of notice of such cessation. In connection with any cessation of Contractor's business with its customers, Contractor shall implement its contingency and/or exit plans and take all reasonable actions to provide for an effective and efficient transition of service with minimal disruption to City. Contractor will work closely with its successor to ensure a successful transition to the new service or equipment, with minimal downtime and effect on City, all such work to be coordinated and performed in advance of the formal, final transition date mutually agreed upon by Contractor and City.

L. Disclaimer. Notwithstanding any other provision of this Agreement, the City is furnishing Proprietary Data and City Data on an "as is" basis, without any support whatsoever, and without representation, warranty or guarantee, including but not in any manner limited to, fitness, merchantability or the accuracy and completeness of the Proprietary Data or City Data. Contractor is hereby advised to verify its work. The City assumes no liability for any errors or omissions herein. Specifically, the City is not responsible for any costs including, but not limited to, those incurred as a result of lost revenues, loss of use of data, the costs of recovering such programs or data, the cost of any substitute program, claims by third parties, or for similar costs. If discrepancies are found, Contractor agrees to contact the City immediately.

M. Open Records. The Parties understand that all the material provided or produced under this Agreement may be subject to the Colorado Open Records Act, § 24-72-201, *et seq.*, CRS, and that in the event of a request to the City for disclosure of such information, the City shall advise Contractor of such request in order to give Contractor the opportunity to object to the disclosure of any of its proprietary or confidential material. In the event of the filing of a lawsuit to compel such disclosure, the City will tender all such material to the court for judicial determination of the issue of disclosure and Contractor agrees to intervene in such lawsuit to protect and assert its claims of privilege and against disclosure of such material or waive the same.

Contractor further agrees to defend, indemnify and save and hold harmless the City, its officers, agents and employees, from any claims, damages, expenses, losses or costs arising out of Contractor's intervention to protect and assert its claim of privilege against disclosure under this Article including, but not limited to, prompt reimbursement to the City of all reasonable attorney fees, costs and damages that the City may incur directly or may be ordered to pay by such court.

30. INTELLECTUAL PROPERTY RIGHTS:

A. City's Intellectual Property. The City and Contractor intend that all property rights to any and all data, information, materials, text, logos, documents, booklets, manuals, references, guides, brochures, advertisements, URLs, domain names, music, sketches, web pages, plans, drawings, prints, photographs, specifications, software, data, products, ideas, inventions, and any other work or recorded information, any derivative works thereof, supplied by the City to the Contractor in connection with the Services, in preliminary or final form and on any media whatsoever (collectively, "Materials"), shall belong to the City.

B. New Original Works. The City and Contractor intend that all property rights to new materials, text, logos, documents, booklets, manuals, references, guides, brochures, advertisements, music, sketches, plans, drawings, prints, photographs, specifications, software, data, products, ideas, inventions, and any other work or recorded information created, developed, or supplied by the Contractor in connection with the Services, any derivative works thereof, in preliminary or final form and on any media whatsoever (collectively, "New Original Works"), shall belong to the City free and clear from any and all claims of any nature relating to the Contractor's contributions and other efforts. The Contractor shall disclose all such items to the City unless the Director directs otherwise in writing. Contractor assigns to the City and its successors and assigns, the entire right, title, and interest in and to all causes of action, either in law or in equity, for past, present, or future infringement of intellectual property rights related to the New Original Works and all works based on, derived from, or incorporating the New Original Works. Whether or not Contractor is under contract with the City at the time, Contractor shall execute applications, assignments, and other documents, and shall render all other reasonable assistance requested by the City, to enable the City to secure patents, copyrights, licenses and other intellectual property rights related to the New Original Works.

(I) To the extent permitted by the U.S. Copyright Act, 17 USC § 101,

et seq., the New Original Works are a “work made for hire” and all ownership of copyright in the New Original Works shall vest in the City at the time the New Original Works are created. To the extent that the New Original Works are not a “work made for hire,” the Contractor (by this Agreement) sells, assigns and transfers all right, title and interest in and to the New Original Works to the City, including the right to secure copyright, patent, trademark, and other intellectual property rights throughout the world and to have and to hold such rights in perpetuity. The Contractor will not copyright, trademark or patent any work, materials, devices, methods, processes, or products New Original Works developed by Contractor as a result of the Services provided under this Agreement without the prior written approval of the City and, if required, the federal government. To the extent that Contractor cannot make any of the assignments required by this article, Contractor hereby grants to the City a perpetual, irrevocable, royalty-free license to use, modify, copy, publish, display, perform, transfer, distribute, sell, and create derivative works of the New Original Works and all works based upon, derived from, or incorporating the New Original Works by all means and methods and in any format now known or invented in the future. The City may assign and license its rights under this license.

(2) In addition, Contractor grants to the City, and the federal government if required, (and to recipients of New Original Works distributed by or on behalf of the City) a perpetual, worldwide, no-charge, royalty-free, irrevocable patent license to make, have made, use, distribute, sell, offer for sale, import, transfer, and otherwise utilize, operate, modify and distribute the contents of the New Original Works.

C. **License.** The City hereby grants a non-exclusive limited license to the Contractor to use, during the Term, the Materials and New Original Works for Head Start purposes only as well as any other Head Start program related materials, text, logos, documents, booklets, manuals, references, guides, brochures, applications, forms, advertisements, photographs, data, ideas, methods, inventions, and any other work or recorded information furnished to the Contractor for purposes of this Agreement, whether in preliminary or final forms and on any media. The Contractor may reproduce the Materials or New Original Works, add to them, combine them or otherwise modify them only for purposes of administering Head Start programs. Any other addition, combination or modification will require the prior written permission of the Director. The Contractor, upon the expiration or earlier termination of this Agreement, will return all such

Materials and New Original Works, and all copies thereof, or will provide written verification that all such Materials and copies thereof have been destroyed by Contractor.

D. Contractor's Pre-existing Works. The Contractor shall retain all property rights to Contractor's Pre-existing materials, including derivative works, developed prior to the commencement date that are used in the performance of the Services ("Contractor's Pre-existing Materials"). The Contractor will disclose to the Director all Contractor's Pre-existing Materials, including derivative materials thereof, that Contractor uses in providing the Services. The City will not copyright, trademark or patent any of Contractor's Pre-existing Materials. Contractor hereby grants a non-exclusive limited license to the City to use for Denver's Head Start Program purposes only Contractor's Pre-existing Materials.

E. Derivative Works. The Parties intend that derivative works shall include revisions, improvements, alterations, adaptations, translations, or modifications to Contractor's Pre-existing materials or New Original Works, as appropriate. Contractor will not include any of the City's New Original Works in any derivative works to Contractor's Pre-existing materials.

F. Trademarks/Copyrights. Each party to this Agreement acknowledges the validity of the other party's service marks, trademarks, tradenames, patents, or copyrights, if any, and will not in any way infringe upon or otherwise harm the other party's rights or interests in such property.

31. LEGAL AUTHORITY: Contractor represents and warrants that it possesses the legal authority, pursuant to any proper, appropriate and official motion, resolution or action passed or taken, to enter into the Agreement. Each person signing and executing the Agreement on behalf of Contractor represents and warrants that he has been fully authorized by Contractor to execute the Agreement on behalf of Contractor and to validly and legally bind Contractor to all the terms, performances and provisions of the Agreement. The City shall have the right, in its sole discretion, to either temporarily suspend or permanently terminate the Agreement if there is a dispute as to the legal authority of either Contractor or the person signing the Agreement to enter into the Agreement.

32. NO CONSTRUCTION AGAINST DRAFTING PARTY: The Parties and their respective counsel have had the opportunity to review the Agreement, and the Agreement will not be construed against any party merely because the Agreement or any provisions thereof were

prepared by a particular party.

33. SURVIVAL OF CERTAIN PROVISIONS: The terms of the Agreement and any exhibits and attachments that by reasonable implication contemplate continued performance, rights, or compliance beyond expiration or termination of the Agreement survive the Agreement and will continue to be enforceable. Without limiting the generality of this provision, the Contractor's obligations to provide insurance and to indemnify the City will survive for a period equal to any and all relevant statutes of limitation, plus the time necessary to fully resolve any claims, matters, or actions begun within that period.

34. INUREMENT: The rights and obligations of the Parties to the Agreement inure to the benefit of and shall be binding upon the Parties and their respective successors and assigns, provided assignments are consented to in accordance with the terms of the Agreement.

35. TIME IS OF THE ESSENCE: The Parties agree that in the performance of the terms, conditions, and requirements of this Agreement, time is of the essence.

36. NO THIRD-PARTY BENEFICIARY: Enforcement of the terms of the Agreement and all rights of action relating to enforcement are strictly reserved to the Parties. Nothing contained in the Agreement gives or allows any claim or right of action to any third person or entity. Any person or entity other than the City or the Contractor receiving services or benefits pursuant to the Agreement is an incidental beneficiary only.

37. PARAGRAPH/SECTION HEADINGS: The captions and headings set forth herein are for convenience of reference only, and shall not be construed as to define or limit the terms and provisions hereof.

38. SEVERABILITY: Except for the provisions of the Agreement requiring appropriation of funds and limiting the total amount payable by the City, if a court of competent jurisdiction finds any provision of the Agreement or any portion thereof to be invalid, illegal, or unenforceable, the validity of the remaining portions or provisions will not be affected, if the intent of the Parties can be fulfilled.

39. NO AUTHORITY TO BIND CITY TO CONTRACTS: The Contractor lacks any authority to bind the City on any contractual matters. Final approval of all contractual matters that purport to obligate the City must be executed by the City in accordance with the City's Charter and the D.R.M.C.

40. CITY EXECUTION OF AGREEMENT: This 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.

41. LAWSUITS: The Contractor will notify the City in writing within seven (7) calendar days of the date upon which any legal action or proceeding connected with or related to this Agreement is initiated by or brought against Contractor.

42. ELECTRONIC SIGNATURES AND ELECTRONIC RECORDS: Contractor consents to the use of electronic signatures by the City. The Agreement, and any other documents requiring a signature hereunder, may be signed electronically by the City in the manner specified by the City. The Parties agree not to deny the legal effect or enforceability of the Agreement solely because it is in electronic form or because an electronic record was used in its formation. The Parties agree not to object to the admissibility of the Agreement in the form of an electronic record, or a paper copy of an electronic document, or a paper copy of a document bearing an electronic signature, on the ground that it is an electronic record or electronic signature or that it is not in its original form or is not an original.

Exhibits to Head Start/Delegate Agency Agreement

- 1. Exhibit A,** Contractor's Application and narrative to provide Head Start Services for program year 2021-2022 (Program Design).
- 2. Exhibit B,** Contractor's Budget and Justification.
- 3. Exhibit C,** Calendar of Times and Days of Operations.
- 4. Exhibit D,** Schedule for submission of reports.
- 5. Exhibit E,** Site Locations.
- 6. Exhibit F,** Certificate of Insurance.

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Contract Control Number: MOEAI-202262468-[[This Amendment Number]]
Contractor Name: FAMILY STAR INC

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:

Attorney for the City and County of Denver

By:

By:

By:

Contract Control Number:
Contractor Name:

MOEAI-202262468-[[This Amendment Number]]
FAMILY STAR INC

By:  _____
DocuSigned by:
Angela Durlin
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Name: Angela Durlin
(please print)
Title: Head Start Director
(please print)

ATTEST: [if required]

By: _____

Name: _____
(please print)

Title: _____
(please print)

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INTRODUCTION

The following Head Start Continuation Application represents Family Star Montessori School’s intent to provide Head Start and Early Head Start services as a delegate agency of City and County Denver Great Kids (DGK). The application is for the upcoming grant cycle that will commence, July 1, 2022 through June 30, 2023; the fifth year of a five-year plan. Because this application is for the fifth year of the five-year plan, it follows the guidelines for a continuation application as presented by the Office of Head Start Program Instructions with Guidance – Version 3, issued in November 2017. The application was developed through a comprehensive planning and evaluation process conducted in the Fall and Winter of 2021. The five-year grant application instructions issued by the Office of Head Start (OHS) requires programs, *“to describe the program design, goals, approach to service delivery, and supporting budget for the duration of their grant. This is an opportunity for the grantee to present their strategies for meeting certain requirements and to ensure the delivery of high quality services, including a program design that is responsive to the needs of the children and families in the community”* (OHS, 2017).

SECTION I: PROGRAM DESIGN AND APPROACH TO SERVICE DELIVERY

SUB-SECTION A: PROGRAM GOALS

The following narrative describes Family Star’s progress toward goals, objectives and outcomes as well any challenges faced or anticipated for year three of the grant cycle. The

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program goals and objectives established in the narrative were reviewed, revised, and adapted into broader strategic goals for program improvement in conjunction with the goals created by Denver Great Kids Head Start through a collaborative effort between, and among staff, Board of Directors, and Policy Committee. Community assessment data, family survey results, annual self-assessment findings, child outcomes data, and recommendations from content area specialists were used to identify priorities for the fifth year of the five-year grant period. Family Star continues to strive to complete all previous goals and will use the fifth year of our five-year grant to enhance systems and relationships while strengthening operational approach to serve Head Start children and families. The Goals, Objectives, Action Plan, Expected Outcomes, are Challenges included as a supporting document – **Exhibit A**.

SUB-SECTION A: SCHOOL READINESS GOALS

Family Star’s approach to school readiness is grounded in providing high quality education through the Montessori pedagogy, which aligns with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF)*. Developing a child’s foundational skills from ages 0-5, provides the necessary framework for children to be ready for school and sustain their development and learning gains. Therefore, Family Star is committed to meeting the diverse needs of the children in our program through an individualized education approach.

Classroom environments will have materials and activities that are consistently available to the children based on their developing needs as evaluated by the teachers. The School Readiness goals are in the following areas: *Social & Emotional Development; Approaches to Learning; Perceptual, Motor, Physical Development; Language and Literacy; Cognition*. There have not been any updates or revisions to the School Readiness Goals.

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Based on TS Gold checkpoint results, we continue to strengthen individualized lessons for areas that are Social-Emotional, Language, Literacy and Mathematics. At weekly faculty meetings and in check-in meetings with supervisors and coaches, teachers have discussions on the use of the weekly lesson plans, exploration of the contact hours the children have with the didactic materials and goals for each age group. Teaching staff will also review the development of Language, Cognition and the Mathematical mind for children through the Montessori lens and through coaching session with the Montessori Director. A monthly Education Committee, that consists of the Education Coordinator, Policy Committee members, parents/caregivers, community members, and Board members, meets to review and discuss education goals and plans for the organization. Additionally, a Montessori Pedagogy Committee was created and continues to convene to ensure fidelity to the philosophy and includes teaching staff and administrators.

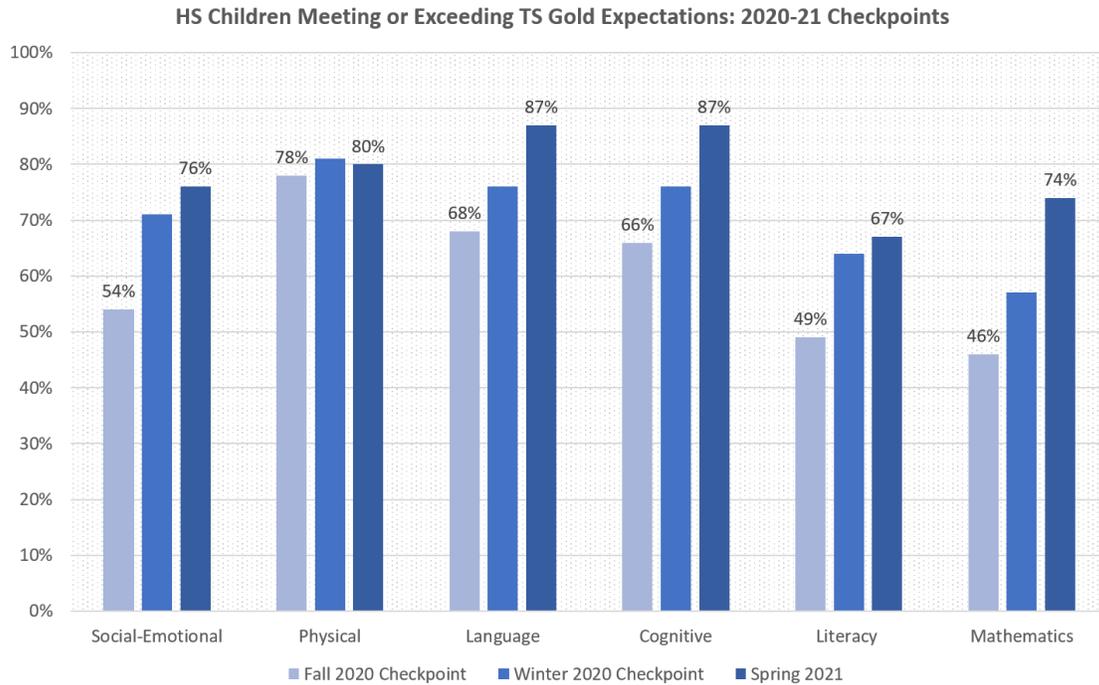
Family Star uses the Classroom Assessment Scoring System (CLASS) as an assessment tool in the Primary (3-6) classrooms to evaluate the interaction between teaching staff and children. A CLASS Evaluator will observe each 3-6 classroom using the CLASS tool twice this year. Results from those observations will be used for coaching and professional development. The Education Coordinator (EC) is a CLASS certified trainer in Infant/Toddler and Preschool and will provided ongoing support and coaching to the SDs/ASDs. The teaching staff will identify a goal they would like to work on based on their CLASS scores and will be supported by the School Directors and the CLASS Coach. To support classroom staff in understanding and implementing quality interactions in their classroom, Family Star will work to have all classroom staff attend the CLASS training. To address lower scores in the classroom around language, we

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have purchased a device that allows us to record teachers' interactions with children. This will be used to support observation and coaching for both new and seasoned staff. Results will be shared with various stakeholders including the Education Committee, the Policy Committee, the Board of Directors and other relevant parties as needed. The teaching staff will use Teaching Strategies Gold (TS Gold) to measure how the children respond to the curriculum and identify which areas need to be strengthened. SDs and the EC will support the staff in the interpretation of the data gathered and in the implementation of action plans.

While disruptions due to the on-going COVID-19 pandemic prevented Family Star from capturing our final TS Gold checkpoint in the spring of 2020, we were able to complete and finalize all three TS Gold checkpoints – fall, winter, and spring – during our 2020-2021 school year. Our 2020 – 2021 TS Gold checkpoint data are the most recent available as we will not have completed checkpoint data for the current 2021 – 2022 school year until May 6, 2022, which is in accordance with the Colorado Department of Education's Results Matter guidelines. Historically, we record significant percentage gains in the number of children meeting or exceeding TS Gold widely-held expectations across each TS Gold developmental learning area over the course of the school year. Therefore, compared to our initial fall checkpoint, a higher percentage of children in our program typically meet or exceed developmental expectations by our final spring checkpoint. The 2020-2021 school year exemplifies this historical trend. As seen in the graph below, the percentage of children meeting or exceeding TS Gold widely-held expectations increased across each developmental area when comparing the fall 2020 and spring 2021 checkpoints.

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From the fall 2020 checkpoint to the spring 2021 checkpoint, the children meeting or exceeding standards grew by 22% in the social-emotional domain, 2% in the physical domain, 19% in the language domain, 21% in the cognitive domain, 18% in the literacy domain, and 28% in the mathematics domain. The percentage of growth documented in every developmental category, from fall to spring of the 2020-2021 school year, demonstrates the significant impact that time in our classrooms, with engaged and responsive individual care, has on our students.

Along with the strong correlation between the longevity of a child's time spent in our program and improved developmental achievement, we believe that our on-going work to support families and staff throughout the pandemic have contributed to the successes we see in our classrooms. It's been particularly impressive to see these gains given all of the complicating factors that have come with continuing to operate a school in the midst of a pandemic. Even as

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in-person contact with caregivers had to be minimized, Family Star made it a priority to continue providing comprehensive services to families during this time. We implemented a new Family Centered Assessment, in coordination with CCR Analytics, which provided us with a more comprehensive and data-informed view of the shifting challenges facing families during the school year, allowing us to be more responsive to the immediate needs and goals of our families. Additionally, our Education Coordinator made it a priority to ensure teacher home visits and parent conferences were held with families using video conference applications, like Zoom, so that caregivers still felt connected to their own child's progress and development.

We also continued to focus on professional development and mental health initiatives to coach and support our teaching and family services staff members this year. Teachers continued to receive numerous trainings dedicated to the Montessori pedagogy throughout the year, helping to ensure that a consistent, developmentally-appropriate approach was instituted in every classroom. Every lead teacher and family services staff member also received at least one individual reflective consultation session each month. In making professional development and mental health support an institutional focus, we have better prepared our teaching and family services staff for the challenges that come with providing a high-quality education to young learners. Family Star's focus on staff development and skill-building is directly correlated to at least some of the successes that we continue to see in classrooms.

SUB-SECTION B: SERVICE DELIVERY

Service and Recruitment Area

Family Star serves Early Head Start and Head Start families in the defined service area of the City and County of Denver as defined by Denver Great Kids Head Start (DGKHS). Family

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Star is one of 7 delegate agencies holding Early Head Start and Head Start slots to provide high quality preschool and direct services to 1,344 children and their families. The need for service is far greater than Head Start resources alone can meet. Other programs that help serve these, and other eligible children, include the Colorado Child Care Assistance Program, the Colorado Preschool Program, the Denver Preschool Program, and Denver Public Schools early childhood programs.

Although the overall number of children under the age of 5 in poverty is declining, the number of children needing childcare and comprehensive services in the areas Family Star serves is still high, particularly in the areas of: West Colfax, Sun Valley, Barnum, and Villa Park.

Figure 1 below from the 2021 Denver Great Kids Community Assessment demonstrates the areas with limited, licensed childcare options. Further, due to challenges with the pandemic, nearly 12% of non-publicly funded pre-school programs closed.

Figure 1: Licensed Childcare Capacity

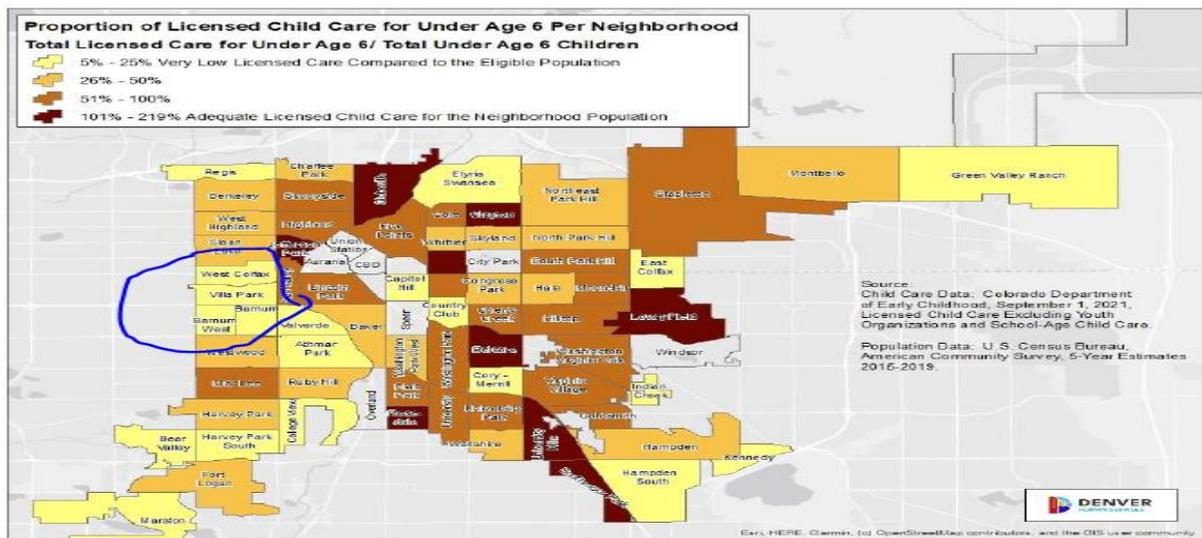


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Of the approximate 7,000 Denver children in poverty, Family Star distributes 188 slots to eligible Early Head/Head Start children, with 123 slots (8 of which are DGK EHS) serving EHS birth to three years, 46 slots serving HS three to five years and 19 Head Start-eligible children (below the federal poverty line) who are in slots funded by other sources. All 46 HS slots are located in our center-based program option and are shared between our Northwest and Northeast Schools while all 8 EHS slots are in our home-based program. However, even with the last expansion of Head Start slots, there are still EHS children aging up to HS classrooms who do not have HS spots. Family Star is committed to supporting their continued enrollment in our program in “HS-eligible/CCAP only” slots. All DGK EHS slots have been fully enrolled for the whole year and the HS slots have been fill for the majority of the year. Based on data that the Globeville-Elyria-Swansea and Southwest Denver areas continue to have the greatest need and the least amount of resources available, Family Star continues to focus recruitment efforts in these areas in the event that the waitlist can welcome external children. The designated service area for EHS and HS is the city and county of Denver.

The children and families in the areas identified face many challenges that are multilayered and intersectional. Family Star provides full-day, year-round care, and therefore, the program is in high demand because it meets the needs of families. Family Star ensures that comprehensive services provided meet the needs of the families within the DGKHS service area. The need for these services became more apparent during the COVID19 pandemic.

In the 2020 – 2021 school year, Family Star served 73 Head Start children in Denver Great Kids slots. Of these Head Start children, 65 had family incomes below 100% of federal poverty line, 6 had family incomes between 101% and 130% of the federal poverty level, and 2

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had family incomes above 131% of the federal poverty line. 22 of our Head Start children had families who were in receipt of TANF and 4 in receipt of SSI. 34 Head Start children experienced homelessness, and 5 more were in foster or kinship care. Overall, Family Star saw an increase in enrollment from families below the federal poverty line (2% increase) and those experiencing homelessness (7% increase) in this last year. In the previous year, the program served 55 Head Start children, which is fewer than the 73 served this year.

Family Star also served an additional 21 children in Denver Great Kids-funded Early Head Start slots this year. Of these Early Head Start children, 20 had family incomes below 100% of federal poverty line and 1 child had a family income falling between 101% and 130% of the federal poverty level. No children had family incomes exceeding 131% of the federal poverty level. 3 of our Early Head Start children had families who were in receipt of TANF. 5 of these children experienced homelessness this year.

Many families that Family Star serves are either working, in school, or both, and therefore are in need of full-day, full-year care. Along with needing full-time care, many residents in these areas rely on other social services for assistance. These programs generally include Supplemental Nutrition Assistance Program (SNAP), Women, Infants, and Children Food and Nutrition services (WIC), the Free and Reduced Lunch program, and Colorado Child Care Assistance Program (CCCAP).

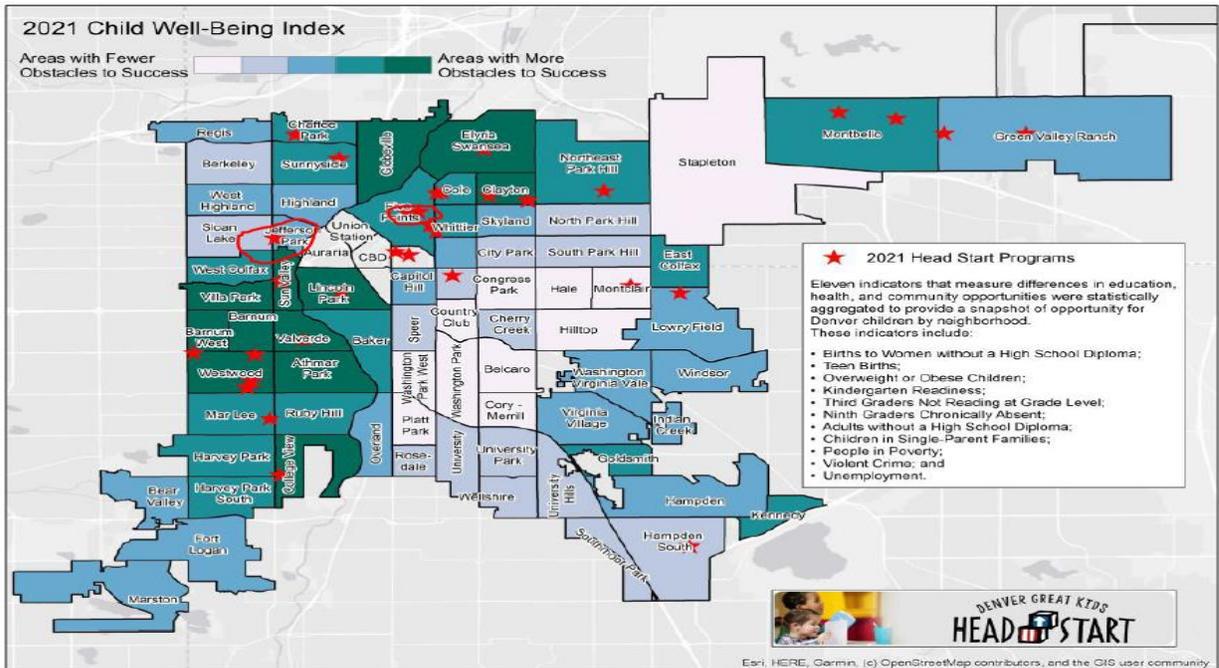
Needs of Children and Families

The 2021 update to the Denver Great Kids Community Assessment identifies that although there has been significant growth in population in the Denver area, the number of children under the age of 5 years old is steadily declining. Still, approximately 5,900 of children

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in Denver live in poverty, making them Head Start and Early Head Start eligible. Despite this overall decline in population of children under the age of five, only 31% of the city’s children in need are being served. Further, 65% of those under the age of 5 are children of color and located in the areas identified with the greatest need as identified in figure 2 below which highlights 11 indicators for the well-being index. This suggests the continued need for a program that provides high quality education combined with comprehensive services.

Figure 2: 2021 Denver Child Well-Being Index and DGKHS Program Locations

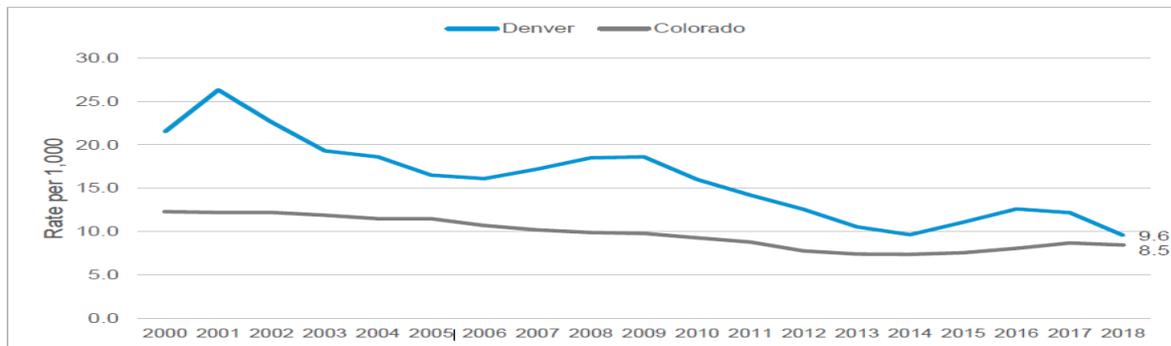


Although shifting due to gentrification of the neighborhoods that we have operated in for the past three decades, the neighborhoods that Family Star serves still has children/families facing obstacles, making the case for the importance of the services that are provided through Family Star’s Head Start program.

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As figure 3 from the DGK Community Assessment indicates, there are over 9,000 children under the age of 18 in “out-of-home” placements, which includes foster and kinship care. Family Star continues to experience a peak in enrollment of children in foster care, including an increase from last year. Currently, 9% of Head Start children at Family Star are in foster/kinship care.

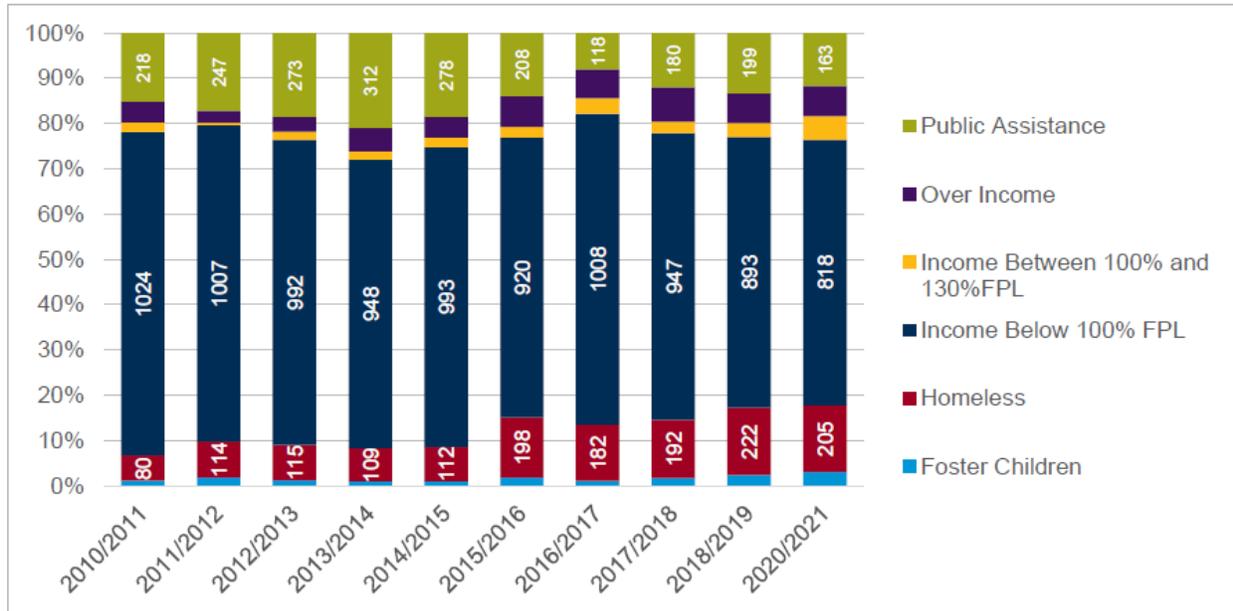
Figure 3: Children under age 18 in out-of-home placement



According to the 2021 Community Assessment, approximately 15% of the Denver Great Kids’ population meets the eligibility requirements by being homeless as identified by the McKinney-Vento Act. Figure 4 below demonstrates that there was a slight decrease from the previous year but has nearly tripled in the past ten years, which is likely a result of the increase in housing costs and gentrification of Denver neighborhoods that formerly had affordable housing options.

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Figure 4: Types of eligibility

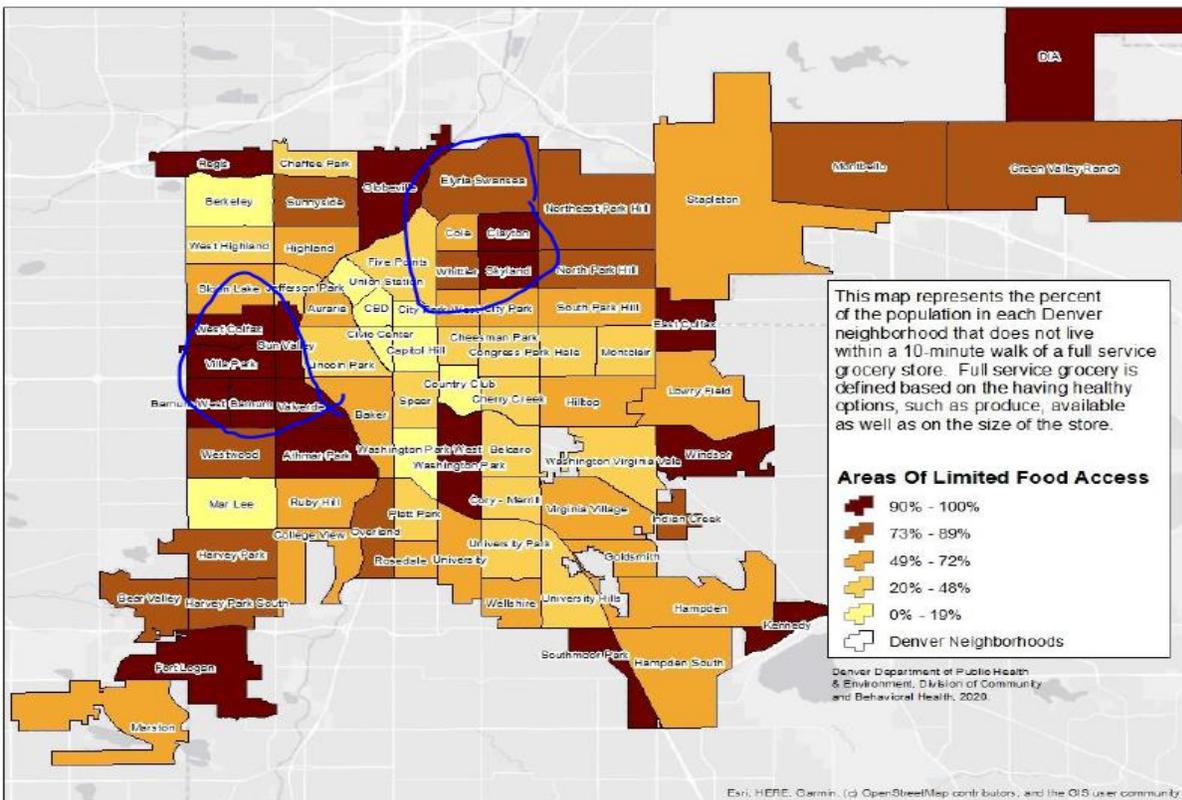


Notably, 43% of Head Start children at Family Star meet eligibility by being homeless, which is a slight increase from the previous year. 25% of children in Denver Great Kids-funded Early Head Start slots experience homelessness in our program. In particular, challenges with the pandemic increased the possibilities for families to face homelessness with the loss of jobs. Child Family Advocates (CFAs) have established and maintained strong relationships with local programs providing resources for the homeless population. Still, due to increased need in the greater community as well as limited services available to COVID19 challenges (strict safety protocol, longer waitlists, etc.), families were faced with longer wait times to secure housing.

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As a result of the Community Assessment and prior to COVID19, Family Star identified food insecurity as an area of greater focus. This prompted the creation of the Food Collaborative, as originally designed through caregiver feedback. Figure 5 demonstrates that the areas we serve are still considered areas of limited food access. With more community programs, like ours, we are starting to see a shift in access to healthy food options for families.

Figure 5: Areas of limited food access



As the pandemic hit, it became apparent that there was an even greater and more urgent need to focus on food security as a resource. Figures 6 and 7 demonstrate an overall continued need to focus on providing healthy food options for children and families.

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Figure 6: Food insecurity rate in Denver

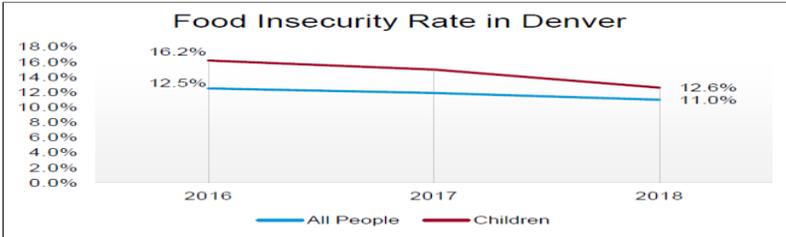
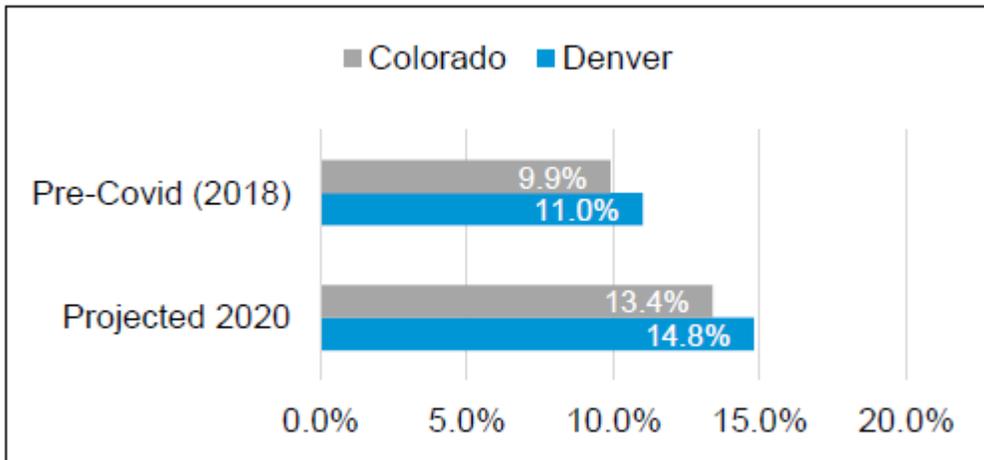


Figure 7: Projected impact of the COVID19 pandemic on food insecurity



As the cost of other expenses are on the rise (housing, transportation, etc.), it leaves families with even less resources to allocate to food. According the 2021 DGK Community Assessment (pg. 42), “in 2018, approximately 76,340 people (including 17,570 children), were estimated to be food-insecure in Denver.”

Children in food-insecure households or households that struggle to afford food for their families, are at an increased risk for numerous health problems and added emotional and physical stress that may affect a child’s ability to succeed in school. All 46 Head Start children served by Family Star in 2020-2021 were eligible for “free and reduced lunch.” Additionally, the

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creation and implementation of the Food Collaborative which includes weekly fresh food distributions and a stocked, dry goods food pantry has increased access to food for children and families over the weekend. Again, this program increased it's operations at the start of the pandemic and has continued to increase in utilization throughout the course of the last year. During 2021, Family Star has distributed over 210,000 pounds of fresh food; which is nearly double the amount distributed in 2020. These programs have helped sustain many households and aid to remove toxic stress surrounding meals, childcare payment, and access to health care. By removing these stressors, Family Star helps give Head Start eligible children and families a chance to progress and succeed. Family Star partners with Little Angels Catering, CACFP, Culture of Wellness in Preschools Program, WIC, Cooking Matters, the Expanded Food and Nutrition Education Program, the GrowHaus, Denver Food Rescue, Food Bank of the Rockies and Conscious Alliance.

Proposed Program Options and Funded Enrollment Slots

Family Star's Head Start program options vary to meet the needs of children and families in the community as determined by the need identified in the Community Assessment and guided by the annual Self-Assessment process. The slot distribution chart below reflects the entire program inclusive of Early Head Start, Head Start and CCAP only and Private Pay slots. It is also reflective of the expansion of slots received from Denver Great Kids from 2020 and includes 8 EHS slots in the home-based program and 12 additional slots in our center-based program.

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Program Option	0-3 EHS	0-3 Private Pay	3-5 HS	3-6 Private Pay	CCAP Only 3-6	Total Capacity
Northwest	37	19	30	19	11	116
Northeast	16	8	16	16	8	64
Home Based	70	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	<i>Not available</i>	70
Totals	123	27	46	35	19	250

Centers and Facilities

At the time of this grant submission, Family Star does not have any plans to add or delete a facility or service location, nor add partners during the requested grant period. No minor renovations nor repairs are included in the budget for this continuation, only routine janitorial and maintenance. There are no planned major facilities activities such as purchase, construction, nor major renovation at this time.

Eligibility, Recruitment, Selection, Enrollment and Attendance

Family Star continues to recruit widely across the city and county of Denver and continues to strengthen relationships with community agencies to enhance partnership opportunities. As an EHS and HS provider, there are greater opportunities for children to transition easily from EHS to HS within the program. Recruitment activities have become extremely limited due to COVID safety protocol. However, some activities include maintaining relationships with existing partners, exploring opportunities to formulate new partnerships and utilizing word-of-mouth with currently enrolled families. Because of the increased participation from community members in the weekly food distributions, that has been utilized as a marketing

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and recruitment opportunity. Also because of the pandemic and limited availability of in-person services, several families chose to stay enrolled at Family Star, even through the kindergarten year. The Montessori model already includes the kindergarten year so this was an easy option to offer to families. Family Star absorbed the loss of revenue for the formerly HS eligible children that remained enrolled for kindergarten.

One of Family Star's Child Family Advocates and Family Services Director participates in the citywide review committee of the selection criteria. Enrollment continues to be an area of focus and continuous improvement for Family Star. Various procedures and systems have been created and implemented and will continue to be evaluated for improvements in the upcoming year. In particular, there will be a greater emphasis on waitlist procedures and accountability.

Each enrolling family participates in enrollment orientation prior to their initial home visit. During this meeting, several documents and procedures are reviewed with families including the family handbook.

While enrolling families, Family Star will continue to focus on building trusting relationships and identifying family strengths as foundational to child and family success. Since children must be present to benefit from the learning and development opportunities, Family Star will continue to work in partnership with parents to achieve school attendance rates of 85% or better as practical during the pandemic. At times, attendance has been low due to children needing to quarantine for long periods of time based on COVID protocol. However, if children are quarantining and not ill, as practical, they are receiving remote learning opportunities. Further, Family Star has viewed this quarantine protocol as a benefit and long-term investment. Overall, Family Star has had a relatively low count of COVID cases and none have been children

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which has allowed for more classrooms to remain open for the majority of the pandemic. Further, there have not been any outbreaks which can be attributed to our strict protocol. All classrooms remain fully operational since June of 2020. As the CDC and CDPHE ease restrictions, Family Star will continue to modify its procedures. In some cases, this has meant allowing vaccinated or non-exposed students to still attend at school provided there is staff coverage.

Education and Child Development

Family Star was built by its founders on the belief and hope in the human potential. They also placed a huge importance on early childhood education and viewed education as an aid to life. Through a profound experience with a Montessorian, the founders saw the Montessori curriculum to be the method through which they can educate young children, their caregivers and transform lives. Family Star's approach to school readiness is grounded in the Montessori pedagogy, which aligns with the *Head Start Early Learning Outcomes Framework: Ages Birth To Five* and is therefore developmentally, socially and culturally appropriate.

All Head Start classrooms are fully staffed and Lead Teachers are Montessori trained or are "in-training" which helps support implementation of the Montessori pedagogy and meet the individual needs of children. At Family Star we follow the Montessori Coaching model. The Montessori Director (MD), the Assistant School Directors (ASD) and the Mental Health and Disabilities Manager (MHDM) collaborate to provide teachers with strategies and coaching that are both trauma-informed and aligned with the Montessori curriculum. Coaches are trained in a holistic framework for supporting Montessori guides, or teachers, in classrooms. Montessori training prepares coaches to support effective, equitable Montessori classroom practice and to

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work with school leaders to grow and strengthen developmentally supportive practices throughout the school. We also focus on Collaborative Partnership within which our coaches work with teachers to share and progress on goals and planning. Coaches spend time observing the classroom environment and teacher-child interactions, then provide reflection and feedback through a continuous cycle supporting teacher growth and success.

The home-based program uses the Parents As Teachers curriculum and incorporates Montessori pedagogy as practical. All of the Parent Educators have prior experience working in the classroom and some hold a Montessori diploma in addition to traditional degrees.

To support caregivers as the first and most important educators of their child(ren), the program is evaluating systems of communication with caregivers to strengthen the purpose and outcomes of home visits and conferences. This includes providing caregivers with information and tools to best support their child at home. Through caregiver feedback, family engagement events have been adjusted to better meet the needs of families. Family Star provides support to families on the school choice process which includes access to a school choice expert for further consultation.

“Growing from within” continues to be at the forefront of the staff training plan. Family Star sponsored three staff to receive an AMI Montessori Diploma in Primary and there are an additional two staff are in the process of completing this diploma. This will not only support their professional development plan but will allow Family Star to have a pipeline of qualified staff as growth opportunities for the program is explored. Additionally, Family Star has sponsored several staff to take traditional college coursework, receive training in CLASS, and overall child development strategies. Home-based staff continue to participate in several

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professional development opportunities as offered through Parents As Teachers, Parent Possible, Trauma Informed Care, and others as relevant.

Health

Family Star takes a holistic approach to supporting the healthy development of children through support of the family as well as the child. By empowering caregivers with opportunities to voice their needs and strengths, to advance their health literacy, gain knowledge of nutrition and healthy living and participate in activities that promote parental mental health, we build the health of the home and the strength of the caregiver to advocate for their children's well-being.

Family Star partners with families to establish initial child health status with a focus on the promotion of appropriate preventative health and oral care through established medical and dental homes. The initial health assessment includes health screenings and dental exams performed by expert community partners such as Marion Downs Center and Denver Health and in addition has established a research-based hearing and vision screening protocol with trained staff screeners to be used as needed. Family Star continually advocates for the unique needs of our children and families while collaborating with community partners to establish procedures for screenings and standards for the communications of results and referrals.

Family Star is working internally on further integration of health services with education and family services. This includes evaluating the child's individual health plan during the Family Partnership Agreement and goal setting process in order to more efficiently address families' barriers to health services, and including health status in conversations about educational goals and academic performance. The goal is to include health status and health referrals in collaboration with education staff and caregivers as a vital aspect of the child's growth and

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development both physically and academically, utilizing the current schedule of home visits. Feedback from families during this process is used to identify areas of education that will be provided to support families in their children's goals whether COVID safety, importance of well child visits and immunizations or the recommended schedule for dental visits.

This year, Family Star is focusing on expanding mental health resources to support the overall health and well-being of children and families. With a dedicated Mental Health Specialist (MHS), we are able to significantly increase our focus on early identification of social-emotional or behavior concerns, and effectively coordinate mental health partners and services, increasing access to and therefore utilization of mental health services. The MHS will also facilitate peer support groups with families to foster connection, resiliency and wellness.

Family Star staff have now completed trauma informed care training across the organization through a partnership with Resilient Futures and the Mariposa Center for Infant, Child and Family Enrichment. All staff are receiving regular reflective consultation through Resilient Futures, Mariposa or Denver Health. Becoming trauma informed has helped all Family Star employees support families and children in a more compassionate and culturally responsive approach. Consultation sessions allow staff to process reflectively, and build tools to support personal well-being and become more prepared to support the mental health and well-being of children and families.

Family Star continues to provide additional resources in the area of oral health and will be providing support services and incentives to ensure that all children are establishing healthy oral health habits at home and are receiving appropriate preventative and follow up oral health care. Families receive oral health hygiene items for each child and educational materials so that

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they can be partners in promoting oral health at home. The goal is to support families in establishing and reinforcing these habits now so they are carried later into childhood and beyond. In addition, Lead Teachers have been trained by Health Child Care Colorado in the implementation of the Cavity Free Kids (CFK) curriculum in their classrooms, and Parent Educators (PEs) have been trained to work with caregivers through the CFK home-visitor curriculum.

In an effort to meet the high level of needs of our home-based program participants, and in response to broad research on the importance of the integration of social, mental health and medical services during the prenatal stage through early childhood, Family Star has expanded the partnership with the Children's Hospital School Health Program to provide nurse consultations in conjunction with visits from the PEs. This work provides a foundation for identifying community needs and expanding capacity to provide prenatal services. Additionally, the MHS will support the PEs and home-based families with mental health screening, consultation and referral services as needed.

As previously mentioned, Family Star is focusing on food security as an essential tenet of community health and has started a Food Resource Collaborative (FRC). The collaborative is an opportunity for community members to contribute their skills and resources and to make important decisions about health programming. The FRC, made up of cross content staff and caregivers, and informed by a Family Star Community Survey; is focused on expanding community partnerships in the area of food and nutrition and bringing additional resources to Family Star. The group drives what topics of nutrition education are provided and what types of food distribution are needed and culturally appropriate.

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To date, the FRC has established partnerships with Growhaus, Denver Food Rescue, Food Bank of the Rockies and Conscious Alliance to provide a variety of resources that address community need while minimizing barriers to access. These include a weekly box of farm fresh foods, emergency resources and dry goods, numerous infant and toddler foods, weekly totes delivered to home-based families, and a weekly distribution of fresh and “rescued” food that would otherwise go to waste. Caregivers decide whether or how to participate in these programs and are empowered to utilize resources as they determine appropriate for their family. Caregivers often volunteer to help pick up and distribute food to their peers. Our Fresh Food Distribution alone has been responsible for distributing on average over 7,000 pounds of food each week since the March 2020 with resources shifting responsively as families are affected by the pandemic.

Family and Community Engagement

Parent, family and community engagement at Family Star includes building relationships to support family well-being, positive relationships between parents/caregivers and their children and ongoing learning for both caregivers and children. At it’s core, Family Star believes that caregivers are the first and best educators of their children. Staff continue to use inclusive language such as “caregiver” rather than “parent” in an effort to acknowledge that the role of caregiver can be broader than a traditional parent. Communication in all forms is adapted to meet the different needs and styles of caregivers. In particular, at the start of the pandemic, Family Star modified the communication plan to include a weekly communication that included important details about any adaptations in services and resources available for children and

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families. Throughout the pandemic, caregivers have been surveyed to gauge their need for communications to adapt.

Over the past two years, Family Star has been supporting agency-wide efforts to increase family engagement. A task force developed a Family Engagement Plan that consists of objectives that align with 7 key areas of the PCFE framework as well as the ELOF and will undergo on-going monitoring. Due to the pandemic, the family engagement plan had to be adapted to better meet the changing needs of caregivers. This includes virtual meetings and topics with an emphasis on caregiver social-emotional wellness, physical wellness and resources for families during COVID. Highlighted areas of focus for the upcoming year include engaging caregivers in the transition process (i.e. to internal or external spots); providing more opportunities for caregiver education, increasing reports provided to caregivers about their child's progress toward school readiness and increasing opportunities for families to connect with other families to build networks. Family services staff have worked above and beyond to connect families to resources, which became increasingly important during the pandemic. This included increasing our distribution of supplies such as diapers, wipes, formula, hygiene, cleaning supplies and learning materials for families.

In order to increase attendance at family engagement events and adapt to not being able to host in-person sessions, families were surveyed on the structure, time, topics, and methodology of future family engagement opportunities. Currently, family engagement activities are focused on topics such as Montessori pedagogy, Health Literacy, Financial Literacy, and School Readiness and Transitions and specialized topics requested by caregivers such as Lactation, Infant Sleep and Conscious Discipline. Although Family Star has historically held

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some fatherhood/male figure focused events in the past, this area has not been a primary area of focus during the pandemic. Some planned events were postponed as a result of safety protocol. Rather, the focus was on overall caregiver well-being. In the coming year, Family Star will continue to explore opportunities for Fatherhood/Male Figure programs that align with the overall needs and interests of the community.

At least one caregiver participates in the Health Services Advisory Committee. In the coming year, there will be an emphasis on evaluating the structure and time as well as increasing recruitment efforts to increase participation in the Parent Committee. During the pandemic, there have been some barriers with the Parent Committee continuing as previously designed. Numerous families were experiencing situations beyond their control like housing, food and zoom fatigue. The Parent Committee has been engaged to think creatively on the structure. Additionally, because there has been greater access to the food distribution community leaders, they have been empowered to participate with Policy Committee and be a liaison to the Parent Committee.

Involvement and leadership of caregivers in the Food Collaborative has been remarkable. This program was created as a result of needs identified in the Community Assessment as well as interests identified through family surveys. The initial work to start the program was almost completely caregiver-led and included gathering, sorting and tracking donated food items for the pantry. Additionally, caregivers volunteer their time on a regular basis to pick up food donations and help distribute food during weekly distributions. This year COVID19 increased the need for food and resources, the food distribution was significantly expanded and includes a large representation of members from the community. Through the

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existing partnership with Denver Food Rescue, Family Star has been able to hire four caregivers to be community leaders who help with weekly food distributions.

The Caregiver Alliance for Resiliency and Emotional Support (CARES) program continues to be implemented and has been modified to meet the changing needs/interests of caregivers. This program was designed in response to caregiver surveys and to align with Family Star's Family Engagement Plan in conjunction with the PCFE framework. Through survey results, it was clear that caregivers at Family Star want greater engagement with and support from their peers. They want to build their own capacity by creating stronger bonds with other caregivers facing challenges similar to their own. They desire to engage in socialization and peer learning opportunities convened by experts who will cover topics that will support their and their child's emotional well-being. This has been a valuable resource for families during a global health crisis that has caused much uncertainty for all. Originally, Family Star typically hosted a monthly CARES meeting. However, at times throughout the pandemic, the frequency of these sessions has increased to be more readily available to caregivers. Caregivers will continue to be surveyed on a regular basis to ensure topics and program design align with family interests and needs. CARES continues to be provided this year virtually and in partnership with the Denver Health mental health and Culture of Wellness partners, with topics related to social-emotional wellness. Still, families face barriers to attend such as time and availability given that they are busy supporting older children with remote learning and basic family needs.

The family services team was restructured to operate more sustainably and efficiently. The Head Start team has two new family services positions: the Child Family Advocate Supervisor (CFAS) and Home-based Supervisor (HBS). Growing the capacity of the Family

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Services team will allow for updating and streamlining procedures to best serve families. These positions will supervise the Child Family Advocates and Parent Educators in their execution of family engagement processes, creating opportunities for consultation, coaching and support as well as accountability around procedures. The Family Services Director (FSD) oversees family services programming and directly supervises the CFAS and HBS roles, creating alignment across program options. This structure has allowed the family services team to focus more intentionally on data and reporting on strengths/needs and family outcomes.

The CFAS, HBS, all CFAs and the DGK Parent Educator are all bilingual in Spanish/English. One of the CFAs also holds a degree in Spanish Translation and does all in-house translation of documents to support linguistic justice for families. Several family services staff, the FSD and the EHS/HS Director completed the Motivational Interviewing training sponsored by Denver Great Kids. In partnership with the Denver Health Mental Health Consultants, the CFAs meet regularly to receive reflective processing/consultation. With growing needs of high-risk children and families, reflective processing is paramount to the wellness and retention of CFAs.

FCA & FPA procedures were reviewed and revised by a task force to ensure completion and monitoring of FCAs and FPAs. In the coming year, there will be continuous evaluation of these procedures by the CFAS and HBS. CFAs and PEs meet with families throughout the program year to conduct ongoing monitoring on the completion of family goals.

Services for Children with Disabilities

Disabilities Services continues to be one of the program's greatest areas of strength in that it exceeds the 10% requirement. Currently, 14% of the Head Start children have an

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Individualized Education Plan (IEP). Family Star provides a developmental screening for each child within forty-five days and annually, while social emotional screenings are done within forty-five days, and pre/post year. Teachers and the Mental Health and Disabilities Manager (MHDM) collaborate with the Montessori Coach, therapists, and mental health providers monthly to ensure children with identified disabilities are receiving all supports that are needed to help them be successful in the classroom. In person services have resumed as practical. Due to COVID safety protocols, disability services are provided outside of the classroom or during playground time. While this is not the ideal model, staff and providers are still collaborating through the regular monthly collaboration meeting and individual sessions as needed. The MHDM and the Health and Nutrition Program Manager (HNPM) collaborate biweekly with the CFA's, Montessori coach, and center team to best support children, staff and families. Children who are in need of services are referred to Sewall for an evaluation. Sewall has been providing a hybrid model for evaluations. A Sewall team member is on site evaluating the child, the rest of the team and the family joins virtually. At times, hotspots have been provided to caregivers. This has helped to assure a stable internet connection so caregivers are able to participate in the evaluation. IEP meetings continue to take place virtually.

In the absence of a formal agreement to provide 504 plans in partnership with Denver Public Schools, Family Star continues to provide support plans for children through the Multi-Tiered Systems of Support (MTSS) process. The MHDC will also continue to support children as they transition to Kindergarten through collaboration with the child's receiving school, transition meetings and transition planning – all done virtually. Family Star had approximately 56% of all preschool ASQ and ASQ SE's completed by caregivers; the rest are completed by

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teachers. The slight drop is likely due to some staff changes during the year. There is a continued goal for teachers and caregivers to complete the form together. This could be done as part of a regularly scheduled conference or home visit. This helps to increase caregiver participation and help them to gain knowledge about their child's development.

Although an additional 12 slots were received through the Denver Great Kids expansion in July 2021, there continues to be some children that could be considered "Head Start eligible" but may not be served in a Head Start spot. This is also challenging in making sure all children with disabilities are able to receive needed services. To address this challenge, children with IEP's are prioritized to have a Head Start spot. As needed, some children have also been referred to receive home health services through Medicaid until a Head Start spot is available. Family Star continues to connect with a wide range of community partners to support the diverse needs of caregivers.

Family Star continues to work to become a trauma informed program through a partnership with Resilient Futures and The Mariposa Center for Infant, Child and Family Enrichment. All program and administrative staff completed 8-24 hours of training on Trauma Informed Practices and are now receiving regular reflective consultation. Becoming trauma informed will help all Family Star employees support families and children in a more compassionate approach. This is helping staff to evaluate their own experiences in life and how that impacts their interactions with children and families. Currently, all teachers, program and administrative staff are receiving group reflective consultation and individual reflective consultation. Teachers have begun to take the foundations training. This has helped to increase teacher awareness and increase their support for children and families.

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Family Star has also been working to integrate all comprehensive services. An Integrated Services Task Force has been formed and meets monthly. The hope of this group is a deeper understanding of the needs of the whole child and family and to meet the needs in a trauma informed and culturally responsive way. After further evaluation of program and community needs, Family Star restructured the mental health and disabilities services. This included hiring a dedicated Mental Health Specialist (MHS), which will allow the Mental Health and Disabilities Manager (MHDM) to focus more on disability services. With the addition of this position, Family Star will begin to explore offering peer-to-peer support groups. These groups will allow caregivers a space to connect in groups of peers with similar interests, with an emphasis on social-emotional resiliency. The Caregiver Alliance for Resiliency and Emotional Support (CARES) will continue to host virtual meetings with topics based on caregiver feedback. Topics this year have included perinatal health/mental health, conscious discipline, supporting families with incarcerated caregivers, and newborn care.

Vendors have been able to provide onsite observations most of the time. When COVID cases are on the rise and, Family Star continues to use a SWIVL camera to provide virtual observations for internal program staff and vendors who are not been able to be on site. This has helped to maintain COVID protocols while still supporting individual children, staff and classrooms.

The program capitalizes on its relationships with community partners to refer children needing additional services. Family Star continues to work with community partners to provide ongoing training for staff. Through the partnership with Denver Health, refresher training have been provided to staff on the functions of behavior, behavior tracking, and other relevant topics

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to support staff with individual child needs. Staff continue to work on supporting individual children and overall classroom support. The MHDM provides each classroom with a sensory support kit and a resource for suggested uses. Teachers have reported this has supported the social emotional growth in the classroom. Family Star will capitalize on opportunities with community partners such as Denver Health, Sewall, etc. to continue providing resources and training to staff.

Transition

EHS and HS classroom staff as well as center-based and home-based teams work collaboratively to ensure smooth and supportive transitions between the program options and program models. The family services staff and School Directors hold weekly forecasting meetings to prepare for transitions. Annually, the program provides caregivers with information on transition/School Readiness information that includes connection to partnership schools and support with the DPS School Choice process.

Because the program has 123 Early Head Start slots, this provides an opportunity to transition to our Head Start slots. As noted, we only have 46 center-based HS slots for them to transition into which provides a guarantee that EHS children will have a HS slot when they are ready to transition, provided they still meet eligibility guidelines. Internally, we strive to maintain children enrolled in the program through other funding sources such as CCAP or the Denver Preschool Program when Head Start funds are not an option. With the pandemic and lack of access to in-person services through Denver Public Schools, there has been an increased interest in children remaining enrolled at Family Star. As practical, we have worked to keep those children enrolled in the program. The Montessori model of a three-year cycle lends itself

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nicely to this opportunity. As needed, we will also collaborate with other Denver Great Kids delegate agencies to refer Head Start eligible children to their program to maintain high quality care and education until they are ready to transition to Kindergarten.

Transportation

Family Star does not provide in-house transportation for families. However, the Child Family Advocates and Parent Educators work closely with families to help identify transportation resources. Family Star continues to utilize Lyft for family transportation as needed. The need for this transportation has shifted as we are not currently holding on-site events due to the pandemic. However, if families need transportation to get to important appointments for screenings, referrals, or in extreme, inclement weather, transportation is still provided. Further, if families need transportation to transport the food they receive from the weekly food distributions, Lyft is provided. Additionally, emergency bus passes are provided to families who are in crisis or need additional support.

SUB-SECTION C: GOVERNANCE, ORGANIZATIONAL AND MANAGEMENT STRUCTURES

Governance

The Board of Directors has lost a handful of members in the past two years due to term expirations, competing priorities, etc. but has re-committed to finding new members in the coming year.

The Board placed the Strategic Planning process for the past two years due to changing needs related to COVID. With the hiring of a new Executive Director in winter 2022, they

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restarted the process. They will involve members of the program staff, caregivers and Policy Committee members while referencing the Community Assessment and Self-Assessment results.

A member from Policy Committee continues to attend and participate in monthly Board meetings. They report information back to the Policy Committee meetings. Family Star has multiple committees such as Education, Personnel, Finance, Health Services Advisory, and other ad hoc committees as needed. The committees consist of Board members, Policy Committee members and staff content area specialists. This structure has allowed for a two-way communication flow that supports shared governance and leadership. Overall, attendance and participation at Policy Committee has increased and members are engaged in important organization decisions. Due to the pandemic, the Policy Committee quickly adapted and now holds all meetings virtually through Zoom. This is greatly improved attendance and engagement at meetings. At times, there has been 100% member attendance at meetings and members are operating meetings with greater independence.

Family Star continues to collaborate with the Community Language Cooperative (CLC) to ensure simultaneous interpretation and linguistic justice at all meetings. A comprehensive orientation and training plan continues to be provided to Policy Committee and Board members. This has supported effective operation of meetings and responsibilities of both groups. Finally, two members from the Policy Committee serve on the City and County of Denver's Policy Council to ensure representation from Family Star. One of which became the DGK Policy Council Chairperson.

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Human Resources Management

After further evaluation of the current staff structure and changing needs of the program, it was evident there was a need to increase staff. Due to increased enrollment program-wide and an overall increase in families who are high-risk/high-needs, the program added a second Health Advocate (HA) position with one supporting the Northeast school and home-based program and one supporting Northwest. One of these positions also focuses on food access which currently includes overseeing the weekly food distributions. Additionally, a Program Assistant position was created to support the Data Coordinator and Head Start Team as a whole as data and administration requirements have increased.

It was also determined that increasing the capacity of the Family Services Team would be instrumental in meeting goals and providing high quality services. There is a new Home-Based Supervisor position as well as a Child Family Advocate position to streamline family services and bolster support, coaching and accountability of staff. Ultimately, the Head Start team has been divided into two sub-categories: Child Services (health, nutrition, mental health, disabilities) and Family Services. Each will be overseen by a Director that reports to the Head Start Director. This will provide a layer of support so that the Head Start Director is able to focus on higher level, strategic projects for the program. Finance and Human Resources have not grown their team capacity despite the rest of the program growing in size and increased responsibility of the past 10 years. This year, they created a shared position that will support both departments. Finally, the former Executive Director resigned from her position to do work that would more globally impact ECE. The board hired a search firm to find qualified candidates. Members of the staff, Policy Committee, Board and caregivers were involved in the search

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process. The person selected comes with a background in Education Leadership, particularly in urban schools that primarily served low-income children. She began her career as a teacher and has held Principal/Head of School positions. She holds a Superintendent license as well. Most recently, she ran an organization that focused on coaching executive leaders. An organizational chart is included as supporting documentation as a reference point.

The Professional Development Task Force consisting of the Human Resources Director, School Directors, the EHS/HS Director and multiple Teachers/Teacher Assistants has continued this year. This task force reviews and revises the Staff Training Plan and ultimately plans the details of Professional Development Days ensuring that we provide all required trainings and hone in responsively on most needed best practice trainings to support the larger goals of the organization.

Several temporary center-based positions have been created to support the increased need for substitutes and administrative assistants at both sites. These positions have been determined necessary to support during the COVID19 pandemic due to increased safety protocol and the possibility of more staff absences.

Program Management and Quality Improvement

The program is committed to continuous and ongoing improvement throughout the year. Family Star uses the Annual Self-Assessment process as the main approach to identifying areas for improvement. This year, the process included a diverse mix of staff from all levels of the organization and was conducted virtually. Collaboratively, they identified the program's strengths and areas for improvement in each of the following areas:

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(1) Program Design and Management, (2) Quality Education and Child Development, (3) Quality Health Program Services, (4) Quality Family and Community Engagement, (5) Fiscal Infrastructure, and (6) ERSEA. It should be noted that despite challenges with the COVID19 pandemic, many items from the previous year's improvement plan were addressed. Any remaining items that were unable to be completed were carried over to this year's improvement plan. The complete reports can be found as additional items submitted with the grant but below is a brief summary of the program strengths and areas for improvement.

Areas of strength:

- Ongoing response to COVID and adaptation of services as needed.
- All comprehensive services provided (and in many cases increased) without a gap despite COVID19.
 - Includes in-person childcare for the whole school year.
 - Home-based visits continue to be conducted virtually.
- High quality, evidence-based curriculum in place: Montessori and Parents As Teachers
- Evaluated, restructured, and increased staff for greater efficiency and stability.
- Modified and streamlined enrollment documentation/process and reporting.
- Increased mental health and social-emotional services and resources for families and staff.
- Continued emphasis on Trauma-Informed training/reflective processing.
- Strict COVID safety protocol limited exposures and classroom closures.
- Improved health documentation process and approvals.
- Focus on linguistic justice.
- Family engagement activities provided in multiple modalities and based on caregiver feedback.
- Increased monitoring of family outcomes, strengths and needs.
- Internal controls for fiscal management.
- 210,000 lbs food – meeting needs of families and community.
- Policy Council/Policy Committee (PC/PCC) engagement increased.
- Continued opportunities for shared decision making with program staff, PC/PCC and Board.

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Areas of continued improvement:

- Integration of health into other comprehensive areas: education/family services.
- Continued reporting of child and family outcomes.
- Evaluation and revision of policies/procedures: home visits/conferences, enrollment, re-enrollment, etc.
- Continue to stabilized enrollment process and waitlist.
- Transition procedure: implementation & involvement of caregivers.
- Assess new barriers for caregivers participating in family engagement activities and adapt.
- Ongoing training for staff on coding of invoices, credit card statements, etc.
- Overall assessment of tasks/projects and delegation for a balanced workload.
- Ongoing cross-training in various positions.
- Restart the Strategic Planning process and involve key stakeholders.

During regular staff meetings, the team reports on-going monitoring of the Self-Assessment Improvement Plan. Family Star will continue to utilize professional days, faculty and staff meetings to communicate with and train staff on important industry changes or best practices. In addition to the Annual Self-Assessment process, file audits will be conducted at least one other time each year. Audits will be conducted by a wide variety of staff members.

The Data Manager (DM) continues to grow knowledge and understanding of the program has allowed for the evaluation and improvement of several systems and methods for capturing, reporting and analyzing data. This has included the development and utilization of digital forms (JotForm), improved database tracking and mapping (PIR in COPA), digital document storage (COPA eDocs), and several other database improvements. The DM continues to collaborate with several team members including family services staff to ensure that data systems are reflective of needs to support families. Additionally, a Program Assistant position was created to provide

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support for data and overall administrative support for the team. The person hired is a Head Start parent. The Education Coordinator and Family Services Director continue to find opportunities to evaluate and report out child outcomes data to key stakeholders. Overall, several improvements and modifications were made as a result of the COVID19 pandemic. Although there have been several challenges faced with this pandemic, it has also provided embedded opportunities for continuous improvement.

Section II. Budget and Budget Justification

Family Star submits a comprehensive budget that aligns with the proposed approach and identifies allowable, reasonable, and allocable costs. The budget, including the training and technical assistance line item, is created and submitted in HSES. The documentation for grant approval is captured in the Policy Committee and Board minutes, and a letter of approval signed by the Policy Committee Chair and Board Chair is submitted in HSES.

Family Star's Fiscal year starts on December 1st and closes on November 30th. An annual budget is approved by the Board in October, prior to the start of the fiscal year. As part of Family Star's budget process, which starts in June, a comprehensive evaluation of the prior years' actual versus budget is formulated for each line item by Managers, Directors and Finance Committee members for each of the line items within Classroom, Salaries & Fringe, Program and G&A categories. There are 2 separate budget narratives: HS Base & HS Expansion and EHS Expansion, as follows and will be consolidated at the bottom for the TOTAL amount.

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LINE ITEM BUDGET DESCRIPTION – Head Start

PERSONNEL:					Narrative (HS BASE & EXPANSION)
Child Health and Development Services Personnel	Cost for Program Option (Federal)	Cost for Training & Technical Assistance	Non- Federal Share	Number of Employees	
Content Area Coordinators: School Directors / Mental Health / Disabilities Coordinator & Health / Data Coordinator / Nutrition Manager / Education Director	71,036	-	17,759	7	2 Center Directors; NW @ 25% and NE @ 26% for CB, Data Coordinator at 28%, Montessori Director at 26%, Health & Nutrition Coordinator, MH Disabilities and Health & Nutrition Manager at 18%
Teachers	201,445	-	50,361	12	5 Lead Teachers @ 46% of salaries and 7 Teachers @ 46% of salaries
Home Visitors	-	-	-	-	
Teacher Aides	46,817	-	11,704	5	5 teachers' aides @ 46% of salaries
<i>Personnel: Child Health and Developmental Services Personnel Sub- Total</i>	319,298	-	79,825	24	
Family and Community Partnerships Personnel	Cost for Program Option	Cost for Training and Technical Assistance	Non- Federal Share	Number of Employees	

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Child & Family Advocate & Family Service Manager & Recruitment Enrollment Coordinator	35,848	-	8,962	5	3 Child Family Advocate, 1 CFA Supervisor and 1 Family Service Manager @ 8% allocation
<i>Personnel: Family and Community Partnerships Personnel Sub-Total</i>	35,848	-	8,962	5	
Program Design and Management Personnel	Cost for Program Option	Cost for Training and Technical Assistance	Non-Federal Share	Number of Employees	
Executive Director/HS Director and Other GA Staff	4,764	-	1,191	7	Executive Director, HS Director, HR, Finance, Facilities & IT @ 1% allocated to HS Base and HS Expansion
	-	-	-		
<i>Personnel: Program Design and Management Personnel Sub-Total</i>	4,764	-	1,191	7	
PERSONNEL TOTAL	359,910	-	89,978	36	
FRINGE BENEFITS:	Cost for Program Option	Cost for Training and Technical Assistance	Non-Federal Share	Number of Employees	
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI) at 10% & Health/Dental/Life Benefits at 10%	-	-	-		
FRINGE BENEFITS TOTAL	-	-	-		Fringe at 20% of salaries

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	Cost for Program Option	Cost for Training and Technical Assistance	Non-Federal Share	Number of Employees
TRAVEL:				
Staff Out-of-Town Travel		-	-	
TRAVEL TOTAL	-	-	-	
	Cost for Program Option	Cost for Training and Technical Assistance	Non-Federal Share	Number of Employees
SUPPLIES:				
HB Parent Materials	-	-	-	
Office Supplies & Copier Equipment	-	-	-	
Food Service Supplies	-	-	-	
SUPPLIES TOTAL	-	-	-	
	Cost for Program Option	Cost for Training and Technical Assistance	Non-Federal Share	Number of Employees
CONTRACTUAL:				
Food Service Supplies	-	-	-	
Training & Technical Assistance	-	-	-	
Mental Health Consultant	6,894	-	2,747	Mental Health Consultant - Trauma Informed Reflective Consultation
CONTRACTUAL TOTAL	6,894	-	2,747	

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OTHER:	Cost for Program Option	Cost for Training and Technical Assistance	Non-Federal Share	Number of Employees	
Training or Staff Development	4,096		-		
Quality Teachers Dollars					
HB Parent Educator - Mileage	-	-	-		
SUPPLIES TOTAL	4,096	-	-		
DIRECT COSTS TOTAL	370,900	-	92,725	36	
LINE ITEM BUDGET GRAND TOTAL:	370,900	-	92,725	36	463,625.00

LINE ITEM BUDGET DESCRIPTION – Early Head Start

PERSONNEL:	Cost for Program Option (Federal)	Cost for Training & Technical Assistance	Non-Federal Share	Number of Employees	Narrative - EHS Expansion
Child Health and Development Services Personnel					
Content Area Coordinators: School Directors / Mental Health / Disabilities Coordinator & Health / Data Coordinator / Nutrition Manager / Education Director	29,820	-	7,455	4	MH Disabilities allocated at 8%, Data Coordinator @ 22% & Health & Nutrition Coordinator and Manager @ 8%
Teachers	-	-	-	-	

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Home Visitors / Program Support	62,914	-	15,728	2	Parent Educator for 8 EHS Expansion slots & program support
Teacher Aides	-	-	-	-	
<i>Personnel: Child Health and Developmental Services Personnel Sub-Total</i>	92,734	-	23,183	6	
Family and Community Partnerships Personnel	Cost for Program Option	Cost for Training and Technical Assistance	Non-Federal Share	Number of Employees	
Child & Family Advocate & Family Service Manager & Recruitment Enrollment Coordinator	15,618	-	3,905	5	3 Child Family Advocate, 1 CFA Supervisor and 1 Family Service Manager @ 8% allocation
<i>Personnel: Family and Community Partnerships Personnel Sub-Total</i>	15,618	-	3,905	5	
Program Design and Management Personnel	Cost for Program Option	Cost for Training and Technical Assistance	Non-Federal Share	Number of Employees	
Executive Director/HS Director and Other GA Staff	4,764	-	1,191	8	Executive Director, HS Director, HR, Finance, Facilities & IT @ 1% allocated to EHS Expansion
<i>Personnel: Program Design and Management Personnel Sub-Total</i>	4,764	-	1,191	8	
PERSONNEL TOTAL	113,116	-	28,279	19	

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	Cost for Program Option	Cost for Training and Technical Assistance	Non-Federal Share	Number of Employees	
FRINGE BENEFITS:					
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment Insurance (SUI) at 10% & Health/Dental/Life Benefits at 10%	11,141	-	3,985		
FRINGE BENEFITS TOTAL	11,141	-	3,985	-	Fringe at 20% of salaries
TRAVEL:					
Staff Out-of-Town Travel		-	-		
TRAVEL TOTAL	-	-	-	-	
SUPPLIES:					
HB Parent Materials		-	-		
Office Supplies & Copier Equipment		-	-		
Food Service Supplies	-	-	-		
SUPPLIES TOTAL	-	-	-	-	
CONTRACTUAL:	Cost for Program	Cost for Training	Non-Federal	Number of Employees	

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	Option	and Technical Assistance	Share	
Food Service Supplies	-	-	-	
Training and Technical Assistance	-	-	-	
IT Consultants: Computers & Software	-	-	-	
CONTRACTUAL TOTAL	-	-	-	-

	Cost for Program Option	Cost for Training and Technical Assistance	Non- Federal Share	Number of Employees
OTHER:				
Training or Staff Development	4,799	-	-	
Quality Teachers Dollars				
HB Parent Educator - Mileage	-	-	-	
SUPPLIES TOTAL	4,799	-	-	-

DIRECT COSTS TOTAL	129,056	-	32,264	19
LINE ITEM BUDGET GRAND TOTAL:	129,056	-	32,264	19
				161,320

The total amount of Federal Share requested on this application is \$499,956 with a corresponding Non-Federal Share Total of \$124,989 for a total of \$624,945, which is summarized down below:

HS Base & Expansion	\$370,900 Federal Share	\$92,725 NFS
EHS Expansion	\$129,056 Federal Share	\$32,264 NFS

Family Star's financial management system and internal control environment maintains effective control and accountability for grant funds, property and other assets. In accordance

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with Generally Accepted Accounting Principles (GAAP) and Federal guidelines, the financial systems and procedures are developed to adhere to statutes. In addition, external Auditors & CPAs perform annual audits on financials and A-133 compliance with laws and regulations on Federal awards. The most recent FY20 audited financials shows that no weakness was identified on internal controls and Family Star is a “low risk auditee.” This is a critical component of the organization’s financial and management system on internal controls that is maintained effectively in managing grant funds.

Non-Federal Share

Fund-raising	\$812,000	Family Star receives annual funding support from individual donors of \$130,000 and corporate contributions of \$42,000 and budgets projections are \$640,000 from Foundations, for FY22 and totals to \$812,000. Of this amount, Family Star will utilize \$124,989 as NFS for both HS Base and EHS Expansion awards.
Volunteer in-kind contributions	\$89,635	Family Star had 75 volunteers for the 2020 program year and 274 number of hours and is calculated by the average hourly service rate. In addition, materials, supplies and space were donated for an overall in-kind contribution of \$89,365
Building Depreciation	\$198,628	Depreciation expense for 2 buildings, playground & landscaping, furniture & fixtures at \$131,940 on the NW property located at 2246 and \$66,688 on the NE located at 2940 Curtis Street, Denver, CO.

Family Star demonstrates the ability to meet the 15% limitation on development and administrative costs by obligating the total G&A salaries amounts to \$11,910, which is 1.64% of the total HS & EHS Expansion award. G & A positions that will be allocated to DGKHS are as

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follows: Facilities Manager, IT Coordinator, EHS/HS Director, Finance Director, Accounting Specialist, HR Director and Executive Director all allocated at only 1.90% of the total HS award.

Family Star offers excellent quality, year-round, full day services to children and families in need, due to the ability to scaffold funding from a variety of funding sources. Head Start and Early Head Start provide a major portion of the funding, and we are able to receive Child Care Assistance Program (CCAP) subsidies for extended day services, and Colorado Preschool Program (CPP) funding for children at risk. We also serve tuition paying families, which helps make our program more diverse and more sustainable. Funding sources to support the program are as follows: Private Tuition Funds \$960,738; CACFP \$127,880; CCAP from Department of Human Services \$1,158,520; DPP, CPP, ML & ECARES \$713,367; Maternal and Infant Early Childhood Home Visiting (MIECHV) \$150,000 to support the Home Base program.

Family Star is able to raise funds to support Head Start and Early Head Start program from foundations, individual and corporate contributions, totaling \$812,000.

Considering Cost Allocation: Family Star is conscientious in allocating shared costs to different funding sources. This DGKHS grant supports separately licensed centers in Northeast Denver and Northwest Denver. Family Star serves a diverse group that includes Head Start and private pay households. Thus, Teacher, Center Base Teams, Coordinator salaries from various content areas are allocated to DGKHS in proportion to the direct ratio of Head Start / Early Head Start versus private tuition fee children. Administration and program personnel costs are allocated based on time spent on Head Start work. In addition, the EHS Expansion support the EHS homebased program and shared costs on salaries are allocated, accordingly.

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Although, the cost to run the Head Start program far exceeds the DGKHS awarded amount, Family Star continues to utilize other sources to continue an excellent, comprehensive program afforded to the community. The sum of personnel and fringe benefits are normally between 60% and 80% of the federal budget. In this application, salaries are allocated to the grant and are greater than 80%. Further, fringe benefits are at 20% of salaries based on historical evaluation of Taxes, Worker's Comp and Health at 10%, while Life & Dental Benefits are at 10%. Fringe benefits were allocated against the EHS Expansion award. However, there are no fringe benefits allocated to the HS grant.

Some of the Head Start classrooms have non-Head Start children enrolled serving tuition paying families. Family Star owns a property at Northwest at 2246 Federal Blvd., Denver, CO and leases the Northeast property at 2940 Curtis Street, Denver, CO. Thus, facilities & other indirect costs are allocated proportionately between Head Start / Early Head Start versus private tuition fee children.

Family Star does not have an indirect cost agreement and therefore it is not applicable for the agency to provide one.

It is not applicable to provide a detailed narrative to accompany the proposed budget regarding one-time costs and there are no proposed conversion requests.

There are no proposed budget savings and planned use of the funds to support requests for enrollment reduction. Allocations have been formulated on the budget narrative above and are totally expended.

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It is not applicable and there are no major construction or renovation of facilities for use of the Head Start grant funds for the initial or ongoing purchase, construction and major renovation of facilities for this grant application.

DGKHS Continuation Grant

Goals/Updates 2022-2023

Program Goal 1: All Denver Great Kids Head Start children will receive high quality education that ensures they are ready to succeed in school while respecting families as lifelong educators and supporting family engagement in transitions.					
Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> Head Start children will have access to 85% of Montessori didactic materials specific to children ages 3-5 and will be reflected in the individualized lesson plans and recordkeeping maintained by the teaching staff 	<ul style="list-style-type: none"> Head Start children will be prepared to enter Kindergarten Consistent tracking of child progress will be accessible and utilized to inform curriculum decisions that align with the developmental needs of children 	<p>PROGRESS:</p> <p>With the creation of two new classrooms, Family Star invested in the appropriate materials and furniture for the environment.</p> <p>Implemented an inventory list and identified what new materials</p>	<p>PROGRESS:</p> <p>Montessori Coaches provide regular observations and coaching sessions.</p> <p>Teaching staff are provided opportunities to observe the children in their own classrooms.</p> <p>To support home to school assimilation</p>	<p>PROGRESS:</p> <p>Restored in-person learning 6 weeks after shutdown.</p> <p>Created and continuous improvement of remote learning plan to support children during the shut down and during brief periods of quarantine.</p>	<p>PROGRESS:</p> <p>Montessori Director resumed in person observations and coaching to support use of appropriate Montessori materials and alignment with lesson plans.</p> <p>More consistent lesson plans for children that link to recordkeeping lesson tracking tool monitored on a biweekly basis.</p> <p>System created to provide home-based families with materials to support quality parent child interaction and real time curriculum engagement in virtual home visits.</p>

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		<p>needed to be purchased.</p> <p>In addition to Lead Teachers, Teachers and Teacher Assistants were provided notebooks to take notes on their observations of the child’s progress.</p> <p>Family Star utilizes TS Gold results more intentionally at each checkpoint to inform School Readiness for Kindergarten.</p> <p>CHALLENGES:</p> <p>Time for Teachers to</p>	<p>teachers provide conferences and home visits. During these visits they discuss child goals, areas of strengths and developmental progress both in the home and school.</p> <p>Teachers hosted a family education night where basic Montessori and other child development tools were provided.</p> <p>Family Star utilizes Teaching</p>	<p>More consistent lesson plans for children that link to recordkeeping lesson tracking tool which is monitored on a bi-weekly basis.</p> <p>Consistent observations and coaching from Montessori Coaches – even done virtually during COVID.</p> <p>Ongoing CLASS observations of each classroom.</p> <p>Teaching staff will continue</p>	<p>Training focused on Montessori lesson planning and observation included in professional day for teaching staff.</p> <p>All Primary teaching staff are receiving CLASS trainings and will receive ongoing CLASS observations and subsequent coaching.</p> <p>CHALLENGES:</p> <p>COVID safety regulations have reduced ability to provide ample lesson planning and coaching time for teachers outside of classroom.</p> <p>Staff availability due to COVID isolation and quarantine requirements.</p> <p>Challenges with adapting to remote models for learning and communication.</p> <p>YEAR 5 PLAN:</p> <p>Prioritize observation and reflection time for classroom staff with additional staffing support.</p>
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		<p>complete the Lesson Plan Binders and School Directors (SDs) and the Education Director to review the Lesson Plan Binders is limited.</p> <p>The Montessori program requires three years, including the Kindergarten year (3-6). However, this does not align with the HS program (3-5). Many families would like their child to stay for the 3rd year but the</p>	<p>Strategies Gold (TS Gold) results more intentionally at each checkpoint to inform School Readiness. Reports are provided to families, program team, the Policy Council and the Board.</p> <p>Developed a Montessori Pedagogy Committee that includes teachers.</p> <p>CHALLENGES:</p> <p>Time for teachers to complete recordkeeping</p>	<p>to receive training on Conscious Discipline to support the overall social-emotional development of children.</p> <p>Made priority for HS children to stay for their 3rd year of the Montessori cycle (i.e. Kindergarten) . There was even more opportunity provided due to pandemic and the public school limitations.</p> <p>CHALLENGES:</p> <p>Challenges with adapting</p>	<p>Strengthen coaching system by including Assistant School Directors.</p> <p>Work with teachers individually to prepare environments based on Montessori coaching and observations.</p> <p>Support Lead Teachers to actively participate in budget planning for materials utilizing their Montessori training and expertise to align materials lesson plans.</p> <p>Continue plans to do coaching and training with teachers to unify the approach and techniques for social-emotional, self-care routines, literacy and math.</p> <p>Ongoing focus on utilization of CLASS strategies.</p>
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		<p>HS funding doesn't cover that third year. It's more challenging to "choice" into a school for 1st grade.</p> <p>YEAR 2 PLAN</p> <p>The Education Director will explore and evaluate staffing support structure for Primary classrooms to ensure children are receiving the materials and lessons.</p> <p>The program will work to showcase music and art</p>	<p>during non-contact time.</p> <p>Continued difficulty "choicing" into 1st grade at local public schools.</p> <p>YEAR 3 PLAN:</p> <p>Continue to implement a regular plan that includes observations and coaching on the Montessori pedagogy and materials, CLASS, and general child development strategies.</p> <p>The Education Coordinator and School Directors will</p>	<p>to a remote learning model for children and adults.</p> <p>Limited time available for staff to participate in coaching sessions.</p> <p>Staff availability due to frequent quarantining.</p> <p>Helping caregivers to understand the value and importance of remaining in our program for the Kindergarten year.</p> <p>YEAR 4 PLAN:</p>	
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		<p>components in the classrooms using the Montessori curriculum/ materials.</p> <p>Family Star has been exploring options to retain children for the third year of the cycle with other funding opportunities to allow the child to maximize their full potential for growth, development and maturation.</p> <p>Discussion/training with teachers to unify the</p>	<p>explore and evaluate staffing support to ensure children are receiving the materials and lessons.</p> <p>Discussion/training with teachers to unify the approach and techniques for social-emotional, self-care routines, literacy and math.</p> <p>Make it a priority to provide opportunities for HS-eligible children to remain at Family Star</p>	<p>Remain flexible and agile to the changing landscape of education services during a pandemic.</p> <p>Continue to prioritize observation and reflection time for classroom staff.</p> <p>Continue CLASS coaching and observation.</p> <p>Continue to emphasize recordkeeping</p> <p>·</p> <p>Continue to support teachers in preparing environments</p>	
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		<p>approach and techniques for literacy and math.</p>	<p>for the 3rd year of the cycle (i.e. Kindergarten)</p>	<p>based on coaching observations. Continue to implement and integrate the EHS home based expansion slots (i.e. include the Parents As Teachers curriculum.)</p>	
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-Activities or Action Steps to Meet Objective Above:

- Consistent lesson planning and record tracking for each child’s progress will be accessible and utilized to inform appropriate lessons that align across the Head Start *Early Learning Outcomes Framework* (ELOF) domains
- Reports on educational goals and outcomes of children will be shared with staff, caregivers, Policy Committee and the Board as relevant.

-Data, Tools, or Methods for Tracking Progress Above:

- Lesson Plans
- Curriculum tracking
- TS GOLD data
- CLASS observation reports

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> Head Start teachers will have or work toward the AMI Primary (3-6 years old) Montessori training, obtain the relevant degree based on the needs of the position to Head Start and other quality rating system requirements, and be trained in TS Gold. 	<ul style="list-style-type: none"> Head Start children will receive the benefits of a research-based, high quality curriculum that aligns with the developmental needs of children. Teaching staff will be trained in and utilize TS Gold as the main system of record for tracking child progress in an effort to better reflect their ability to meet School 	<p>PROGRESS: For the two new classrooms, AMI Montessori Lead Teachers have been hired or identified. A TS Gold task force was created and included teachers to determine how to best utilize the color-bands, and a standardized level of documentation. All teaching staff received</p>	<p>PROGRESS: Increased the number of teaching staff receiving child development college coursework and continuing to “grow our own” by sponsoring Montessori Diploma coursework for teaching staff. Sent 9 teaching staff and administrators to the National AMI</p>	<p>PROGRESS: 3 Teachers completed the Montessori training under and adapted virtual model. Continue to send additional staff to complete the Montessori Primary training. Teachers access online professional development portal and utilize this system with greater frequency</p>	<p>PROGRESS: Teaching staff (assistants) receive virtual Montessori training. 2 staff have completed their Primary Montessori training. Focused on expanded Reflective Consultation to support mental health of staff and children as a whole child approach. All staff participate in individual consultation and group sessions with credentialed mental health professionals. Continued use of various virtual resources for professional development and training of teaching staff. Transitioned back to in person observations to provide support for individual child needs and</p>

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	<p>Readiness requirements such as math and language and literacy.</p>	<p>a full-day TS Gold Authentic Assessment training with Clayton Early Learning and how it aligns with our Montessori curriculum.</p> <p>Family Star has been utilizing TS Gold results more intentionally at each checkpoint to inform our strategic and curriculum decisions.</p> <p>CHALLENGES:</p> <p>Family Star received feedback from Lead Teachers that their</p>	<p>Refresher Course.</p> <p>Remaining staff attended a local Montessori Refresher Course at the local Montessori Institute.</p> <p>All teaching staff received a full-day TS Gold Authentic Assessment training with Clayton Early Learning and how it aligns with our Montessori curriculum.</p> <p>Family Star has been utilizing TS Gold results more intentionally</p>	<p>if/when quarantining.</p> <p>Staff will continue receive ongoing training and professional development in Montessori, child development strategies and other relevant topics.</p> <p>Continue to utilize TSG results to help compare/evaluate a child's progress toward meeting widely held expectations.</p> <p>Providing Conscious Discipline training for teaching staff</p>	<p>classroom environments as a whole.</p> <p>Budget for TTA re-instated to promote professional development goals.</p> <p>CHALLENGES:</p> <p>Difficulty to implement professional development plans in some cases due to availability of training opportunities and staff capacity to receive training during the pandemic.</p> <p>Evaluation of teacher's full set of strengths i.e. soft skills, social emotional support, collaboration, leadership etc. need to be considered in addition to or superseding Montessori training.</p> <p>YEAR 5 PLAN:</p> <p>Re-evaluate individual staff training needs to determine priorities for CLASS, TS Gold and ECE College coursework, child development, reflective processing etc.</p>
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		<p>technology was a barrier in completing their TS Gold work. Therefore, we invested in new laptops for each Lead Teacher.</p> <p>Because we have dual requirements for traditional education as well as a Montessori Diploma, it can limit the candidate pool in an already challenging market for ECE professionals. This often leaves us needing to</p>	<p>at each checkpoint to inform our strategic and curriculum decisions.</p> <p>After receiving feedback from Lead Teachers about technology issues, invested in new computers and technology to improve efficiency of entering information in TS Gold.</p> <p>All Head Start teaching staff and program directors attended a 3-series Leadership Institute on</p>	<p>and provide and emphasis on the important of social-emotional during remote learning sessions.</p> <p>CHALLENGES:</p> <p>Due to the pandemic, Family Star shifted the priority focus to social-emotional support and development versus academics.</p> <p>There's a need to evaluate a teacher's full set of skills (i.e. soft skills,</p>	<p>Determine next steps to grow leadership and management skills of trained Montessorians to step into classroom leadership positions.</p> <p>Continue focus on supporting wellness of staff through reflective consultation.</p> <p>Prioritize collaboration with content area specialists to support whole child approach.</p> <p>Parent Educators will resume and Infant Mental Health Endorsement process and complete training.</p> <p>Continue plan to integrate comprehensive services with education at conferences and home visits through health team, teacher and caregiver collaboration.</p>
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		<p>request waivers.</p> <p>YEAR 2 PLAN: Family Star will work toward the goal of training Teachers and Teacher Assistants on key Montessori principles to support the overall development of children, which will, in turn, inform data input in TS Gold. Through the Quality Teaching grant, Family Star will send teachers through the</p>	<p>supporting challenging behavior through a Montessori and therapeutic lens.</p> <p>CHALLENGES: The pool of candidates that are Montessori trained is small. This often results in an international search, which can be costly and take time. In addition to Montessori requirements, it can be challenging to find</p>	<p>leadership experience, etc.) in addition to having the Montessori diploma to determine their readiness to lead a classroom.</p> <p>YEAR 4 PLAN: Continue to provide professional development opportunities for staff to grow their skills (Montessori, general child development, interactions and behaviors to support children, reflective</p>	
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		<p>Leadership Institute that will focus on challenging behavior techniques through a Montessori and traditional social-emotional lens.</p> <p>Capitalize on the Denver Early Childhood Council opportunity to “fast-track” Teacher Assistants to become group leader qualified.</p> <p>Continue to support Lead Teachers, who are on waivers, to</p>	<p>candidates who meet licensing and/or Head Start education requirements.</p> <p>YEAR 3 PLAN:</p> <p>Family Star will continue to work toward the goal of training Teachers and Teacher Assistants on key Montessori principles and general training on TS Gold to support the overall development of children, which will, in turn, inform</p>	<p>processing, etc.)</p> <p>Determine next steps to grow leadership and management skills of trained Montessorians to step into classroom leadership positions.</p> <p>Ongoing coaching and observation.</p>	
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		<p>obtain coursework.</p> <p>Teachers will continue to attend DPP and other training/education opportunities including a more robust TS Gold training through a partnership with Clayton Early Learning.</p>	<p>data input in TS Gold.</p> <p>Capitalize on the Denver Early Childhood Council opportunity to “fast-track” Teacher Assistants to become group leader qualified.</p> <p>Family Star partners with other organizations to sponsor educational opportunities (college coursework, trainings, Montessori refresher courses, etc.)</p> <p>Teaching staff will continue to attend</p>		
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			<p>training/education opportunities including a more robust TS Gold training through a partnership with Clayton Early Learning and subsequently working to build in-house systems of training/reporting on TS Gold.</p> <p>Continue to find opportunities to train and implement strategies for supporting challenging behaviors and social</p>		
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			emotional needs.		
<p>-Activities or Action Steps to Meet Objective Above:</p> <ul style="list-style-type: none"> • Focus/re-focus on trauma informed training. • A system will be developed to maintain tracking of staff credentials to ensure Professional Development Plans for each staff member are created to support individual goals. • Education Coordinator will maintain relationships with community partners such as local higher education institutions and training programs (i.e. community colleges, Montessori Training Centers, etc.) to ensure training and education opportunities are utilized. • Teaching staff will receive on-going training, including Montessori Pedagogy, Authentic Assessment, CLASS, and TS Gold system in order to measure development and progress of the children in the Montessori environment. • On-going classroom observations and coaching (including evaluation) will occur to support implementation of Montessori pedagogy and individual child development strategies. 					
<p>-Data, Tools, or Methods for Tracking Progress Above:</p> <ul style="list-style-type: none"> • TS GOLD • Professional Development Plans • Credential Tracking • PIR • Diplomas and training certificates 					
	Progress, Outcomes, and Challenges				
Objective(s)	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Head Start families will have access to parent/caregiver literature (in both English and Spanish) about Montessori philosophy and 	<ul style="list-style-type: none"> • Head Start children will receive the benefits of a research-based, high quality curriculum 	<p>PROGRESS:</p> <p>Purchased Montessori booklets and videos to be shared with families.</p>	<p>PROGRESS:</p> <p>Communications are posted regarding various services available to</p>	<p>PROGRESS:</p> <p>Hosted a Montessori 101 for caregivers, broken down by age group.</p>	<p>PROGRESS:</p> <p>Family Resource Communication distributed each week with resources specific to COVID-19, mental health, child development and education, health, nutrition,</p>

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<p>pedagogy and the Head Start comprehensive services.</p>	<p>and comprehensive services that aligns with the developmental needs of children.</p> <ul style="list-style-type: none"> Families will be viewed as life-long learners by receiving education and resources about human development through the Montessori philosophy and the comprehensive services available through the Head Start program. 	<p>While planning Family Nights, there is a combination of nights to spend time with their children and opportunities to learn about the materials with experts in the field including Health Literacy, Literacy, etc.</p> <p>Utilized the Community Bulletin (co-created by Teachers, Education Director, Head Start Director and content area specialists)</p>	<p>families and shared in multiple forms (verbal, written, etc.)</p> <p>Booklets with information about Montessori lessons, materials and developmental milestones are distributed to families. (“Parents Guide to the Montessori Classroom”)</p> <p>Classroom-specific bulletin is distributed to families on a monthly basis.</p> <p>CHALLENGES:</p> <p>Determining how to</p>	<p>Provide weekly resource guide that includes Montessori and child development information for caregivers.</p> <p>Each family receives a daily report for their child to see what lessons their child is working on.</p> <p>Montessori Pedagogy Committee created the Curriculum Workbook as a guide for classroom staff.</p> <p>CHALLENGES:</p>	<p>food access and family services/economic resources.</p> <p>Each family receives daily report for their child to see what lessons the child is working on.</p> <p>Continued implementing the Family Engagement Plan, which includes engaging caregivers as partners in family goal setting, transitions, etc.</p> <p>Continued year 3 CARES programming with a shift to virtual format.</p> <p>Re-focused topics to address mental health needs of families prevalent during COVID pandemic.</p> <p>Streamlined caregiver surveys and established electronic platform for caregiver response data allowing for more efficient data analysis and utilization.</p> <p>CHALLENGES:</p> <p>Lower attendance in family engagement activities due to new virtual formats and family circumstances effected by pandemic.</p>
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		<p>and social media to share information about each content area with families and staff.</p> <p>CHALLENGES: Although Family Star staff will create the library, we will need support from parents/caregivers to maintain and care for the library. At one site (Northeast), there is limited space for this library. This requires materials to be in a closet which may</p>	<p>purposefully share information with caregivers while not overwhelming staff and caregivers with information.</p> <p>YEAR 3 PLAN: Continue providing literature and education opportunities for caregivers to learn about Montessori, child development and other Head Start services available.</p>	<p>Working closely with staff and caregivers to gain their partnership and buy-in with implementation of the Montessori pedagogy.</p> <p>YEAR 4 PLAN: Determine next steps for implementation and accountability of the Curriculum Workbook. Evaluate opportunities for providing education to caregivers regarding the</p>	<p>Navigating rapid changes of interests and needs of families during the pandemic as well as changes to caregiver employment and family circumstances.</p> <p>YEAR 5 PLAN: Continue to implement Family Engagement Plan. Continue Year 4 CARES programming including completion of Conscious Discipline series and exploration of new topics such as perinatal health and wellness, transitions within families and family diversity. Continue our new partnership with CCR and work with Data Coordinator to ensure streamlined tracking and analysis of family centered data. Ensure Family Services staff are accountable for their role in collecting SNIP and FOS surveys.</p>
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		<p>limit access for parents/caregivers.</p> <p>YEAR 2 PLAN: Continue to build library for literature and media that parents/caregivers have access to. Teachers will continue to share information during Home Visits and Conferences as well as Family Nights.</p>	<p>Montessori Pedagogy Committee will identify focus area topics that will be included in the monthly classroom newsletters (ex. independence, absorbent mind, etc.)</p> <p>Evaluate documents and systems regarding recordkeeping and subsequent communication with caregivers in conferences and home visits.</p>	<p>Montessori pedagogy.</p>	<p>Develop peer support groups to foster wellness, resiliency and connection between caregivers.</p>
<p>-Activities or Action Steps to Meet Objective Above:</p>					

<ul style="list-style-type: none"> • Family Nights will continue to be customized to include the interests and needs of parents/caregivers and children in conjunction with requirements as outlined in the Head Start guidance. • Education Director and Teachers will provide resources and education on the Montessori philosophy while maintaining a culturally sensitive approach. • Teachers will provide literature of Montessori pedagogy upon transition into Head Start to support their understanding of children. • Information and materials will be published in English, Spanish, and other languages as necessary. • Education Coordinator and School Directors will develop and implement a consistent plan for communicating information throughout the year. • Develop peer support groups. 					
<p>-Data, Tools, or Methods for Tracking Progress Above:</p> <ul style="list-style-type: none"> • Family Nights • Home Visits • Parent-Teacher Conferences • Interest surveys and evaluation forms • TS Gold 					
<p>Program Goal 2: All Head Start children will receive culturally and linguistically responsive high-quality health, mental health and nutrition services so they are ready to succeed in school. Services will engage parents as lifelong educators and learners, support families in making connections to peers and community, improve parent and child relationships, and improve family well-being.</p>					
Progress, Outcomes, and Challenges					
Objective(s)	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Children will receive health, dental, vision, and hearing screenings and referrals as needed while considering the 	<ul style="list-style-type: none"> • Partner organizations will provide screenings as informed by the needs 	<p>PROGRESS: Increased emphasis on family participation in</p>	<p>PROGRESS: Incorporated Child and Family Advocates into</p>	<p>PROGRESS: Teachers continue to participate in the collaboration</p>	<p>PROGRESS: Teachers continue to participate in the collaboration meetings as available.</p>

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<p>cultural needs and practices of the children and families</p>	<ul style="list-style-type: none"> Teaching and program staff will understand the importance of screenings and the referral process 	<p>developmental screenings. The ASQ screening tool is provided to families in their home language in most cases. The follow up on referrals from families is improving which is direct result of Family Star staff providing “warm” versus “cold” referrals (i.e. connecting families directly with resources rather than simply providing them with contact info.)</p>	<p>Collaboration team meetings to promote “whole-family/whole-child” approach. Revised the internal referral process (now called Request for Consultation) to more easily bring concerns to a team of professionals and receive appropriate support from a collaborative and integrated perspective in the Care and Concern meetings.</p>	<p>meetings as available. Exceeded our goal by having 69% of caregivers participate in developmental screening process. Greater independence of teachers encouraging caregivers to participate in developmental screenings, despite challenges faced with a pandemic (i.e. not being able to meet with them in person). Created a “collaboration</p>	<p>Maintain caregiver participation in developmental screening process at 65% or above.</p> <p>CHALLENGES:</p> <p>Continues to be a challenge to receive screening forms back from caregivers and teaching staff.</p> <p>YEAR 5 PLAN:</p> <p>Working toward the goal of ensuring concerns from all integrated areas are discussed as a regular component of the semiannual home visits and conferences (Ex. physicals due, IEP evaluations, etc.)</p> <p>Collaborate with the Montessori Director to incorporate the Collaboration Planning Form into lesson planning.</p>
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		<p>CHALLENGE: One enrolled family speaks a language where many documents are not available in that language. Family Star collaborates with this family's external Case Worker and the phone interpretation service to meet these requirements. Still, some technical words of these screening tools do not translate easily. There has been a pattern of Denver</p>	<p>DGKHS Dental Services Coordinator attends all screenings and hand delivers screening paperwork back to centers to ensure accurate billing. Increased collaboration between teachers and families to complete developmental screenings. 51% of caregivers collaborated with teachers to complete the developmental</p>	<p>planning form.” CHALLENGES: Some teachers have been unable to participate in collaboration meetings if they are in quarantine. It can be time consuming investigating concerns listed within developmental screenings and hard to touch base with staff/families remotely. Some barriers exist with providing onsite screenings</p>	
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		<p>Health billing parents/caregivers for services after they've been referred. This causes unnecessary stress to families and extra work for employees and partners. Family Star has been working with Denver Health and Denver Great Kids to address this billing issue. There have been some instances of screening partners providing results that are inconsistent with home</p>	<p>l screening for their child. CHALLENGES: Even with providing "warm" referrals, there are limited external resources available (i.e. long waitlists for audiology, autism evaluations, child nutrition, etc.) This has resulted in some children needing to wait the whole school year to receive services. YEAR 3 PLAN:</p>	<p>(dental, hearing, vision) and data collection due to enhanced safety protocol. YEAR 4 PLAN: Ongoing implementation of collaboration meetings, including the usage of the Collaboration Planning Form. Maintain caregiver participation in developmental screening process at 65% or above.</p>	
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		<p>providers. Further, there is a pattern that this occurs with children who have IEPs or other disabilities.</p> <p>YEAR 2 PLAN: Increase collaboration with family and teacher to complete a comprehensive developmental screening of the child. Continue to participate/ collaborate in DGK partnership meetings. Collaborate across education and</p>	<p>Ongoing involvement of teaching staff at Collaboration meetings.</p> <p>Ensure concerns from all integrated areas are discussed as a regular component of the semiannual home visits and conferences (Ex. physicals due, IEP evaluations, etc.)</p> <p>65% of caregivers participate in the completion of their child's</p>	<p>Ensure concerns from all integrated areas are discussed as a regular component of the semiannual home visits and conferences (Ex. physicals due, IEP evaluations, etc.)</p> <p>Continue to evaluate opportunities for screenings based on current and future shifts in safety protocol.</p>	
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		MHD to coordinate health, mental health, and developmental needs into broader education plans.	developmental screening.		
<p>-Activities or Action Steps to Meet Objective Above:</p> <ul style="list-style-type: none"> • Work closely with partner screening organizations to establish norms for supporting the unique needs of our children. • Train staff on the screening and referral process to make informed decisions when requesting support. • Develop a tool or method for capturing screening status and referrals for education staff. • Education staff will incorporate information into conferences/home visits/etc. for parents/caregivers. 					
<p>-Data, Tools, or Methods for Tracking Progress Above:</p> <ul style="list-style-type: none"> • Family and Staff surveys • Review the results of screenings • Screening results/status document 					
	Progress, Outcomes, and Challenges				
Objective(s)	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Children will have exposure and access to physical activity and healthy food. 	<ul style="list-style-type: none"> • Children will have more opportunities for physical activity including time outside 	<p>PROGRESS: At one site, there was a remodeling of a playground that supported more outdoor activity.</p>	<p>PROGRESS: Collaboration with Culture of Wellness (COW) to provide in-class technical assistance to</p>	<p>PROGRESS: Encouraged access of Culture of Wellness in Preschools (COW) parent</p>	<p>PROGRESS: Teaching staff are receiving ongoing training on implementation of COWP in the classroom.</p>

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	<ul style="list-style-type: none"> In addition to providing healthy and nutritious food during programming, foster new relationships with community partners to provide healthy food options at home, particularly for those in food desert areas 	<p>Family Star has developed some new partnerships with local organizations that increase food access. Families participated in an interest/needs Food Survey. The creation of a Food Collaborative (that included staff and parent/caregiver feedback & participation) that focuses on access to healthy food and nutrition education.</p> <p>CHALLENGES: The NW site lost their indoor gross</p>	<p>staff teach them how to use the curriculum within the Montessori context.</p> <p>Professional Day COW topic was focused on indoor gross motor activities.</p> <p>Emergency food resources and weekly Fresh Food Distributions provide additional resources as needed to increase health and well-being of family and direct much needed</p>	<p>programming. Provided weekly resource email with resources for virtual physical activity, outdoor physical activity that support safety and COVID-19 precautions, resources for cooking, kid friendly recipes and ways for kids to support in the kitchen.</p> <p>Expanded partnerships with Food Bank of the Rockies and Denver Food Rescue (DFR) to provide</p>	<p>COWP series has been presented as a family engagement opportunity.</p> <p>Expanded opportunity for Cooking Matters as a family engagement opportunity.</p> <p>Created a dedicated staff position (Health Advocate) to focus on food and health access.</p> <p>Partnered with Denver Food Rescue to hire 4 Family Star, Head Start caregivers as Community Leaders to support weekly food distributions.</p> <p>Expanded partnership with Denver Food Rescue to create consistency of volunteer support.</p> <p>CHALLENGES:</p> <p>Time and energy to focus on weekly operations to crisis and changing needs as well as strategic planning for the program.</p>
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		<p>motor space, which supported more outdoor activity. However, it still limited the ability for children to have opportunities for gross motor.</p> <p>YEAR 2 PLAN: Explore creative opportunities to increase gross motor activities indoor/outdoor.</p> <p>The Food Collaborative will yield more resources (emergency and long-term) for</p>	<p>resources from food acquisition to address other needs.</p> <p>A variety of unique and rare foods (from the distribution) have been introduced to children through classroom lesson plans.</p> <p>New relationships have been built with Conscious Alliance, Growhaus, Food Bank of the Rockies and Denver Food Rescue. We are working actively as</p>	<p>additional food resources to meet rising need during pandemic. Ongoing weekly food resources distributed are up to 5,000 pounds of fresh and shelf stable foods including Totes of Hope, fresh food boxes with fruits, vegetables and dairy, and Coronavirus farm to families food boxes (CFAP). In addition, provided breakfasts and lunches</p>	<p>YEAR 5 PLAN:</p> <p>Continue partnership with COWP.</p> <p>Continue to embed food programs into baseline family services and resources, maintain relationships with community organizations.</p>
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		<p>families experiencing food insecurity.</p> <p>The Food Collaborative will help identify areas of interest for nutrition education.</p>	<p>partners with these organizations to increase families' access to healthy foods.</p> <p>CHALLENGES:</p> <p>Sustaining volunteer support and manpower for new food programs.</p> <p>YEAR 3 PLAN:</p> <p>Teaching staff will continue utilize COW with greater regularity.</p> <p>Continue to embed food programs into baseline family service</p>	<p>(over 8,000 meals) through a new partnership with DPS during center-based closure and throughout summer months. Delivery was provided to families from the beginning of the pandemic through September to accommodate individual family needs. Received short term funding to expand food storage and create a Food Access Coordinator position to</p>	
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			<p>and resources, maintain relationships with community organizations and solidify tracking and operational procedures.</p>	<p>sustain new and expanded food services. Through partnership with DFR, have 4 paid caregivers serving as Community Leaders supporting program weekly.</p> <p>CHALLENGES:</p> <p>Sustaining volunteer support and manpower for new food programs. Short-term and emergency nature of food funding and federal programs.</p>	
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				<p>YEAR 4 PLAN:</p> <p>Teaching staff will continue utilize COWP with greater regularity. Expand participation in new direct parent COWP (in person and/or virtual).</p> <p>Continue to embed food programs into baseline family services and resources, maintain relationships with community organizations and solidify ongoing funding for staff support,</p>	
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				tracking and program evaluation as needs continue to shift.	
<p>-Activities or Action Steps to Meet Objective Above:</p> <ul style="list-style-type: none"> • Gain consensus from program and classroom staff to ensure outside time is happening more regularly. • Provide education to families on healthy eating and physical activity benefits for child development. • Continue the established relationship with Culture of Wellness and increase utilization of the resources from the program. • Conduct follow-up survey with caregivers about Food Collaborative. • Continue to evaluate results from food surveys to inform programmatic decisions. 					
<p>-Data, Tools, or Methods for Tracking Progress Above:</p> <ul style="list-style-type: none"> • Review teacher reporting notebooks for frequency of outside time • Screening results • Family Surveys 					
	Progress, Outcomes, and Challenges				
Objective(s)	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Head Start families and staff will have access to resources that increase skills and knowledge on developmentally appropriate health and wellness of children through a culturally relevant lens. 	<ul style="list-style-type: none"> • Provide children with opportunities for social interaction with their peers • Provide families with 	<p>PROGRESS: As needed, families are provided referrals to support or play groups for children with disabilities so</p>	<p>PROGRESS: Families have had the opportunity to participate in trainings on the first two focus areas of Health Literacy</p>	<p>PROGRESS: Providing children dental hygiene and oral health supplies and educational materials/engagement</p>	<p>PROGRESS: Surveyed caregivers about needs/interests regarding health, mental health and nutrition services and adapted programs accordingly.</p>

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	<p>referrals for comprehensive mental health support</p> <ul style="list-style-type: none"> Families will have an understanding of and be involved in the referral process Offer families health and wellness activities through Family Night, Socials and the Culture of Wellness programming 	<p>that the family has opportunities to interact with others experiencing similar situations. Content Area Coordinators are providing more “warm” referrals to families (i.e. going with them to appointments to meet community partners, introducing them directly, etc.) rather than just handing them contact information. When families are referred, the Mental Health</p>	<p>training curriculum from UCLA Health Care Institute.</p> <p>Hosted an Autism 101 training for staff.</p> <p>Providing children dental hygiene and oral health supplies and educational materials/engagement activities to engage families around oral health.</p> <p>Include a wellness component at all social family</p>	<p>activities to engage families around oral health.</p> <p>Utilizing dental incentive program to encourage regular exams at dental home providers.</p> <p>Established COVID-19 safe procedures for children to receive safe intervention services (disabilities and mental health), classroom observations and support.</p>	<p>Continued to provide oral health supplies and education for children/families.</p> <p>Continued to provide screenings, services, and referrals while following our COVID safety protocol.</p> <p>Completed a full Culture of Wellness and Cooking Matters series.</p> <p>Focused CARES family engagement sessions on topics related to family wellness and perinatal/infant health.</p> <p>Created caregiver driven, facilitated social support and education group.</p> <p>CHALLENGES:</p> <p>Engaging caregivers on topics while managing safety, being adaptive and ensuring relevancy.</p> <p>Expanding to meet the needs of traditional/routine health goals as well as new needs pertaining to the pandemic.</p>
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		<p>and Disabilities Coordinator (MHDC) meets individually with the family to help them understand the process and attends nearly every evaluation meeting. In some cases, there are 3-4 Family Star staff attending these meetings with the family. Sponsored a Health Literacy education event for parents/caregivers. Working to create more</p>	<p>engagement nights. Include early intervention community partners at Parent Café family engagement night. CHALLENGES: Takes time to establish, cultivate and maintain various community partners (health care providers). Continued challenges of the long evaluation process. The</p>	<p>Providing weekly resources, education and updates regarding health and safety practices during the pandemic including safe ways to access important well child health and oral health exams. Offered funding for Lactation Counselor Certification Training for interested caregivers to promote professional development</p>	<p>YEAR 5 PLAN: Continue to survey caregivers about needs, interests and adapt programs accordingly. Continue to host peer support groups to foster wellness, resiliency and connection between caregivers. Create a well-being scaled survey for caregivers and staff to take pre/post to measure progress and gauge expansion of mental health services. Continue to offer vetted health, mental health, nutrition resources to caregivers.</p>
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		<p>opportunities for access to healthy food and nutrition education.</p> <p>CHALLENGES:</p> <p>Some families choose not to capitalize on the referrals for reasons such as fear, lack of cultural relevancy, etc. We are starting to research more collaborative partnerships that align with the cultural beliefs of families (Example: Denver Indian Center Behavioral Health Services).</p>	<p>MHDC stays in frequent communication with families throughout the process.</p> <p>YEAR 3 PLAN:</p> <p>Provide next segment of the UCLA Health Care Institute health literacy family trainings to empower families.</p> <p>The next phase of the Food Collaborative is to increase education on nutrition and food preparation</p>	<p>and peer to peer parent support.</p> <p>CHALLENGES:</p> <p>COVID-19 related delays in receiving developmental evaluations and the provision of services. Difficulties engaging families in virtual mental health services especially while center-based program was closed.</p> <p>Long lead times in scheduling catch up</p>	
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		<p>Some families experience difficulty transitioning from Part C to Part B services. There are 3 appointments for them to attend prior to receiving services from Sewall. This can be challenging for families to take off work 3 separate times. We offer transportation and communication about the services in an effort to get them to attend.</p>	<p>skills for caregivers.</p> <p>Continue to provide oral health supplies and education for children/families.</p> <p>Distribute condensed Procedural Safeguards to families prior to evaluations and at each meeting.</p> <p>Provide training to staff about disabilities and disability rights.</p>	<p>appointments for services (such as hearing, vision, dental, specialized health referrals) that were unavailable or limited during pandemic. Ongoing education needed to support families in the safety of continuing routine well child and dental exams.</p> <p>YEAR 4 PLAN:</p> <p>Provide next segment of the UCLA Health Care Institute health literacy</p>	
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		<p>YEAR 2 PLAN:</p> <p>Consider having a family education night that includes presenters from Rocky Mountain Human Services, DPS Child Find, PEAK Parent Center, Autism Society (including an Autism 101 session for staff).</p> <p>Encourage parent/ caregiver participation in the follow-up phases of the Health</p>		<p>family trainings to empower families.</p> <p>Increase education on nutrition and food preparation skills for caregivers through Food Collaborative and Community Leaders who have a monthly education commitment as part of their work with DFR.</p> <p>Continue to provide oral health supplies and education for</p>	
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		<p>Literacy program.</p> <p>Continue to develop Food Collaborative program.</p>		<p>children/families.</p> <p>Continue to explore the possibility of caregiver driven, facilitated social support and education group.</p>	
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- Activities or Action Steps to Meet Objective Above:
- Survey and obtain feedback from caregivers.
 - Continue to find opportunities to integrate family well-being into the program as a whole.
 - Distribute Safeguard Procedures to staff.
 - Provide training to staff on disabilities and disability rights.

- Data, Tools, or Methods for Tracking Progress Above:
- Screening results
 - Family Surveys

Program Goal 3: All Denver Great Kids Head Start families are Head Start leaders and advocates for their children and building connections in the community to improve their own skills and are engaged as their children’s first teacher to ensure children are ready to succeed in school.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Families will co-create and meet the goals in their family 	<ul style="list-style-type: none"> • Families will be active 	PROGRESS: New families meet with the	PROGRESS:	PROGRESS:	PROGRESS:

<p>partnership agreements</p>	<p>participants in forming and meeting their goals</p> <ul style="list-style-type: none"> • Home Visits will be meaningful, strength-based, and relevant to the interests and progress of the children and families 	<p>Child Family Advocate (CFA) within 90 days of enrollment to co-create a Family Partnership Agreement (FPA). CFA met with each existing family at the start of the new program year to establish new goals or modify existing goals. Staff received trainings on Communication With Families and Family Engagement. The Home Visit procedure and Checklists</p>	<p>Added a second CFA at the NW School to support the emphasis on family partnerships and expansion of classrooms. Family Services team revised and streamlined FPA procedure to specify details of tracking FPA progress and follow-up. All staff will continue to receive training on strength-based communications and partnerships with</p>	<p>Continued emphasis on FCA/FPAs and goal planning with families. Data Coordinator and Health Coordinator are more actively involved in data collection and reporting. Additional training has occurred for staff. Started exploring next steps with more fully integrating CCR across the organization.</p>	<p>Utilized CCR to create one platform for family data analysis.</p> <p>Created internal Family Services procedures to obtain and monitor data ongoing for CCR platform.</p> <p>Created internal methodology for use of family data and analysis to inform program planning.</p> <p>Expanded Family Services team structure to include a Child Family Advocate Supervisor and Home Based Supervisor to increase capacity and accountability.</p> <p>CHALLENGES:</p> <p>In-person restrictions between staff and caregivers created a barrier to utilizing new systems.</p> <p>Issues around new technology have limited rates of completion.</p> <p>Navigation of constantly changing landscape of availability and modes of service provision due to COVID-19 pandemic.</p>
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		<p>were collaboratively revised. The Family Questionnaire was revised to align with the CCR survey and the Parent Family Community Engagement Framework.</p> <p>CHALLENGES: Some families are not interested in completing the FPA process. Staff are exploring new and creative ways to help families identify their goals without it feeling like a formal and</p>	<p>parents/caregivers.</p> <p>CHALLENGES: Family Services staff still hold high caseloads and families are experiencing multiple risk factors.</p> <p>Internal and external expectations of surveying families has felt overwhelming for caregivers and can be difficult to manage all of the data</p>	<p>Despite COVID challenges/barriers, continued maintenance and building of new relationships with community resources (Ex. Aunt Bertha, Denver Early Childhood Council, Home Visitation Networking, etc.)</p> <p>Supported families in accessing resources through virtual platforms.</p>	<p>YEAR 5 PLAN:</p> <p>Work closely with Data Coordinator and CCR staff to solidify and streamline processes for ongoing monitoring.</p> <p>Train Family Services staff on utilization of CCR data.</p> <p>Family Services Manager will work closely with new positions, Home Based Supervisors and Child Family Advocate Supervisor to ensure proper implantation and accountability.</p> <p>Determine procedure for sharing family data with programmatic, leadership staff and governing bodies to promote development of and prioritization of responsive programming.</p>
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		<p>overwhelming process. CFAs have a high workload which limits their availability to do both advocacy and administrative work. A Recruitment and Enrollment Coordinator (REC) position was created to support ERSEA and other administrative tasks of the CFA so that they can place a greater emphasis on family engagement and partnerships.</p>	<p>received from surveys in way that results in meaningful usage of data.</p> <p>Scheduling several meetings throughout that year with families can be challenging due to their busy lives.</p> <p>YEAR 3 PLAN:</p> <p>Continue to ensure that family services staff can prioritize their work with families first. Using new roles such as the Health</p>	<p>CHALLENGES:</p> <p>Ongoing and additional support to families who are in new crisis due to pandemic challenges (i.e. families basic needs have increased, technology barriers, etc.)</p> <p>Delay in accessibility of resources for families (i.e. housing, diapers, wipes, formula, food, etc.)</p> <p>YEAR 4 PLAN:</p>	
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		<p>Staff are still learning ways to capitalize on the home visit as a time to accomplish several tasks. They continue to explore ways to meet the needs of the family, teacher, and other staff.</p> <p>YEAR 2 PLAN: CFAs will make Family Centered Assessments (FCAs), FPAs and overall family advocacy/ engagement their first priority. Continue to gather feedback from families in a</p>	<p>Advocate and Data Coordinator to work on streamlining data collection, entry and reporting.</p> <p>Continue to make partnerships with community resources to stay current and up-to-date on referrals & services for families.</p> <p>Continue to evaluate how to best utilize CCR family outcomes and TS Gold child outcomes linking.</p>	<p>Continue to evaluate how to best utilize CCR family outcomes and TS Gold child outcomes linking.</p> <p>Continue to adapt and be flexible to changing needs for support for families, modification of services to be provided virtually, etc.</p> <p>Evaluate family services staff responsibilities to align with changing needs and for more effective/streamlined management</p>	
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		<p>streamlined manner so that they aren't inundated with too many surveys, questionnaires , etc. Utilize results from various surveys to inform programmatic decisions and community partnerships/ referrals. Due to the expansion at the NW school, the CFA's caseload increased by 40 children. Therefore, Family Star is exploring options to add</p>		<p>of tasks (recruitment, enrollment, eligibility, etc.)</p> <p>Continue to explore more electronic methods for collection of documents (i.e. eDOCS, JotForms, parent parental, etc.)</p>	
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		a second CFA position.			
<p>-Activities or Action Steps to Meet Objective Above:</p> <ul style="list-style-type: none"> Caregivers will actively participate in family goal-planning and tracking. Caregiver education opportunities will be guided by surveys and questionnaires. Utilize reports from data. Solicit feedback from families to enhance engagement opportunities and connections to community resources 					
<p>-Data, Tools, or Methods for Tracking Progress Above:</p> <ul style="list-style-type: none"> Family Centered Assessments Family Partnership Agreements CCR Survey TS Gold reports Family Questionnaire Home Visit forms 					
Progress, Outcomes, and Challenges					
Objective(s)	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> Children will have effective transitions to Kindergarten 	<ul style="list-style-type: none"> Transition Plans for children will be in alignment with their individualized School Readiness plans and goals. 	<p>PROGRESS: FS revised the Transition Procedure to ensure consistency and integrated more opportunities for families to participate in the process.</p>	<p>PROGRESS: Continue to hold annual School Readiness Fair/presentations and collaborate with partnering schools and</p>	<p>PROGRESS: Provided a safe, in-person learning environment for children to attend during a global health crisis.</p>	<p>PROGRESS: Continue to provide a safe, in-person learning environment for kindergartners to attend during a global health crisis which provided a continuity of care.</p> <p>Continued to provide resources to make informed decisions about the next steps in their child’s educational journey.</p>

	<ul style="list-style-type: none"> Families will be involved in the creation and implementation of plans for transitions to Kindergarten 	<p>The Data Coordinator has been working on a project with Clayton Early Learning's data team to utilize and report on child outcomes data and School Readiness data more intentionally. Reports have been provided to leadership team on a quarterly basis. In Fall 2018, Family Star hosted a School Readiness Fair for families that include local schools and a</p>	<p>programs (DPS, Transform Education Now, etc.) for ease of transitions.</p> <p>Invested in TS Gold training for teaching staff with Clayton Early Learning to ensure more authentic assessment and data entry into system.</p> <p>CHALLENGES:</p> <p>Staff turnover in primary classrooms combined with the opening of two new classrooms has taken time to get staff up</p>	<p>Supported caregivers in making an informed decision about keeping their child enrolled at Family Star or exploring other education opportunities (i.e. in-person vs. remote learning).</p> <p>CHALLENGES:</p> <p>Due to the pandemic, there were several restrictions with school districts and barriers for families that remote learning isn't</p>	<p>CHALLENGES:</p> <p>Caregivers have lots of choices and it can be difficult to navigate a challenging system, which can be overwhelming for caregivers.</p> <p>YEAR 5 PLAN:</p> <p>Continue to host School Choice/Readiness presentation and provide families access to School Choice consultant as needed.</p> <p>Teachers and relevant parties will continue to have transition meetings for children.</p> <p>Teachers will continue to receive ongoing training on how to utilize TSG and COPA to capture data about child outcomes.</p> <p>Continue to evaluate opportunities for converting some center based HS slots back to home based for greater continuum of care.</p>
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EXHIBIT A-1

		<p>presentation on the importance of the “kindergarten” year in a Montessori environment.</p> <p>CHALLENGES:</p> <p>Some Denver Public Schools weren’t responding or interested in attending our SR Fair because of the larger School Choice Fair that the district is having. This limited access to families. TS Gold had a change in their platform that caused teachers to</p>	<p>to speed with transition procedures.</p> <p>YEAR 3 PLAN:</p> <p>Review and continue implementing 2.5 and 4.5 year-old transitions readiness meetings, which will include caregivers.</p> <p>Continue to host School Choice/Readiness presentation and provide families access to School Choice consultant as needed.</p>	<p>a viable option.</p> <p>Due to enhanced safety protocol, transition plans are limited (i.e. teachers aren’t able to observe in person, caregivers aren’t able to attend in person, etc.) and the transition schedule has to be modified to accommodate our COVID protocol.</p> <p>We have EHS home based children that age out of the program but</p>	
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EXHIBIT A-1

		<p>have to learn the new elements. Family Star brought in trainers to support their learning.</p> <p>YEAR 2 PLAN: Ensure implementation of the Transition procedure, including the evaluation of transition readiness of children into a Primary classroom. Encourage and promote the School Choice Fair. Train on and share child outcomes data with teachers first, so they</p>	<p>Continue to partner with local education agencies.</p> <p>Evaluate usage and input of data into TS Gold and other systems (CCR, COPA, etc.) to determine how to get meaningful data “out” for reporting.</p>	<p>do not live close enough to our center based sites. Therefore, some children are left without services at 3 or struggle to find other placements.</p> <p>YEAR 4 PLAN: Continue to host School Choice/Readiness presentation and provide families access to School Choice consultant as needed.</p> <p>Teachers and relevant parties will</p>	
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EXHIBIT A-1

		<p>can be better equipped to share with families in conferences to co-create goals for their children. Continue evaluating CCR Analytic results and TS Gold linking.</p>		<p>continue to have transition meetings for children. Teachers will continue to receive ongoing training on how to utilize TSG and COPA to capture data about child outcomes. Continue to evaluate opportunities for converting some center based HS slots back to home based for greater continuum of care.</p>	
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-Activities or Action Steps to Meet Objective Above:

- Ensure implementation and accountability to the Transition Plan and procedure

<ul style="list-style-type: none"> • Provide opportunities for families to participate in the Transition and School Readiness plans • Review and evaluate CCR-TS Gold results 					
<p>-Data, Tools, or Methods for Tracking Progress Above:</p> <ul style="list-style-type: none"> • Case notes in child files • Transition Checklists • Child Outcomes through School Readiness Plan • CCR/TS Gold analytics • Training Acknowledgements 					
Progress, Outcomes, and Challenges					
Objective(s)	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Families will consistently engage in Head Start program resources and community events 	<ul style="list-style-type: none"> • Provide opportunities, encourage and support parents to be involved in Policy Committee and the Parent Committee • Families are informed about content 	<p>PROGRESS: Participation in Policy Committee and the Parent Committee has increased. A comprehensive orientation was provided to all members and each meeting has a spotlight training on each of the content areas</p>	<p>PROGRESS: Participation at the Policy Committee and Parent Committee continues to increase and members are engaged in meaningful conversations and key players in important decisions. A liaison from Policy</p>	<p>PROGRESS: Continued to provide and adapt CARES sessions to be virtual and relevant to the needs of families (i.e. social-emotional needs due to pandemic crisis, etc.) Conducted follow-up survey to gauge the</p>	<p>PROGRESS: Families were able to continue to participate in CARES virtually. More caregivers have completed a multi-part Conscious Discipline training. Food distribution continued in order to address existing food insecurity utilizing resources from Food Bank of the Rockies and Denver Food Rescue as needs changed throughout the end of the pandemic. Weekly distributed fresh foods hit a high point of 7,000 pounds. Assessment specific to food access and mental health needs</p>

	<p>areas, program options and governing body protocols.</p> <ul style="list-style-type: none"> • Families will inform topics and engagement in the Parent Committee • Families will participate in education opportunities provided by Denver Great Kids 	<p>and other HS topics.</p> <p>Several members participated in the Self-Assessment process and other sub-committees. Families are provided communication about education opportunities at other delegate agencies and internally (i.e. Financial Literacy, Health Literacy, and Conscious Discipline) Staff created the Family Engagement Plan using the</p>	<p>Council attends Policy Committee meetings and vice versa to ensure two-way communication flow between to the groups.</p> <p>Family Engagement Nights were redesigned as a result of caregiver feedback (varied times, structure, activities) to promote greater attendance.</p> <p>A high level of participation from parents/caregi</p>	<p>interests and needs of families for family engagement events and topics. Included opportunity to share their preferred method of receiving communications from Family Star.</p> <p>Consistent and increased engagement of Policy Council, despite several modifications due to COVID pandemic.</p> <p>CHALLENGES:</p>	<p>will be completed so that program adjustments can be made accordingly.</p> <p>Surveyed families regarding needs and interests in area of mental health including peer groups.</p> <p>CHALLENGES:</p> <p>Families having access to technology, time, and other resources has been a barrier to attending virtual sessions.</p> <p>Anticipating and understanding changing community needs related to food security as federal relief programs and availability changes due to evolving COVID-19 orders.</p> <p>YEAR 5 PLAN:</p> <p>Caregivers will continue to be surveyed to evaluate their interest/need for programming.</p> <p>Evaluating learning from the pandemic, including experience providing training on virtual formats, and ability to return to some in person opportunities to</p>
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		<p>new version of the Parent Family Community Engagement Framework and Early Learning Outcomes Framework.</p> <p>CHALLENGES: It is challenging to have a Policy Committee and a Policy Council for EHS. At times, it causes a breakdown in communication between the two groups and leaves our small organization feeling segregated. Caregivers</p>	<p>vers in the CARES (Caregiver Alliance for Resiliency and Emotional Support) program by meeting monthly to discuss topics that will support the families well-being. Topics are based on feedback provided by caregivers and through discussions at the Parent Committee (i.e. Conscious Discipline, family structure, resiliency through</p>	<p>When the pandemic hit, caregivers had limited time and bandwidth to attend virtual sessions.</p> <p>YEAR 4 PLAN: Develop a plan for reactivating the Parent Committee – topics, structures, etc. in a way that is accessible to caregivers given new COVID barriers.</p> <p>A task force will meet to evaluate and adapt family engagement events and</p>	<p>create a plan utilizing different modes to expand offerings.</p> <p>Continue offering monthly meetings through CARES program, and using this as a tool to build peer to peer support systems.</p> <p>Continue year 3 of Delta Dental Foundation grant to provide oral health information, referrals and tools to families and integrate these services into ongoing practices.</p> <p>Establish peer support groups to foster wellness, resilience and connection between caregivers based on developmental stages and individual needs.</p>
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EXHIBIT A-1

		<p>who have children enrolled in both EHS and HS feel conflicted to choose Policy Council (PC) or Policy Committee (PCC). As identified in the PIR data, participation at Family Nights is still fairly low.</p> <p>At times, Family Nights are focused on specific topics that don't include all of our program options and the diverse interests/needs of our families.</p>	<p>family transitions, etc.)</p> <p>Increased participation from Family Star caregivers at citywide events such as the Parent Extravaganza.</p> <p>CHALLENGES:</p> <p>Ensuring consistent and regular attendance and participation of caregivers in the CARES program.</p> <p>Meeting the diverse needs and interests of caregivers balanced with parent</p>	<p>activities (including CARES, Parent Committee, Socializations, etc.)</p> <p>Continue to gather feedback and surveys from caregivers to monitor interest in topics.</p>	
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		<p>YEAR 2 PLAN: The PCC and PC will have a liaison who attends both meetings to ensure information isn't lost. Family Star will continue to provide feedback at the local, State and Federal level regarding these challenges. Ensure families have opportunities to share feedback and ideas for Family Nights including a survey led by the Parent Committee to</p>	<p>education requirements. Parent Committee participation has decreased due to the new Family Engagement Night structure and other competing engagement opportunities. YEAR 3 PLAN: Continue the ongoing implementation of the CARES program. Continue to gather feedback from caregivers on family nights and other</p>		
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EXHIBIT A-1

		<p>gauge interest in education opportunities. Family Star staff will collaborate to plan education and engagement events in a way that is meaningful, relevant, inclusive, organized.</p>	<p>parent engagement/education activities. Emphasize and re-energize Parent Committee participation.</p>		
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- Activities or Action Steps to Meet Objective Above:
- Increase communication about opportunities for family engagement and caregiver education during home visits, conferences and family partnership meetings
 - Establish meaningful relationships with families to build collaborative partnerships
 - Empower PCC and Parent Committee members to be ambassadors for family engagement opportunities
 - Continue providing opportunities for Policy Committee and Parent Committee to participate in important program planning
 - Continue to survey families to provide feedback on family education/engagement opportunities
 - Implement next phase of CARES program

- Data, Tools, or Methods for Tracking Progress Above:
- Communication tools (community bulletin, family meetings, etc.)
 - Attendance at family engagement events and meetings
 - Family surveys
 - CCR surveys

Program Goal 4: All Denver Great Kids Head Start children with disabilities will experience high quality and inclusive learning environments, and parents work to improve their skills as advocates to ensure children are ready to succeed in school.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> All children will receive full access and full participation in our program with appropriate modification or accommodations as necessary. 	<ul style="list-style-type: none"> All children will leave Family Star ready for the next transition in their education journey 	<p>PROGRESS: Teachers are participating in Collaboration meetings more regularly where the IEP documents are referred to more frequently including progress of the child and any modifications needed.</p>	<p>PROGRESS: Teachers attended a 3-series Leadership Institute to learn and implement strategies for supporting social emotional needs of children. 100% of teachers who attended the Leadership Institute are tracking data on</p>	<p>PROGRESS: Provided training for new teaching staff about challenging behavior data tracking. Montessori Director and Mental Health and Disabilities Coordinator have collaborated and provided coaching to staff on social-emotional strategies but</p>	<p>PROGRESS: MHDC, Montessori Director and Sewall Liaison continue to provide coaching to classroom staff regarding challenging behaviors and supports as needed. Classrooms are utilizing behavior tracking to support the referral process as needed. Denver Health provided training to classroom staff to support children with Autism. All Head Start classrooms have received sensory support tools box and training sheet on how to use materials. Continue to provide technology support to families as needed. Evaluations happen in a hybrid version of some participating virtually and one</p>

EXHIBIT A-1

			<p>challenging behaviors.</p> <p>Hired a Montessori Coach that attends Collaboration and Care and Concern meetings and is in support of data tracking of behaviors to inform supports provided to children.</p> <p>MHDC and Montessori Coach collaborate with teachers on a regular basis to ensure children are receiving what they need from an</p>	<p>through a Montessori lens. Includes providing individualized modifications and accommodations for specific children.</p> <p>Trainings are offered to teaching staff to support children with specific disabilities.</p> <p>Adapted and supported families, child and staff with still conducting evaluations and therapy session virtually during the pandemic.</p>	<p>person participates/provides testing for child in person.</p> <p>CHALLENGES:</p> <p>Helping teaching staff to distinguish between adaptations needed for mental health or disability versus typical classroom management strategies.</p> <p>Still somewhat challenging having only one person on-site, in person during COVID safety protocol.</p> <p>YEAR 5 PLAN:</p> <p>Will have Mental Health Specialist hired, trained and supporting social emotional development and training of teaching staff.</p> <p>Continue to adapt to changing needs based on COVID safety protocol.</p>
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EXHIBIT A-1

			<p>academic and social-emotional lens.</p> <p>CHALLENGES:</p> <p>Teaching staff turnover resulted in new staff needing to learn procedures regarding data tracking. Teachers are still working on completing data tracking sheets to monitor behaviors of children in an effort to modify plans as needed.</p> <p>YEAR 3 PLAN:</p>	<p>Provided technology to families to support virtual sessions/evaluations.</p> <p>CHALLENGES:</p> <p>Staff knowledge of technology skills, access to WIFI, etc.</p> <p>Adaptability of staff, children, families to participate in sessions in a virtual manner.</p> <p>YEAR 4 PLAN:</p> <p>Continue to provide</p>	
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EXHIBIT A-1

				<p>training on challenging behavior data tracking to new staff as they arrive.</p> <p>Continue to work with Sewall to provide a more individualized training (RFO, MTSS, etc.)</p> <p>Continue to offer trainings to teachers, based on interest/need, through Denver Health.</p> <p>Continue to adapt and provide services virtual or otherwise as needed.</p>	
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EXHIBIT A-1

		<p>Behavior Support Plans outline the modifications and accommodations needed to help children be successful in the classroom.</p>	<p>Provide training for new teaching staff about challenging behavior data tracking.</p> <p>Provide on-going training to teachers and education leaders on how to support children's social-emotional, mental health, and disabilities needs in the classroom, particularly through a Montessori lens.</p>		
		<p>MHDC uses Functional Behavior Analysis to</p>			

		<p>inform behavior support plans.</p> <p>CHALLENGES:</p> <p>Teachers need to complete data tracking sheets to monitor behaviors of children in an effort to modify plans as needed.</p> <p>YEAR 2 PLAN:</p> <p>Teachers will participate in a Leadership Institute that includes sessions on supporting Challenging Behaviors.</p>			
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-Activities or Action Steps to Meet Objective Above:

- Training and coaching for teachers on inclusive practices, Data Tracking Sheet
- School Directors will feel capable to coach staff on inclusive practices and appropriate intervention strategies

- Mental Health and Disabilities Manager, Mental Health Specialist, Education Coordinator, Montessori Director and School Directors will collaborate to determine the best course of action for support (i.e. classroom management vs. behavior support plan)

-Data, Tools, or Methods for Tracking Progress Above:

- Behavior Support Plan
- Data Tracking Sheets
- Observations
- Training acknowledgements
- Professional Development Plans

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Teachers will be highly trained and committed to providing fully inclusive classroom environments and services. 	<ul style="list-style-type: none"> • Children will receive the benefits of well-trained teachers and inclusive practices. 	<p>PROGRESS: Teachers and administrators have received initial training on Trauma Informed Practices, Trust Based Relationship Interventions (TBRI) and Diversity/Equity</p> <p>CHALLENGES: This process can take time</p>	<p>PROGRESS: All Head Start staff (administrative and classroom) have received training on Trauma Informed practices and are receiving reflective consultation on a regular basis.</p>	<p>PROGRESS: All staff continue to receive ongoing training on trauma informed practices (Foundations and Resilient Futures TIC training). Changed the “Behavior Support Plan” to “Individual Child Success</p>	<p>PROGRESS: All staff are participating in individual and group reflective sessions in order to promote processing and wellness. HS teaching staff is having regular consultations with the Mental Health Consultant. Head Start Team completed foundations training in Trauma Informed Care strategies. Diversity, Equity, and Inclusion committee was formed and is working on plans for integration.</p>

EXHIBIT A-1

		<p>and personal self-reflection. Some staff may be resistant to that self-awareness which ultimately, may result in turnover.</p> <p>YEAR 2 PLAN: Teachers and supervisors will continue to receive training and reflective consultation to support children and families who experience trauma and toxic stress. Teachers will participate in a Leadership Institute that includes sessions on</p>	<p>All staff have or will complete a minimum of two cultural competency sessions, focused on Bias and Oppression.</p> <p>All staff have received Cultural Humility training as embedded in Trauma Informed Care practices and training.</p> <p>All Head Start staff participated in a 3-part series: Leadership Institute, which was focused on strategies to</p>	<p>Plan” to be more trauma informed.</p> <p>Starting to modify interview process for new candidates to include more trauma focused questions.</p> <p>Meetings with Mental Health Consultants and Caregivers include reflective processing questions.</p> <p>Continue to hold discussions at collaboration meetings to support challenging</p>	<p>CHALLENGES:</p> <p>Opportunities, scheduling, format etc. for training and consultation has been difficult while navigating pandemic.</p> <p>Access and utilization has decreased due to mental health consultants (at times) not being onsite and visibly available. Staff have been isolated from each other due to pandemic safety protocols.</p> <p>YEAR 5 PLAN:</p> <p>MHDM and Montessori Director collaborate to provide teachers with strategies and coaching that is both trauma informed and aligned with the Montessori curriculum.</p> <p>Include diversity/cultural humility training and trauma informed practices in orientation.</p> <p>Have a licensed mental health professional on staff to increase utilization of services and streamline processes across program models.</p> <p>Continue to partner with Denver Health, Sewall, and others to provide custom trainings on relevant topics to</p>
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EXHIBIT A-1

		<p>strategies to support challenging behaviors.</p>	<p>support challenging behaviors through a therapeutic and Montessori lens.</p> <p>CHALLENGES:</p> <p>Time constraints for staff to participate in training and reflective sessions.</p> <p>Staff and families may feel vulnerable participating in sessions of this nature; reflective consultation typically brings up personal</p>	<p>behaviors through a therapeutic and Montessori lens.</p> <p>Staff receive ongoing training on Cultural Humility, Bias, Oppression, etc.</p> <p>CHALLENGES:</p> <p>Time constraints for staff to participate in training and reflective sessions, particularly with limited hours in the day due to COVID.</p>	<p>support teacher professional development skills on inclusivity.</p> <p>Continue working with Denver Health to create a mental health crisis plan.</p>
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EXHIBIT A-1

			<p>reflections about one's past.</p> <p>YEAR 3 PLAN:</p> <p>Continue to receive on-going training and Reflective Consultation.</p> <p>Explore embedding trauma informed practices into various areas of the organization: policies/procedures, recruitment (staff/family) practices, other forms and documents for long-term sustainability.</p>	<p>Virtual/technology challenges for staff to participate in trainings/reflective sessions.</p> <p>Working with multiple Mental Health providers can feel overwhelming .</p> <p>YEAR 4 PLAN:</p> <p>Continue to explore embedding trauma informed practices into various areas of the organization: policies/procedures, recruitment (staff/family)</p>	
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EXHIBIT A-1

			<p>Explore integrating Trauma Informed Care learning opportunities for caregivers.</p> <p>Continue to gather feedback from caregivers about their experiences in general and as in relation to their enrollment in our program.</p> <p>Start to evaluate and revise as needed policies/procedures for language that promotes inclusivity and cultural</p>	<p>practices, other forms and documents for long-term sustainability.</p> <p>Explore integrating Trauma Informed Care learning opportunities for caregivers.</p> <p>Continue to partner with Denver Health, Sewall, and others to provide custom trainings on relevant topics to support teacher professional development skills on inclusivity.</p>	
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EXHIBIT A-1

			<p>humility/relevancy.</p>	<p>Develop Diversity, Equity and Inclusion committee and implement plans subsequently.</p>	
<p>-Activities or Action Steps to Meet Objective Above:</p> <ul style="list-style-type: none"> • Continued collaboration during Care and Concern meetings • Teachers will continue to receive Reflective Supervision/Consultation • Staff will continue to collaborate with organizations/consultants that provide services that foster dialogue surrounding cultural sensitivity and equity. • Staff will explore grant opportunities to fund comprehensive diversity and equity work. • Provide coaching/training to staff on inclusive practices and resources for implementation. • Explore opportunities for caregivers to received Trauma Informed Care resources and training. • Review/revise policies/procedures as needed. 					
<p>-Data, Tools, or Methods for Tracking Progress Above:</p> <ul style="list-style-type: none"> • Behavior Support/504 Plans and Interventions • Individual Education Plan (IEP) • Challenging Behaviors Data Tracking Sheet • Ongoing monitoring • Request For Observation (RFO) • Performance Evaluations • Professional Development Plans 					

EXHIBIT A-1

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> Families will be actively involved in and knowledgeable about the RFO/IEP process and subsequently will become consumers of their child's education and rights as a parent. 	<ul style="list-style-type: none"> Families feel prepared to advocate for their children. Families will be informed and are able to coach and support other parents 	<p>PROGRESS: MHDC connects families that have children with disabilities, as they feel comfortable to be a support network. MHDC meets with families before the referral to explain the process.</p> <p>CHALLENGES: Families have difficulty navigating the process as it can be time consuming and overwhelming.</p>	<p>PROGRESS: Gauge interest for a support group from caregivers of children with disabilities. Connect caregivers as peer support with other Family Star families. Refer families to Parent to Parent Colorado for peer support.</p> <p>CHALLENGES: RFO/IEP process continues to be time-consuming</p>	<p>PROGRESS: MHDC, family services, and teaching staff continue to participate in IEP meetings and evaluations to serve as an added layer of support and continuity to caregivers and children. Provided technological support families to participate in IEP evaluations/meetings virtually.</p>	<p>PROGRESS: Caregivers are still participating in IEP meetings virtually and are provided supports to do so as necessary. Caregivers have access to MHDC and family services staff for answering questions and providing support throughout the RFO/IEP process.</p> <p>CHALLENGES: With COVID and things being virtual, the timeline is delayed and can take longer complete.</p> <p>YEAR 5 PLAN: Once Mental Health Specialist is hired, they will start peer support groups. Identify and implement a social emotional curriculum to be utilized during the peer support groups.</p>

EXHIBIT A-1

		<p>YEAR 2 PLAN: Consider working with the Parent Committee to develop quarterly support/networking meetings for families. Continue to provide education and communication to families about their rights, the process, and advocacy.</p>	<p>and challenging to navigate. Many caregivers aren't able to maintain phones long enough to be in frequent communication with early intervention services. YEAR 3 PLAN: Continue using MHDC and Family Services staff as liaisons support between families and early intervention services. Continue connecting</p>	<p>Provided weekly resource communications to caregivers. CHALLENGES: Due to COVID, nearly everything was shutdown and when it re-opened, there was a lot of work to be done to figure out how things would look different. YEAR 4 PLAN: Continue to evaluate options and interest for caregivers to connect</p>	
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EXHIBIT A-1

			families as peer support.	through peer support with other Family Star families. Continue to support caregivers with IEP evaluations, meetings, and annual reviews.	
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- Activities or Action Steps to Meet Objective Above:
- Meet with families regularly throughout the process
 - Provide materials and documents as needed
 - Provide families education on the process such as orientation to disabilities and inclusion during enrollment
 - Collaborate with Parent Committee to consider a parent support group/network/education
 - Provide families with resources to prepare for the transition to school

- Data, Tools, or Methods for Tracking Progress Above:
- Information/education packets
 - IEP (progress reports, etc.)
 - TS Gold and other classroom data
 - Data Tracking Sheets
 - Transition packets

Program Goal 5: Denver Great Kids Head Start operations and financial administration are efficient, effective, and promote parent, family and community engagement across all levels of Head Start programming.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5

<ul style="list-style-type: none"> Financial and Operational management is transparent, streamlined, and efficient 	<ul style="list-style-type: none"> Established financial and operational procedures that are tested and functional for ease in reporting and auditing 	<p>PROGRESS: School Directors and program staff developed and will monitor budgets and expenses. Program staff and teachers participated in various task forces to review and revise procedures and systems for greater efficiency.</p> <p>CHALLENGES: With so many moving parts, communication can be challenging. It will be important for program staff to be in close communication</p>	<p>PROGRESS: Program Managers and Content Area Coordinators develop and monitor budgets and meet with Finance Director on a regular basis.</p> <p>Task Forces focused on specific topics continue to convene to move projects forward and ensure shared planning (ex. policy and procedure revisions: Attendance, family handbook, family night planning, etc.)</p>	<p>PROGRESS: Program Managers and Content Area Coordinators develop and monitor budgets and meet with Finance Director on a regular basis.</p> <p>Grant applications are shared and co-created with program staff.</p> <p>CHALLENGES: Challenges faced due to COVID19 have prevented the implementation and progress of several</p>	<p>PROGRESS: The Head Start team provided seamless coverage of the Head Start Director during a leave of absence.</p> <p>Budget and grant applications continue to be co-created by program managers and content area specialists.</p> <p>Reviewed, established and updated policies/procedures for COVID19 and resumed regular modifications to policies/procedures.</p> <p>All COVID19 procedures have been transparently shared with the Board and Policy Council to keep them abreast of health and safety modifications that have needed to be put in place and evolve throughout the year.</p> <p>CHALLENGES: Reviewing and revising policies and procedures can be time consuming with already busy workloads.</p>
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EXHIBIT A-1

		<p>n to ensure systems are operating smoothly. YEAR 2 PLAN: Staff will continue to participate in the development and monitoring of budgets/ expenditures. Newly created Recruitment and Enrollment Coordinator position will streamline various ERSEA procedures to ensure consistent implementation across all program options.</p>	<p>Comprehensive orientation for staff is happening with greater regularity. Grant applications are shared with program staff. CHALLENGES: Availability of staff to participate in meetings/planning sessions. Consistent implementation of the comprehensive orientation plan for all new hires.</p>	<p>plans and projects. Changes in staff can take time for re-training. YEAR 4 PLAN: Finance/Accounting will create, review and revise financial procedures for greater transparency and implementation.</p>	<p>With the evolving COVID19 landscape, financial and operational management has focused on COVID related procedures to ensure safety, health, well-being and financial stability of organization, its staff and families. YEAR 5 PLAN: Review and revise COVID19 protocols as needed as restrictions and recommendations shift in early childcare. Review and revise employee handbook. The Board anticipates reactivating the strategic planning process in 2022 and will collaborate with the Policy Council and staff to develop a plan that reflects the needs of the community. This will be critical for new 5-year grant cycle starting in 2023.</p>
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EXHIBIT A-1

		<p>A comprehensive orientation will be provided to all new employees to ensure they have a thorough understanding of our complex program.</p>	<p>YEAR 3 PLAN:</p> <p>As outlined in the Self-Assessment Improvement Plan, the Policy Committee will have the opportunity to participate in budget planning earlier in the year.</p> <p>Finance/Accounting will create, review and revise financial procedures for greater transparency and implementation.</p> <p>Ongoing evaluation,</p>		
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			improvement and implementation of orientation plan for staff.		
<p>-Activities or Action Steps to Meet Objective Above:</p> <ul style="list-style-type: none"> • Restart Strategic Planning process; involve key stakeholders • Review and re-establish policies and procedures to create streamlined and efficient procedures • Regular communication at professional days regarding financial and operational status updates • Ensure Policy Committee members are informed and engaged in financial and operational policy revisions • Continue to implement a comprehensive orientation plan for all new employees • Provide quarterly “actual” financial reports for budget monitoring 					
<p>-Data, Tools, or Methods for Tracking Progress Above:</p> <ul style="list-style-type: none"> • Audits • Surveys • Financial projections and reports • Orientation Checklist • Procedures 					
	Progress, Outcomes, and Challenges				
Objective(s)	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Services purchased/ negotiated align with school readiness data as outlined in TS Gold results and need as reflected in the 	<ul style="list-style-type: none"> • The Leadership team and governing bodies will have a strong working knowledge of financial and operational 	<p>PROGRESS: Leadership and governing bodies receive frequent updates and training on various financial and</p>	<p>PROGRESS: Education Coordinator (EC) and Montessori Director (MD) were hired and are starting to work closely</p>	<p>PROGRESS: Education Coordinator presented TSG child outcomes data to Board, Policy Committee</p>	<p>PROGRESS: Child outcome reports are shared with the Education Committee, Leadership staff, Board, and Policy Committee. Financials continue to be shared during every Policy Committee meeting.</p>

EXHIBIT A-1

<p>community assessment</p>	<p>needs informed by program and community needs</p>	<p>operational procedures. School Directors are attending leadership meetings, which will help align operational, programmatic and fiscal operations. CHALLENGES: With new leaders in position, the program continues to stabilize. YEAR 2 PLAN: Continue to train current and new leaders on procedures to ensure consistency and</p>	<p>with members of the leadership team to ensure expenditures support school readiness. New staff continue to be trained on procedures and appropriate expenditures. Financial statements are presented to staff and the Policy Committee (PCC) on a regular basis. CHALLENGES: New staff continue to be hired and therefore, the</p>	<p>and other key stakeholders after final check point. New staff continue to be trained on procedures and appropriate expenditures. Financial statements are presented to staff and the Policy Committee (PCC) on a regular basis. CHALLENGES: On-going training on TSG and other reporting tools to ensure good data in</p>	<p>CHALLENGES: On-going training on TSG and other reporting tools to ensure good data in and good data out. Newly implemented systems such as Bill.com and a new procedure for credit card reconciliation can take time to fully implement. There is an ongoing need for training staff on coding and other relevant accounting practices. YEAR 5 PLAN: Incorporate accounting practices training for all new hires as relevant.</p>
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EXHIBIT A-1

		<p>accountability .</p>	<p>team is still stabilizing.</p> <p>YEAR 3 PLAN:</p> <p>EC and MD will work with Education Committee and Montessori Pedagogy Committee to ensure expenditures align with school readiness.</p> <p>EC and MD will develop a plan for communicating school readiness data to key stakeholders – staff, PCC, Board and caregivers.</p>	<p>and good data out.</p> <p>YEAR 4 PLAN:</p> <p>EC and MD will continue to work with Education Committee and Montessori Pedagogy Committee to ensure expenditures align with school readiness (TSG, CLASS, and other relevant tools).</p> <p>EC and MD will continue to develop a plan for communicating school readiness data</p>	
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EXHIBIT A-1

				to key stakeholders – staff, PCC, Board and caregivers.	
<p>Activities or Action Steps to Meet Objective Above:</p> <ul style="list-style-type: none"> • EC and MD develop a communication plan for reporting on school readiness. • Training will be provided to governing bodies and leadership team regarding School Readiness data • Training and education of financial and operational procedures 					
<p>-Data, Tools, or Methods for Tracking Progress Above:</p> <ul style="list-style-type: none"> • TS GOLD reports • Financial reports • Budget • Invoices 					
	Progress, Outcomes, and Challenges				
Objective(s)	Year 1 (baseline)	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> • Staff and governing bodies will be “bilingual” in the Head Start program requirements and 	<ul style="list-style-type: none"> • Staff will provide comprehensive and high quality services to 	<p>PROGRESS: All current Policy Committee members and new Board members</p>	<p>PROGRESS: Staff, PCC and Board members continue to receive initial</p>	<p>PROGRESS: Staff, PCC and Board members continue to receive initial</p>	<p>PROGRESS: Staff, PCC and Board members continue to receive initial as well as ongoing orientation to Head Start and Montessori.</p>

<p>the Montessori curriculum and philosophy</p>	<p>children and families</p>	<p>received a Head Start orientation. The new Board members also received an orientation to Montessori. Current staff received a comprehensive overview of Head Start and Montessori at a professional development day as well as more focused topics throughout the year. CHALLENGES: The Board is in a reformation period which provides an opportunity to</p>	<p>as well as ongoing orientation to Head Start and Montessori. Creation of a Montessori Pedagogy Committee (includes teachers) to ensure fidelity to curriculum. Professional Days were designed by a multidisciplinary task force to provide relevant information across both areas with a special emphasis on supporting challenging behaviors through the Leadership</p>	<p>as well as ongoing orientation to Head Start and Montessori. CHALLENGES: COVID – some staff are working remotely and some are on-site. Despite those challenges, staff continue to receive trainings virtually. YEAR 4 PLAN: Continue to utilize professional day planning task force as a resource for creating</p>	<p>The new Executive Director will receive a comprehensive orientation to fully understand the complexity of Family Star. CHALLENGES: Meeting the needs and competing expectations of various funders and community partners. YEAR 5 PLAN: Continue to utilize professional day planning task force as a resource for creating trainings that encompass our comprehensive program.</p>
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EXHIBIT A-1

		<p>train. However, they still have a lot to learn about Family Star's complex program. The next year will be a learning phase which may result in an initial slower pace of decision-making. Staff have a brief and limited overview of Montessori/Head Start.</p> <p>YEAR 2 PLAN: All current Board members will receive Head Start orientation.</p>	<p>Institute (shared collaboration between Montessori and therapeutic professionals). Monthly bulletins are released to staff from the leadership team to keep staff informed about program updates.</p> <p>CHALLENGES: Stakeholders receive a lot of information about several topics. It takes effort and careful planning to provide information in</p>	<p>trainings that encompass our comprehensive program. Communications team continue to evaluate communication emails to staff for best use of content and time.</p>	
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EXHIBIT A-1

		<p>The Policy Committee and current Board members will receive a Montessori orientation.</p> <p>The Leadership team will develop and implement a comprehensive orientation plan and checklist.</p> <p>Staff will continue to receive annual refresher training on Head Start and Montessori.</p>	<p>a way that can be retained.</p> <p>YEAR 3 PLAN:</p> <p>Continue provide, evaluate and revise (as needed) ongoing orientation to staff, PCC and Board members.</p> <p>Continue to utilize professional day planning task force as a resource for creating trainings that encompass our comprehensive program.</p> <p>As requested through the Self-Assessment</p>		
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EXHIBIT A-1

			<p>process, provide more regular an ongoing information to staff about Head Start requirements. Continue to utilize staff bulletins.</p>		
<p>-Activities or Action Steps to Meet Objective Above:</p> <ul style="list-style-type: none"> • Education Coordinator and Head Start Director continue to provide training to staff, PCC and Board members. • Continue to implement, evaluate and revise comprehensive orientation plan. • Continue to distribute staff bulletins. • Conduct post-survey and evaluate results. 					
<p>-Data, Tools, or Methods for Tracking Progress Above:</p> <ul style="list-style-type: none"> • Implementation of Family Star procedures, Montessori pedagogy • Staff performance evaluations 					

EXHIBIT B

Budget/Budget Narrative for Head Start Grant term: July - June

Budget Category	Head Start Base Request	HS Non-Federal Share	Early Head Start Base	EHS Non-Federal Share	Total Per Category
Staff Salaries <i>Narrative:</i>	\$359,910.00	\$89,978.00	\$113,115.00	\$28,279.00	\$591,282.00
Benefits <i>Narrative -</i>			\$11,142.00	\$3,985.00	\$15,127.00
Program Supplies/Materials <i>Narrative -</i>					\$0.00
Rent (if applicable) <i>Narrative</i>					\$0.00
Utilities <i>Narrative</i>					\$0.00
Local Travel <i>Narrative</i>					\$0.00
Parent Services <i>Narrative -</i>					\$0.00
Technical Training and Staff Development <i>Narrative:</i>	\$4,096.00		\$4,799.00		\$8,895.00
Other - Mental Health Consultant <i>Narrative - Trauma Informed / Reflective Consultation</i>	\$6,894.00	\$2,747.00			\$9,641.00
Indirect Costs <i>Narrative -</i>					\$0.00
Insurance <i>Narrative -</i>					\$0.00
Nutrition Services (Meals) <i>Narrative -</i>					\$0.00
Volunteers <i>Narrative -</i>					\$0.00
Totals	\$370,900	\$92,725	\$129,056	\$32,264	\$624,945

EXHIBIT C

FAMILY STAR MONTESSORI SCHOOL
2022-2023 School Calendar

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Holiday, NO SCHOOL	
Labor Day	September 5, 2022
Thanksgiving Day	November 24-25, 2022
Christmas Day	December 25, 2022
New Year's Day	January 2, 2023
Martin Luther King, Jr. Day	January 16, 2023
President's Day	February 20, 2023
Memorial Day	May 29, 2023
Independence Day	July 4, 2023
Juneteenth Day	June 19th, 2023
Breaks, NO SCHOOL	
Summer Break	August 1-5, 2022
Winter Break	December 19 - December 30, 2022
Spring Break	March 27- March 31, 2023

Staff Professional Development Days, NO SCHOOL	
August 8-10, 2022	February 17, 2023
October 17-18, 2022	June 12-13, 2023
January 2, 2023	

COUNT DAY IS OCTOBER 3, 2022
Please make sure your child is in attendance!

Policy Council & Policy Committee	
2nd Tuesday of every month 5:30-7:00 pm - virtual	
Parent Committee: TBD	
TBD	

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
8	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Denver Great Kids Head Start - Program Year 27 Report Schedule

EXHIBIT D

REPORT TYPE	NAME AND DESCRIPTION	DUE DATE	RESPONSIBLE PARTY	DELIVERY METHOD
ENROLLMENT	Comprehensive Template	5th of Every Month	Cross-Content Areas	Data Connector
ATTENDANCE	Attendance Template	5th of Every Month	Family Services/ ERSEA Coordinator	Data Connector
PHYSICAL HEALTH	Comprehensive Template	5th of Every Month	Health Coordinator	Data Connector
Marion Downs Referrals	Marion Downs Referral Template	Oct, Jan, April, July	Health Coordinator	Denverheadstart@denvergov.org
MENTAL HEALTH	Mental Health Template	10th of Every Month	Mental Health Contact	Data Connector
DISABILITIES	Disabilities Template	10th of Every Month	Disabilities Contact	Data Connector
FAMILY SERVICES	Comprehensive Template	5th of Every Month	Family Services/ ERSEA Coordinator	Data Connector
FAMILY SERVICES	FPA's, Strength and Needs	JAN 15th		Data Connector
FAMILY SERVICES	Recruitment Template	5 th of Every Month		Data Connector
EDUCATION	Raw TSGOLD data	Fall, Winter, Spring	Education Coordinators	Data Connector
EDUCATION	CLASS Scores: ALL Classrooms	DEC 15th & MAY 15th	Education Coordinators	Data Connector
EDUCATION	Coaching Logs	10 th of Every Month	Education Coordinators	Denverheadstart@denvergov.org
FINANCIAL	Invoice - Variance Report, General Ledger Detail, GL Summary, and receipts for purchases >\$1K	21st of Every Month		Denverheadstart@denvergov.org
FINANCIAL	USDA Reimbursement Report	Last Business Day of Month Following QTR end (Jan, Apr, Jul, Oct)		Denverheadstart@denvergov.org
FINANCIAL	USDA/CACFP Compliance Review Report	With 30 Days of Receipt		Denverheadstart@denvergov.org
FINANCIAL	Admin and Developmental Costs	Last Business Day of Month Following QTR end (Jan, Apr, Jul, Oct)		Denverheadstart@denvergov.org
FINANCIAL	Program Budget PY28 July 2023 to June 2024	Annually, FEB 10 2023		Denverheadstart@denvergov.org
FINANCIAL	Single Audit Report	Annually, MAR 2023		Denverheadstart@denvergov.org
FINANCIAL	Inventory Report with Certification of Physical Inventory	Annually, JUL 31 2023		Denverheadstart@denvergov.org
FINANCIAL	Certificate of Insurance PY 28 July 2023 to June 2024	Current at time of contract - Annually, MAR 1 2023		Denverheadstart@denvergov.org
FINANCIAL	Budget Projection	November 2022 and March 2023		Denverheadstart@denvergov.org
GRANTOR ADMIN REPORTS	Monitoring Reports/ Plans	ONGOING		Delegate Head Start Director
GRANTOR ADMIN REPORTS	Policy Council Minutes	Last Business Day of Month Following Meeting	DGKHS Office Manager	Delegate Head Start Director
DELEGATE ADMIN REPORTS	Self-Assessment	JAN 31st	Delegate Director	hsreports@denvergov.org / DGKHS Executive Director
DELEGATE ADMIN REPORTS	Policy Council Delegate Report	5th Day of Every Month or Following Day if Holiday	Delegate Director	hsreports@denvergov.org / DGKHS Executive Director
DELEGATE ADMIN REPORTS	Policy Committee/Council Member Reports	OCT 30 and as Appointments are made	Delegate Director	hsreports@denvergov.org / DGKHS Executive Director
DELEGATE ADMIN REPORTS	Policy Committee Minutes	Last Business Day of Month Following Meeting	Delegate Director	hsreports@denvergov.org / DGKHS Executive Director
DELEGATE ADMIN REPORTS	Delegate Grant Application	JAN 30th	Delegate Director	hsreports@denvergov.org / DGKHS Executive Director
DELEGATE ADMIN REPORTS	Personnel Report	Last Business Day of Every 3 Months	Delegate Director	hsreports@denvergov.org / DGKHS Executive Director

Family Sites and Hours of Operation

Northwest School

2246 Federal Blvd

Denver, CO 80211

Hours: 7:15am-5:30pm, M-F

Northeast School

2940 Curtis St

Denver, CO 80205

Hours: 7:15am-5:30pm, M-F

