

FIRST AMENDATORY AGREEMENT

THIS FIRST AMENDATORY AGREEMENT is made and entered into by and between the **CITY AND COUNTY OF DENVER**, a municipal corporation of the State of Colorado (the “City”) and **CLAYTON EARLY LEARNING, TRUSTEE, GEORGE W. CLAYTON TRUST**, a Colorado Non-Profit Corporation, with an address of 3801 Martin Luther King Boulevard, Denver, Colorado 80205 (the “Contractor”), jointly “the parties.”

RECITALS

A. The Parties entered into an Agreement dated August 13, 2025 (the “Agreement”) for the performance of certain work set forth in that Agreement and the exhibits thereto; and

B. The Parties wish to amend the Agreement to increase the maximum contract amount.

NOW, THEREFORE, the parties hereby amend the Agreement as follows:

1. All references to “Exhibit A” in the existing Agreement shall be amended to read: “Exhibit A and Exhibit A-1, as applicable.” The document marked as Exhibit A-1 is attached hereto and incorporated herein by this reference.

2. All references to “Exhibit B” in the existing Agreement shall be amended to read: “Exhibit B and Exhibit B-1, as applicable.” The document marked as Exhibit B-1 is attached hereto and incorporated herein by this reference.

3. Section 7.D. of the Agreement entitled “**Maximum Contract Amount**” is amended to read as follows:

“(1) Notwithstanding any other provision of the Agreement, the City’s maximum payment obligation will not exceed **ONE MILLION NINE HUNDRED EIGHTY-EIGHT THOUSAND EIGHTY-THREE DOLLARS AND ZERO CENTS (\$1,988,083.00)** (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. The Maximum Contract Amount excludes the Non-Federal Share Match set forth in subsection F, below.”

4. Section 7.F. of the Agreement entitled “**Non-Federal Share Match**” is amended to read as follows:

“The Contractor will contribute a match of at least twenty-five percent (25%) 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 **FOUR HUNDRED NINETY-SEVEN THOUSAND TWENTY DOLLARS AND SEVENTY-FIVE CENTS (\$497,020.75)** 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.”

5. Except as herein amended, the Agreement is affirmed and ratified in each and every particular.

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

[SIGNATURE PAGES FOLLOW]

Contract Control Number: MOEAI-202683870-01: LEGACY: MOEAI-202580211-01
Contractor Name: Clayton Early Learning, Trustee, George W. Clayton Trust

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-202683870-01: LEGACY: MOEAI-202580211-01
Clayton Early Learning, Trustee, George W. Clayton Trust

By:  Signed by:
EF010EBD23084D4...

Name: Paula Smith
(please print)

Title: Chief Impact Officer
(please print)

ATTEST: [if required]

By: _____

Name: _____
(please print)

Title: _____
(please print)

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Section I. Program Design and Approach to Service Delivery

1. Program Goals and Measurable objectives

a.-b.

Clayton Early Learning is a hub for Colorado’s innovative work in early childhood development. Committed fiercely to the belief that healthy early childhood development, combined with support for the whole family, offers one of the most powerful levers for ending disparity. Clayton plays a leadership role in demonstrating what works in the early years and the positive impact that has on children and families over time. Clayton’s 20-acre campus in the heart of Denver is the home of Colorado’s only Educare School, a nationally recognized model supporting children from birth to age five and their families. We also impact systems change in Colorado and beyond through our research and evaluation services, professional development for teachers and leaders throughout Colorado. We nurture children and their families through a comprehensive approach to child and family development. We discover what works through innovation, research, and a system of continuous improvement. We advance the field by building the capacity of early



Our Mission

Clayton Early Learning is an innovation hub that fosters thriving, equitable communities by partnering with families to nurture a whole child, whole family approach to the early years, discover what works, and advance systems change.

Our Vision

With the support of family and community, every child’s first five years create the foundation to thrive.

Our Core Values

At Clayton, we work to foster a community characterized by trust, dignity, love, and justice, with our children and families, our team members, and other partners on our campus and beyond. We see these values in action each and every day as they strengthen our Clayton community and our service to the children, families, and educators we serve.

At Clayton we value:
Community; Collaboration; Diversity, Equity, and Belonging; Growth; Stewardship; Fun.

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childhood changemakers, developing products, and influencing policy and systems change. Our comprehensive approach to early childhood education is expressed as t whole child, whole family.

Educare Denver at Clayton Early Learning is a state-of-the-art environment where children from birth to age five grow up safe, healthy, and eager to learn. The Educare Denver School follows the four core features of the Educare model, data utilization, embedded professional development, high-quality teaching practices and intensive family engagement, which expand on Head Start and Early Head Start Program Performance Standards. We believe parents are their children’s first teacher and the primary influence in the direction of their development. Our purpose is to guide parents in their efforts to provide for their children’s needs, engage their learning, and develop resources to meet their own self-determined goals.

<p>Program Goal 1: All Clayton Denver Great Kids Head Start children will receive high quality education that is culturally and linguistically responsive, prepares for school success and transition and provides opportunities for parents to support learning at home, family engagement, and parent advocacy.</p>
<p>Objective 1.1 By 2029 ensure the implementation of high-quality teaching practices and environments as measured by Pre-K CLASS® and ECERS-3.</p>
<p>Year 1 (baseline)</p>
<p>Pre-K CLASS® 2022-23: 6.6 score on Emotional Support, 5.8 Classroom Organization and 3.2 in Instructional Support</p> <p>ECERS-3 Scores (2022-23) 4.5 Total, 4.6 Space & Furnishing, 4.7 Personal Care Routines, 4.5 Language and Literacy, 3.6 Activities 5.5 Interactions,</p>

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<p>5.1 Program Structure</p>
<p>Year 2</p>
<p>Pre-K CLASS® Spring 2024 Post CLASS data; 6.6 on Emotional Support, 6.1 on Classroom Organization, and 3.5 on Instructional Support Fall 2024 Pre CLASS data; 6.4 on Emotional Support, 5.7 on Classroom Organization, 2.8 on Instructional Support</p>
<p>ECERS-3 Scores (2024) 5.26 Total, 5.45 Space & Furnishing, 4.75 Personal Care Routines, 4.77 Language and Literacy, 4.40 Activities 6.03 Interactions, 6.19 Program Structure</p>
<p>Progress on Expected Outcomes There has been progress in our teacher practices, as reflected in our CLASS scores from observations completed in 2024. To support these practices, we have implemented individual and team coaching, along with professional learning communities (PLCs). PLCs cover topics such as Universal Practices, Conscious Discipline, language and literacy, and instructional support domains for content development, quality of feedback, and language modeling.</p> <p>Additionally, there have been improvements in Environmental Rating Scores across all areas, except for Personal Care Routines, where our scores remained steady at 4.75, which is considered good.</p> <p>Coaches used recommendations from ECERS-3 observations to enhance math learning using materials and activities such as Math Madness. "Math Madness," a week full of activities for teachers, children, and families. It focused on math play using materials in our hallways to raise awareness of what math looks like for children ages 3-5. It was designed with fun family engagement activities.</p> <p>Teacher engagement increased in all activities during free play and re-arranged classroom setup following suggestions received during Summer Enrichment Coaching.</p> <p>Staff engage in Data Dialogue sessions monthly as part of our data cycle. These discussions help us prepare for upcoming professional development, identify individual and team coaching needs, and plan PLC content.</p>
<p>Challenges This fall, our pre-CLASS data showed a small decline in all three dimensions. Since our teaching teams and classroom children change from spring to fall, we aim to use fall pre-data as a baseline each year to support the growth of teachers in their</p>

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teaching practices. Staff will achieve this by setting goals with teachers based on CLASS indicators under each dimension of the tool.

Objective 1.2 By 2029 plan and implement curriculum and instructional strategies with sufficient fidelity, consistency, frequency, and intensity to ensure children’s mastery of skills as measured by TS GOLD®.

Year 1

TS GOLD®
 (2022-2023) Percentage of Children Meeting or Exceeding Expectations:
 98% Social-Emotional,
 84% Physical,
 73% Language,
 84% Cognitive, 70% Literacy and
 67% Mathematics

Year 2

TS GOLD®
 (2023-2024)
 Percentage of Children Meeting or Exceeding Expectations:
 90% Social-Emotional,
 92% Physical,
 87% Language,
 85% Cognitive,
 79% Literacy
 76% Mathematics

Progress on Expected Outcomes

There has been growth in the percentage of children meeting and exceeding expectations in all developmental areas, except for a slight decline in Social Emotional development.

Teachers are using Creative Curriculum Cloud to support planning across all areas of development. This alignment of curriculum resources with the Authentic Assessment piece of GOLD allows for scaffolding support at the individual child level. Coaching support is provided to ensure more consistent use of the digital curriculum across our classrooms.

Teachers received Authentic Assessment training and were provided with engaging activities to support them in observing, documenting, and rating children’s developmental growth. The training has been selected as one of the sessions at this year’s Rocky Mountain Early Childhood Conference.

In the Fall of 2024, we launched a pilot program in collaboration with a team of psychologists from CU Anschutz, called SHINE (Supporting Head Start Initiatives Among Nurturing Educators). The program is designed to empower teaching teams to manage classroom behavior while creating strong relationships with children. SHINE offers teachers real-time coaching through ear pods using the Parent-Child

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Interaction Therapy (PCIT) model, helping educators focus on moments of success and providing immediate support to navigate more challenging situations.

An ECE Special Education teacher has been hired to support the increased social emotional needs of children in our Educare school. The Teacher rotates to different classrooms depending on the emotional and behavioral needs of the children.

Challenges

We've seen an increase in social emotional needs among some of the children in our care. To address these needs, we hired a full-time support intervention role. This role is primarily classroom-based, collaborating with teachers to understand accommodations, supporting positive behavior plans, and contribute to data collection and intervention design. Clayton will continue to partner with Denver Health to provide school-based mental health consultation services to our teachers and families.

Objective 1.3 By 2029 apply the research base and program language policy to support families in implementing language and literacy strategies as measured by Dialogic Reading implementation.

Year 1

80% of parents will be trained in Dialogic Reading.

Year 2

100% of families were offered Dialogic Reading training.

Progress on Expected Outcomes

Multiple Dialogic Reading training opportunities were available to our families. Training is offered during Parent-Child Activities, Back to School Night, I Love to Read Month, and Winter Celebration. Feedback from families indicate the training helps them feel more confident in book reading activities with their children. Since the beginning of the school year about 80 families participated in Dialogic Reading training. Families receive books for their home library.

Clayton received funding from DaVita to upgrade the family resource library with new furniture, adult and children's books and resources. Staff from DaVita volunteered to read to children in their classrooms twice this year. During the reading session children were gifted with the reading book to take home.

Challenges

Families have shared their interest in obtaining more resources for literacy strategies. To support this, Clayton purchased Ready Rosie, an online resource for parents to access quick literacy activities to do with their children. Families are also encouraged to access books via local libraries and community programs such as Imagination Library.

Program Goal 2: All Clayton Denver Great Kids Head Start children and families will be supported by staff through implementation of culturally and linguistically responsive practices to reduce health disparities and advance health access.

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<p>Objective 2.1 By 2029 cultivate social/emotional health as a foundation for all other learning for children, families and staff as measured by TSGOLD© and DECA</p>
<p>Year 1 (baseline)</p> <p>100% of children will make gains on measures of social emotional development and self-regulation.</p>
<p>Year 2</p> <p>90% of children are meeting or exceeding expectations on Social Emotional Development as indicated by TSG</p>
<p>Progress on Expected Outcomes</p> <p>In the category of total protective factors, we have observed similar trends among children in the need, strength, and typical categories demonstrating their strongest strength in the initiative category. The Comprehensive Services team has been working on bringing social-emotional data to life for staff and families. DECA program data has been highlighted on what we call "Data Walls" in the hallways of our school. Staff and families were engaged in an activity for which the theme was "Resiliency Means to Bounce Back." Families could scan a QR code that directed them to a page featuring "I Love You Rituals" from Conscious Discipline. Additionally, the team developed a helpful handout for staff to share with families when reviewing data. The handout outlines strategies and ideas to support children’s social-emotional learning and development.</p>
<p>Challenges</p> <p>When breaking down the protective factors, we found that nearly 25% of our children showed a "need" for self-regulation. To address the increased needs around self-regulation, we have placed strong emphasis on additional training in Conscious Discipline. This model supports adult regulation and equips staff with tools to use with children, such as implementing a safe place within their classrooms. Teachers are offered in person or “watch party” Conscious Discipline training throughout the year.</p>
<p>Objective 2.2 By 2029 cultivate overall health of children and families through improved health, nutrition and physical activity practices as measured by comprehensive monitoring of up to date medical and dental status.</p>
<p>Year 1 (baseline)</p> <p>100% of children will receive screenings, immunizations, well-child checks and nutrition assessments. 85% of children maintain a healthy weight (BMI).</p>
<p>Year 2</p> <p>95% of children are current on screenings, immunizations, well-child checks and nutrition assessments. 78% of children maintain a healthy weight (BMI).</p>
<p>Progress on Expected Outcomes</p> <p>Clayton Continues to offer onsite hearing and vision screenings. Staff in our homebased and community programs have been trained to use the hearing and vision equipment to ensure all children, regardless of their program option, receive screenings in a timely manner.</p>

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Clayton developed a "Seed to Stomach" teacher activity guide that provides seasonal nutrition-related activities. This guide includes gardening, cooking, and educational activities designed to support a healthier lifestyle from the garden to the table year-round. The activities are fun and engaging, encouraging families to explore nutrition together.

The activity guide will be piloted in some Educare classrooms and partner sites this spring, allowing us to gather feedback and make any necessary changes to coaching and training. The activity guide is posted on Clayton’s website for educators and families to access.

In partnership with Healthy food for Denver Kids, Food Bank of the Rockies and other sponsors, Clayton continues to offer a no-cost market on site where families can shop for fresh produce, meats, dairy, non-perishable foods, diapers, hygiene, and household items.

Our Child Family Educators attend informative sessions with staff from the Supplemental Nutrition Assistance Program (SNAP) and the WIC program regarding their services and available resources for children and families.

Clayton continues to participate in the Wellness in Preschool (COW-P) initiative, it aims to cultivate wellness in preschool settings by increasing fruit and vegetable consumption and physical activity.

Clayton hosts a series of cooking classes where children and their families co-learn cooking techniques while learning how to prepare tasty and nutritious meals as a family.

Challenges

To ensure we meet our goal of 85% of children maintaining a healthy weight, we continue to contract with Denver Health for Registered Dietician/WIC consultant to provide nutritional education and resources to our families and staff.

Objective 2.3 By 2029, enrolled children identified as needing health or dental follow-up care will receive follow-up care as measured by referrals in COPA database.

Year 1 (baseline)

90% of children will receive health and dental follow up care

Year 2

100% of children screened, receive health and dental follow up care

Progress on Expected Outcomes

As part of our on-site screenings for hearing, vision, and dental health, the health team updated the tracking system to ensure families receive the results within a week. Along with the results, families receive a referral form and resources to support follow-up care. This timely communication helps families take prompt action to address any health concerns.

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The health team provides training for the Family Engagement team on the importance of referral follow-up and how hearing, vision, dental, and nutrition impact a child’s overall development. The health team continues to collaborate with the Child and Family Educators (CFEs) to ensure all actions are documented in the Child Outcome Planning and Assessment (COPA) system to track each child's progress and to ensure a smooth and accurate referral process. All children who received a referral for health or dental care have received follow-up care or are in the process. This proactive approach ensures that we address health issues early, cultivating better overall well-being for the children in our program.

In February 2025, Clayton will provide a variety of parent/child activities for National Children's Dental Health Month to improve oral health awareness.

Challenges

Dental health continues to be one of our lower areas in terms of completion of screenings. To address this, the health team implemented some strategies such as, during enrollment, working with families to fax their child's dental clinic records and Clayton currently contracts with Denver Health, to provide additional dental screening days.,

Program Goal 3: Clayton Early Learning will enroll the highest risk families into programming that provides leadership opportunities to build connections to the community and improve their skills to support successful transitions.

Objective 3.1 By 2029 support families in meeting education, health, social service & family goals as measured by Family Partnership Agreement (FPA) monitoring

Year 1 (baseline)

100% of families develop and make progress on FPA goals.

Year 2

100% of families were offered to develop FPA goals

Progress on Expected Outcomes

Clayton is committed to enhancing systems for creating and tracking goals with families. In July 2024, Clayton hired a Director of Family Engagement to lead our family support staff. This role is crucial for setting clear expectations with families, leveraging our resources and partnerships, and developing timelines for follow-ups to help families achieve their goals. Staff are maximizing the use of available resources and partnerships to provide comprehensive support to families, collaborating with community organizations, educational institutions, and healthcare providers. Using individualized family reports based on responses to SNIPS (Strengths, Needs, and Interests Parent Survey), relevant goals tailored to each family's unique circumstances are set. Clear timelines are established for regular follow-ups, ensuring accountability and progress tracking. Leadership staff continuously seek feedback

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<p>from families and CFEs to improve processes and adapt strategies. CFEs receive ongoing training to stay updated on best practices in family engagement and goal setting. This approach provides personalized support, enhances collaboration, and ensures accountability, helping families stay on course to achieve their goals. Staff plan to integrate advanced data analytics to better understand family needs and outcomes and expand partnerships to include more variety of resources and services.</p>
<p>Challenges The main challenges for family engagement and goal tracking efforts include ensuring consistent and timely follow-ups. Staff are continuing to improve monitoring and tracking systems for goal setting with families.</p>
<p>Objective 3.2 By 2029 ensure integration of child development and family support services as measured by completion of Touchpoints Approach training by staff and completion of family surveys.</p>
<p>Year 1 (baseline)</p>
<p>100% of Family Engagement staff are trained in Touchpoints Approach</p>
<p>Year 2</p>
<p>50% of Family Engagement staff are trained in Touchpoints approach</p>
<p>Progress on Expected Outcomes The Touchpoints approach is a comprehensive framework developed by Dr. T. Berry Brazelton that focuses on key moments of development, known as "touchpoints," during a child's early years. These touchpoints are times of rapid growth and change that present both challenges and opportunities for support. The approach emphasizes the importance of building strong, positive relationships between parents, caregivers, and professionals to support children's healthy development. We have renewed our Touchpoints Membership and hold monthly meetings with the training team to ensure all trainers are active and up to date in their certification.</p>
<p>Challenges Staff turnover and training time can present a challenge, but we are working closely with the professional development and data team to plan and map out the training calendar for the next year. This planning ensures that we have the appropriate time, space, and resources to get all staff trained at all times.</p>
<p>Objective 3.3 By 2029 provide opportunities, guidance and interactive family activities that empower parents as the primary teacher of their child as measured by, Home Visit, Parent/Teacher conferences and attendance at parent child activities</p>
<p>Year 1 (baseline)</p>
<p>100% of parents will receive guidance and activities that support and empower parenting.</p>
<p>Year 2</p>
<p>100% of parents are offered guidance and activities that support and empower parenting.</p>
<p>Progress on Expected Outcomes In 2024, we hosted two Conscious Discipline parent education series, each lasting four weeks, with a total of 25 families participating. The series focused on helping families understand that discipline and self-regulation skills begin with adults. Key</p>

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topics covered included techniques for active calming (composure), strategies for clear communication (assertive commands), practices for creating strong relationships (connection rituals), and cultivating emotional awareness (empathy). By the end of the series, participants felt more confident in their ability to model and teach emotional regulation, creating a calm and connected environment at home.

Challenges

We've received a lot of feedback from families requesting more information on parenting and Conscious Discipline content. Some families have taken the course multiple times, so we are working on expanding the session material and developing a part two to offer them the opportunity to continue their learning.

Program Goal 4: All Clayton 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 4.1 By 2029 provide prescribed interventions to all children identified with special needs defined and measured by their IEPs and IFSPs.

Year 1 (baseline)

100% of children with IEPs and IFSPs will receive identified interventions.

Year 2

100% of children with IEP and IFSP have received services.

Progress on Expected Outcomes

Clayton's EI team launched a group called "Coffee and Connections" for families who are either beginning the referral process or have already completed it with EI Colorado or Child Find. In these sessions, families have the opportunity to access additional resources related to disability services and programs, while also connecting with other families facing similar experiences.

Monthly Early Intervention meetings are held with each classroom and home visitor. These meetings consist of an interdisciplinary team made up of teachers, coaches, managers, early intervention specialists, mental health consultants, and other specialists. During these meetings, children's needs and accommodation are discussed to ensure that classrooms are set up to meet their individual needs. The Comprehensive Services, Family Engagement, and Education teams meet monthly to discuss EI services, including streamlined support for children and families as they transition from Part C to Part B services.

Clayton hired an ECE Special Education teacher to support teachers with the rising number of children with challenging behaviors.

Challenges

Clayton is seeing a significant increase in referrals for children. Given the increase in children with challenging behaviors, we've created an early interventionist position to support children and teachers. This position is focused primarily on the classroom,

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<p>working alongside teachers on IEP accommodations, supporting positive behavior plans, and assisting with the MTSS process through data and interventions. Additionally, leadership staff are exploring partnerships with local colleges or special educators to provide our staff with specific special education coursework and training.</p>
<p>Objective 4.2 By 2029 equip staff to provide high quality learning environments as measured by Universal Practices checklist</p>
<p>Year 1 (baseline)</p>
<p>100% of teaching staff will be trained in the Conscious Discipline approach.</p>
<p>Year 2</p>
<p>100% of teaching staff are trained in the Conscious Discipline approach.</p>
<p>Progress on Expected Outcomes</p> <p>Dr. Rosemarie Allen launched our year with an impactful session on the History of Discipline. The training was followed with a reflective session of staff’s metatheories on children, conflict, and control. All teaching staff have completed the Conscious Discipline session on brain states, as well as a 3-hour in-person Conscious Discipline training with Mr. Chazz, focusing on how to guide children in a healthy and effective manner.</p> <p>As part of the continuous improvement process at Clayton, the EI team has made some revisions to the Universal Practices checklist and provided training on implementation. An integration plan was implemented for staff (managers, coaches, early intervention) to use, ensuring that the different support services are aligned for teachers to be able to provide high quality learning environments. Staff also attended a two-part training during pre-service called “Oh, Shift: Strengthening Relationships Through Connection” which gave concrete strategies and practice opportunities for staff to use in the classroom.</p> <p>During pre-service The Playmaker Project provided a full-day workshop on the importance of play. Staff received strategies and tools to develop deeper connections with children in their care with mindful practices to support resiliency in children and adults in their response to adversities. This day included playful activities to support personal and professional wellness, keeping joy at the center of the work. 95.7% of staff reported the content in this workshop will help them in their work with children, as reported by Playmakers facilitators.</p> <p>Additionally, Clayton has a staff wellness committee partnered with the University of Colorado’s WELL Program (Well-being of the ECE Workforce in Low-resourced Locations) to provide staff training and experiences focused on mindfulness, self-care, and sleep.</p>
<p>Challenges</p> <p>Conscious Discipline is an adult-first model that emphasizes the importance of staff reflecting on and managing their own emotions before they can effectively model and support children's social-emotional growth. This approach can be exhausting, especially since early childhood educators are often trained to prioritize the needs of</p>

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<p>children, making it challenging to focus on their own emotional well-being. To address this, Clayton has ensured that all staff receive training in trauma-informed practices. Training time can always be a challenge, this year staff meetings include Conscious Discipline training and reflection, ensuring all staff are equipped with the tools and knowledge they need.</p>
<p>Objective 4.3 By 2029 Families of children with IEPs and IFSPs will participate in workshops, conferences, and transition meetings to connect with peers in the community as measured by attendance</p>
<p>Year 1 (baseline)</p>
<p>100% of families of children with IEP and IFSP will be invited to participate in community activities</p>
<p>Year 2</p>
<p>100% of families of children with IEP and IFSP are invited to participate in community activities</p>
<p>Progress on Expected Outcomes Families who have a child with a current IFSP/IEP, as well as those currently in the referral process, are invited to join our group called "Coffee and Connections." The intention behind this group is to build capacity and understanding around special education and early intervention services, and to help families in supporting their child and the services they deserve. Additionally, it provides time for families to connect with others who are experiencing the highs and lows of the early intervention system. There were five "Coffee and Connections" sessions with about 30 families in attendance. These groups featured guest speakers on topics such as special education and early intervention resources, autism, sensory issues, and sleep.</p> <p>Clayton's EI team hosts quarterly Early Intervention meetings, bringing together key stakeholders, including Parent Representatives, Denver Public Schools, EI Colorado, Rocky Mountain Human Services, the Sewall Child Development Team, and Denver Great Kids. These meetings provide a platform to discuss emerging themes, challenges, and successes in early intervention.</p>
<p>Challenges Time can be a challenge for families, we want to ensure we are holding the Coffee and Connections group at a time that works for the majority. Days and times have been intentionally shifted to see what works best. A survey will be sent out to get more feedback from families about what topics and information they are interested in.</p>
<p>Objective 4.4 By 2029 a trauma informed approach will be embedded in Clayton's Belonging Strategy. As measured by Sanctuary training evaluations, Touchpoints, and staff engagement surveys</p>
<p>Year 1 (baseline)</p>
<p>100% of staff will participate in trauma-informed training.</p>
<p>Year 2</p>
<p>100% of staff participated in trauma-informed training.</p>
<p>Progress on Expected Outcomes</p>

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By February 2025, all 10 modules of our Sanctuary approach for Trauma-Informed Care will have been fully trained. The Sanctuary Model, developed by the Sanctuary Institute, is a trauma-informed approach designed to create safe and healing environments in organizations, particularly those working with vulnerable populations. Some of the training topics included: Trauma Theory, The Sanctuary Commitments, Emotional Intelligence, Trauma-Sensitive Communication, Self-Care, Safety.

New hires receive an introduction to Trauma Informed Practices training during onboarding. Staff re-launched the Conscious Discipline Action Team (CDAT). This team will work closely with the Trauma Informed Practices (TIP) team.

Clayton conducts an Employee Engagement and Satisfaction Survey two times a year. Clayton Early Learning received satisfactory results for employee engagement with a score of 4.3 which is above the national average of 4.0.

Challenges

Due to staff turnover, it is challenging to maintain 100% of staff trained in Trauma Informed practices at all times. The Professional Development team is working on updating the onboarding processes and will include additional sessions on trauma informed practices.

Program Goal 5: Clayton 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 5.1 By 2029 embed training, coaching, professional development, and reflective practice into the program, providing staff with knowledge and expertise across a variety of evidence-based content areas as measured by an integrated coaching database.

Year 1 (baseline)

100% of teachers identified as needing intensive coaching will participate in intensive coaching and reflective practice

Year 2

100% of Teachers have received team or individual coaching from their Continuous Learning and Data Coach and reflective supervision from their manager.

Progress on Expected Outcomes

Clayton provided a summer enrichment program as part of our coaching strategy. This model involved smaller groups of children gathered across classrooms into an open classroom setting, where they were taught by our coaches in small groups, large groups, circle times, and outdoors. During these 2-hour sessions focused on specific school readiness skills, teaching staff observed while coaches modeled teacher practices related to child outcome data, authentic assessment, and CLASS goals. After the sessions, children transitioned back to their classrooms, and teachers and coaches reflected and discussed their observations. This method was found to be

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valuable, particularly the opportunity for teachers to observe the modeling done by coaches, which was beneficial for their professional growth.

Managers meet-ups are held monthly for non-teaching staff who manage people. These meetings provide an opportunity for managers to build relationships, improve their management skills, and increase staff retention through better management practices. Additionally, they offer a chance for managers to grow and learn. Some of the topics covered during these meetups include goal setting, performance management, change management, best hiring practices, situational leadership, managing while keeping mental health in mind, and reflective supervision.

In the Fall of 2024, Clayton launched a pilot program in collaboration with a team of psychologists from CU Anschutz, called SHINE (Supporting Head Start Initiatives Among Nurturing Educators). The program is designed to empower teaching teams to manage classroom behaviors while creating strong relationships with children. SHINE offers teachers real-time coaching through ear pods using the Parent-Child Interaction Therapy (PCIT) model, helping educators focus on moments of success and providing immediate support to navigate more challenging situations.

Challenges

Clayton faces challenges in maintaining consistent support for coaching and planning coverage. To address this, time has been structured so coaches attend two planning sessions with teams to align teacher practice goals with planning more intentionally. Additionally, coaches have scheduled one reflection and goal-setting conversation outside the classrooms with the teams, covering for each other to make this possible. This schedule has also enabled coaches to attend Early Intervention meetings for each classroom.

Objective 5.2 By 2029 implement and maintain appropriate standards to steward resources and prioritize spending while maintaining an efficient and effective recordkeeping system as measured by annual external audit.

Year 1 (baseline)

100% of reports to federal, state, and local authorities will be provided in a timely, efficient, and accurate manner.

Year 2

100% of reports to federal, state, and local authorities are completed in a timely, efficient, and accurate manner.

Progress on Expected Outcomes

Clayton has updated the roles and responsibilities for reporting to align changes in the accounting staffing model. With the implementation of NetSuite, the team is defining roles within the system to ensure users can access relevant information. This involves setting up permissions and access controls tailored to each role to maintain data security and efficiency.

Clayton aims to automate more internal reports using the new accounting software, which will provide real-time updates to internal stakeholders and budget managers.

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This automation is expected to save time, reduce errors, and enhance decision-making by offering up-to-date information.

Challenges

A reoccurring challenge is staff turnover. To address this, the team is developing comprehensive desk manuals for all procedures. These manuals will facilitate quick training for new staff and provide essential resources for coverage when necessary.

Program Goal 6: All Denver Great Kids Head Start children who are dual language learners will receive research based cultural, linguistic instruction in learning environments that honors the home language of the children and families while preparing them for school success with a strong foundation in language and literacy.

Objective 6.1 By 2029, Children enrolled who are dual language learners will demonstrate growth in language, literacy, and English language acquisition as measured by Teaching Strategies Gold

Year 1 (baseline)

85% of children who are Dual Language Learners will demonstrate growth in TSG scores for English language acquisition

Year 2

In the Fall, 68% of the DLL students were above widely held expectations in the English language in TSG and increased to 95% by Spring.

Progress on Expected Outcomes

Preservice training focused on enhancing teaching practices through Authentic Assessment, Home Visits, Conscious Discipline, and strategies for Working with Dual Language Learners. Staff incorporated LENA and LENA coaching support to emphasize language development. In home-based programs, staff collaborated with families to implement activities aligned with specific learning objectives from TSG, aiming to increase oral language and vocabulary in their home language. Clayton continues to provide staff with resources, tools, and learning opportunities to support their work with children whose home language is not English. Many of these resources were provided in partnership with Denver Great Kids Head Start’s School Readiness Director, and in collaboration with the Bueno Center.

At the Educare school, around 20% of students’ home language is something other than English. All dual language learners demonstrated growth in the English language.

Challenges

The current process for documenting progress lacks specific questions that connect items in TSG, CLASS, ECERS, and ITERS to linguistically responsive curriculum planning. This gap makes it challenging to assess children in their home language, especially when instruction and teaching are not fully implemented in that language. Additionally, the home language is predominantly used during transitions and routines

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<p>rather than in teaching strategies, further complicating the assessment of language acquisition for Spanish-speaking children.</p> <p>Clayton is committed to providing ongoing professional development opportunities for teachers through coaching, training, and PLCs. These sessions will include strategies to support our students whose first language is not English. Staff leverage language and literacy data to tailor individual learning plans for these students, with a continued focus on developing oral language and vocabulary skills for all children. As resources are explored for implementing DLL strategies in classrooms, teachers and coaches want to ensure that child outcome data collection provides authentic assessment to offer teachers data-informed growth and development.</p>
<p>Objective 6.2 By 2029, Staff will receive professional development to increase and strengthen a linguistic responsive approach to teaching children who are dual language learners as measured by CLASS, Coaching data, and training certificates.</p>
<p>Year 1 (baseline)</p>
<p>75% of staff will participate in Dual Language Learners training.</p>
<p>Year 2</p>
<p>100% of Ed services staff attended Literacy Squared with additional staff from Professional Development and Policy teams.</p>
<p>Progress on Expected Outcomes</p> <p>In August 2024, the Bueno Center conducted Literacy Squared training for all Education Services staff. This training aimed to enhance the literacy instruction skills of educators, particularly in bilingual settings. As part of this initiative, we collected child outcome data for the Preschool Language Scale (PLS) in both Spanish and English. This data collection was crucial for assessing the language development of dual language learners (DLLs).</p> <p>Additionally, Professional Learning Communities (PLCs) for staff were established. These PLCs provided a collaborative space for educators to discuss and develop DLL planning strategies, utilizing the child outcome data. Through these dialogues, staff could share insights, challenges, and best practices, ultimately aiming to improve educational outcomes for DLLs.</p>
<p>Challenges</p> <p>When the home language of Spanish speaking children is used in transitions and routines and less in teaching strategies, makes it challenging to assess language acquisition.</p>
<p>Objective 6.3 By 2029, Enrolled families will be provided learning opportunities to increase understanding in strengthening their home language building upon a home school connection as measured by parent teacher conferences and home visits.</p>
<p>Year 1 (baseline)</p>
<p>100% of families will participate in parent-teacher conferences and home visits.</p>
<p>Year 2</p>
<p>100% of families are invited to participate in parent-teacher conferences and home visits.</p>
<p>Progress on Expected Outcomes</p>

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Ready Rosie, a research-based parenting curriculum was purchased to provide home-learning resources and encourage parents as their child's first teacher.

As part of professional development, Cradling Literacy Home Language training modules were provided for staff.

Dialogic reading training in English and Spanish is offered to families during parent/child activities, socializations, and family engagement events throughout the year.

Enrolled children received books that were bilingual or in their home language during family engagement events such as Winter Celebration and I love to read month, and guest reading sessions.

Challenges

There are no challenges at this time.

2. Alignment of School Readiness Goals

Clayton Early Learning's school readiness goals are organized by the five central domains in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five*. The goals were developed in alignment with the outcomes framework, the *Colorado Early Learning and Development Guidelines* and with key partners. Families participated in developing and approving the goals through the Parent Committee and Policy Council.

- **Social and Emotional Development:** 100% of children grow in their sense of self and meaningful social-emotional relationships with adults and peers supported by their families' knowledge of their child's social and emotional needs.
- **Approaches to Learning:** 100% of children will grow in their exploration and expression of individual talents through persistence, curiosity, and enjoyment of learning with peers supported by their families' active engagement with learning opportunities in the home, school, and community.
- **Perceptual, Motor, Physical Development and Health:** 100% of children will grow in their understanding of health and wellness habits and increased physical

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development along an individual continuum supported by families' health and wellness knowledge and practices.

- **Language and Literacy:** 100% of children will demonstrate developmentally and appropriate growth in early language and literacy skills supported by their families' engagement in evidence-based practices.
- **Cognition:** 100% of children will demonstrate growth in higher level thinking skills as they apply them to their developing knowledge of STEAM (Science, Technology, Engineering, Art, and Math) and their social world supported by their families' engagement with learning opportunities in home and in school.

There are no changes to the school readiness goals. The goals are aligned with the Head Start Early Learning Outcomes Framework and the Colorado Early Learning and Development Guidelines.

3. Process for Developing Program Goals

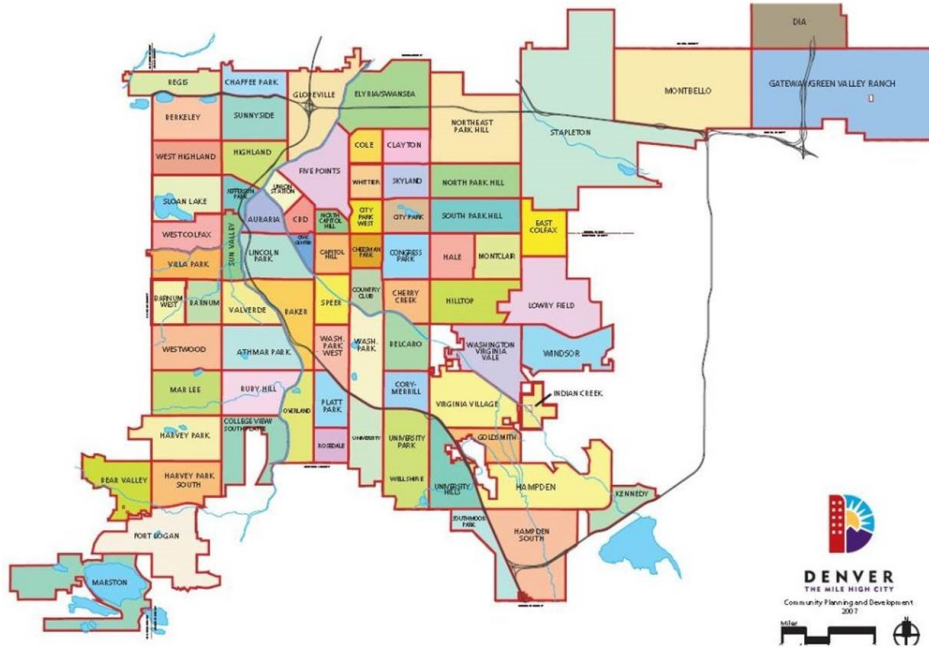
Clayton Early Learning, led by its Board of Trustees, articulates a five-year strategic plan that informs organizational goals, objectives, and activities. The strategic plan drives the Head Start program operational plan, including the setting of program structure, goals, and annual objectives. Data sources include community assessment, self-assessment, staff and family feedback, and outcome reports. Cross-departmental teams implement the plan.

Sub Section B: Service Delivery

1. Service and Recruitment Area

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The service area is represented by the map in Figure 1, below.



a. **Evidence of need.** The neighborhoods primarily served by Clayton Early Learning include those identified as having the most limited opportunities by the Child Well-Being index featured in the 2024 DGKHS Community Assessment. The Index aggregates 11 indicators that measure differences in education, health and community opportunities that may affect children’s development, specifically, births to women without a high school diploma, teen births, overweight or obese children, kindergartners not ready for reading, 3rd graders not reading at grade level, 9th graders chronically absent, adults without a high school diploma, children in single-parent families, child poverty, violent crime and unemployment.

b. **Childcare Partners.** Twelve Head Start and ten Early Head Start children will be served through partnerships with Early Success Academy and Little Einstein Academy.

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There are no changes to the service and recruitment area, as Clayton Early Learning continues to serve those identified as having the most limited opportunities.

2. Needs of Children and Families

The data presented in this section of the application is taken from the 2024 KIDS COUNT report and the *2024 Community Assessment Update* and *State of Denver's Children*. KIDS COUNT in Colorado is an annual data initiative produced by the Colorado Children's Campaign as part of the national KIDS COUNT project by the Annie E. Casey Foundation. The *Community Assessment Update* and *State of Denver's Children: 2024* documents are prepared by The Office of Children's Affairs, City and County of Denver. The *2024 Community Assessment Update* continues to document the existence of a significant number of vulnerable families with young children in the proposed Clayton Early Learning service area who would benefit from the integrated, comprehensive Early Head Start services offered.

a. Eligible Children under 5. In 2022, an estimated 38,932 children under 5 lived in Denver. In 2022, 57 percent of three- and four-year-old children in Denver reported participating in preschool. Over the last decade, Denver has experienced significant population growth. From 2014 to 2024, the number of people living in Denver has increased by approximately 82,800, according to the U.S. Census Bureau. The demographic composition of the people moving into Denver will dramatically impact the income distribution, the housing market, and the composition and characteristics of Denver neighborhoods. Hispanic population according to the U.S. Census Bureau's 2023 data, in Denver County, Colorado, white (non-Hispanic)

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remains the largest group in Denver at 54%. The Hispanic or Latino population makes up 27.9% of the population. African American residents account for 8.8% of the population. Asian population make up three percent, and American Indian, one percent. An estimated 67 percent of Denver children under the age of six have all available parents in the workforce. In 2023, there were approximately 34,280 children under 6 with all available parents in the labor force, but only 22,567 licensed childcare slots in daycare centers, school-aged centers, daycare homes, and preschool slots were available. Limited access to high quality childcare may cause families to choose between unlicensed childcare arrangements or change or decline opportunities for work. Access to childcare options is even more limited in families that depend on public transportation or have inflexible job schedules.

c. b. Service needs of children and families. *Education:* Research shows that educational attainment is the most important social characteristic for predicting earnings. Low educational attainment of parents is associated with several risk factors that impact child well-being including a higher risk for living in poverty. These children often experience the negative conditions of substandard housing, homelessness, inadequate nutrition, food insecurity, inadequate childcare, lack of access to health care, unsafe neighborhoods and low resource schools. Consequently, they are at risk for negative outcomes such as low academic achievement, dropping out of high school, abuse and neglect, behavioral and physical health problems, and development delays. As of 2022, approximately 5,800 children under age five in Denver were living in poverty, which is about 13%. Children of color are more likely

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to be in poverty than non-Hispanic white children according to the U.S. Census Bureau five-year estimates. In 2023, an estimated 82,533 Denver children (63 percent) lived in families with incomes below 185 percent of the Federal Poverty Level, or less than \$57,720 annual income for a family of four. Childcare needs are described above. Single-parent families often struggle to provide basic needs for their families with only one income. In 2022, about 42,000 children (or 31%) lived in single-parent households in Denver. Research shows that educational attainment is the most important social characteristic for predicting earnings. The ability of children to see a health care provider for routine exams, screenings, immunizations, and care when sick is essential for healthy growth and development. Approximately 4% of children in Denver were without health insurance in 2023 according to Denver Health, down from 5% in 2021. Kids Count 2024 indicates that 62% of children received medical assistance (Medicaid) in 2023, a slight increase from 61% in 2021. The number of children born at low birth weight in Denver was a little above ten percent in 2022. This outcome varies by neighborhood. Although the rate of food insecurity has been declining in Denver, 12.5 percent, or 88,660 people, were estimated to be food insecure in 2022. This is a slight decrease from the 2021 figure of 79,930 people. In 2023, 36% of Denver children lived in households that spent more than 30% of their income on housing and related expenses, a slight decrease from 37% in 2022.

d. Availability of other child development programs that serve eligible children. Approximately 11,500 students (about 13.5%) were enrolled in special

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education classes in Denver Public Schools in the 2024-2025 school year. In 2023, 30% of children in Denver spoke a language other than English at home, compared to 13% in Colorado as a whole. Child abuse and neglect can have severe effects on children's cognitive, social-emotional, language, mental health, and behavioral development that can last well into adulthood. In 2023, the rate of substantiated incidences of maltreatment per 1,000 increased to 14.4 for Denver, higher than the state rate of 7.6. In 2020, the number of out-of-home placements (foster care, kinship/relative care, congregate care) for children under age 18 was 7 per 1,000 in Denver and 5.4 per 1,000 statewide. Children in foster care are categorically eligible for Head Start Programs. In Denver, the number of homeless students rose to 1,110 students in the 2022-2023 school year. Approximately 6.5 percent of Denver Children lived in families receiving public assistance in 2023. About 37 percent of Denver children under age five) were enrolled in WIC (Special Supplemental Nutrition Program for Women, Infants, and Children) in 2023. Prenatal care is the first step in keeping women and their newborns healthy. The percentage of women receiving early prenatal care in Denver has declined slightly to 82 percent and is similar to the state percentage of 81.9 percent according to Kids Count 2024. Within the city of Denver, these outcomes vary widely by neighborhood. Approximately 11,500 students (about 13.5%) were enrolled in special education classes in Denver Public Schools during the 2024-2025 school year. In 2023, 30% of children in Denver spoke a language other than English at home, compared to 13% in Colorado as a whole. Child abuse and neglect can have severe effects on children's cognitive, social-emotional,

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language, mental health, and behavioral development that can last well into adulthood. In 2023, the rate of substantiated incidences of maltreatment per 1,000 increased to 14.4 for Denver, higher than the state rate of 7.6. In 2020, the number of out-of-home placements (foster care, kinship/relative care, congregate care) for children under age 18 was 7 per 1,000 in Denver and 5.4 per 1,000 statewide. Children in foster care are categorically eligible for Head Start Programs. In Denver, the number of homeless students rose to 1,110 in the 2022-2023 school year. Approximately 6.5% of Denver children lived in families receiving public assistance in 2023, and about 37% of Denver children under age five were enrolled in WIC (Special Supplemental Nutrition Program for Women, Infants, and Children) in 2023. Prenatal care is the first step in keeping women and their newborns healthy. The percentage of women receiving early prenatal care in Denver has declined slightly to 82%, similar to the state percentage of 81.9%, according to Kids Count 2024. Within the city of Denver, these outcomes vary widely by neighborhood.

3. Proposed Program Options and Funded Enrollment Slots

a. **Program options and compliance with HSPPS.** In the 2025-26 program year, Clayton will serve 182 children in the program options and center locations detailed in Table 1. All center-based slots meet the hours of planned class operation required by regulation (1,020 service hours). The proposed caseload for Home-Based options is 12. Home visits are 90 minutes in duration and socializations range in duration from 90-120 minutes. Twelve Head Start and ten Early Head Start children

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will be served through partnerships with Early Success Academy and Little Einstein Academy.

Table 2: Clayton Early Learning Proposed Program Options, 2025-2026

Location	# Slots	Option	Schedule	OHS Funding
Educare Denver	48 HS	Full-Day Center-Based 3 classrooms	5 days per week 8:00 - 2:30 9 months	6.5-hour Head Start day 5 days/week 2 parent-teacher conferences/yr. 2 home visits/yr. September - May
	64 HS	Extended Center-Based 5 classrooms	5 days per week 7:30 - 5:00 12 months	6.5-hour Head Start day 6.5-9.5-hour day (braided with wrap-around funding) 5 days/week 2 parent-teacher conferences/yr. 2 home visits/yr.
	36 HS	Home-Based	HV per week 2 socializations/month 9 months	1 Home visit/week 2 Socializations/month 32 Home Visits
	12 EHS	Home Based	1 HV per week 2 socializations/month 12 months	1 Home visit/week 2 Socializations/month 46 Home Visits
Early Success Academy	12 HS	Full Day Center-Based 1 classroom	4 days/week 8:00 – 2:30 9 months	6.5-hour Head Start day 4 days/week 2 parent-teacher conferences/yr. 2 home visits/year
Little Einstein Academy	10 EHS	Full Day Center-Based	5 days/week 8:00 – 2:30 12 months	6.5-hour Early Head Start day 5 days/week 2 parent-teacher conferences 2 home visits/year

- b. Clayton Early Learning is not requesting a locally designed program option variation waiver.

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c. Program options meet the needs of children and families. Clayton Early Learning offers a choice of program options to meet community needs identified in the Community Assessment. All parents have a choice of the program option that best meets their family's needs. The program reviews the allocation of slots across program options annually to ensure the mix continues to address the interests of eligible families in the broader community context. Families requiring additional wrap-around services have the opportunity to receive extended day programming through braided funding streams. Clayton Early Learning is funded through federal, state, local and private revenues, including Temporary Assistance for Needy Families, the Colorado Childcare Assistance Program, Universal Pre-Kindergarten, Denver Public Schools, and Denver Preschool Program.

Clayton Early Learning's program design addresses the needs of the Early Head Start eligible population, including poverty-related challenges that affect the healthy development of young children and their school readiness. Head Start Program Performance Standards (HSPPS) shape ongoing refinements in the delivery of programs and activities to this end. There are no changes to program options, as current program options continue to reflect the need for services in the Denver community.

4. Centers and Facilities

a. Service Locations. There are no additions, deletions, or changes to our service locations.

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b.-c. Facilities. This application does not include minor renovations and repairs not subject to a separate 1301E application. This application does not include any facilities activities subject to 1303 Part E.

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

a. Recruitment process. Clayton Early Learning takes extensive measures to ensure that the neediest children are served within a program option appropriate to their family needs and considers birth-to-five continuity for transitioning children across options. A comprehensive year-round recruitment plan guides efforts to identify and recruit eligible Early Head Start children and families from high priority neighborhoods identified in the Community Assessment. The goal is to maximize the number of qualified families served by maintaining enrollment at full capacity in all of the program options. As openings become available and prior to the first day of school, a team of Child Family Educators (CFE) and recruitment specialists meet weekly to ensure that any open Early Head Start slots are filled for each program option. All families are enrolled based on the selection criteria developed and approved in collaboration with the Policy Council. The criteria reflect Early Head Start guidelines, the community assessment, and family need. Clayton Early Learning recruits and enrolls eligible children through outreach to organizations including the DCAC, Denver Human Services, Denver Safe House, Denver Health, Mental Health Center of Denver, Bright by Three, Rocky Mountain Human Services, and Denver Public Schools.

b. Attendance. To receive the full benefits of the Head Start program, children must attend school, home visits and socializations regularly. Clayton Early Learning

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emphasizes the importance of regular attendance in the Family Handbook and during orientation. CFEs partner with parents to encourage regular attendance, support families whose children are absent for family reasons, and help families overcome specific obstacles to regular attendance. CFEs communicate directly (by letter or home visit) with families of children with poor attendance (lower than 85%) for the month. Families with obstacles to attendance that cannot be overcome may be offered a different program option that might better meet their needs.

There are no changes to the Eligibility, Recruitment, Selection, Enrollment, and Attendance process as Clayton continues to ensure that children in vulnerable communities are served in an appropriate program option to meet their family's needs.

6. Education and Child Development

a. Center-based Programs. Clayton Early Learning uses the Creative Curriculum for infant/Toddler and Preschoolers. This comprehensive, research-based, and research-validated curriculum is grounded in 38 objectives. The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many objectives also include dimensions that guide teachers' thinking about various aspects of that objective and help clarify what it addresses. These objectives, and the scope and logical, coherent sequence through which they are presented through the curriculum, align with Child Development and Early Learning Framework. Creative Curriculum infuses all learning domains throughout the activities of the day, provides opportunities for assessment and supports teachers

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in working with children including English and dual-language learners, advanced learners, and children with disabilities. The Creative Curriculum offers flexibility for Clayton Early Learning to integrate emergent curriculum and Reggio inspired practices that are consistent with our philosophy. It helps teachers create a high-quality learning environment and build an understanding of best practices. The Creative Curriculum also pairs well with the Project Approach which Clayton Early Learning uses for planning and individualizing learning opportunities for children and the classroom. This approach builds on children's curiosity, and develops their abilities to interact, question, connect, problem-solve, communicate, and reflect, by implementing projects in the classroom. The Creative Curriculum online system provides a framework for teachers and CFEs to extend projects and embed literacy, math, science, social studies, the arts, and social/emotional growth into a variety of experiences that children find engaging and meaningful. The Teaching Strategies GOLD© authentic assessment tool allows children to demonstrate their knowledge and skills through active engagement in classroom activities and provides a natural framework for data-driven practice by creating a clear expectation and design for daily planning. Teachers document ongoing observations and artifacts of each child's developing skills. Teachers use these assessments throughout the year for ongoing planning and instructional differentiation, for partnering with parents, and for improving their own teaching practices. To support the implementation of Creative Curriculum Cloud, our Continuous Learning and Data Coaches partner with classroom teachers to assess their use of Creative Curriculum using the Fidelity Tool for Administrators. This tool assesses the

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classroom and Teachers' needs for coaching and professional development. Follow-up professional development, including weekly coaching, enables educators to collaborate and reflect on children's development and their practice. The Creative Curriculum scope and sequence helps teachers to integrate learning into various parts of the day. Teaching Guides suggest projects that meet children where they are and support their interests. Intentional Teaching Cards and Mighty Minutes are additional tools to scaffold children's learning through transitions and individual situations. Clayton Early Learning uses Conscious Discipline philosophy and classroom social and emotional approach to cultivate academic success, decrease behavioral issues, and provide teachers with an array of classroom management strategies and classroom structure. This approach integrates social emotional wellbeing into the existing classroom curriculum. Clayton has an onsite Certified Conscious Discipline instructor to help support and guide Conscious Discipline implementation. This evidence-based approach is aligned with the Head Start Early Learning Outcomes Framework and the Parent Family Community Engagement framework. Clayton Early Learning has supported staff in implementing this approach through yearly training. Staff also have access to training videos and online courses as well as additional support and coaching from other staff with extensive training in Conscious Discipline. The program's Mental Health contractors also work with teaching teams to implement this approach in classrooms. Clayton partners with Developmental FX, a pediatric therapeutic service provider focusing on occupational, speech and mental health. The partnership will focus on the SWIFT model (Supportive Web of Care for Families and Teams). The goal is to

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increase teacher capacity to identify, respond to, and optimally support the unique needs of young children at the intersection of mental health and developmental challenges. This partnership will not only support families in providing a web of care but will allow Clayton to have access to a variety of developmental specialists that will support teaching practices through training, observations/interventions, and a streamlined referral process for Clayton families.

b. Head Start Home-Based Program. The home-based program provides parents with a curriculum of activities developed by Clayton Early Learning under contract with HIPPY USA along with nine books (one for each month of the program year) that relate to the activities in the curriculum. The HIPPY curriculum is an international curriculum and program that focuses on the family as the center of learning. Child Family Educators are typically connected to the community served and approach the family as a partner and peer in the learning process. Each family is treated as unique, and their cultures and traditions are valued and respected. The HIPPY curriculum, provided in the primary home language of the family, empowers, and supports parents as their child's first teacher and focuses on developing school readiness skills. Materials include literacy, math, science, creative arts, social/emotional, and physical development.

The curriculum's developmental scope and sequence scaffolds learning and development. The curriculum is comprehensive and focuses on the key domains and areas of development outlined in the Head Start Early Learning Outcomes Framework. The curriculum emphasizes visual and auditory; spatial perception; memory and story

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comprehension; language and literacy concepts such as writing readiness, phonological awareness, phonemic awareness, and vocabulary; social/emotional development; eye/hand coordination; and beginning math concepts including counting, number recognition, number writing, sorting, and classifying. Extensions to the HIPPY curriculum used during weekly home visits and individualized for each child, corresponds to Head Start Early Learning Outcomes. Each home visit has two components. The first involves delivery of the curriculum. CFEs help parents realize the opportunities their home offers as a learning environment. The second incorporates comprehensive family development services provided by CFEs.

Clayton Early Learning supports staff to implement curriculum through weekly meetings to role play and train on the learning activities for each week. The manager meets with the Child Family Educators in the Home-based program to support CFEs with planning for individualization and extension activities for each child. The Home-based program staff also use data from multiple assessments and screening tools including Teaching Strategies GOLD®, Bracken, DECA and ESI-3R to help them plan individually for children.

Clayton Early Learning collaborates with HIPPY USA and Parent Possible on training and technical assistance for home-based staff. CFEs enhance their professional toolbox by attending monthly Lunch and Learn trainings and reflective practice groups and quarterly mindfulness trainings. These settings offer a respectful and supportive atmosphere to exchange information, thoughts, and feelings that arise around family development.

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Parents whose children are enrolled in the home-based program option also participate in twice monthly socializations to interact with other parents and to observe their children interacting with other children in child-initiated activities. Field trips occur monthly and are planned to appropriately coincide with HIPPY lessons to build upon skills introduced as well as socialization activities. Parent meetings offer opportunities for parent-to-parent interactions and cover important topics that meet the Head Start Performance Standards. Transportation is provided to accommodate those parents who may not otherwise attend.

Early Head Start Home-Based Program. The home-based program uses Partners for a Healthy Baby curriculum. This research-based home visiting curriculum applies two-generation strategies that address the needs of expectant and new families and their children. The curriculum covers a wide variety of topics including prenatal health, healthy birth outcomes, bonding and attachment, positive parenting, enhanced child and health and development, infant mental health, economic self-sufficiency, and family stability. The Partners for a Healthy Baby curriculum aligns with each of the Head Start Early Learning Outcomes Framework domains. The curriculum is designed to support CFEs in partnering with families to plan individualized home visits that are tailored to the needs and interests of the child or expectant mother. The topic content is discussed with the family and is summarized by a handout that is left with the family as a resource. The Partners for a Healthy Baby curriculum meets the needs of the whole family, not just the child. Children will benefit when the families' life dreams, daily demands, relationships, concerns, careers, finances, health and nutrition, and self-

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esteem are addressed. The curriculum supports families by cultivating warm and nurturing relationships, changes towards a healthier lifestyle, empowerment so that families can achieve life goals, and ways to enrich and support their baby's development.

CFEs are typically connected to the community served and approach the family as a partner and peer in the learning process. CFEs conduct home visits in English or Spanish, depending upon the primary home language or language preferences of the family. Each home visit has two components. The first involves delivery of the curriculum, which helps parents see the opportunities their homes offer as a learning environment. The second incorporates comprehensive family development services provided by CFEs.

Clayton Early Learning supports staff to implement Partners for a Healthy Baby through weekly planning meetings involving role play and training in each week's learning activities. This supports the individualization of home visits for both child and family development. Home-based program staff apply data from multiple assessment and screening tools including Teaching Strategies GOLD®, the Ages & Stages Questionnaire, and DECA I/T to this process.

Parents whose children are enrolled in the home-based program option participate in twice monthly socializations to interact with other parents and to observe their children interacting with other children in child-initiated activities. Parent meetings offer additional opportunities for parent-to-parent interactions and cover important topics

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that address the Head Start Performance Standards. Transportation is provided to accommodate those parents who may not otherwise attend.

c. Developmental Screenings and Assessments. Clayton teachers and the Continuous Quality Improvement team use multiple methods of assessment over time, including observations, investigations, parent feedback, authentic and standardized assessments. The primary role of assessment in early childhood education is to provide insight into the educational experiences that will be the most valuable for individual children. Table 3 lists the assessments regularly administered, all of which were reviewed by program staff before adoption to ensure their developmentally, linguistically appropriateness for enrolled children. Bilingual staff assess children who have limited English proficiency and whose home language is Spanish. The Clayton teaching staff also includes Spanish speaking individuals.

Table 3: Clayton Early Learning Head Start Development Screenings and Assessments

Assessment	Who	When
Preschool Language Scale, 5 th Edition (PLS-5)	All Educare children	When they turn 6 months, 12 months, 18 months, 2 years, 3 years, then fall and spring
Peabody Picture Vocabulary Test, 4 th Edition (PPVT-4)	Educare children 3 and older	When they turn 3, and then fall and spring
Bracken School Readiness Assessment (BSRA)	Children eligible for kindergarten	Fall and Spring before the kindergarten eligible year
Devereux Early Childhood Assessment Preschool, 2 nd Edition (DECA-P2)	All children	Within 45 days of enrollment, and then then fall and spring

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Assessment	Who	When
Parent Interview	All Clayton Educare families	Annually
Parent Survey	All Clayton Educare families	
Classroom Observations (ECERS-3, ITERS-R,)	All classrooms	Spring
Classroom Observations (CLASS I/T and CLASS Pre-K)	All classrooms	Spring and fall
ESI and ASQ	All classrooms	Within 45 days of enrollment
Teaching Strategies GOLD	All children	Fall, Winter, Spring, Summer

Teaching Strategies GOLD® (TSG), an assessment system for children from birth through kindergarten, measures the knowledge, skills, and behaviors that are most predictive of school success. TSG blends ongoing, authentic, observational assessment across all areas of development and learning with intentional, focused, performance-assessment tasks for selected literacy and numeracy objectives. Teachers use system reports to observe and document children’s development and learning over time; plan instruction to support children’s needs; identify children who might benefit from additional support, screening, or further evaluation; and report and communicate progress with family members and others. The Continuous Learning and Data Team partners across all program options to use this assessment system to collect and gather child outcome data for program-level accountability; generate reports to guide program planning and professional development opportunities; and inform strategic investments to close learning gaps.

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d. Opportunities for Parents and Families to be Engaged. Child development services are individualized through a childcare plan and the Individual Child Curriculum Plan (ICCP) collaboratively developed by program staff and parents. Data from children's screenings and assessments guide individual goal setting with children and families. Parents engage in reflective inquiry sessions to review and analyze data and set goals to improve outcomes for children and families. In turn, each child's ICCP guides the planning of developmental interactions with the child, aligns goals with current developmental needs, provides a structure for parent-staff collaboration, and sets out guidelines for meeting agreed upon goals. Communication between parents and caregivers about the child's development is central to the process of individualization.

CFEs and teachers collaborate with parents to expand everyday learning through home links and Teaching Strategies GOLD© parent activities. Monthly parent-child activities-in each classroom engage parents with the classroom curriculum and further the home-school connection. Bi-annual program-wide all-parent meetings offer data dialogue, training and support in a variety of topics related to child development and engage the family in their child's education. An interdisciplinary work group examines the rigor and outcomes of curricula implementation using a curriculum mapping tool and lesson planning rubric. Not Applicable – Clayton Early Learning does not currently serve AIAN children.

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There are no changes to Education and Child Development, Clayton Early Learning continues to use curriculum, screenings and assessments that are comprehensive, research based, authentic, and standardized.

7. Health

Clayton Early Learning takes a holistic approach to every child's well-being by offering comprehensive health, mental health, and nutrition services. Through partnerships with community agencies and consulting with a variety of parent driven workgroups and initiatives, we have developed health services that meet the needs of every child and family developmentally and linguistically to lay the foundation for school readiness. Clayton Early Learning has a Nutrition and Health manager that is responsible for overseeing these holistic services. Through the guidance and support of Community Health and Nutrition Consultants and the onsite Health team the daily needs of children and families are addressed to ensure appropriate and timely well child checks, dental, hearing, and vision screenings, follow-up, and referral support.

Within 45 days of enrollment, all children entering Clayton Early Learning Head Start receive hearing and vision screenings. Within 90 days of children's enrollment, Clayton Early Learning ensures children have an ongoing source of medical and dental care and are up to date on all primary and preventative health care (well child visits and immunizations). Clayton Early Learning connects families to geographically proximate Denver Health School-Based Health Clinics. These clinics can serve as the family's medical home and provide a child's full comprehensive health services including

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immunizations, well-child checks, lead screening, pharmacy and OBGYN services. Onsite dental screenings are provided to children by Children's Hospital Pediatric Dentistry. Onsite Hearing and Vision screenings are provided to children by the Marion Downs Center for Hearing Speech and Language and Denver Health.

Through a partnership with Denver Health, Women, Infants and Children (WIC) program, a dietician provides onsite nutritional support to families, children, and staff. Children with special dietary needs are identified with a nutritional history as part of the enrollment process. The dietician develops parent educational materials and provides training to program staff on nutritional concerns (obesity, underweight, and anemia). Clayton Early Learning is the first school in Colorado to offer WIC appointments on site to better meet the needs and schedules of working families.

The Clayton Early Learning Head Start food program meets the USDA Child and Adult Care Food Program (CACFP) guidelines. A nutrition team (including a trained chef) prepare nutritious meals and snacks from natural ingredients, primarily plant-based, to minimize the intake of processed foods. Meals are served family-style with the teacher participating. The meals provided supply one-half to two-thirds of a child's daily nutritional needs. Clayton Early Learning sends an annual survey to parents and staff requesting feedback on the food program. Program enhancements and menu changes are made based on the feedback received. To maintain a high level of quality in its food program, Clayton Early Learning receives independent monitoring three times throughout the year. Clayton provides over 500 scratch, seasonal, plant rich, delicious yet nutritious meals for our children every day. As part of our whole child, whole family

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approach, we also provide our families and staff with these same opportunities. Clayton Early Learning is in the process of implementing a “seed to stomach approach” in its meal program and classroom nutrition activities. Garden plots on campus offer children the opportunity to plant, grow, tend, harvest, and eat fresh fruits and vegetables. Children are encouraged to try and enjoy a wide variety of produce as they develop a sense of ownership and confidence exploring natural environments. Helping children learn where, how and why food grows builds a positive foundation for health, nutrition, and well-being throughout their life. Clayton Early Learning created “Clayton Cooks” a recipe book in English and Spanish as well as the Cooking with Clayton series for the children, families, and staff to be able to have the same access to high quality, affordable, and healthy meals in their homes. Clayton has an onsite, free of charge Clayton Cares Market where families and staff have weekly access to organic high quality fresh fruit, vegetables, meat, fish, poultry, eggs, milk, grains, household supplies, books, clothing. Parents and staff participate in cooking classes for healthy eating and engage in campus and community wellness activities to expand their health and nutrition knowledge. The Wellness in Preschool, I am Moving, I am Learning, and National Integrative Nutrition Education programs offer families a variety of resources and learning opportunities related to nutrition, healthy eating routines, and physical movement. A Health Services Advisory Committee comprised of staff, a nurse, a physician’s assistant, a dental assistant, a speech language pathologist, and a state child health representative meets quarterly to review and support implementation of health practices. Members of this team also meet regularly with CFEs to provide

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resources and referrals that support families' health and well-being. Clayton Early Learning partners contracts with additional health providers as needed.

Clayton works with the Denver Health School Based Mental Health team and Mental Health Center of Denver to provide mental health consultative services. Monthly Early Intervention (EI) meetings are conducted with each classroom and home visitor to discuss individual children and their development, and classroom challenges and needs. In these meetings, mental health consultants offer suggestions, ideas, and strategies to the teachers and CFEs who work with families. The EI team includes service providers, and our licensed early childhood mental health consultants (ECMHC), who visit classrooms on a weekly basis. For additional mental health and wellness support, teachers can request classroom level consultation, and parents can request individual child or parent consultation. ECMHCs provide referrals for child and family therapy as requested. Clayton contracts with DCAC to provide bilingual licensed mental health services to families. Families can sign up for individual or couple therapy sessions with our Family Liaison. The Family Liaison also assists families to navigate additional mental health resources in the community. Clayton's Early Intervention Specialist facilitates Positive Behavior Support (PBS) plan creation as needed, and includes family members, teachers, and CFEs and coaches to identify the child's strengths and needs from multiple perspectives and to plan for consistent support of individual children. We integrate Conscious Discipline, our social-emotional curriculum (please refer to Section 6.a.), and Touchpoints into both EI and PBS meetings. In partnership with the Sanctuary Institute, Clayton is developing a trauma-informed practice that understands

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the impact of traumatic stress and has the skills and resources to minimize its long-term effects. Complementary to Clayton's whole child, whole family approach, this work will embed a restorative norm at Clayton in which staff are emotionally available to one another and to the children and families they serve. Health and safety are primary considerations in childcare settings because young children are vulnerable to experiences that may negatively impact their overall well-being. Clayton Early Learning implements policies related to creating and maintaining a safe environment (e.g., medication administration and storage, admission and readmission after illness, injury prevention, evaluating the safety of play equipment) to meet HSPPS as well as state licensing requirements. The needs of children with specific health issues (asthma, seizures, allergic reactions, etc.) are met through individualized health plans developed in partnership with the child's parents and medical providers.

There are no changes to health, Clayton Early Learning continues to take a whole child, whole family approach to every child's well-being and continues to offer comprehensive health, mental health, and nutrition services directly or through partnerships in the community.

8. Family and Community Engagement

a. Program strategies for building trusting and respectful relationships with families. Clayton Early Learning provides an setting that honors and respects all children and families. Keeping children at the center of all work, relationships are built with families using a strength-based approach that is mutually respectful. The Head

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Start Parent, Family, and Community Engagement Framework is used to guide Clayton Early Learnings approach to Family Engagement. Staff are warm and welcoming and ensure the school and socialization classrooms are family friendly. There are spaces for private conversations and staff focus on supporting the needs of families. Clayton Early Learning offers a variety of opportunities to make progress toward family outcomes. These opportunities allow for both individual family connections with staff and opportunities for a group of families to connect with peers and the community. Clayton Early Learning employs bilingual staff. Key program resources and communications (e.g., Family Handbook) are available in English and Spanish. Program leadership strives to recognize and build on the unique strengths, values and goals of individual children, families, and staff in all aspects of the program. Staff and families are encouraged to celebrate and honor differences through sharing life experiences, worldviews, and customs.

b. Engagement activities that support parent-child relationships, child development, family literacy and language development. Clayton Early Learning uses the Head Start Parent, Family, and Community Engagement (PFCE) Framework, the Educare Core Features, and the Touchpoints® approach to shape and support program family engagement practices. Strong leadership with understanding the importance of supporting families is a critical component for ensuring positive parent-child relationships. The PFCE Framework, the Educare Core Feature of Intensive Family Engagement and Touchpoints® place a strong emphasis on program staff honoring and supporting parents as the primary teachers and their relationships with their children.

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The Touchpoints® approach to family care builds understanding of child development and supporting relationships. In addition to the activities and supports described in Section 6.d., the program offers on-site parent support groups and Conscious Discipline parenting classes, in English and Spanish. Dialogic Reading training is offered to families at least quarterly. Families are encouraged to read in their home language. Books are often distributed to families at family meetings and events to help build a home library. Our Parent Committee and Family Engagement Team offer a wide range of activities throughout the school year that celebrate and honor all families in their critical role as a child's most important teacher. Families who attend the Parent Committee plan and lead school wide events utilizing parent feedback from a variety of parent interest surveys and data points. Engaging all parental figures (including males, grandparents, and other paternal relationships) is an intentional focus of planning. Participation is encouraged through incentives and support that include transportation and childcare services. The Family Resource Library offers families access to two computers with internet and printer access, as well as books, magazines, games, and other resources. School Readiness Goals are shared and discussed at enrollment and through transitions along with Parent Meetings, Parent Committee and Policy Committee. Family leaders participating in Policy Committee ensure Clayton Early Learning is making progress toward family and child outcomes as well as ensuring program goals are met. Clayton Early Learning also supports Head Start and Early Head Start families in creating a learning environment at home that builds on classroom learning and provides families with more opportunities for ongoing engagement in their

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child's education. During monthly parent and child activities and semi-yearly Parent-Teacher conferences, all parents receive individualized home-school activities to support their child's development while building on individual interests and family strengths. These activities are comprehensive, cross all domains and support the parent as the primary educator of their child. Classroom- and home-based teams develop a body of evidence for each child that is used to assess the child's development. Results are shared with parents to inform joint goal setting. Twice per year, teachers, CFEs and families meet to review child goals, assess progress, and identify needs and support. The Child & Family Review process is also completed twice per year and allows for an interdisciplinary team approach to ensuring the holistic work of whole child and whole family is met by reviewing child goals, Family Partnership Agreement goals, Family wellness and child attendance. Home visitation staff host meetings and socializations during the year where parents receive training on skills to support their child's development and their role as their child's primary teacher. The Family Engagement team includes members who are bilingual in Spanish and English. The program has access to an interpretation service to support families as needed and to translate materials shared with families into their home language. CFEs explore community resources to provide translation and interpretation support for other languages as needed. Families who have a desire to become proficient in English are connected to English as a Second Language classes in the community.

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c. Research-based parenting curriculum. Clayton Early Learning Early Head Start uses the *Conscious Discipline* Parent Education Curriculum that aligns with the Head Start Parent, Family and Community Engagement framework (PFCE framework). The strength of the *Conscious Discipline* methodology is systematically teaching the perceptual shift that allows adults to interpret the need behind children's behavior more accurately. The curriculum then provides foundational skills to equip adults to problem-solve and implement effective solutions. In this way, the *Conscious Discipline* Parent Education Curriculum meets families where they are, empowering all families to experience success.

The Clayton Early Learning also incorporates the *Partners for a Healthy Baby* curriculum into practice with all families. This curriculum is informed by multidisciplinary research that focuses on the importance of prenatal and child developmental periods for families in building a solid foundation for continued development. All CFEs use the curriculum to jointly plan and individualize home visits and school visits to meet the needs of each child and family. Program staff apply the curriculum's Family Development category to facilitate planning and implementation of each area in the OHS Parent, Family, and Community Engagement Framework.

d. Program strategies for family partnership services. Clayton Early Learning Early Head Start CFEs work with families to provide case management services, complete with resource and referral, community networking, and opportunities for parents to develop parenting and other skills. CFEs build rapport with parents to address the child's educational needs and any family needs that may be hindering the

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family's progress. The Family Partnership Agreement (FPA) is the primary tool for coordinating comprehensive family development services. CFEs conduct parent interviews that include in-depth questions regarding families' hopes, concerns about their community, engagement in education, and understanding of child development. The program administers a Family Strengths and Needs Assessment to identify strengths and needs for each family. CFEs use information compiled from these tools to collaboratively shape individual FPAs with families.

The Family Engagement Team includes the School Director, Director of Community Engagement, Family Engagement Managers, CFEs, Family Engagement Liaisons, the Admission Specialists and Program Associates. This team develops an annual Family Engagement Plan using the results of annual parent surveys and informal parent feedback to CFEs, as well as referrals, family strengths assessment, demographic, and family partnership data. The Plan identifies the relevant PFCE framework goals for each activity in the plan. The Plan is comprehensive and includes parent meetings, special events, home visits, FPAs, family assessments, data collection and review, Parent Committee and Policy Council meetings, parent workshops and fatherhood activities.

Family Engagement activities are monitored through a database which tracks home visits, center visits, referrals and FPAs. The database allows staff to view information by caseloads or in aggregate. Parent Interview data is compiled and available by program option for further review and dialogue to support practice. Parent interview data and family partnership data are cross-referenced against school readiness goals. Interdisciplinary teams review and discuss these data in monthly meetings to plan

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future classroom and family activities. Individual family data is used to connect families to needed services, supporting positive outcomes for families while enhancing community collaborations. Family Engagement managers and coaches work with CFEs monthly to review this information to enhance practices for supporting family success.

e. Examples of community partnerships. Clayton Early Learning works with a variety of partner agencies and organizations to provide comprehensive services to Early Head Start and Head Start children and families. This application highlights just a few examples. Clayton Early Learning works with Parent Possible to bring Vroom to families. Vroom is a set of tools and resources developed by the Bezos Family Foundation to inspire families to turn everyday moments into “brain building moments” by layering activities that are essential to healthy brain development onto existing routines. Clayton also partners with WeeCycle, a nonprofit organization serving Colorado families that provides necessities to families, particularly with infants, toddlers, and preschoolers, struggling with poverty, homelessness, domestic violence, teen pregnancy, and under-employment. Bus vouchers are provided through Denver’s Regional Transportation District. Cross-Purpose provides career development and training to families. Clayton also works in partnership with the Denver Childcare Assistance Program, and the Universal Preschool Program (UPK) to meet the needs of families. Clayton Cares Market works with several partners, including We Don’t Waste, Food Bank of the Rookies, Conscious Alliance, and Food for Thought, to provide weekly and emergency food distributions to families.

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There are no changes to family and community engagement. Clayton Early Learning continues to provide a setting that honors and respects all children and families. Clayton continues to use the Head Start Parent, Family, and Community Engagement Framework as a guide for Family Engagement.

9. Services for Children with Disabilities

c. Ensuring full participation. Clayton Early Learning recruits children with suspected or previously diagnosed disabilities through its regular recruitment processes and through linkages with Early Intervention Colorado, Child Find (Part C Agency) Rocky Mountain Human Services and Sewall Child Development Center. Through DGKHS, Clayton Early Learning collaborates with the Sewall Child Development Center to identify and coordinate efforts to serve children with special needs in program classrooms. This collaboration provides a family-friendly system in service delivery by using Sewall's on-site team for coordination of services.

d. Meeting individualized needs. To ensure prompt identification of children in need of a diagnostic evaluation, the process begins with screening each child within 45 days of enrollment. The Intervention Specialist and members of the Early Intervention team meet with the parents in a transdisciplinary Family Meeting to provide feedback on the observations and to determine if further assessment is advisable. If the team recommends additional testing and if the parents provide their permission in writing,

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Sewall/EI Colorado conducts the evaluation for English and Spanish speaking children. Testing for children of other languages is conducted by the Multi-lingual Assessment Screening Team from Denver Public Schools.

After the evaluation, an Individual Family Service Plan (IFSP) or Individualized Education Plan (IFSP/IEP) determination meeting is scheduled with the parents, the child's teacher, the CFE, the Intervention Specialist or Community Partnerships Specialist, a representative from the LEA, and evaluators. An IFSP/IEP is a written plan through which parents and professionals jointly determine the goals for each child's development and the services to be provided.

The IFSP/ IEP is implemented as soon as possible. In cases where a child enters the program with a pre-existing plan it is implemented within a month. Families are fully informed and engaged in the process from assessment to development of the IFSP/ IEP through regular reviews of the child's development and transition into kindergarten.

Services are coordinated through Sewall or EI Colorado and delivered either on site or in their home. The therapists that serve each child's IFSP/IEP write progress notes after each visit with the child and store the notes in a locked cabinet in the classroom. This document provides teachers and parents with more detailed information on each child's progress and the next steps. The Early Intervention Team provides training and mentoring for teachers in how to better serve children with special needs both prior to identification and after IFSP/IEPs are in place. When children move from a 0-3 Individual Family Service Plan into a preschool setting, the LEA provides screening, evaluation, IEP determination meeting, and placement services for the child and family.

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Clayton Early Learning also hosts an Early Intervention collaborative meeting quarterly to review and improve services to children with IFSP's/IEP's. Clayton Staff meet regularly with families to identify home school connections that best meet the child's needs. The EI team, in partnership with local groups, holds annual training to build family knowledge and understanding in reading an IFSP/IEP and in supporting their child's transition to preschool, kindergarten and beyond.

There are no changes to services for children with disabilities. Clayton Early Learning continues to provide disabilities services to more than 10% of enrolled children.

10. Transition

a. b. Transitions from Early Head Start to Head Start.

Transitions are guided by a formal interdisciplinary process characterized by collaboration between families and staff. The transition process includes strategies to prepare families to engage in the education and development of their child. Clayton Early Learning staff begin to prepare families for the transition to kindergarten a full year in advance. Staff provide developmental guidance and written materials to preschool families about kindergarten and school of choice options. Transition activities include hosting "School of Choice" events to inform parents about options for kindergarten and support them in identifying a school that best meets their needs and sharing of student growth data from Teaching Strategies GOLD© between preschool and kindergarten teachers. CFEs help parents to complete enrollment packets and school of choice applications (along with any other eligibility forms) and facilitate visits

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to schools as requested by parents. Well-defined transition processes are also in place for children who are not attending preschool or kindergarten and those who are receiving early intervention services. Transitions involving children with special needs and accommodation (IFSP, IEP, Behavior Plans, and/or health & nutrition plans) receive additional transition support for eligibility determination. Children and families who have transitioned from Clayton to kindergarten and other primary school grades are invited to stay connected with the Clayton Community through our alumni program. We encourage parents and caregivers who are interested in supporting other transitioning families.

c. Transitions between programs. In the event that a transition between program options or classrooms is necessary, the Education and Family Engagement managers, CFEs, teachers and families work together to develop a transition process that will meet each individual child's needs. This process involves an interdisciplinary approach that engages the family in planning and making the transition.

There are no changes to the transition process. Clayton has written formal transition processes that include strategies to continue to prepare families to engage in the education and development of their child.

11. Services to Enrolled Pregnant Women

Not Applicable

12. Transportation

a. Level of need for child transportation services. Clayton Early Learning is conveniently located within the neighborhoods it serves. This geographic alignment

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enables most families to transport their children to school. The school is located on a main thoroughfare and close to public transportation.

b. Meeting families' transportation needs. For parents commuting from outlying areas, the program provides support to identify and secure transportation resources as needed. The home-based and community collaboration options serve families for whom commuting or transportation to the school is a challenge. CFEs travel weekly to the homes of families enrolled in the home-based program option. The program offers transportation for socializations, field trips, screenings, and program events.

There are no changes to transportation, Clayton continues to offer transportation as it is available to support children and families.

C. Governance

1. Governance, Organizational, and Management Structures

Structure

a. Board member expertise. Among our distinguished Board of Trustee (governing board) members, Daniel Prager has expertise in fiscal management or accounting; Cindy Schulz, Jennifer Stedron, Ginger Maloney, Tina Martinez, and have expertise in early childhood education and development; and Katie Reilly and Curt Reiman are licensed attorneys familiar with program governance issues in the governing body.

b. Community members. The Board of Trustees includes community leaders and volunteers, representatives of local community-based agencies and nonprofits, a foundation representative, entrepreneurs, strategists, Technology and Fundraising

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professionals as well as a pediatrician. Princess Mack and Brandon Garner are former Early Head Start parents.

c. Policy Council makeup. The Clayton Early Learning Policy Committee is comprised of ten representatives and two parent alternates. Nine are parents of children presently enrolled in Head Start program and one is a community representative. Policy Committee members represent each program option including the community-based options and are elected by their peers. The Policy Committee empowers parents and caregivers to serve as leaders for their children by having an active voice in policy making and program decisions at Clayton.

Processes***Governing Body***

c. How the governing body receives key program information. To inform its decision-making, the Program Committee of the Board receives regular and relevant data and program information throughout the year according to a published schedule. This information relates to strategic planning and needs assessments; recruitment, section, and enrollment; applications for funding; agency policies; self-assessment; annual operating budget and financial audit; personnel policies and procedures; Policy Council bylaws and selection procedures. Program leadership provides additional context and responds to questions. Governing body bylaws, written standards of conduct, and well-established procedures for carrying out all aspects of the board's responsibilities provide structure for the board's operations and deliberations. The Program Committee of the Board maintains effective oversight through active

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engagement in reviewing and approving major program policies, as well as considering program data and resulting program improvements. The Clayton Early Learning Policy Council reviews program outcomes and financial information monthly and initiates suggestions and ideas related to the program and program operations. The Parent Committee advises staff in developing and implementing program policies and activities to ensure they meet the needs of children and families, as well as participates in the recruitment and selection of employees, as requested.

Clayton Early Learning contracts for an annual organizational audit, including a Single Audit (under IRS Circular A-133) for major Federal programs and applies Board-approved fiscal policies and procedures for all Federal and audit reporting and tracking requirements. Auditors' reports continue to contain an unqualified opinion. The financial performance of the program was highlighted in a recent Risk Management Meeting with the Office of Head Start Regional Office.

d. Delegation of Responsibilities. When the Board of Trustees charges advisory committees to study or address specific aspects of program governance, the Board maintains final approval of recommendations made by these advisory bodies.

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Policy Committee

e. Receiving and sharing key program information. The Clayton Early Learning Policy Committee oversees the Early Head Start and Head Start programs, advancing Clayton's vision and mission of delivering high quality comprehensive services to children and families. The Policy Committee's responsibilities include:

- General planning and administrative responsibility in accordance with the HSPPS
- Initiating suggestions and ideas related to the program and program operations.
- Reviewing program outcomes and financial information on a monthly basis
- Providing ongoing support to carry out the mission of the program.

The Committee meets monthly. The elected chairperson of the Policy Committee develops meeting agendas and oversees all election processes. The chair of the Policy Council, the chair of the Policy Committee (responsible for oversight of Clayton Early Learning's Head Start program), and program management meet regularly to discuss agenda, governance responsibilities, and program issues. Clayton Early Learning provides translation services, childcare, transportation, and meals at Parent Committee and Policy Council meetings to encourage participation. Monthly training is provided by leadership staff (see training plan for details).

Parent Committees

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f. Parent Committee and Staff Communication. At the beginning of each year, Clayton Early Learning establishes a Parent Committee comprised of families of currently enrolled children. Parents learn about opportunities to participate in the Parent Committee, Policy Committee, and other leadership roles during enrollment. The Parent Committee meets monthly with Clayton Early Learning staff representatives present.

The Parent Committee

- Advises staff in developing and implementing program policies and activities to ensure they meet the needs of children and families.
- Participates in the recruitment and selection of employees, as requested.

g. Policy Council and Parent Committee Communication. The Policy Council Chair communicates updates to the Parent Committee after each meeting. Similarly, the Parent Committee shares regular updates with the Policy Council.

Relationships

a. Governing board training and technical assistance. Governing board members receive formal and informal training along with written manuals (handbooks and notebooks). The program integrates a mix of ongoing training and data dialogue to support governance development. Members also participate in conferences and workshops related to early childhood education in accordance with a conference/travel policy. Training content is informed by the Head Start Act and Performance Standards, community assessment, program self-assessment, and stakeholder feedback. An annual training plan outlines specific content.

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b. Conflict of Interest Policy. The Clayton Early Learning Board of Trustees has adopted and periodically updates written standards of conduct that establish standards and formal procedures for disclosing, addressing, and resolving any conflict of interest (or appearance of a conflict of interest) as well as complaints, including investigations, when appropriate.

c. Consultation of governing body and Policy Committee. Clayton Early Learning encourages meaningful engagement and collaboration by governance members as a central strategy in providing the strongest Early Head Start/Head Start program possible. These values are reflected in organizational and board/council culture, written procedures, training practices, informal processes, communication styles and interactions with executive leadership. They ensure meaningful consultation and collaboration with the Policy Committee around joint decisions.

There are no changes to governance, Clayton Early Learning governing bodies continue carrying out all aspects of program governance.

1. Human Resources Management

a. Organizational Chart. The current organizational chart identifies the management team and staff structure. Head Start programming at Clayton Early Learning is led by Paula Smith, Chief Impact Officer. Ms. Smith's credentials and depth of experience in bridging research and high-quality practice combine with her proven service in the complex role of the Early Head Start and Head Start Director to position her well in this role. The Educational Services teams that report to Paula Smith are Geri Mendoza, School Director (overseeing school services); Shelly Anderson, Senior

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Director, Professional Development and Data and Evaluation (overseeing coaching and data); Carly Landgraff Director, Family Engagement Maricela Palomares, Director, Community Engagement (overseeing Home Based, Community and directing the EHS-CCP project); and, Jennifer Smith, Director, Comprehensive Services (overseeing health, nutrition, disabilities and mental health).

b. Criminal background checks. Clayton Early Learning conducts formal reference checks before extending an offer of employment. Post-offer, newly hired staff complete an authorization for background checks prior to formal onboarding. Human Resources ensures a criminal background check is received prior to a new employee's start date. In addition, new employees' public arrest records are checked through the State of Colorado with immediate results received from the state database. A National Sex Offender Registry search is also completed prior to an employee's start date with immediate results received from the national database. Employees are fingerprinted and those fingerprints are processed through the CBI, FBI, and state child abuse database systems. Human Resources staff promptly address any issues discovered through these processes. Placement organizations, direct service contractors and consultants with whom we work complete or affirm appropriate criminal background checks as a contractual requirement.

c. Orientations. New Employee onboarding consists of a series of formal training and self-paced learning experiences over the course of a two-week period that addresses organization mission, regulatory requirements, standards of practice and required content area knowledge. Each new staff member receives a follow-up

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department-specific orientation checklist to guide additional orientation over a three-month period. Clayton Early Learning’s Professional Development staff meet with new employees and their supervisor biweekly for the first 90 days to follow up on the orientation process, answer questions and reflect on the work. The program outlines expectations for work, job performance and conduct in documents that include the Employee Handbook, Standard Operating Procedures, Head Start Program Performance Standards and the NAEYC Code of Ethical Conduct. Executive or program staff orient consultants and volunteers to aspects of the program and program operations that are relevant to their association or scope of work with the program and supervise or monitor their work.

Key features of staff training and professional development.

Program staff annually develop a professional development plan that incorporates training needs, formal education goals and timelines for achievement. Embedded

professional learning in the form of weekly

coaching and reflective supervision assist staff members to meet their goals. Additional support includes onsite career advising, tuition and book reimbursement. Program staff receive training in relevant service domains with a focus on child and family development; language and literacy, curriculum, and planning; intervention strategies;

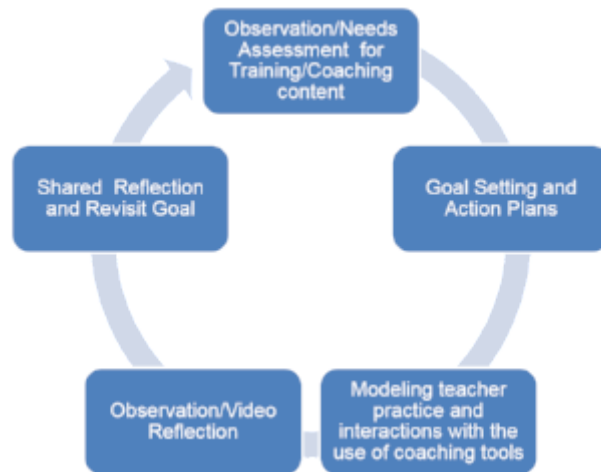


Figure 2: Clayton Early Learning coaching cycle

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health and mental health issues. Core competencies align expectations across interdisciplinary teams and inform professional development plans. Staff also participate in activities designed to expand their proficiency and to build their understanding of healthy attachments and strong, positive relationships to support the social-emotional and cognitive development of young children. Staff enhance their skills by attending cohort Coaching sessions, data dialogues, and reflective practice groups. Management staff also participate in coaching, reflective supervision, and leadership training. Embedded professional development is a critical component of quality early childhood education. Not only does coaching provide time for teachers to engage in observation, reflection, and goal setting with their coach, it stimulates employee satisfaction and growth while providing opportunities for educators to explore new teaching strategies and implement innovative practices. The result is excellence in practice and service for young children and their families. Continuous Learning and Data Coaches partner with teaching staff using data to inform high quality teaching practices, plan intentionally for each child's individual needs, and increase child outcomes. The role of the Coach is to work closely with the Education Management team to ensure that all team members are setting and working toward meaningful goals and effectively elevating their teaching practice. Coaches meet with teachers in cohort coaching settings on a weekly basis, structuring their time to engage in video observation, data dialogue, and specific content areas related to CLASS and School Readiness goals. Coaches and teachers are collaborative partners with a shared understanding of the roles, goals, and expectations critical to a successful coaching relationship. Coaches model transparency,

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communication and accountability while providing teachers with resources, expertise, authentic professional observation as well as supportive and constructive feedback. A certified pre- and post-CLASS observation is conducted each year to assess quality of instruction. Teachers and their supervisors apply information from the CLASS assessment to inform individual professional development goals. Practice-based coaching and the TLC model focuses on the behavior marker or teaching strategy the teacher has chosen to develop or strengthen. Technology and Data Utilization training is integrated into the new employee orientation. Technology tools including electronic devices (such as iPad and laptops), web-supported databases (such as DECA, COPA and GOLD©), and hardware (such as connected mobile devices) improve productivity, data analysis and documentation.

There are no changes to human resources policies and procedures. Clayton Early Learning continues to implement hiring and retention strategies and provide professional development opportunities.

2. Program Management and Quality Improvement

a. Oversight and assessment of progress toward program goals. Clayton Early Learning considers child assessment and other program data to create annual program goals, inform professional development plans, identify resource needs as well as track its progress toward program goals and intended impacts. Interdisciplinary teams (comprised of educators, family support staff, early interventionists, researchers,

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and policy analysts) meet regularly to analyze the data collected, identify trends, explore issues, and note strengths and gaps in services.

Clayton Early Learning uses a comprehensive, customized database solution called Child Outcomes, Planning and Administration (COPA). This web-based software allows appropriate program staff to access child, family, and program information for the purpose of ongoing monitoring and evaluation. COPA supports the program in monitoring all areas of the HSPPS.

The Clayton Early Learning management team maintains the validity and reliability of the information system and upgrades the system to meet evolving needs. Written policies and procedures ensure confidentiality and security of all data and funds related to children, families, and staff.

b. Features of the continuous improvement process and system. Using data for continuous improvement requires recognition of the value of data, commitment and opportunity to learn about the meaning of data, and systems for sharing data. Implementation of fidelity, validity and reliability of all assessment tools is monitored and maintained through a careful process of orientation, training, monitoring, and auditing of the data associated with each staff member utilizing the tool. Data and evaluation team members attend Policy Council meetings twice a year to share program data. The data utilization team meets twice a year with teaching teams to share results of data collection. Program leaders and specialists received COPA training to more efficiently use the data system for tracking and monitoring comprehensive child and family services.

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Clayton Early Learning completed its tenth year of a national implementation study to document the features of Educare and how implementation of the model contributes to program quality and links to child and family outcomes. The evaluation is led by a national evaluator at the Frank Porter Graham Child Development Institute at the University of North Carolina-Chapel Hill.

d. Management of budget and staffing, including sufficient time for professional development and provision of full range of services. The executive management team prepares the annual budget with input from program staff, fiscal staff, and the Policy Council and makes regular reports on program expenditures to the Finance, Investment and Real Estate Committee, Policy Council, and full Board of Directors. Professional development is a management imperative of Clayton Early Learning and includes two weeks of pre-service training and monthly training days. As noted above, new staff receive two weeks of intensive orientation and onboarding.

There are no changes to program management and quality improvement. Clayton Early Learning continues to consider child assessment and other program data to inform professional development and continuous improvement.

Section II. Budget and Budget Justification Narrative

Section II. Budget and Budget Justification

Clayton Early Learning is requesting \$1,970,083 for FY 2025-26; \$1,961,233 in base grant funding and \$12,523 in training and technical assistance funding to serve 160

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Head Start and 22 Early Head Start children and their families in a variety of options based on community need. Clayton will provide non-federal matching funds in the amount of \$492,521 as required in the application.

Budget Methodology. Clayton Early Learning has identified certain operating expenses.

specifically aligned with the Head Start Program initiatives. The budget and narrative are summarized into key budget categories including Personnel, Fringe Benefits, Supplies, Contractual and Other. Personnel costs include teachers and support staff, both full-time and part-time, and an allocation for fringe benefits at 25% of salaries. Supplies include classroom and child supplies, diapers, infant formula, and other supplies. The Contractual category includes outsourced services such as nutrition, health, and consultation services for families not provided by Clayton staff. Also included are expenses for on-call temporary staffing and contracts with Little Einstein Academy and Early Success Academy to assist 22 children under the grant agreement. The Other budget category includes other indirect operating expenses for maintaining the classrooms including, commercial insurance, building and maintenance, information technology and network support expenses. Clayton is able to provide non-federal match resources at the required level of 20% as itemized in the budget.

Financial Management. Clayton Early Learning demonstrates financial stewardship by adhering to sound accounting standards, generally accepted accounting principles, and internal controls. Fiscal reports are reviewed on a regular basis by staff, the

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governing body, Finance, Investment and Real Estate Committee, and full Board of Directors.

An annual audit under Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) is conducted by an independent auditor. The fiscal department, under the direction of the Chief Financial Officer, follows policies and operating procedures as set forth by the Office of Head Start, the Office of Management and Budget, and the Board of Trustees. The Financial Management Department provides accounting services, including accounting and budgeting support, grants and asset management, payroll, and financial statement reporting. These services are used to help meet the required non-federal match and are itemized in the budget as "General & Administrative." The detailed budget and budget narrative is summarized in Table 4. Also included is a summary of the Non-Federal Match resources.

Table 4: Budget/Budget Narrative for Head Start/Early 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>Teachers, CFEs and support staff, both full-time and part-time, are included in the budget. NFS includes teachers, administration, maintenance, and support staff.</i>	\$1,028,301.00	\$294,944.00	\$222,327.00	\$59,079.00	\$1,604,651.00
Benefits	\$254,308.25	\$76,618.50	\$55,584.00	\$14,771.00	\$401,281.75

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<i>A fringe rate of 25.0% of salaries and wages is used to cover employee benefits including health, dental, life insurance; worker's compensation; federal and state unemployment; FICA; and 401(K) Employer Match</i>					
Program Supplies/Materials <i>Child and family Services supplies: food service supplies, classroom materials, furnishing, individual accommodations diapers and wipes, family activities supplies, general office supplies: paper, pens, lamination film, folders, binders, etc.</i>	\$46,789.75	\$0.00	\$11,580.00	\$816.00	\$59,185.75
<u>Rent (if applicable)</u> <i>Narrative</i>					\$0.00
Utilities <i>Narrative</i>					\$0.00
Local Travel <i>Staff mileage reimbursement at the IRS approved rate.</i>	\$5,000.00	\$0.00	\$2,500.00	\$0.00	\$7,500.00
Technical Training and Staff Development <i>Training expenses.</i>	\$8,850.00		\$3,673		\$12,253
Contractual <i>Community contracts with Early Success Academy, Little Einstein Academy and Florence Crittenton HS. Consultation services including nutrition and health through Denver Health & Hospitals, Children's Hospital; mental health through DCAC contracts. Substitute teachers, EPIC behavioral services.</i>	\$144,466.00	\$24,116.50	\$88,704.00	\$22,176.00	\$279,462.50
Other (Utilities, Maintenance, and repair) <i>Utilities, telephone. Building maintenance, repairs, janitorial services & supplies. Maintenance and repair including carpet and window cleaning; sewer repair; commercial equipment and HVAC repairs, inspections, and</i>	\$98,000.00	\$0.00	\$3,000.00	\$0.00	\$101,000.00

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<i>exterminating expenses. Information Technology expenses, including IT support, computer hardware/software, Commercial liability insurance including property, liability, umbrella, employee dishonesty, student accident and D&O, parent services</i>					
Other (Building and Child liability Insurance) <i>Commercial liability insurance including property, liability, umbrella, employee dishonesty, student accident and D&O</i>	\$15,000				\$15,000
Volunteers <i>Narrative -</i>					\$0.00
Totals	\$1,600,715.00	\$395,679.00	\$387,368.00	\$96,842.00	\$2,480,604.00

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2025-26 Denver Great Kids Head Start - Budget Form

Please complete the section(s) for the categories you are applying for in the narrative section -- all funds must be spent between July 1, 2025 - June 30, 2026 (add rows as necessary)

	Head Start	Head Start In Kind	Early Head Start	Early Head Start In Kind	Total
1.) Personnel/Salaries (detail each position)	\$1,028,301.00	\$294,944.00	\$222,327.00	\$59,079.00	\$1,604,651.00
Lead Teacher	\$56,485.00	\$0.00			\$56,485.00
Lead Teacher	\$57,200.00	\$0.00			\$57,200.00
Lead Teacher	\$42,900.00	\$14,300.00			\$57,200.00
Lead Teacher	\$43,680.00	\$14,560.00			\$58,240.00
Lead Teacher	\$42,900.00	\$14,300.00			\$57,200.00
Lead Teacher	\$41,250.00	\$13,750.00			\$55,000.00
Lead Teacher	\$43,656.00	\$14,552.00			\$58,208.00
Lead Teacher	\$41,250.00	\$13,750.00			\$55,000.00
Lead Teacher	\$45,303.00	\$15,101.00			\$60,404.00
Lead Teacher	\$42,870.00	\$14,290.00			\$57,160.00
Teacher	\$35,100.00	\$11,700.00			\$46,800.00
Teacher	\$35,823.00	\$11,941.00			\$47,764.00
Teacher	\$35,100.00	\$11,700.00			\$46,800.00
Teacher	\$34,320.00	\$11,440.00			\$45,760.00
Teacher	\$35,100.00	\$11,700.00			\$46,800.00
Teacher	\$35,100.00	\$11,700.00			\$46,800.00
Teacher	\$35,100.00	\$11,700.00			\$46,800.00
Associate Teacher	\$42,000.00	\$42,000.00			\$84,000.00
Associate Teacher	\$31,500.00	\$10,500.00			\$42,000.00
Associate Teacher	\$31,500.00	\$10,500.00			\$42,000.00
Associate Teacher	\$31,500.00	\$10,500.00			\$42,000.00
Floater Teacher	\$25,997.50	\$0.00			\$25,997.50
On Call Substitute	\$20,550.50	\$0.00			\$20,550.50
Child Family Educator, School Based	\$37,440.00	\$12,480.00			\$49,920.00
Child Family Educator, School Based	\$37,440.00	\$12,480.00			\$49,920.00
Child Family Educator, School Based	\$37,440.00	\$0.00			\$37,440.00

Child Family Educator, Community Based (Half time)	\$18,720.00	\$0.00			\$18,720.00
Program Associate - Community Based			\$10,046.00	\$8,736.00	\$18,782.00
Chief Impact Officer			\$22,200.00	\$9,250.00	\$31,450.00
Child Family Educator, Home Based			\$25,126.00	\$7,537.00	\$32,663.00
Child Family Educator, Community Based			\$24,960.00	\$0.00	\$24,960.00
Community Partnerships Specialist			\$7,908.00	\$3,295.00	\$11,203.00
Continious Learning and Data Coach Community Based			\$31,200.00	\$6,240.00	\$37,440.00
Director of Family Engagement			\$15,000.00	\$5,000.00	\$20,000.00
Director, Community Partnerships			\$17,130.00	\$5,353.00	\$22,483.00
Director, Comprehensive Services			\$10,433.00	\$3,130.00	\$13,563.00
Manager of Health & Nutrition	\$11,076.00		\$6,646.00	\$2,215.00	\$19,937.00
Manager, Community Partnerships			\$18,000.00	\$2,160.00	\$20,160.00
Manager, Grants			\$12,000.00	\$4,000.00	\$16,000.00
Program Associate, Admissions			\$4,326.00	\$2,163.00	\$6,489.00
Program Specialist, Admissions			\$6,552.00	\$0.00	\$6,552.00
Senior Director, Professional Development & Data			\$10,800.00	\$0.00	\$10,800.00
2.) Fringe Benefits (detail each position)	\$254,308.25	\$76,618.50	\$55,584.00	\$14,771.00	\$401,281.75
Lead Teacher	\$14,121.25	\$0.00			\$14,121.25
Lead Teacher	\$14,300.00	\$0.00			\$14,300.00
Lead Teacher	\$10,725.00	\$3,575.00			\$14,300.00
Lead Teacher	\$10,920.00	\$3,640.00			\$14,560.00
Lead Teacher	\$10,725.00	\$3,575.00			\$14,300.00
Lead Teacher	\$10,313.00	\$3,438.00			\$13,751.00
Lead Teacher	\$10,914.00	\$3,638.00			\$14,552.00
Lead Teacher	\$10,313.00	\$3,438.00			\$13,751.00
Lead Teacher	\$11,326.00	\$3,775.00			\$15,101.00
Lead Teacher	\$10,718.00	\$3,573.00			\$14,291.00
Teacher	\$8,775.00	\$2,925.00			\$11,700.00
Teacher	\$8,956.00	\$2,985.00			\$11,941.00
Teacher	\$8,775.00	\$2,925.00			\$11,700.00
Teacher	\$8,580.00	\$2,860.00			\$11,440.00
Teacher	\$8,775.00	\$2,925.00			\$11,700.00
Teacher	\$8,775.00	\$2,925.00			\$11,700.00
Teacher	\$8,775.00	\$2,925.00			\$11,700.00

Associate Teacher	\$10,500.00	\$10,500.00			\$21,000.00
Associate Teacher	\$7,875.00	\$2,625.00			\$10,500.00
Associate Teacher	\$7,875.00	\$2,625.00			\$10,500.00
Associate Teacher	\$7,875.00	\$2,625.00			\$10,500.00
Floater Teacher	\$6,499.38				\$6,499.38
On Call Substitute	\$5,137.63				\$5,137.63
Child Family Educator, School Based	\$9,360.00	\$3,120.00			\$12,480.00
Child Family Educator, School Based	\$9,360.00	\$3,120.00			\$12,480.00
Child Family Educator, School Based	\$9,360.00	\$2,881.50			\$12,241.50
Child Family Educator, Community Based (Half time)	\$4,680.00	\$0.00			\$4,680.00
Program Associate - Community Based			\$2,512.00	\$2,184.00	\$4,696.00
Chief Impact Officer			\$5,550.00	\$2,313.00	\$7,863.00
Child Family Educator, Home Based			\$6,282.00	\$1,884.00	\$8,166.00
Child Family Educator, Community Based			\$6,240.00	\$0.00	\$6,240.00
Community Partnerships Specialist			\$1,977.00	\$824.00	\$2,801.00
Continious Learning and Data Coach Community Based			\$7,800.00	\$1,560.00	\$9,360.00
Director of Family Engagement			\$3,750.00	\$1,250.00	\$5,000.00
Director, Community Partnerships			\$4,283.00	\$1,338.00	\$5,621.00
Director, Comprehensive Services			\$2,608.00	\$783.00	\$3,391.00
Manager of Health & Nutrition			\$1,662.00	\$554.00	\$2,216.00
Manager, Community Partnerships			\$4,500.00	\$540.00	\$5,040.00
Manager, Grants			\$3,000.00	\$1,000.00	\$4,000.00
Program Associate, Admissions			\$1,082.00	\$541.00	\$1,623.00
Program Specialist, Admissions			\$1,638.00	\$0.00	\$1,638.00
Senior Director, Professional Development & Data			\$2,700.00	\$0.00	\$2,700.00
3.) Travel	\$5,000.00	\$0.00	\$2,500.00	\$0.00	\$7,500.00
Mileage	\$4,000.00		\$2,500.00		\$6,500.00
Field Trips	\$1,000.00				\$1,000.00
					\$0.00
4.) Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Narrative --					\$0.00
					\$0.00
					\$0.00
5.) Supplies	\$46,789.75	\$0.00	\$11,580.00	\$816.00	\$59,185.75
Office	\$3,000.00		\$2,303.00	\$816.00	\$6,119.00
Child and family services supplies	\$37,736.75		\$7,277.00		\$45,013.75

Food services supplies	\$6,053.00		\$2,000.00		\$8,053.00
					\$0.00
					\$0.00
					\$0.00
6.) Contractual	\$144,466.00	\$24,116.50	\$88,704.00	\$22,176.00	\$279,462.50
Consultants	\$30,000.00				\$30,000.00
Child care partnership contracts	\$96,466.00	\$24,116.50	\$88,704.00	\$22,176.00	\$231,462.50
EPIC	\$18,000.00				\$18,000.00
7.) Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
					\$0.00
					.00
8.) Other Direct Cost	\$121,850.00	\$0.00	\$6,673.00	\$0.00	\$128,523.00
Utilities, telephone	\$10,000.00				\$10,000.00
Building and child liability insurance	\$15,000.00				\$15,000.00
Building maintenance, repairs, janitorial services & supplies	\$48,000.00				\$48,000.00
Incidental Alterations/ renovations	\$5,000.00				\$5,000.00
Parent services	\$5,000.00		\$3,000.00		\$8,000.00
Training	\$8,850.00		\$3,673.00		\$12,523.00
Other - Information Technology expenses,including IT support, compu	\$30,000.00				\$30,000.00
7.) Indirect costs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Insurance					\$0.00
Administrative Costs					\$0.00
					\$0.00

TOTAL: \$1,600,715.00 \$395,679.00 \$387,368.00 \$96,842.00 \$2,804,604.00

Awarded \$ 1,600,715.00 \$ 395,679.00 \$ 387,368.00 \$ 96,842.00
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