

AMENDATORY AGREEMENT

THIS AMENDATORY AGREEMENT is made and entered into by and between the **CITY AND COUNTY OF DENVER**, a municipal corporation of the State of Colorado, hereinafter referred to as the “City”, and **CATHOLIC CHARITIES AND COMMUNITY SERVICES OF THE ARCHDIOCESE OF DENVER**, a Colorado not-for-profit corporation, whose address is 4045 Pecos Street, Denver, Colorado 80211 (the “Contractor”) collectively “the parties”.

RECITALS:

A. The City and Contractor entered into an Agreement dated June 16, 2014, to provide comprehensive Head Start services for program year 2014-2015 (the “Agreement”).

B. The parties now wish to adjust the Contractor’s operations by decreasing the total number of families to be served by the Contractor from 224 families to 216 families.

NOW, THEREFORE, the parties agree as follows:

1. Effective as of December 5, 2014, the Contractor will maintain an enrollment level of 216 families or such other enrollment level designated in writing by the City.

2. All references to “...Exhibit A-1...” in the existing Agreement shall be amended to read: “...Exhibits A-1 and Revised Exhibit A-1, as applicable...” The scope of work marked as Revised Exhibit A-1 is attached and incorporated by reference. Effective December 5, 2014, Revised Exhibit A-1 will govern and control the services provided from December 5, 2014, until June 30, 2015.

3. All references to “...Exhibit C...” in the existing Agreement shall be amended to read: “...Exhibits C and Revised C, as applicable...” The scope of work marked as Revised C is attached and incorporated by reference. Effective December 5, 2014, Revised C will govern and control the services provided from December 5, 2014, until June 30, 2015.

4. Any and all other references to the Contractor’s enrollment level in the Agreement or Exhibits are hereby modified to reflect an enrollment level of 216 families or such other enrollment level designated by the City in writing.

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

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

END

SIGNATURE PAGES AND EXHIBITS FOLLOW THIS PAGE

Exhibits:

Revised Exhibit A-1
Revised Exhibit C

Contract Control Number:

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

SEAL

CITY AND COUNTY OF DENVER

ATTEST:

By _____

APPROVED AS TO FORM:

REGISTERED AND COUNTERSIGNED:

By _____

By _____

By _____



Contract Control Number: MOEAI-201416449-01

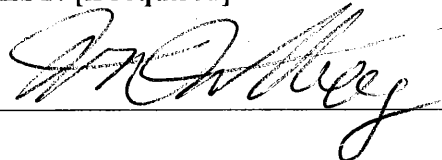
Contractor Name: CATHOLIC CHARITIES AND COMMUNITY SERVICE

By: 

Name: Laurance Smith
(please print)

Title: President and CEO
(please print)

ATTEST: [if required]

By: 

Name: Wayne Wolberg
(please print)

Title: CHIEF FINANCIAL OFFICER
(please print)



2014-2018 Catholic Charities Denver Great Kids Head Start Application

Delegate Name:	Catholic Charities of the Archdiocese of Denver
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I. Need for Assistance and Geographic Area

Catholic Charities, founded in 1927, is one of Colorado’s oldest and largest human service providers. Catholic Charities marked its 86th year of providing supportive, safety-net services that help to alleviate poverty and promote self-reliance. Catholic Charities has grown to become one of Colorado’s largest nonprofit social service providers. Catholic Charities has evolved over the years to meet society’s changing needs, but its purpose of working with the vulnerable and the poor to alleviate poverty and promote self-reliance has remained the same. Head Start programs are part of our Family and Children Services which also includes Adoption Services/Pregnancy Counseling, Foster Care, Early Childhood Education Programs, Adult Services, Mulroy Senior Center, Home Based Counseling and Kinship Care (a program for familial caregivers) and Lighthouse Women’s Services and Gabriel House (a program that supports pregnant women and parents of infants and young children). All of these programs work to assist people in becoming self-reliant.

As a local non-profit agency, we provide services in several Colorado counties and believe in working in the neighborhoods with the greatest need. Catholic Charities operates six Early Childhood Education facilities in Denver. Catholic Charities Early Childhood Education Programs offer several programs including Early Head Start, Head Start, and the Colorado Preschool Program.

Catholic Charities is submitting an application as a delegate agency for Denver Great Kids Head Start (DGKHS). We are proposing to provide Head Start services for 216 children and families. Catholic Charities currently provides Head Start services in six facilities within the DGKHS service area. Our centers are located in the Sun Valley, Auraria-Lincoln Park, Five Points and Westwood neighborhoods.

Catholic Charities Center	Neighborhood Served	Surrounding Neighborhoods Served
Child Development Center	Sun Valley	Jefferson Park, West Colfax, Barnum
Margery Reed Mayo	Five Points	Whittier, Cole, Civic Center
Mi Segunda Casa, New Site	Auraria-Lincoln Park	Sun Valley, Speer, Valverde
Garfield, Kentucky, Combination	Westwood	Athmar Park, Mar Lee, Ruby

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Option		Hill
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Due to neighborhood revitalization efforts in the South Lincoln Park neighborhood, our double session site in that area has been temporarily housed at our Child Development Center. We are working alongside Denver Housing Authority (DHA) during the rebuilding process and anticipate the new site to be open in Fall of 2014. This will be a large child care center and will plan to serve 64 children. Because of the redevelopment, there are an increased number of families living in the area who have a need for full day, full year Head Start services.

There is a documented need for early intervention services in our targeted neighborhoods. The population groups to be served are children three to five years of age and their families who meet the Head Start eligibility guidelines and live in or near our targeted neighborhoods. The needs to be addressed are summarized from the DGKHS Office of Children’s Affairs 2013 Comprehensive Community Assessment:

- The families in our targeted neighborhoods are living in poverty.
- The neighborhoods targeted by Catholic Charities have a high percentage of non-English speaking persons.
- On average, half of our families are headed by single parents.
- The families living in our targeted neighborhoods are vulnerable.
- The families living in our target neighborhoods are among the “neediest of the needy” and must be given priority in the delivery of Head Start services.

To determine priority for enrollment, a needs-based selection criteria has been established from risk factors prevalent in the community needs assessment. The selection criteria is reviewed, updated as necessary and approved annually by our Catholic Charities Policy Council.

Catholic Charities targeted and specific geographic recruitment areas and their needs are:

Sun Valley Neighborhood: Child Development Center

Catholic Charities has been providing child care services in the Sun Valley neighborhood since 1995 and Head Start services since 1997. This neighborhood was chosen by Catholic Charities for Head Start services because of the extremely high number of statistics documenting the need for services for this high risk population. Sun Valley is the poorest neighborhood in Denver. In fact, “90% of 1,500 residents live in subsidized housing where the median household income is only \$8,000 a year” (Jeremy P. Meyer, Denver Post, April 20, 2013).

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The Child Development Center (CDC) serves pregnant women, 16 infants, 24 toddlers, 32 preschoolers and includes Head Start, Early Head Start, Child Care, Colorado Preschool Program, Denver Preschool Program and services for pregnant women.

The Sun Valley neighborhood has the highest crime rate compared to Denver and the rest of the neighborhoods we serve. Children living in high crime neighborhoods that are exposed to violence have a potential to suffer lasting physical, mental and emotional harm. The demographics of this neighborhood are a testament to the immense need for Head Start services in the area.

CDC is located on the ground level of a transitional housing program, Decatur Place Apartments, operated by Mercy Housing. Approximately 40% of the families that attend CDC live in Decatur Place. CDC is conveniently located along major bus routes and the Regional Transportation District (RTD) completed the installation of a major Light Rail station just 2 blocks north of the center in 2013. Catholic Charities often provides bus tokens for families in need so they can access RTD services in order to support their children. The Sun Valley Projects, owned by DHA, are also within walking distance to CDC and Fairview, the local elementary school, is located directly across the street.

Five Points Neighborhood: Margery Reed Mayo Day Nursery

Today Margery Reed Mayo Day Nursery serves 8 infants, 16 toddlers, 32 full day preschoolers, 16 part day preschoolers and includes Head Start, Early Head Start, Child Care, Colorado Preschool Program, Denver Preschool Program and services for pregnant women. Two years ago a part day morning session was added to Margery Reed Mayo due to the closure of a part day center at one of our nearby sites.

According to the Children's Corridor website this neighborhood falls into the boundaries of the Children's Corridor.

The Children's Corridor is 14 miles long and encompasses areas of North and East Denver and a corner of Aurora. There are roughly 54,000 children in the Corridor and at least 4 in 10 of the children are born to mothers living in or at high risk of falling into poverty. Approximately 80% of children living in the Corridor that attend public schools live in poverty. At least two thirds of children in the Corridor are what Piton defines as "vulnerable." They are vulnerable to health problems. They are vulnerable to academic failure. These factors make them vulnerable to a life of economic struggle. These are children born to teen mothers or mothers without a high school education or they are kids who live in households poor enough to qualify for free and reduced school lunch. In addition, single parents head 41 percent of the households with children in the Corridor. The Piton Foundation's goal is for every child in the Children's Corridor to have a medical home, be kindergarten ready and graduate from high school. Catholic Charities is committed to working in these neighborhoods to be part of the collective effort to drive positive change for the children and families.

The Five Points and surrounding neighborhoods produce alarming statistics indicating the continued need for child care and especially Head Start services. Margery Reed Mayo is conveniently located near bus routes and the Light Rail. Many parents work or go to school in the downtown area and find Margery Reed a quick, easy commute.

Auraria-Lincoln Park Neighborhood: Mi Segunda Casa & New Site

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Catholic Charities began providing services in the Auraria-Lincoln Park neighborhood in 1997 when the City of Denver became a grantee for Head Start. Mi Segunda Casa Head Start is located in the First Mennonite Church and benefits from a collaborative arrangement with the landlord and a long standing history in the neighborhood.

Mi Segunda Casa offers a morning and afternoon class option for nine months including Head Start, Colorado Preschool Program and the Denver Preschool Program.

Our Little Munchkins Head Start site was previously located in the South Lincoln Projects and is temporarily housed at our Child Development Center due to a neighborhood revitalization project. DHA is currently building a brand new child care center at their expense which Catholic Charities will operate and we will continue to collaborate and provide Head Start services to at risk families in this center.

The new site is located on the corner of the ground floor of a mixed income residential building. The neighborhood redevelopment includes a variety of businesses, updates to a large city park and a residence for the elderly and persons with disabilities. The site will serve 64 children in full day full year slots and includes Head Start, Early Head Start, Child Care, Colorado Preschool Program, Denver Preschool Program and services for pregnant women.

The majority of families live within walking distance of CC sites in the Auraria-Lincoln Park neighborhood. Both sites are convenient to bus routes and the Light Rail stops just blocks away from Little Munchkins. This stop is one stop away from the Auraria Campus making it very easy for parents who are attending classes. Again, due to the redevelopment, there are an increased number of families living in the area with a need for full day full year Head Start services.

Both the Denver Housing Authority and the First Mennonite Church have demonstrated a continued commitment to support the provision of Head Start services in the neighborhood.

Westwood Neighborhood: Garfield Head Start, Kentucky Head Start & Combination Option

In 1998 Catholic Charities took over the operation of Kentucky Head Start and Garfield Head Start at the request of DGKHS. Currently, the need is still great and Catholic Charities is proposing to continue providing Head Start services in the Westwood neighborhood. The following chart indicates the vulnerability of the families in Westwood. DHA renovated both sites in Summer of 2012, further strengthening our partnership and showing their commitment to our presence in the neighborhood.

As of December 2013 we have expanded our Combination Option by 12 slots, many of which will be drawn from this neighborhood. Within 30 days, 11 families were enrolled in this new option which substantiates the need for services in the area. Our Combination Option continues to be a successful method of providing school readiness for at risk children.

Risk Factors	Sun Valley	Five Points	Auraria-Lincoln Park	Westwood	Denv
Poverty rate	71.5	31.5	37.73	24.05	14.29
% Children receiving free and reduced lunch	93.41	82.75	90.91	95.09	73.04

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Crime rate per 1,000 persons	182.32	125.02	185.38	55.15	60.19
Burglary crime rate per 1,000 persons	42.19	16.79	29.95	33.07	15.84
Violent crime rate per 1,000 persons	20.03	12.82	14.07	5.62	5.21
% Children living with a single parent	71.7	44.67	52.09	26.93	28.01
% Births to teen mothers	17.65	8.39	14.43	19.01	9.09
% Births to unwed mothers	54.9	33.57	35.05	31.68	25.32
% Births to women with less than a 12 grade education	41.79	24.58	25.23	5.53	24.08
Confirmed abuse and neglect rate	18.04	13.98	26.16	5.4	7.48

Demographics	Sun Valley	Five Points	Auraria-Lincoln Park	Westwood	Denver
Population	1,448	12,710	6,824	15,486	600,158
% Population Non-Latino White	7.67	56.95	45.03	11.39	52.15
% Population Latino	53.87	22.53	37.65	80.67	31.82
% Population African American	25.97	15.23	10.55	1.65	9.73
% Population under 6	26.86	5.4	7.75	13.53	8.59
Average household income	\$12,434	\$35,519.00	\$38,480.00	\$37,961.00	\$55,129.00
Licensed child care slots	202	906	706	397	23,886
% Households living at current address for less than 1 year	32.24	30.94	39.95	23.53	28.68

Additional Demographic Information:

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The following information from the 2013 Community Assessment demonstrates the need for assistance including the nature, scope and center locations for our targeted neighborhoods above.

- Poverty is considered a major factor that places a child or family at-risk. When one factor is present, there is a compounding effect and the likelihood for failure increases significantly. In our neighborhoods we see the statistics that put many other factors into play: births to women with less than a 12th grade education, births to unwed mothers, high percentage of children living with a single parent, families that do not speak English, abuse and neglect rates, out-of-home placements, dangerous neighborhoods demonstrated by high crime rates, and high rates of unemployment.
- Low educational attainment of parents associated with a number of risk factors that impact child well-being including a higher risk of poverty.
- Children living at or near poverty are at greater risk for physical, emotional and cognitive health issues with long-term implications for educational achievement, health and social development.
- The poverty rate in each of our neighborhoods exceeds that of the rate of the city of Denver as a whole. Children living in areas of concentrated poverty are more likely to experience stress, have unmet basic needs, lower test scores and are more likely to drop out of school.
- Ensuring quality early child care and Head Start programs are accessible for children and families in our service area is crucial in supporting a positive life-long impact on healthy behaviors, growth and development.
- 28% of children under 5 years old are living in poverty in the DGKHS area.
- 32% of our families have less than a 12th grade education compared to the 14.2% in Denver.
- We have seen an increase in children enrolled in our programs that fall in the overweight or obese categories on the BMI scale. 25% of the Head Start children enrolled in our program in 2012-2013 were considered to be at an unhealthy weight.
- In Denver, 13% of children who qualify for public health insurance programs are not enrolled. By the end of the 2012-2013 program year, 99.6% of our Head Start children had health insurance and a medical home.
- According to our 2012-2013 Program Information Report, 18% of the Head Start children we served had an Individualized Education Program (IEP).

Child Development Programs serving Head Start children available in Denver:

Volunteers of America
Larimer Street Denver, 80205

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Clayton Early Learning
3801 Martin Luther King Boulevard Denver, 80205

Denver Public Schools Early Education
900 Grant Street Denver, 80203

Mile High Montessori Early Learning Center
1780 Marion Street Denver, 80218

Family Star Montessori
2246 Federal Boulevard Denver, 80211

Resources available in the community:

- Catholic Charities Extended Services—Family Preservation, Emergency Assistance, Family Counseling Center, Adoption and Foster Care, Kinship Care, Samaritan House (homeless shelter), Father Ed Judy House (homeless shelter for women and children), Immigration, Housing and Adult Services
- Rocky Mountain Human Services—Part C Provider- offers evaluation and direct case management for children with special needs age 0-3
- Denver Department of Human Services— Provides a variety of services including: Early Intervention, Child Care Assistance Program, Temporary Assistance to Needy Families, and Child Support Enforcement
- Mercy Housing, Decatur Place Apartments—Transitional housing program
- Denver Housing Authority— Offers housing options for families in need
- Bright Beginnings—Provides child development materials and home visiting services
- PEAK Parent Center— Offers staff training and supportive services to families who have children with special needs
- Sacred Heart House – Homeless shelter for women and children
- Centro San Juan Diego – Services to Hispanic families such as ESL, GED, computer classes, legal clinic, counseling and citizen preparation
- Denver Children’s Advocacy Center- Abuse prevention education and treatment
- Mi Casa Resource Center – Career and business training, legal night, and GED
- Denver Inner City Health – Health/dental provider for adults with no insurance
- DPS Office of Multicultural Outreach – Maestro en Casa ESL course
- Metro CareRing – Food bank
- Colorado Legal Services – Legal assistance
- Denver Public Library – Family literacy
- Denver Inner City Parish – Food bank
- Denver Health and Hospitals
- Financial Empowerment Centers – part of a national effort to improve the financial stability of households by integrating high-quality, one-on-one financial education and counseling into existing public and nonprofit programs to achieve multiple outcomes for clients
- Upstream Impact – designed to help families escape poverty and pursue their dreams

II. Program Approach and Expected Benefits or Results:

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Goals Objectives, Strategies and Measures

Catholic Charities believes that the NEEDS and the GOALS are integrated:

- There is a need for prepared children.
 - The goal is that all children will receive high quality education that ensures they are ready to succeed in school.
- 2. There is a need for community health and treatment.
 - The goal is that all children will receive high quality health, mental health, and nutrition services that ensure they are healthy and ready to succeed in school.
- 3. There is a need for family centered services.
 - The goal is that parents work to improve their own skills and they are engaged as their children’s first teacher to ensure children are ready to succeed in school.
- 4. There is a need for disability services for children.
 - The goal is that children with disabilities will experience high quality and inclusive learning environments to ensure they are ready to succeed in school.
- 5. There is a need for fiscal integration.
 - The goal is that operations and financial administration are efficient and effective, ensuring that resources support the preparation Head Start children for school.

Goal Number One:

GOAL	OBJECTIVES	STRATEGIES	MEASURES
All Denver Great Kids Head Start children will receive high quality education that ensures they are ready to succeed in school.	All DGKHS students will meet or exceed widely held expectations <ul style="list-style-type: none"> ○ This includes the goals of the School Readiness Plan that includes outcomes for social/emotional development, approaches to learning, physical development and health, language and literacy attainment and cognitive and general knowledge skills. 	Use TS Gold data to guide program design and continuous improvement Implementation of the School Readiness Leadership Committee to evaluate program performance and ongoing improvements. On-going targeted	TS Gold Reports: All Domains Sign In sheets and meeting notes.

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GOAL	OBJECTIVES	STRATEGIES	MEASURES
		<p>training for teaching staff and family service workers to increase school readiness skills and child outcomes.</p>	<p>Sign In Sheets, Evaluations</p>
	<p>70 % of teachers at each agency have a BA or higher: 100% of teachers' assistants meet credentialing</p>	<p>Conduct wage analysis for Early Childhood Education staff positions and review job descriptions to maintain competitive salaries, increase retention, and improve recruitment.</p> <p>Provide opportunities both in-house and through local community colleges and universities for ECE staff to obtain their CDA , AA or BA degrees.</p>	<p>Teachers and assistant teacher credentials</p> <p>Sign-In/Notes from Pay Scale Qualification Meeting</p> <p>Tracking form for Coursework payments.</p> <p>Professional Development Binder</p>

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GOAL	OBJECTIVES	STRATEGIES	MEASURES
	Effective transitions to Kindergarten	Implementation of the School Readiness Leadership Committee	Children with IEP's will have a Pre and post parent survey % IEP Transition Packets Catholic Charities Transition Plan

Benefits or Results Expected

Catholic Charities utilizes a variety of strategies to promote school readiness for the children in our programs. We know that a strong research-based curriculum and assessment system that encompasses all areas of development including social emotional development and language and literacy prepares children for success in school. Having qualified staff has been found by the National Child Care Staffing Study to show teachers are “more sensitive, less harsh and detached, and more appropriate....than were teachers with less formal education.” Furthermore, children with sensitive and responsive teachers scored higher on language measures and exhibited a higher level of peer play than other children. At Catholic Charities we believe that transition plans are an integral part of our program. Evidence shows that the relation between transition practices and achievement is moderated by Social Economic Status. As hypothesized, the effect of transition practices on academic achievement was stronger for children from average- or low-income families than for children from more affluent backgrounds. High-income children were more likely to demonstrate high academic achievement in kindergarten regardless of the transition practices offered at their school. In contrast, the predicted achievement scores of average- and low-income children receiving transition practices were substantially higher than they would have been had they attended schools that did not offer such practices.

Amy B. Schulting, Patrick S. Malone, and Kenneth A. Dodge. 2005. The Effect of School-Based Kindergarten Transition Policies and Practices on Child Academic Outcomes. *Developmental Psychology* 41(6):80-71

Goal Number Two:

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GOALS	OBJECTIVES	STRATEGIES	MEASURES
<p>All Head Start children will receive high-quality health, mental health, and nutrition services that ensure they are healthy and ready to succeed in school.</p>	<p>Families will know the health status of their children</p>	<p>Participation in Culture of Wellness</p> <p>Participation in the Integrated Nutrition Education Program</p> <p>Catholic Charities will provide information and resources to all families with children who are low/high BMI</p> <p>Implementation of the I Am Moving I Am Learning Curriculum</p> <p>Implementation of the ECE Cares program</p> <p>Implementation of the Second Step program.</p> <p>Implementation of the Pyramid Plus Framework.</p>	<p>Overweight and Obesity rates</p> <p>Percent of children enrolled in health insurance and have a medical home</p> <p>Percent of children who have received health screening</p> <p>Immunization Rates</p> <p>Percent of children who receive appropriate follow up care</p> <p>COWP reports</p> <p>Family correspondence/contact notes</p> <p>Education Quarterly Checklists</p>

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			Sign In sheets, Evaluations
	Families are connected with services and providers.	During the enrollment process, and through ongoing work with families, Catholic Charities Family Service Workers(FSW's) determine the families' needs around health, mental health, and nutrition and assist the families in locating resources to meet their needs.	Family correspondence/Contact Notes Enrollment forms: Strengths and Needs Assessment Health History Nutrition Assessment Data Base documentation
	All children will have a medical home.	During the enrollment process, Catholic Charities Family Service Workers (FSW's) determine whether families have a medical home. If not, then health/Family Service staff provide assistance in finding a medical home.	Number of children with medical home /Data Base
Children identified with needs for special health, mental health or nutrition services will receive assessments and connection to services.	Catholic Charities collaborates with the contracted Denver health Nurse to monitor the assessment process for all Head Start Children to ensure timely referrals and diagnosis.	Health Report Tracking Sheet	

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	Children and parents will have the skills and knowledge to increase physical activity and practice healthy nutritional habits.	implementation of the I Am Moving I Am Learning Curriculum Implementation of the ECE Cares, Second Step, and Pyramid Plus Programs.	Percent of children who receive appropriate follow-up care COWP reports
	All Children Staff and Families have access to mental health information and support.	Implementation of the ECE Cares , Second Step, and Pyramid Plus Programs. Schedule opportunities for parents to connect with mental health and disabilities support personnel	Sign In Sheets /Evaluations Developmental Planning Notes Parent Acknowledgement Forms Newsletters

Benefits or Results Expected

Through Catholic Charities efforts around increasing the Health, Mental Health and Nutrition services ,families, parents and caregivers will gain knowledge about good nutrition and active lifestyles, that will promote a healthier lifestyle for their children. Research has made it increasingly clear that children’s school and later life success depends not only on children’s cognitive skills, but also on their physical and mental health, emotional well-being, and ability to relate to others.

(Cavanaugh, Lippitt & Moyo 2000; Huffman, Mehlinger & Kerivan 2000; National Research Council and Institute of Medicine 2000; Peth-Pierce 2000; Raver 2002).

Goal Number Three:

GOALS	OBJECTIVES	STRATEGIES	MEASURES
All Denver Great Kids Head Start parents work to improve their own skills and are engaged as their children’s first teacher to	Families will meet the goals in their family partnership agreements	Catholic Charities Family Service workers work with families to create a Family Partnership Agreement (FPA)within 45 days . Through on-going	% of families who have completed plan goals including but not limited to: GED completion ESL participation

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<p>ensure children are ready to succeed in school.</p>		<p>communication and support, assist families in moving toward their goals.</p>	<p>employment</p> <p>Measurement of % of families who have made progress towards goal completion.</p>
	<p>Children will have effective transitions to Kindergarten</p>	<p>Implementation of the School Readiness Leadership Committee</p> <p>The ECE Director for Mental Health Disabilities and Mental Health will meet with families of children who are placed on an IEP to review the document, identify the child's current developmental level, next steps, and strategies.</p>	<p>Teaching Strategies Gold data</p>
	<p>Families will consistently engage in Head Start.</p>	<p>Parents and Children Together Time (PACTT) take-home backpack program</p> <p>The ECE director for Mental Health Disabilities will meet with families of children who are placed on an IEP to review the document, identify the child's</p>	<p>In-Kind Forms</p> <p>Program Outreach to parents:</p> <p>Newsletters</p> <p>Invites</p> <p>Flyers</p> <p>Parent Participation</p>

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		<p>current developmental level, next steps, and strategies.</p> <p>Catholic Charities will continue to recruit parents to participate in committees and stay involved in the program in meaningful ways including the school readiness committee, policy council, and transition events.</p> <p>Provide HS parents with educational and leadership development opportunities</p>	<p>documentation:</p> <p>In-Kind forms</p> <p>Evaluations</p> <p>Surveys</p> <p>Sign In Sheets</p>
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Benefits or Results Expected

Research suggests that meaningful engagement of families in their children’s early learning supports school readiness and later academic success (Henrich & Gadaire 2008; Weiss, Caspe & Lopez 2006).. By increasing families skills and resources and providing opportunities for families to be involved in meaningful ways, we increase parent involvement and assist parents and caregivers in preparing their children for later school success.

Goal Number Four:

GOALS	OBJECTIVES	STRATEGIES	MEASURES
All Denver Great Kids Head Start children with disabilities will experience high quality and inclusive	Children with IEPs will improve school readiness.	Provide guidance and leadership on inclusive learning environments	TS Gold Growth report Timeline for

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<p>learning environments to ensure they are ready to succeed in school</p>		<p>ECE Director for Disabilities and Mental Health will meet with teachers of children on IEP's to review the child's current levels, next steps and strategies to support growth and development.</p> <p>Continue to collaborate with Denver Public Schools, Sewall and Child Find to provide information to parents for continued support and eligibility.</p>	<p>evaluations</p> <p>IEPs transitioned to Kindergarten</p> <p>Retention rate for children with IEPs</p> <p>Development Planning Meeting Notes</p>
	<p>Children will receive timely evaluation and effective IEPs as appropriate</p>	<p>In Coordination with Denver Health and the Health Nurse, Catholic Charities staff refers and tracks children through the evaluation process to ensure a timely and complete process for each child.</p> <p>Catholic Charities Staff meets monthly with the Nurse to discuss the screening</p>	<p>Tracking Sheet</p> <p>Vision/Hearing/IEP Health Report</p>

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		and referral process for children in the program.	Meeting notes/sign-in sheet.
	Children will have effective transitions to Kindergarten	<p>Transition meetings are held with the Special Education Teams at the elementary schools for children with IEP's to ensure a smooth transition from Head Start into the DPS classroom.</p> <p>Catholic Charities Staff creates a Transition Folder for families with children on IEP's.</p> <p>Catholic Charities staff creates a Meet My Child Sheet for families to present at the school for children with IEP's.</p>	<p>Parent Acknowledgement of Transition folder</p> <p>Sign-in Sheets</p> <p>Transition survey for children with IEP's.</p>

Benefits or Results Expected

Catholic Charities works to ensure that children are screened and assessed to address special needs early and to provide appropriate intervention at the earliest time to maximize outcomes and school readiness for children with identified special needs. Early Identification and intervention according to a Rand Corporation analysis of Proven Benefits of Early Childhood Interventions; early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression, and attainment, among other domains.

This research brief describes work for RAND Labor and Population documented in *Early Childhood Interventions: Proven Results, Future Promise* by Lynn A. Karoly, M. Rebecca Kilburn, and Jill S. Cannon (2005) © Rand Corporation. 200 pp,

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Goal Number Five:

GOALS	OBJECTIVES	STRATEGIES	MEASURES
<p>Denver Great Kids Head Start operations and financial administration are efficient and effective, ensuring that resources support preparing Head Start children for school</p>	<p>Financial management is transparent</p> <p>Streamlined financial and operational systems</p> <p>Services purchased/negotiated are align with school readiness data (TS Gold results) and need as reflected in the community assessment</p> <p>Meetings with delegate agencies are effective and productive</p> <p>Communication is clear and timely</p>	<p>Access established Leverage economies of scale to provide effective resources for the program.</p> <p>Create data analysis (Teaching Strategies Gold, Community Assessment) that guides programmatic design and financial investments</p> <p>policy advocacy for school readiness and early childhood education</p> <p>Catholic Charities will work with our IT contractors to utilize updated technology to maximize efficiency.</p>	<p>Audit findings</p> <p>Financial projections</p> <p>Percent of administrative costs (not to exceed 15 percent)</p> <p>Delegate surveys and feedback</p>

Benefits or Results Expected

Maximizing resources and remaining current with technology will assist Catholic Charities Head Start in meeting goals and objectives and increase the efficiency and effectiveness of our staff.

Program Approach:

The Catholic Charities Head Start program’s mission is to promote family and child development through a partnership, involving staff, families, children, and the community. The vision is to provide quality child care and early childhood education programs by using developmentally

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appropriate practices in a safe and nurturing environment. Honoring and supporting children and their families will help them reach their highest potential. Catholic Charities is committed to children's futures and strives to provide quality care and education. Goals are achieved by adhering strictly to licensing standards and the Head Start Performance Standards. Catholic Charities continues to improve services by participating with Qualistar.

Education: To meet the Performance Standards in the Early Childhood Development and Health Services component, Catholic Charities will obtain, within 45 days of enrollment, linguistically and age-appropriate developmental, sensory, and behavioral screenings of motor, language, social, cognitive, perceptual, and emotional skills for all children. Children are screened using the Early Screening Inventory Revised (ESI-R) Information gained from the screenings is individualized using ongoing observation, insight from parents, and medical and dental evaluations to help staff and parents determine how the program can best respond to each child's characteristics, strengths and needs. The Sewall staff or the Denver Health School Based Health Center staff will address identified needs with collaboration from parents and staff.

Education staff members implement the Creative Curriculum to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life. The staff provides a developmentally and linguistically appropriate program that is inclusive of children with disabilities and parents involvement in the program. The Creative Curriculum supports social and emotional development, promotes each child's physical development, provides for the development of each child's cognitive and language skills, and incorporates the Head Start Child Development and Learning Framework thereby supporting emergent literacy and numeracy.

Catholic Charities' staff compiles a portfolio assessment for each child and completes the on-line Teaching Strategies Gold Assessment three times a year to promote and support children's learning and developmental progress. Information is shared with families and their input is solicited at two home visits and two family conferences per year. The child data that is generated from the Teaching Strategies Gold assessments is analyzed and reports are generated. These reports are shared with the Policy Council, the Catholic Charities Board of Director's, and staff. Child information is gathered from many different sources including but not limited to, Teaching Strategies Gold assessment, observations, Home Visits, Family Conferences, and child portfolios. This information is then compiled and used to individualize for each child. The teachers use the information to form their classroom lesson plans and to develop individual goals for children. The aggregated outcomes data drive program planning and training.

Catholic Charities strives towards providing a quality early childhood experience by implementing developmentally appropriate practices, complying with all local licensing rules and regulations, and ensuring that the Head Start Performance Standards are met in the Early Childhood Development and Health Services area. We focus is on several key elements to meet the Performance Standards in this area, beginning with special attention to a child's transition into the program. Throughout the transition process the bond between home and school is a priority, and individualizing for children and families is stressed. The transition process integrates all components of the program and lays the foundation for education, health, disabilities, and family engagement services. Our Transition Notebook also covers procedures for transitions into other classrooms and transitions out of the program into kindergarten or other early childhood program.

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Assimilating the Head Start Child Development and Learning Framework into curriculum design and assessment is also a key factor. This includes assisting staff in meeting the teacher qualifications, providing training specific to the framework, particular emphasis on observing and assessing children's development and progress, and increased communication and design regarding incorporating the developmental outcomes into self-assessment.

Assessment results show how each age group scored across 7 domain areas in terms of meeting and/or exceeding widely held expectations. These are the domain areas that scored the highest in terms of number of children who meet and or exceed expectations. The Fall 2013 data shows 3year olds were high in Physical-Fine Motor, Physical-Gross Motor and Social Emotional. 4year olds were high in Physical-Fine Motor, Physical-Gross Motor and Language.

Assessment results also show the domain areas that scored the lowest in terms of number of children who meet and or exceed expectation across the 7 domain areas in terms of meeting and/or exceeding widely held expectations. The Fall 2013 data shows: 3year olds and 4year olds were low in Mathematics.

Gender for 4 year olds showed a very similar pattern. The following information was gathered in regards to the Spanish Language and Literacy Domains for Fall 2013. 3 year olds for Spanish Language were at 52% meet and or exceed Widely Held Expectations and Spanish Literacy was at 40% meet and or exceed Widely Held Expectations. 4 year olds for Spanish Language was at 54% meet and or exceed Widely Held Expectations and Spanish Literacy was at 54% meet and or exceed Widely Held Expectations. In terms of English Language Acquisition-Demonstrates progress in listening to and understanding English 3year olds showed 63% are Progressing or higher, 37% are Increasing or higher and 16% are Advancing. 4year olds showed 73% are progressing or higher, 46% are Increasing or higher and 19% are Advancing. For Demonstrates progress in speaking in English 3year olds showed 54% are Progressing or higher, 30% are Increasing or higher and 13% are Advancing. 4year olds showed 62% are progressing or higher, 38% are Increasing or higher and 14% are Advancing.

Catholic Charities approaches school readiness goals as a continuum for children ages birth to 5. The School Readiness goals align with the Head Start Child Development and Early Learning Framework, State early learning guidelines and the requirements and expectations from local schools. From the data collected and analyzed we believe the results of such high growth in social emotional development are due to the dedication and commitment Catholic Charities has placed on this area of development. Catholic Charities will continue to place a strong emphasis on Social Emotional Development. Pyramid Plus training and support continues to be a large component of our program and will be continued work throughout the year. Much of Pre - service and the trainings offered in this program year will be based on the findings. For example there were presentations on CACFP and our new Nutrition policy, HS Class, Qualistar and Best Practice, Physical development, Culture of Wellness-INEP and IMIL addressing nutrition and physical development, Teaching Strategies Gold, iPad use, curriculum understanding, using positive behavior alternatives to support Social Emotional development, Health Services Health practices, the Referral Process, Dual Language Learners, School Readiness and Family Engagement outcomes and committee information and reporting, in-kind process, etc. Many of

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the staff are also currently taking college courses. Recently the CLASS was conducted on 3 of our Head Start Sites. All three Sites scored in the high range for 2 out of 3 of the domains. All three scored low to mid in the 3rd domain-Instructional Support. Due to this at the next all staff training in February there will be a workshop describing the CLASS tool, an overview and then a more in-depth discussion regarding the Instructional Domain. We will continue to monitor our CLASS scores and provide training and supports to assist staff in implementing the strategies and activities to continue to improve.

Supervisors will continue to assist teaching staff with running reports and understanding and utilizing the Class Profile report from Teaching Strategies Gold. They will Ensure that staff understands how to utilize the data to individualize for their classrooms and for individual children. The Agency is also working towards Inter rater Reliability for all staff and will continue to provide training in the areas of Creative Curriculum Gold assessment on-line system, curriculum development, family engagement, social emotional, physical development, instructional support and CLASS, math and literacy. Math and Literacy continue to be low-scoring areas for all age groups. At pre service all EHS and HS Teachers were provided with iPads and training on using the Teaching Strategies app. The expectation is that this will enhance the quality of services provided to children and families. The School Readiness Leadership Committee is working to enhance the Family Engagement Component and to expand our Transition procedures for children, families and community.

The School Readiness Committee continues to meet as a multi-disciplinary team. The participants completed the Family Engagement Self-Assessment and created the current action plan. The focus will be on Transitions into/between and out of the program for children, families, and the community. School Readiness Goals with input from birth to 5 have been established, aligned, and implemented. More family involvement to include understanding and input needs to be a focus. The Transition Binder is being updated and expanded to include transitions into/between and out of the program focusing on the child, family and community. There needs to be more work with the ECE Director of Family and Health Services and the School Readiness Leadership team to create steps toward more family involvement. There also needs to be an expansion of the School Readiness plan so all staff can see what role they play in school readiness.

A committee to focus on Dual Language Learners (DLL) has been established. The participants have begun meeting and have decided to begin by creating belief statements for families, children, teachers, and community. After these are finalized they will be incorporated into the Family Handbook, and then guidance and strategies for the family, classroom, and community will be developed. Goals of the committee are to recruit a parent to be on the committee and incorporate the belief statements into the Family Handbook. The committee will also continue to meet and collect research to help guide us in writing the strategies.

The Head Start program is committed to providing the highest quality Early Childhood program possible. Catholic Charities Head Start will continue to support the staff enabling them to obtain further higher education; to provide trainings that will enhance the skills of the staff, thus increasing the quality of the programming; and continue to maintain and increase parental involvement.

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Health and Nutrition Services: Meeting the Performance Standards for Health Services begins with the enrollment and transition procedure. At enrollment, it is determined whether a child has an ongoing source of continuous, accessible health care, and assistance is given to families to obtain a source of ongoing health care if one is not in place. It is further determined at this time whether a child is up-to-date on a schedule of age-appropriate preventative and primary health care, which includes medical, dental, and mental health. Assistance is given to families, if necessary. Records of physical examinations and immunizations are collected. Staff works with outreach workers from community organizations to enroll families in health coverage programs if needed. Any specific health concerns are identified, and follow-up care is planned. Health Care Action plans are put in place as needed, and staff receives education needed to safely care for children with such plans. Procedures are in place to track the provision of health care services.

Within 45 days of enrollment every child will receive a health screening including vision, hearing, body mass index, and dental screening. Within 90 days of enrollment, every child will receive a dental examination and preventive care. Results for both health and dental screenings will be given to parents along with any necessary referrals and recommendations. Parents will also be given assistance as needed/requested in making appointments for medical or dental needs. The need for nutrition counseling is determined by the nutrition assessment and body mass index measurements. The health assistant and health support staff will follow up on all referrals.

To identify any new or recurring medical, dental, or developmental concerns, the staff does a quick health check daily on every child when the child enters the classroom and communicates with parents on a daily basis. Teammates including the nurse, ECE Director for Disabilities and Mental Health, or education component staff are contacted with concerns and the appropriate action is taken. If a health or developmental problem is suspected, parents are informed immediately. Staff are trained in first aid, universal precautions, CPR, and inclusion/exclusion policies.

Procedures for health emergency procedures are established, and staff has been trained. Policies and plans of action that require rapid response on the part of staff are posted. Family contact information for emergencies is maintained at the center. Methods for handling cases of suspected or known child abuse and neglect are in compliance with applicable laws and the staff have received training regarding these procedures. Head Start staff regularly include child safety practices including pedestrian safety, in their lesson plans. Safety regarding transportation is addressed with children and parents. The Health and Safety Checklist is completed during self-assessment and routine monitoring is performed.

Catholic Charities fulfills nutrition performance standards continuously during the program year. At enrollment, a nutrition screening form is completed by each family. Health staff review the form and meet with families as requested or as the screening indicates necessary. Physical exams are monitored for children that fall below the 5th percentile and children that surpass the 90th percentile for body mass index.

In the classroom, guidelines are followed as established by the Child and Adult Care Food Program and the American Academy of Pediatrics. Resources are made available to encourage families to do the same.

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Disabilities and Mental Health: Catholic Charities maintains enrollment of more than 10% of children with disabilities and **serves many children with significant social-emotional challenges.** A focus for this grant cycle will be to work with community agencies and the Grantee to effectively advocate for children with disabilities and their families. The Pyramid approach from the Center on the Social Emotional Foundations for Early Learning and the accompanying classroom strategies Tool Kit continue to be integrated into classrooms through collaborative planning meetings, universal classroom supports and Positive Behavior Support planning meetings with families, Head Start staff and mental health and disability specialists. Staff will participate in the Pyramid Plus training from the Colorado Center for Social Emotional Competence and Inclusion that expands the original model to include training on Intentional Teaching and Embedded learning Opportunities to support individualization and evidence-based inclusion practices. The staff will meet monthly with the mental health and disability specialists and the Catholic Charities Disability and Mental Health Coordinator to receive input for planning and answer questions regarding specific children or strategies to support effective classrooms. Catholic Charities staff and families benefit from the collaborative partnership with Denver Health Mental Health Team through the implementation of effective ,evidence based social emotional supports for use in classroom and the home.

Family and Community Partnerships: Catholic Charities Head Start staff engages in a process of collaborative partnership building with parents to establish mutual trust and to identify family goals, strengths, and necessary services and support. The transition procedure stresses the importance of this from the very beginning and includes new elements to foster this relationship. The family partnership agreements take into account information obtained from the family and their previously existing relationships with other community agencies. Collaboration with these agencies supports family goals and helps provide the highest level of service to families.

Many group and individual opportunities are provided for parents to interact with staff on a regular basis. Aside from regularly scheduled parent meetings, celebrations and group activities are planned; parents are invited to work on committees, join staff in curriculum planning, participate during in-house field trips, and attend workshops and conferences with staff. For example some family members have attended Parents Encouraging (PEP) conferences. Parents are also encouraged and supported to become involved in community advocacy, not only through Policy Committee but also through their participation in local community groups such as EL Gruppo Vida. Presentations are provided on a great variety of topics including, health, dental, mental health, nutrition, child development, parenting, child and adult literacy, community resources, child abuse and neglect, substance abuse, employment training, children with disabilities, and transition to kindergarten. Staff assists parents in locating resources in the community for emergency and non-emergency needs, opportunities to continue education or training, and opportunities for employment services. Catholic Charities Head Start stresses the importance of following up with family goals and referrals to ensure families' needs are truly being met.

Program Design and Management: Catholic Charities has established a Policy Council/Committee and a governing body that share responsibility for overseeing the delivery of

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high-quality services to our children and families. The governing body was established in 1927 and the Policy Council/Committee was created in 1997 when Catholic Charities became a delegate for the Denver's Great Kids Head Start. The Committee was reorganized in 1999 to reflect the addition of the Early Head Start program. A representative of the governing body sits on the Policy Council and two Policy Council representatives attend the Policy Council meetings at the Denver's Great Kids Head Start. On December 4, 2002, the Catholic Charities Board of Directors passed a resolution establishing the Policy Council as a subsidiary advisory committee of the Board of Directors. The purpose of this is to ensure an effective working partnership among the policy group, the governing body, and the key management staff of Catholic Charities. To further ensure communication and monitoring, in 2011 the Board of Directors formed a sub-committee, the Early Childhood Education Committee, and charged them with the oversight of the our Head Start and Early Head Start programs. . The Head Start program is part of the Office of Children and Families within the Catholic Charities structure. Meetings are held four times yearly and all Head Start requirements that fall under the roles and responsibilities of the governing body are carried out within this committee.

A Parent Committee has been formed at each Head Start Center and meets monthly. All decision-making groups are given training regarding their roles and responsibilities including the full Board of Directors. There are management systems for communication, planning, monitoring, self-assessment, and record -keeping and reporting. Written plans are in place detailing how we meet each Performance Standard for all components and we conduct or update our community needs assessment annually. On an annual basis our program also conducts a self-assessment involving parents, staff, community members, and Policy Council/Committee members. We use a variety of current monitoring instruments and employ the use of the Head Start Monitoring Protocol. Our process generally includes focus groups, observations, interviews, data collection and analysis. Results are translated into a strategic plan and necessary improvements are implemented.

Enrollment continues to be a challenge for our program due in part to a large increase in the number of early childhood programs that have been added into Denver Public Schools located in our service area. We have increased our advertising and canvassing, and will continue to work with DGKHS and others to collaboratively recruit and increase family and community awareness about Head start and the comprehensive, high quality services we provide. We have also been evaluating our program options, areas of high need and the needs of our families to provide appropriate services. One example of this was our decision to expand our HS Combination Option and our anticipated new facility in the Auraria-Lincoln Park area. In addition to assisting us in meeting full funded enrollment, our goal is to increase services with the homeless population that is served through our agency. A collaborative partnership has been established with the Samaritan House homeless shelter, and we will continue to work together to create a strong partnership to better meet the unique needs of this vulnerable population. We are very excited about the prospect of playing a larger role in supporting the homeless families in our community.

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Head Start staff works closely with Catholic Charities Human Resource Department to ensure that well-qualified staff is recruited, hired, and trained, and that their professional growth is supported and encouraged. We also work closely with the Facilities Department to ensure that our environment is well kept, safe, accessible, and supports the delivery of high quality services to children and families. We continue to look for alternate funding streams to up-date and improve our facilities. The IT and Communications Departments ensure that our equipment is kept up-to-date and in good working condition. The Accounting Department prepares all financial reports and statements for Head Start and works with us in the preparation and monitoring of the budget.

Catholic Charities participates, agency wide, in a Continuous Quality Improvement (CQI) process. All departments in the agency are involved in the assessment, improvement, and growth of our services. This process was originally implemented as preparation for an accreditation visit from the Council on Accreditation for Children and Family Services.

In April of 2007 and again in July of 2011 Catholic Charities was reviewed by the Council and awarded a Certificate of Accreditation. The plaque states that “**Catholic Charities and Community Services of the Archdiocese of Denver, Inc. is Accredited ...Meeting the Highest National Standards of Professional Performance.**” (Accreditation is effective until 8/2015)

Progress towards previous goals and objectives:

Progress has been realized in meeting the goals and objectives of our program and those results and accomplishments are listed below:

Goal 1: Family Centered Services-To develop a framework of education and resources that support linguistically and culturally responsive family literacy strategies for families and staff.

Objective	Progress /Accomplishments
To provide resources and support to parents who want to learn to speak English.	Numerous parents have chosen to have “Read to my child at least twice a week” as their FPA goal, in order to strengthen the English/Literacy skills in the family. Teachers had parents routinely schedule themselves to read to the classroom, in an effort to help children, as well as strengthen parents’ literacy skills. FSW’s gathered and distributed donated books to parents in order to increase the number of books in each family’s household.

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	<p>Families were able to access ESL classes both in class settings and through “Maestro en Casa” ESL Class on the radio.</p> <p>Distributed information about ESL classes in the Garfield neighborhood, for example at St. Anthony’s Church and at the Bridge Program at Westwood Housing and the Learning Source in Lakewood.</p>
<p>To provide resources for parents who are looking for employment.</p>	<p>Family Service Workers frequently assist parents in looking for job opportunities over the Internet. They assist parents in applying online for jobs, including interpreting some of the business language the parents may not understand, so that they can “think through” and answer questions appropriately.</p> <p>FSW’s assisted parents in preparing resumes and practicing for interviews.</p> <p>FSW’s take various job advertisements displayed by the Agency and distribute them to parents.</p> <p>Parents are made aware of various Job Fairs in the community, and the Denver area.</p>
<p>To assist parents in their role as their child’s primary teacher.</p>	<p>At Enrollment/Orientation FSW’s talk to parents about the fact that we believe that parents are their child(ren’s) first teacher, but that we prefer to partner with the parents in an effort to enrich their children’s educational experience.</p> <p>With each Lesson Plan, parents are given ways/ideas for working with the child at home in an effort to strengthen the child’s understanding of what is being taught at school.</p> <p>Teachers provided resources for parents on topics of concern such as toilet training and sleeping.</p> <p>Parent Meetings were held providing training on various topics of interest for parents such as “Maximizing Your Child’s Strengths”. Provided a 6 week course in “Positive Solutions” classes in English and Spanish.</p> <p>Provided access for 2 Parents to attend the National Down Syndrome Conference with 3 staff members.</p> <p>Provided access for 3 Parents to attend the Parents Encouraging</p>

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	<p>Parents conference along with 3 staff members.</p> <p>Catholic Charities Head Start offered a variety of ways for families to volunteer and be involved in the program. Including an open invitation for lesson planning weekly with the teachers, special events such as PJ day or Hat Day, eating with the children and policy council. . We have an open door policy for families to spend time in the classroom</p>
<p>To provide support for the most vulnerable families: homeless, foster care, and kinship families.</p>	<p>Catholic Charities Head Start collaborates with the Catholic Charities Foster Care Program, Kinship program, Samaritan House and Father Judy House to provide education, evaluations, and disability and mental health support for families and children who are in these most vulnerable situations.</p> <p>Some Examples of support for these families included: provided various supports to vulnerable family due to extremely dire physical health concerns, such as free taxi service to get child to school, also getting benefits re-instated when everything, including food stamps was terminated.</p> <p>Assisted mom and her kids with domestic violence placement at a shelter.</p> <p>Assisted a homeless single mother with 3 children to enter the program at Father Ed Judy House.</p> <p>Provided resources to grandmothers' who are raising their grandchildren in our Head Start Programs.</p>

Goal 2: Community Health and Treatment-To promote physical and mental health and wellness for families, staff, and communities.

Objective	Progress /Accomplishments
<p>To increase our awareness of national and local nutrition practices concerning the efforts to reduce childhood obesity.</p>	<p>Culture of Wellness trainings were provided for staff to increase their knowledge about Nutrition and Healthy Life Styles so they could more effectively share information with families.</p> <p>Offered an 8 week Nutrition Class for parents offered by Colorado State University.</p> <p>Provided balanced and nutritious food to our children through collaboration with Samaritan House who provides food service for our programs.</p> <p>Throughout fiscal year 2012/2013, parent meetings and cooking classes were a popular and informative way for families to become</p>

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	<p>engaged with the Head Start program. Analysis shows that over the course of the year families provided approximately 1,151 hours of their time in the parent meetings and cooking classes. Feedback from the evaluations were highly positive and indicate high levels of satisfaction and engagement.</p> <p>Provided a free Zumba Classes.</p> <p>Our classrooms participated in the INEP program. Through this program we provided weekly nutritious food activities for classrooms to implement in the classroom and the recipes and lessons are sent home to families to try at home. In addition, tasting experiences were implemented in the classrooms to encourage children to try new foods.</p> <p>We provide other nutrition conscious food activities (outside of INEP program) that are led by leaders weekly.</p>
<p>To enhance children’s self-esteem and mental wellness.</p>	<p>Families in need of mental health support were attended to both sensitively and appropriately.</p> <p>IEP’s and IFSP’s are taken very seriously and are handled as efficiently as possible. FSW’s worked collaboratively with the parents and a multidisciplinary team to schedule meeting dates, and referrals for observation. They assisted families to overcome various family obstacles to successfully complete the IEP process.</p> <p>Provided referrals to the Denver Health Mental Health Specialist.</p> <p>Utilized the Pyramid Plus Framework and the Classroom Toolkit to give children the opportunity to help out in the classroom, giving praise, modeling behaviors, picture display, reading books, and teaching kids to use their words in order to get their needs met. Ongoing Pyramid Plus Training and support is being provided by Denver Health and our ECE Director for Disabilities and Mental Health.</p>

Goal 3: Prepared Children-To prepare children, within an inclusive environment, in the developmental areas (social/emotional, cognitive, language development, literacy and math) to succeed in school and the community.

Objective	Progress / Accomplishments
To prepare children	Mental Health Professionals and Disabilities Professionals visited

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<p>to succeed in school and in the community by promoting their social/emotional development.</p>	<p>the classrooms during the year and worked with students on an ongoing basis to promote social/emotional stability.</p> <p>Mental Health Professionals and Disabilities Professionals provided a variety of trainings for staff at Pre-Service and throughout the year including Pyramid Plus.</p> <p>Mental Health Professionals and Disabilities Professionals provided training opportunities at Parent Meetings including Positive Parenting Solutions.</p> <p>Prepared children in these areas by providing visits from local police officer, by visiting the fire department and the public library.</p> <p>Provided a visit from the Colorado Symphony to Garfield Head Start. Promoted the social skills of sharing, taking turns, and how to complement others by modeling behaviors and language.</p> <p>Provided one on one correspondence activities throughout the day, for example counting objects around the classroom, encouraging children to recognize letters and sounds. Providing book displays and lending books to children to take home.</p> <p>ECE Director of Disabilities and Mental Health-began the process to become a certified trainer for Pyramid Plus.</p>
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Goal 4: Effective Workforce-To develop an effective early childhood workforce by building staff Qualifications.

Objective	Progress / Accomplishments
<p>To ensure that all staff meet the staff qualifications stated in the Head Start Act of 2007.</p>	<p>For the year January 2013 through December 2013, 14 total staff (HS 5 teachers, 4 assistant teachers and 2 EHS teachers, 2 Floaters and 1 Assistant Director) has taken 33 total classes (30 HS classes and 2 EHS classes 1 Asst. Dir. class). The cost was \$15,580.87 (HS-\$14,365.55 and EHS \$1215.32).</p> <p>Currently the Catholic Charities Head Start program has 9 out of 12 Head Start teachers with an AA or higher. The breakdown of teacher qualifications is as follows: 1 with MA degree, 3 with BA degrees in ECE, 2 with BA degrees in unrelated fields but have 24 plus credit hours in ECE, 3 with AA degrees, 3 who are Director</p>

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	<p>Qualified. Out of the 12 teacher positions that are filled there are 6 who have a BA or higher. This equates to 50% of the HS teachers have a BA or higher! HS requires that regionally 50% of all HS teachers have a BA or higher. 3 waivers for the teachers that do not have an AA degree have been granted and all 3 are in school pursuing their needed qualifications. 1 Teacher with a waiver is due to complete her AA degree by the end of this semester. 1 Teacher with a waiver needs one more class which will be taken by the end of spring 2014. The last Teacher with a waiver is taking 2 classes per semester and is on track to complete her AA within the allotted timeframe.</p> <p>At this time there are 9 HS Assistant Teachers have a preschool CDA, 1 is Director Qualified and 3 are in process to complete their CDA's. There are 2 open positions. There are a total of 15 Assistant Teachers.</p>
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Goal 5: Fiscal Integration-To integrate fiscal understanding and responsibility through out all aspects of programmatic efforts.

Objective	Progress / Accomplishments
<p>To maximize the use of our financial resources</p>	<p>Catholic Charities uses a braided funding plan to support our work to offer high quality Head Start services to the children in our program.</p> <p>Catholic Charities Head Start Staff attended CCAP training and meetings to remain current and partner with CCAP.</p> <p>Director and Assistant Director monitor budget. We work with families to make sure they can pay their child care bill. Utilize community resources such as DPP, CPP ,CCAP and Child Care Contribution Tax Credit donations.</p>

Other related highlights and accomplishments:

One of our Garfield parents was selected by Denver Great Kids Head Start as the Head Start Parent of the Year from Catholic Charities.

Parents volunteer each year to make the Garfield End of Year Portfolio bags for each child for our Year End Celebration.

In 2013, the Child Development Center received a \$1000 grant from the Colorado Wildlife Heritage Foundation to implement a schoolyard habitat project. Developing a schoolyard habitat that is beneficial to urban Denver wildlife is a project that will help to create and strengthen children's awareness of their connection and impact on the world around them. The Child Development Center, a Catholic Charities child care center, sits a half-mile south of the

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Sports Authority at Mile High football stadium in downtown Denver and right in the middle of Sun Valley, one of Denver's most at-risk neighborhoods. The center has three Head Start classrooms and five Early Head Start classrooms and provides many educational and social support services for families. A project involving the development, study, and maintenance of a wildlife habitat at the center is one that will help to involve all classrooms within the center as well as provide an exciting avenue to engage families in school activities they normally wouldn't find at a Head Start center.

Catholic Charities supported a team for the Annual Step Up to Down Syndrome Walk sponsored by the Mile High Down Syndrome Association. Nine family members of children in HS/EHS and six Catholic Charities staff participated in this all day community event.

Catholic Charities collaborated with Denver Public Library to provide weekly story-times for the Head Start Classrooms.

Catholic Charities Head Start Programs have worked with local programs such as The butterfly Pavilion, the Denver Zoo and the Four Mile Historic Park to provide in house field trips for the children, parents are invited and encouraged to attend.

The Disabilities and Mental Health Coordinator presented with the DGKHS Disability Director at the Regional Head Start Conference on supporting the social-emotional needs of students in the Head Start program.

The Disabilities and Mental Health Coordinator presented with a Head Start classroom teacher at the International Association for Positive Behavior Support Conference in San Diego in March, 2013 on supporting children with significant social-emotional challenges in the Head Start program.

Professional Development and Teacher Qualifications:

The Catholic Charities Child Care Division is committed to furthering the education and professional development of staff. Highly trained staff is the best assurance of a quality early childhood experience for children and families. Catholic Charities offers tuition assistance reimbursement for staff (funds permitting) and bonuses for academic achievement. Funding academic development has been, and will continue to be, a priority for assigning Training and Technical Assistance funds. Currently the Catholic Charities Head Start program has 9 out of 12 Head Start teachers with an AA or higher. The breakdown of teacher qualifications is as follows: 1 with MA degree, 3 with BA degrees in ECE, 2 with BA degrees in unrelated fields but have 24 plus credit hours in ECE, 3 with AA degrees, 3 who are Director Qualified. Out of the 12 teacher positions that are filled there are 6 who have a BA or higher. This equates to 50% of the HS teachers have a BA or higher! At this time there are 9 HS Assistant Teachers have a preschool CDA, 1 is Director Qualified and 3 are in process to complete their CDA's. There are 2 open positions. There are a total of 15 Assistant Teachers.

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Calendar of Times and Days of Operations

Center Location	Number of HS Slots	Number of HS Classrooms	Number of Slots per classroom	Option Configuration
Child Development Center 1155 Decatur St. Denver, 80204	42	3	8 – 16	Extended Day Monday - Friday 12 months
Margery Reed Mayo 1128 th St. Denver, 80205	30	3	8-16 extended day 2-16 part day	Extended Day Monday - Friday 12 months
Mi Segunda Casa 430 W. 9 th Ave. Denver, 80204	32	1	16 per session	Double Session Monday - Thursday 9 months (AM & PM)
New Site Auraria-Lincoln Park Neighborhood		2	8 -16	Extended Day Monday - Friday 12 months Scheduled Opening in Early 2015
Garfield Head Start 872 S. Knox Ct. Denver, 80219	40	1	20 am 20 pm	Part Day Monday - Thursday 9 months (AM & PM)
Kentucky Head Start 852 S. Knox Ct. Denver, 80219	40	1	20 am 20 pm	Part Day Monday - Thursday 9 months (AM & PM)
Combination Option 852 S. Knox Ct. Denver, 80219	24	2	12	Class Session Home Visits 4 Fridays per month 3 per month
Home Based Option Montbello	8			Weekly Home Visits 2x monthly socialization 9 months