

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 **SCHOOL DISTRICT NO. 1 IN THE CITY AND COUNTY OF DENVER AND THE STATE OF COLORADO**, a political subdivision of the State of Colorado, whose address is 900 Grant Street, Denver, Colorado 80203 (the “Contractor”) collectively “the parties”.

RECITALS:

A. The City and Contractor entered into an Agreement dated June 27, 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 increasing the total number of families to be served by the Contractor from 302 families to 310 families.

NOW, THEREFORE, the parties agree as follows:

1. Effective as of December 5, 2014, the Contractor will maintain an enrollment level of 310 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 F...” in the existing Agreement shall be amended to read: “...Exhibits F and Revised F, as applicable...” The scope of work marked as Revised Exhibit F is attached and incorporated by reference. Effective December 5, 2014, Exhibit F-1 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 310 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 F-1

Contract Control Number:

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

SEAL

CITY AND COUNTY OF DENVER

ATTEST:

By _____

APPROVED AS TO FORM:

REGISTERED AND COUNTERSIGNED:

By _____

By _____

By _____



Contract Control Number: MOEAI-201416452-01

Contractor Name: SCHOOL DISTRICT 1 IN CITY AND COUNTY OF

By: Cheryl M Caldwell

Name: Cheryl M Caldwell
(please print)

Title: Director of Early Education
(please print)

ATTEST: [if required]

By: _____

Name: _____
(please print)

Title: _____
(please print)

Approved As To Form: 2014

General Counsel

Denver Public Schools



2014-2018 Denver Great Kids Head Start Application: Program Options and Goals, Objectives, Strategies and Measures

Delegate Name:	Denver Public Schools
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I. Need for Assistance and Geographic Area:

Denver Public Schools Head Start (DPSHS) will serve 310 children in 18 Qualistar rated, six and a half hour, full-day classrooms of 17 children, providing developmentally appropriate educational services for four-year-old and three-year-old children in a safe and nurturing environment. DPSHS serves primarily four-year-olds, with any three-year-olds in mixed-age classrooms in which four-year-olds predominate. The program promotes the physical, social, emotional, and cognitive development of young children while responding to the needs of families. The program curricula, the Creative Curriculum, and in one pilot classroom the Tools of the Mind, are aligned with standards implemented in K-12 in Denver Public Schools. These Standards include the Common Core State Standards, the Colorado Academic Standards, and the World-Class Instructional Design and Assessment (WIDA) English Language Development Standards ensuring a smooth transition to Kindergarten and beyond. Program staff and teachers are highly qualified and experienced. Classroom teachers are all ECE qualified with Colorado teaching certificates. As part the DPS system, DPSHS draws on a comprehensive web of support services for children and families including translation services, support for homeless families and strong partnerships within and outside the district itself.

Need for Services

In this section, DPSHS addresses the identified need to prepare children to be ready to succeed in school and life. The primary data sources for this section are the 2013 DGKHS Comprehensive Community Assessment (CA), the 2013 DPSHS Head Start Program Information Report (PIR), the DPSHS Family Service Data Base (FSDB) and the 2014 Denver Public Schools Head Start Self-Assessment (SA).

DPSHS seeks to meet the needs of participating families through providing services, information and/or referrals, as well as ensuring that staff members are trained to provide these services in accordance to Head Start performance standards. The highest needs for family services are for English-language acquisition and social services.

English Language Acquisition: Forty-three percent (43%) of parents indicate on the (PIR) that Spanish was the primary language of the family. Six percent of families indicate that their primary language at home is a language other than Spanish or English. The other prevalent languages in DPSHS include African, Middle Eastern and Asian Languages. Thirty-eight (35%) of the families enrolled (119) included one parent who was monolingual in a language other than English (FSDB). Seventy-six (76) of the one-

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hundred-nineteen families participated in ESL services. A significant number of families in the DPSHS target recruitment areas are in need of ESL supports.

All DPSHS classrooms are in elementary school that have programs designed to address the needs of children where English is not the primary language in the home. Head Start enrollment at College View, Escalante-Biggs, Force, Greenlee, McGlone, and Smith includes sufficient Spanish speaking students to support classrooms where the primary language of instruction is Spanish. Other schools include ESL Resources to support second language learners in Spanish and other languages. Ellis, Escalante-Biggs, Force, McGlone, Montclair and Whittier serve neighborhoods where over 57% of Children are in Immigrant Families (CA).

Social Services: All of the target recruitment areas serve low-income families, many of whom require social services provided by community or government agencies to varying degrees. The services and resources accessed most often by parents in 2012-2013 were parent education, health education, emergency/crisis intervention services such as meeting immediate needs for food, clothing or shelter, ESL, and mental health services (PIR). In addition, families needed clothing, and also school supplies and materials.

In addition to formal needs assessment data collected by Head Start agencies, DPSHS draws on direct parent contact to identify needs through the family partnership process and through informal discussions with HS staff. Parent interests guide the planning of parent meetings and parent discussion groups. Child development, school readiness and health are consistently high-interest areas for parents.

Affordable housing and food security present challenges for low-income families. Addressing immediate needs for food, clothing or shelter were an issue for an increasing number of Head Start families over the last 3 years. In the 2010 Program Information Report nineteen (19%) of DPSHS parents received food, clothing or shelter. In 2013 forty-three percent (43%) received these services. (PIR)

Families and staff indicate that the following services are particularly difficult to find: transitional housing, elementary level adult literacy and math education and community service agencies that offer services to families in languages other than Spanish and English. In addition, cost is a barrier for parents in locating legal services, translation and GED classes.

Limited income and limited work opportunities pose barriers to many families in the DPSHS service areas. Forty-nine percent (49%) of the single-parent families in DPSHS are unemployed. Of the two-parent families (176), both parents are employed in only 7% (13 families); yet due to the limited income of the families, many among them are looking for work as well (PIR).

Thirty-nine percent (39%) of DPSHS families, the parent(s)/guardian(s) are not high school graduates and do not have a GED, according to the most recent PIR data. Due to the absence of successful experiences in school these same parents need support to develop their own skills so they can help their children with schoolwork.

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Health: Health data from the 2013 Program Information Report indicate primary concerns in the areas of dental care, asthma, vision problems and overweight/obesity. DPSHS continues to improve communication about health with parents and staff. According to PIR data, 46% of DPSHS families received health education in the 2013 school year. Providing parents and their children with more information, and better access to health services, will give families a better understanding of health issues and ways to access needed services.

Nutrition: Childhood obesity is a growing concern for children in the United States. In DPSHS, 51 children (16%) were overweight and 37 (11%) were obese. During health education presentations, families were surprised to learn the high fat content in cheeseburgers and other common foods, and the high sugar content in juices. In Denver 39% of children qualify for Supplemental Nutrition Assistance Program (SNAP) in 2013. (CA) and requests for food assistance increased over previous years. (PIR) In the 2013-2014 school year twelve children were underweight on the preliminary PIR data collected mid-year, which is a significant increase from the 2012-2013 school year in which only 3 children were underweight.

Mental Health: Many DPSHS students are in need of resources to assist with social, emotional and mental health issues. In the area of mental health, there is an ongoing need for consultation with health professionals. During the 2012-2013 program year mental health professionals consulted with 15 staff members and 21 parents around mental health issues. The Licensed Clinical Social Worker from Denver Health and/or the DPSHS Disabilities Coordinator provided the services/referrals. Four months into the 2013-2014 school year, mid-year PIR data indicated a sharp increase in parent consultations with the Mental Health professional. The number of consultations recorded December 2013 increased by eighty-six percent (86%) from the number of consultations required in the 2012-2013 program year. Informal observations by staff indicate that the severity of family mental health issues impacting student performance in the classroom has increased.

Education: School readiness is the overarching goal of Head Start programs. All children need developmentally appropriate support to develop language, cognitive ability, literacy, and social-emotional skills. DPSHS children and their families need resources, education and support for acquiring these skills that are necessary for success in school and life.

In DPSHS's target areas, demographic data show high levels of poverty, minority populations and families where English is not the primary language. Each of these conditions can be associated with higher parent stress levels, leaving parents with less time and resiliency to support children in acquiring school readiness. Parents need support for basic needs, ESL, literacy and parent-child activities in order to best support their children in preparing for school.

From forty-six (46%) to seventy-four percent (74%) of children living in neighborhoods service by DPSHS are not ready for reading in the spring of their year in kindergarten whereas fifty-six percent (56%) of all DPS kindergarteners are ready for reading by that point of their kindergarten year. (CA) The gap in

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performance between low income children and those with higher incomes continues to be present across grades three through ten. (CA) Clearly a large proportion of children in neighborhoods served by DPSHS are not succeeding academically. They need quality early-learning classrooms and appropriate individualized support to set them on the path for learning success.

Children with disabilities: For children with disabilities, early identification and intervention can make an important difference in preparedness. Last year DPSHS served 68 children (21%) with disabilities; thirty-nine (39%) of them were identified after enrollment. (PIR) Children were identified with a primary disability of speech or language impairments or non-categorical/developmental delays (PIR). The DPSHS program is often the point of entry into services for children with disabilities for Head Start children. Over the years of providing services, children with disabilities consistently comprise more than 10% of children served by DPSHS.

Select Neighborhoods

The targeted and specific geographic recruitment areas DPSHS will serve and the reasons for the choice of neighborhoods are based on the needs identified in the 2013 Denver’s Great Kids Head Start Comprehensive Community Assessment (CA). Classrooms are located in neighborhoods in the City and County of Denver where poverty, ethnicity, race, immigrant status and eligibility for federal lunch programs indicate need for services. These and additional factors indicating need are listed in the table of targeted neighborhoods for the 2014-2015 funding period. The DPS Free and Reduced Lunch October count information from 2013 is from the DPS website and all other information is from the 2013 CA.

School	DPS % Free & Reduced Lunch October 2013	Neighborhoods	2013 Community Assessment (CA) Children under 5 living in poverty	2013 CA Immigrant families	2013 CA Other factors impacting at least one neighborhood in enrollment area
College View/2	96.91%	College View	548-1003	26-41%	70-99% Hispanic population High Diversity Low child care capacity High teen births 45-60% birth to moms with less than 12 year education High percentage Spanish speaking families

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Ellis/2	93.52%	Virginia Village Goldsmith	166-313 320-547	26-100% 26-41%	High Spanish and other language Concentrated poverty High teen births High percentage immigrant families High Spanish and other non-English speaking families
Escalante Biggs/4	87.07%	Montbello Green Valley Ranch	320-1003 548-1003		70-99% Hispanic population High diversity 45-60% birth to moms with less than 12 year education 28-65 % preschoolers with IEPs
Force / 2	95.73%	Mar Lee Westwood	320-1003 320-547	57-100% 26-100%	70-99% Hispanic population High teen births 45-60% birth to moms with less than 12 year education High percentage Spanish speaking families 16-27% unemployment
Greenlee / 2	97.02%	Lincoln Park Highland* Jefferson Park*	0-319	0-41%	High percentage Hispanic High diversity Concentrated poverty 10-12% infants low birth weight 58-93% single parent families High percentage Spanish speaking families 16-27% unemployment 20-41% violent crime
McGlone / 2	97.26%	Montbello	320-1003	26-57%	High percentage Hispanic High percentage African Am. High percentage Spanish speaking families 45-60% birth to moms with less than 12 year education 28-65 % preschoolers with IEPs
Montclair / 1	66.59%	East Colfax ** Montclair	548-1003	41.2-100% 11-26%	10-12% infants low birth weight 57-73% of 3 rd graders not proficient in reading High Spanish and other non-

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					English speaking families 16-27% unemployment
Smith/2	98.31%	North Park Hill Northeast, Park Hill	330-547 166-319	0-41% 11-41%	High percentage African Am. High diversity Concentrated poverty 10-12% infants low birth weight High teen births 16-27% unemployment
Whittier / 1	92.73%	Five Points Whittier	166-319 320-574	11-100% 0-10%	High percentage African Am. High diversity 10-12% infants low birth weight High teen births 58-93% single parent families 16-27% unemployment 20-41% violent crime Concentrated poverty

*Rocky Mountain SER Neighborhood, not served by DPS

Methods for Determining Targets: DPSHS staff reviewed the most recent DGKHS Community Assessment data to identify the neighborhoods with the highest poverty rates and the greatest unmet needs. Next, we looked at school facilities in these neighborhoods with sufficient capacity to address needs. Also taken into account were the other Head Start programs that currently serve various areas within DPS boundaries, childcare availability in the area, and family and health services already provided by the school. Parent preference indicates that families prefer five-day, full-day programs. Blended funding (see below) allows DPSHS to provide full-day programs (6.5 hours, 5 days per week based on DPS School Calendar) in all Head Start classrooms. Therefore, Head Start services are allocated to the schools with the highest need where there is the capacity to serve the most families with full-day services. Montclair, serves two financially differing communities. It is the only DPSHS site with a Free Reduced lunch percentage of less than 87%. The East Colfax neighborhood which it serves includes many families living in motels and an immigrant community. Head Start programs are co-located in schools with other early childhood education programs to provide options to non-Head Start eligible families in the community.

Changes in enrollment area: The CA identified increased poverty in Southeast Denver and a concentration of Head Start programs in the Near-Northeast neighborhoods of Skyland and Clayton. Waiting lists for services at the Barrett and Columbine Head Start sites were minimal and Clayton, and Rainbow House, sites from other delegate agencies continue to serve these neighborhoods. Ellis in Southeast Denver serving Virginia Village and Goldsmith neighborhoods was identified as a school with an increasing number of children qualifying for federal meal subsidies and a large population of ELLs. The Barrett and Columbine classrooms will be moved to Ellis in the 2014-2015 school year.

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Blended funding provides full-day (6.5 hours, 5 days per week) Head Start services to all DPSHS classrooms. In these classrooms state-legislated preschool dollars through the Colorado Preschool Program and locally generated, voter-approved, city sales tax revenues are combined with Head Start dollars to fund the program for Head Start children and families. DPSHS staff, children and families benefit from both the full-day blended funding and additional resources provided by these sources. As recipients of the Colorado Preschool Program dollars, DPSHS participates in the statewide initiative, Results Matter, to collect outcome data on children across Colorado. This data informs practices with children in classrooms. Contributing child data to this initiative ensures that the strengths and needs of DPSHS children are integrated into state data, which informs early childhood policy development for the Colorado Department of Education.

Selection of Children: DPSHS utilized the identified needs above to develop selection criteria with guidance from DGKHS selection process. Each year the family services subcommittee which includes both parents and staff reviews the selection criteria to ensure that the families with most need are served in each site.

Resources available in the Community

DPSHS has chosen the following interagency and intra-agency partnerships to effectively meet the needs of Head Start Children, Families, and Staff. Notations after each organization/department explain the services they offer. Unless otherwise noted the service described serve the entire enrollment area of DPSHS.

Interagency Partnerships		
Area	Partner	Description
Family Services	Colorado Department of Human Services	Resources and training related to refugee services; LEAP (see below), TANF, SSI, CCAP, and Child Support.
	Joshua Station	Services to families transitioning out of homelessness
	Lowry Family Center	Support and services to families in Montbello and East Colfax neighborhoods through a partnership of organizations, including recruitment of foster children for enrollment in Head Start, kinship care training, crisis counseling, and utility assistance

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Clothes to Kids of Denver	New clothes for K-12 children in need
Operation School Bell	K-Mart gift cards for school clothes (sponsored schools only)
Food Bank of the Rockies	Weekend food for needy families
Metro Care Ring	Support for obtaining birth certificates and identification documents, healthy food market, employment assistance, utility assistance
Denver Inner City Parrish (SW Denver)	Emergency services, clothing, food bank, after-school programming
Robert A. Miller Educational Resource Center	Speakers for parent meetings on parenting and stress management
Low Income Energy Assistance Program	Heating assistance for families, training, presentations related to LEAP program
Colorado Academy	Annual Project HOPE event providing gently used household items/clothes and holiday gifts for children
Safe House Denver	Emergency shelter and counseling for victims of domestic violence and their children, including advocacy and safety planning
Denver Center for Crime Victims	Crime prevention education and free case-by-case support for all victims of crime, regardless of age, gender, race, religion, sexual orientation or disability. Services offered in over 41 languages.
Family to Family	Services for child abuse prevention and foster/kinship care families
Friends of Man	Basic and specialized needs that are hard to come by elsewhere (i.e.: wheelchairs, prostheses, glasses, daycare, dentures, prescriptions, therapy, medical equipment, hearing aids, orthopedic shoes, etc.)

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	Denver Inner City	Emergency services
	Denver Urban Ministries (DenUM)	Holiday assistance, food pantry, employment services, utility assistance, assistance with birth certificates and identification, legal assistance
	Red Shield Food Bank-Utility Support	Food bank and utility assistance for families in certain Denver zip codes
	Dependable Cleaners	Provide opportunities each year for staff to collect used coats for children and families
Community Health & Treatment	Servicios de la Raza	Spanish language counseling services and food and clothing banks
	Denver Health	Parenting and mental health support for parents, children and staff, medical and dental services
	FACES	In-home counseling services
	Devereux	Online support for implementation of the Devereux assessment and screening instrument for social/emotional health
	Culture of Wellness	Support to parents and classrooms around health, fitness, and nutrition
Family Literacy	Denver Public Library	Volunteer readers in classrooms and training for volunteer readers, field trips for children, children's librarians, and books home for families and children
	Bright Beginnings	Resources for Early Literacy
	Emily Griffith Technical College	ESL classes/GED preparation, college and vocational preparation
	Focus Points	ESL classes
	Abriendo Puertas	Facilitator trainings and curriculum for parent

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		groups and meetings
Workforce Development	Dress for Success	Mentor program, classes, career center, and support groups for women seeking employment. They provide a suit when a woman obtains an interview and up to a week's worth of clothing when a woman secures a job.
	The Gathering Place	Computer skills, resume building, and drop-in services for homeless families
	Colorado Workforce Center	Job skill development
	The Northeast Women's Center	Job skill development
	The African Community Center	Job skill development for refugees
	The Lutheran Family Services	Job skill development for refugees
	Goodwill Career Connection Center	Job skill development
Financial Literacy	Internal Revenue Service	Information, education and support to parents around tax preparation, including on-site resource table at parent events
	Bootstraps Asset Building Education	Staff training to build capacity to work with families in the area of money awareness, budgeting, financial values, and decisions related to finance
Intra agency: DPS Departments and Programs that support the DPSHS program		
Area	Partner	Description
Family Services	DPS Educational Outreach Program(EOP)	Assist homeless children to use education to break the cycle of poverty by providing essential educational supports and removing educational barriers that prevent homeless children from having a successful school experience. Support DPSHS with staff training,

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		services to homeless families, linking Head Start with other programs that provide services to homeless children, and recruitment of homeless children.
	DPS Family and Community Engagement Office (FACE)	Support for parents seeking involvement with Collaborative School Committees, diversity training, and conflict and crisis management
	Emily Griffith Opportunity School	English as Second Language supports for Spanish and other languages including support for African refugees
Health and Treatment	DPS School and Community Health Partnerships	Efforts to promote physical activity for children, families and staff, nutrition in the schools, USDA Fruit and Vegetable Grant, Sound Body, Sound Mind DPS Fitness Centers, School Wellness Teams, and connection with other health and nutrition initiatives in Denver
	DPS Medicaid Department (Medicaid Specialists)	Supports include Medicaid/CHP+ outreach and enrollment efforts at schools and in homes, and information on Medicaid
	DPS Nursing Services	Training and medical supervision of DPSHS Health Coordinator and Health Specialists, alerts about medical issues in the community, support of school nurses for dispensing medications
	DPS Department of Mental Health and Assessment	Resources for families and children
	DPS Food and Nutrition Services	Breakfast, lunch and snack, menu planning, modifications for special diets, Health Department inspection monitoring, nutritionist, support in CACFP requirements, National School Breakfast and Lunch Programs

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	DPS Oficina de Enlaces Multiculturales	MATT Maestro en Casa, an English-language learning and life skills program the radio
	DPS Food and Nutrition Services	Breakfast, lunch and snack, menu planning, modifications for special diets, Health Department inspection monitoring, nutritionist, support in CACFP requirements, National School Breakfast and Lunch Programs
Staff Support	Teaching and Learning	Support and training for Early Education and Head Start staff
	Educational Resources	Provide library support through school librarians and information through central office staff
	Communications Office	Professional translation and interpretation services in over 10 languages
	Student Services	LEA representative for staffings, augmentative devices
Administrative Support	Board of Education	Governance, policies
	Early Education	Professional development, blended funding, administrative support, oversight of the program
	Facilities Management	Cost estimates of facility improvements, cleaning and maintenance services
	General Accounting	Fiscal procedures, training and support
	Human Resources	Hiring and personnel issues, benefits, retirement information and planning
	Payment Services,	Payroll services, independent contracts, purchase orders, travel
	Planning and Analysis	Population demographics
	Risk Management	Safety and insurance

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Safety and Security	Homeland Security, emergency preparedness
Superintendent's Office	Governance
Technology Services	Technical support for phones, computers and classes
Volunteer Services	Background screening and orientation for community volunteers in Head Start classrooms

Exhibit A

I. Program Options

Center Location	Number of Slots	Number of Classrooms	Option Configuration (Option, days and months of operation)
College View Elem. 2675 South Decatur St., Denver, CO	34	2	Full day 6.5 hours /9 months
Ellis Elementary 1651 South Dahlia St., Denver, CO	34	2	Full day 6.5 hours /9 months
Escalante- Biggs Academy 5300 Crown Blvd., Denver, CO	68	4	Full day 6.5 hours /9 months
Force Elementary 1550 S. Wolfe St., Denver, CO	34	2	Full day 6.5 hours /9 months
Greenlee Elementary 1150 Lipan St., Denver, CO	33	2	Full day 6.5 hours /9 months

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McGlone Elementary 4500 Crown Blvd., Denver, CO	34	2	Full day 6.5 hours /9 months
Montclair Elementary 1151, Newport St., Denver, CO	15	2	Full day 6.5 hours /9 months
Smith Elementary 3590 Jasmine St., Denver, CO	33	2	Full day 6.5 hours /9 months
Whittier Elementary 2480 Downing ST., Denver CO	17	1	Full day 6.5 hours /9 months

II. Program Approach and Expected Benefits or Results:

A. Goals, Objectives, Strategies and Measures:

Exhibit A

GOALS	OBJECTIVES	STRATEGIES	MEASURES
<p>All Denver Great Kids Head Start children will receive high quality education that ensures they are ready to succeed in school.</p>	<ul style="list-style-type: none"> • 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. • 70 % of teachers at each agency have a BA or higher: 100% of teachers’ assistants meet credentialing requirements • Effective transitions to Kindergarten 	<p>Grantee Strategy example: Use TS Gold data to guide program design and continuous improvement</p> <p>Delegate Strategies:</p> <ul style="list-style-type: none"> • Implement Creative Curriculum • Implement strategies that support social-emotional development • Observe and rate teacher-child interactions in all classrooms using the district developed Framework for Effective Teaching with feedback data provided to teachers by trained district staff. • Establish Head Start Professional Development plans for all teachers and paraprofessionals • Implement school-wide goals to support growth • Participate in the Implementation of the 	<p>TS Gold: All Domains</p> <p>Teachers and assistant credentials</p>

Exhibit A

GOALS	OBJECTIVES	STRATEGIES	MEASURES
		<p>Colorado Quality Rating and Improvement System as it rolls out to the state.</p> <ul style="list-style-type: none"> Evaluate all employees through employee evaluations systems implemented by the school district. Initiate communications between all DPS Head Start teachers and kindergarten teachers Review Teaching Strategies Gold data three times a year to identify trends and the need for staff training. 	
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>	<ul style="list-style-type: none"> Children will receive timely health, dental, vision, and hearing screenings and referrals, as needed. Children will have exposure to physical activity and healthy food. Children will receive comprehensive mental health support and services for healthy social emotional development. Head Start families and staff will 	<p>Grantee Strategy example:</p> <ul style="list-style-type: none"> Leverage vendor contracts to provide resources for health and nutrition support. <p>Delegate Strategies:</p> <ul style="list-style-type: none"> Send results of health screenings home in a timely manner 	<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</p>

Exhibit A

GOALS	OBJECTIVES	STRATEGIES	MEASURES
	<p>have resources that increase skills and knowledge on developmentally appropriate health and wellness of children.</p>	<ul style="list-style-type: none"> • Inform teachers, Family Liaison Specialist (FLS) and other relevant Head Start staff of the children referred for follow up services. • Nurses communicate with parents at drop off and pick up and place phone calls to parents who are not available for face to face meetings. • Teachers, FLS and paraprofessionals provide additional reminders to parents. • Problem solve with parents and staff to identify barriers to acquiring follow up services and identify solutions to address the barriers. • Implement the Creative Curriculum. • Utilize additional social emotional supports as needed. 	<p>received health screening</p> <p>Immunization Rates</p> <p>Percent of children who receive appropriate follow up care.</p> <p>Delegate Measures:</p> <p>TS Gold: Social Emotional and Physical</p>
GOALS	OBJECTIVES	STRATEGIES	MEASURES

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GOALS	OBJECTIVES	STRATEGIES	MEASURES
<p>All Denver Great Kids Head Start 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.</p>	<ul style="list-style-type: none"> • Families will meet the goals in their family partnership agreements • Children will have effective transitions to Kindergarten • Families will consistently engage in Head Start. 	<p>Grantee Strategy example:</p> <ul style="list-style-type: none"> • Provide HS parents with educational and leadership development opportunities <p>Delegate Strategies:</p> <p>Family Partnership Agreement</p> <p>Because of varying needs of parents strategies may vary from site to site</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> • Beginning Family Partnership Agreement (FPA) discussions at enrollment. • Utilizing the family self-assessment tool to support families in identifying goal areas. • Scheduling time for Family Liaison Specialists (FLS) to meet with parents about FPA goals during Parent/Teacher 	<p>TS Gold Data</p> <p>% of families who have completed plan goals including but not limited to:</p> <ul style="list-style-type: none"> GED completion ESL participation Employment <p>Retention</p> <p>Delegate Measures:</p> <p>% of families who have made progress on goals including but not limited to:</p> <ul style="list-style-type: none"> GED participation Received Employment

Exhibit A

GOALS	OBJECTIVES	STRATEGIES	MEASURES
		<p>conferences..</p> <p>Strategies for ensuring effective transitions to kindergarten may include:</p> <ul style="list-style-type: none"> • Inviting Kindergarten teachers to parent meetings • Partnering with Kindergarten teachers to develop a summer activity packet for families. • Providing transition materials to families to help them sustain learning over the summer. <p>Strategies for consistent engagement of families in Head Start may include:</p> <ul style="list-style-type: none"> • Encouraging teacher involvement in parent meetings. • Shifting language used by staff from parent “meetings” to parent “events” and/or “workshops”. • Continuing to redefine and freshen the format, agenda, 	<p>Resources</p> <p>Parent meeting attendance</p> <p>Distribution of transition kit materials</p>

Exhibit A

GOALS	OBJECTIVES	STRATEGIES	MEASURES
		and marketing for parent events and workshops.	

GOALS	OBJECTIVES	STRATEGIES	MEASURES
<p>All Denver Great Kids Head Start children with disabilities will experience high quality and inclusive learning environments to ensure they are ready to succeed in school</p>	<ul style="list-style-type: none"> • Children with IEPs will improve school readiness. • Children will receive timely evaluation and effective IEPs as appropriate • Children will have effective transitions to Kindergarten 	<p>Grantee Strategy example:</p> <ul style="list-style-type: none"> • Provide guidance and leadership on inclusive learning environments <p>Delegate Strategies:</p> <ul style="list-style-type: none"> • Ensure teachers have access to and understanding of IEP goals, accommodations and services for children with disabilities so that this information can be included in their planning. • Maintain up-to-date tracking of children in referral 	<p>TS Gold Growth</p> <p>Timeline for evaluations</p> <p>IEPs transitioned to Kindergarten</p> <p>Retention rate for children with IEPs</p>

Exhibit A

		<p>process.</p> <ul style="list-style-type: none"> • Provide individualized and appropriate transition materials to families of children with disabilities. 	
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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>	<ul style="list-style-type: none"> • Financial management is transparent • Streamlined financial and operational systems • Services purchased/negotiated are align with school readiness data (TS Gold results) and need as reflected in the community assessment • Meetings with delegate agencies are effective and productive • Communication is clear and timely 	<p>Grantee Strategies include but are not limited to:</p> <ul style="list-style-type: none"> • Leverage economies of scale to provide effective resources to delegate agencies and classrooms • Provide data analysis (TS Gold, Community Assessment) that guides programmatic design and financial investments • Policy advocacy for school readiness and early childhood education 	<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>

Exhibit A

		<p>Delegate Strategies:</p> <ul style="list-style-type: none"> • At DPS Head Start Focus Team meetings review financial projections and variance reports • Implement strategies defined by the School District to move towards transparency and streamline systems • Identify unfunded needs by reviewing data and gathering information from parents and staff • Provide the board and policy committee a supplement to the variance report that details variance in specific categories. 	<p>Delegate Measures:</p> <p>Variance Report and supplement to variance report</p> <p>Spending all funds in appropriate categories</p>
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As a result of an efficient and effective management of the Head Start program and delivery of Head Start services children and families will leave Head Start prepared for school and life. The progress in meeting the program goals will be quantified based on the measures indicated in the cart above.

B. Delivery of High Quality Services to Children

Early Childhood Development and Health Services

Physical Health: The DPSHS Health Coordinator (HC) and DPSHS Health Specialist, both registered nurses:

1. review health and nutritional history, immunization records and parent concerns,
2. perform health screenings for height, weight, vision, and hearing,
3. discuss any identified concerns with the parent/guardian, and
4. make appropriate medical referrals, provide information and resources.

Families are encouraged to establish a medical home to ensure that they have an ongoing source of continuous, accessible medical care. Multiple opportunities are provided for parents to enroll in Medicaid and CHP+. A representative from the DPS School Medicaid Program is available to answer questions and provide applications at pre-enrollment activities at each elementary school. Each month a notice of where to apply for Medicaid is posted in the classrooms. Denver Health School-Based Health Centers also accept appointments for Head Start students. The services the school-based health centers provide are primary and preventative care, including immunizations and physical exams. These services are available at no cost to the family and with no wait time.

All DPSHS children receive new toothbrushes for use in the classroom three times a year, and every family receives literature about tooth brushing. The DPSHS nurses provide dental screenings to all children within 90 days of enrollment. A dentist from Denver Health provides a dental exam and fluoride treatment once a year at each school. Children needing further services are referred to their family dentist when insurance is available. Families without dental insurance are referred to Denver Health for scheduling of appointments.

DPSHS continues to address the need to improve dental follow-up with the following strategies.

1. The families are provided information on free dental clinics and a current list of dentists who will see low-income clients.
2. The nurses and DPS HS Family Liaison Specialists (FLS) distribute information about dental providers and dental fairs.
3. The DPSHS nurses provide the FLS and classroom staff with an updated list of children needing dental follow-up treatment.
4. Both nurses and the FC provide transportation to appointments when families do not have another source of transportation.

Exhibit A

All staff members continue to educate and encourage parents to schedule follow-up care. Children with dental emergencies are referred to the Dental Clinics at Denver Health's Eastside and Westside Health Clinics.

Children and parents learn about health, safety and nutrition at DPSHS. Children learn about nutrition and hygiene through daily classroom activities. The HC provides nutrition training at parent meetings in schools where DPSHS classrooms are located. The DPSHS Health Specialist provides a second meeting which supports parents to increase their understanding of health and safety.

A health report is distributed to all families in the first semester of the school year. The report contains screening results for the child and referrals for follow-up when needed.

To support student, family and staff health, the DPS school board approved the DPS Health Agenda 2015. School-based wellness committees and *Sound Body, Sound Mind* fitness centers directly support the agenda which outlines the districts goals for student and staff wellness. The fitness centers provide staff and community members with a low-cost, convenient way to exercise once they finish their work day. Specifically, the fitness centers support three goals — staff wellness, student physical education, and health promotion to families — by providing access to physical activity and use for students during physical education classes. As a part of the agenda, some schools have formed School Wellness Teams composed of staff, families and community members.

Mental Health: Denver Health Licensed Clinical Social Worker (LCSW) and the DPSHS Disabilities and Mental Health Coordinator (DC) developed resource notebooks for DPSHS education and family service staff. The notebooks provide materials and resources to support staff in integrating positive strategies to their work in the classroom and with families. The materials for educational staff focus on using the materials to develop positive classroom environments and interactions. The family service staff materials include resources to support families at home. The materials are based on the information from the Center on Social and Emotional Foundations for Early Learning (CSEFEL), which were developed with federal funds from the U.S. Department of Health and Human Services, Administration for Children and Families.

Mental health services are provided by the Denver Health LCSW, school social workers, and other qualified community providers. The DPSHS Family Services Coordinator (FC) and DC coordinate the services of community providers, working to provide families with a choice of linguistically, ethnically, culturally and gender-appropriate providers. Medicaid, CHP+ and sliding scale fees fund families' access to individual mental health services. Limited mental health services are also available through the Denver Health School-based Health Center. The DPSHS Education Coordinator (EC), Denver Health LCSW, the Head Start DC and other DPSHS staff provide support for behavior management. Parent meetings and parenting classes also focus on preventive mental health issues.

Exhibit A

The Pyramid Model is a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers: CSEFEL and the Technical Assistance Center on Social Emotional Intervention for young children (TACSEI). The Centers' faculty represents nationally recognized researchers and program developers in the areas of social skills and challenging behavior. The work is based on evaluation data collected over the last six years. To support educational staff in developing a deeper understanding of the Pyramid, the DPSHS teachers participated in workshop activities to integrate the Pyramid model into their practice, along with *The Second Step, A Violence Prevention Curriculum*. The latter, a research-based curriculum available in HS classrooms, has been used by DPSHS to build a positive climate, and complements the more recent information provided by the Pyramid. *Second Step* and school-based social emotional curriculum promote a positive social/emotional climate by encouraging children to develop empathy, impulse control and anger management.

Education: Each DPSHS classroom has a teacher/child ratio of two adults to seventeen children. A teacher and a paraprofessional will be assigned to each classroom. The classroom teachers have a baccalaureate or advanced degree in early childhood education and/or coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children. Each instructional paraprofessional in DPS is required to have an associate's degree, sixty college credits or have passed *WorkKeys* test, an equivalency test for an associate's degree. Paraprofessionals will have a CDA, associate or baccalaureate degree in ECE or have a plan in place to meet the requirements. Paraprofessionals will be provided the opportunity to enroll in early education classes with funding assistance from the Head Start program. Many of the classroom staff members are bilingual in English and Spanish and supports are available through the schools for classrooms where children are non-English speakers.

Curriculum: *The Creative Curriculum* (CC) is the research-based and comprehensive curriculum of the Denver Public Schools Head Start Program. McGlone Elementary has received a grant to implement the research-based *Tools of the Mind* (Tools) curriculum. Both are based on an extensive literature-based research review of the most significant recent studies on early learning. The CC and Tools are aligned with Colorado's *Early Learning and Development Guidelines* (ELDG). The ELDG are aligned with the Colorado Academic Standards for preschool through third grade and with the *Head Start Child Development and Early Learning Framework*. The curricula are used in conjunction with *Teaching Strategies Gold* (TS Gold) from which data is gathered to identify goals for children's development and learning. CC and Tools define experiences through which children achieve these goals. Data from TS Gold is also used to track progress of all children and trends of development three times a year. Information gained from the analysis informs the content of Head Start staff training and development.

The curricula include ideas for staff and parents to use to support children's learning across the domains of child development. The purposeful activities and interactions that take place in the DPSHS classrooms actively engage children. The project-based approach integrates learning from all domains into the school day. DPSHS integrates the classroom curriculum with the Denver Public Schools K-5 curriculum

Exhibit A

using developmentally appropriate strategies to provide a smooth transition as the DPSHS children move into Kindergarten and elementary school.

Teacher-child interactions: The *DPS Framework for Effective Teaching* (Framework) and the *Classroom Assessment Scoring System* (CLASS) are used to guide teacher-child interactions and thus impact student learning. Multiple times a year, school leaders and/or peer observers who have received observation certification training observe, rate, and provide feedback to teachers based on the Framework. Conversations are held in which strengths and areas for growth are identified and teacher practice is linked to student learning. Beginning in the 2013-2014 Qualistar Rating System (QRS) rating cycle all classrooms are rated on the Classroom, Assessment Scoring System (CLASS) as part of the rating process.

Serving children with disabilities: The DC, FC, HC, EC and DPSHS Health Specialist function as an integral part of the Disabilities and Mental Health Team to supplement and integrate services provided by DPS Student Services and other community providers as needed. Teachers complete a DPS Request for Assistance Form when they have concerns about a child based on observation, screening, or parent request. The EC, a special educator, observes the child and with the teacher and DC generates a variety of regular education classroom strategies that may ameliorate the difficulties. The teacher discusses the strategies with the parent throughout the process. When concerns about the child's progress continue, the EC or DC (who has a Master's Degree in Social Work/ Licensed Clinical Social Worker/ Colorado Department Education Special Services License for School Social Work) observes the child again and in consultation with parents, refers the child for formal testing. The HC and DC interview parents to provide a health assessment and gather information about the child's developmental history for every referred HS child. DPS Student Services then conduct the appropriate and comprehensive assessments.

When evaluation and placement requirements are met, as outlined by the Individuals with Disabilities Act (IDEA), an Individualized Education Program (IEP) is developed during a staffing chaired by the School and Local Education Agency Representative (LEA).

When a child qualifies for an IEP, the services are delivered in the classroom. The child participates in classroom activities guided by the DPSHS curriculum. Adaptations are made to meet the child's individual needs with extra support from early interventionists from DPS as prescribed by the IEP. The DC coordinates the scheduling of and attends regular meetings with DPS Student Services staff, Denver Health LCSW, and EC to discuss information from teachers regarding children with disabilities in their classrooms. Plans to address students' needs are developed and used to build teacher capacity to serve children with disabilities, including children with severe needs, in an inclusive environment in the classroom. The EC and DC also provide ongoing support to the classroom teachers.

Family and Community Partnerships

Exhibit A

Family Services: DPSHS ensures income-eligible families of Head Start children receive the family services they need through DPS programs and links to community resources. To this end, FLS determine what services are needed and make referrals to DPSHS family service partners based on the Family Partnership Agreement (FPA) created with HS families. Families are invited to participate in the FPA and in parent meetings. Fathers, significant males in the family, mothers and grandparents are all welcomed to participate in the FPA process.

The Family Services Supervisor also the Family Services Coordinator is an LCSW and supervises the FLS. The Family Service Data base tracks information on the family so that trends and individual progress of families and caseloads can be discussed with FLS to improve the quality of services.

Parent Engagement: DPSHS supports families individually as well as through parent (center committee) meetings. Meetings are planned to meet the needs of families. Health, safety, nutrition, transition, 5x5 and social emotional/mental health are popular meeting topics. Josalyn Miller, a community partner, provides sessions on anger management, literacy and conflict management. Teachers and FLS work together at many schools to incorporate parent-child activities into meeting times. Presenters take into account the stresses of single parenting, balancing work and home plus family budget issues faced by HS families. Fathers, grandparents and other family members are welcome at the sessions.

Elementary schools also schedule parent nights. Popular topics for the school meetings are math and literacy activities.

Denver Health LCSW and FLS work with parents to understand the results of the Devereux Early Childhood Assessment (DECA). DECA is a valid and reliable social/emotional screening and assessment tool that is a strength-based approach to social and emotional development. Parents complete the assessment based on their knowledge of their child. They are then invited to a parent meeting with the Denver Health LCSW and their FLS regarding building resilient behavior in children. With their own child's current strength in attachment, self-control and initiative available to them through the DECA report, parents can target appropriate strategies to use to increase their child's resilience. The DECA booklet, *Now and Forever*, is also used as a resource to help parents build understanding of resilience and protective factors. The booklet includes research-based strategies that families can use to build resilience. The booklets, in both Spanish and English, provide ideas that parents can use to help their children cope with stress and achieve success in life.

All parents and family members are invited to monthly DPSHS Parent Policy Committee meetings and parents and guardians participate in the election of parent representatives.

Transition: DPSHS begins kindergarten transition activities when children enter their local elementary school in their HS year. The FLS provides information about the enrollment process and discusses kindergarten options (full-day, half-day, gifted and talented, etc.) with parents. HS parents participate in school-wide literacy and math events. Parents have the opportunity to participate in the Collaborative School Committee (CSC) at each school. The CSC is designed to enhance student achievement and

Exhibit A

school climate by engaging the school community in collaborative efforts. In addition, the CSC provides strategic direction to support the school's mission and vision as stated in the School Improvement Plan.

The HS teacher, as a member of the elementary school faculty, participates in decisions about placement of the children in kindergarten classrooms according to school-specific procedures. If the family wishes to investigate the possibility of placement in other schools, they are provided with an Enrollment Guide to Denver Public Schools, encouraged to visit other schools and discuss options with the FLS and/or teacher. They also are invited to district-wide events related to school choice options.

Community: In order to complement the significant resources available within the district, DPSHS utilizes an extensive network of community resources available to provide family services not available on-site. Head Start partners with community organizations to support families needing assistance with food, clothing, shelter, mental health services, ESL, GED, job training, substance abuse prevention or treatment, child abuse and neglect services and domestic violence. To supplement Head Start direct services, DPSHS partners with external groups as well as other departments and programs within Denver Public Schools.

DPSHS provides information on community resources at enrollment, as needs arise, and as new services are available during the year. The United Way Call Center 211 is used to assist families in locating community resources. At each school, the FLS keeps current resources in a family resource notebook, which parents can use on-site either with the FLS or independently. Problem solving and crisis intervention services for families are delivered by FLS, including assessment and referral to community as well as DPS resources.

Program Design and Management

PROGRAM DESIGN AND MANAGEMENT: The DPSHS program benefits from the sound fiscal management policies and procedures, governance by elected school board and active policy committee, and other well-developed established systems that serve the school district as a whole.

Program Governance: The governing body of the DPSHS program is composed of the elected members of the DPS Board of Education. Because the school district is a public entity with a board elected by the public, the board, in accordance with the Head Start Act uses DPS staff members with relevant experience and qualifications to fulfill the positions of legal, early child, and fiscal expertise. The DPS Policy Committee is made up of parent representatives elected from Head Start classrooms and community representatives. The DPS Policy Committee has two primary options of communicating with the DPS Board of Education. The first of these is through the DPSHS Project Coordinator (HSD), who serves in the role of director as defined by Head Start and attends policy committee meetings. The HSD meets regularly with the DPS Early Education Department Director (EED) who serves in the role of executive director as defined by Head Start. The EED reports to the Executive Director of Teaching and Learning who takes the information up the chain of command to the Superintendent who in turn reports

Exhibit A

directly to the DPS Board of Education. The second option for communication with the board is to speak during the public comment period during the monthly Board of Education meeting.

The DPS Parent Policy Committee recruits parent representatives from all DPSHS sites. The parent representatives are elected by the parents before the end of September and are seated at the September or October meeting. Because DPSHS serves mainly 4-year-olds, most parents can only serve as parent representatives for one year. There is an effort to seat new parents early in the school year to support them in acquiring the skills necessary to confidently make decisions to benefit children and families. Efforts are made to provide continuity by recruiting community representatives from the previous year's parent representatives.

The DPS Board of Education and the DPSHS Policy Committee training information is maintained in the Governance Communication Log and the Policy Committee minutes. The Governance Calendar in the appendix outlines timelines for all required decisions by both groups. Both Board of Education policies and Policy Committee bylaws include requirements that address conflict of interest.

A highlight of the DPS Parent Policy Committee is the subcommittee work that occurs. Members volunteer for an area of special interest and become involved throughout the year by observing programming, discussing procedures and reviewing documents in their area of interest.

Fiscal Management: The DPS Board of Education, DPSHS Policy Committee and the member of the Denver Controller's Office with financial oversight of DGKHS receive the monthly variance report documenting budgeted amounts and expenditures. The HSD trains the DPSHS Policy Committee and the Finance Committee on budgeting requirements and the monthly variance report. This information supports the Finance Committee and the Policy Committee planning for, reviewing and approving the annual budget. The DPS Board of Education provides final review when the contract with DGKHS is approved.

Fiscal monitoring is provided through an annual single purpose audit conducted for all DPS federal programs and the annual self-assessment. The period of the audit covers July 1 to June 30.

Program Planning: DPSHS Program Management and Design is supported by comprehensive focus plans, job descriptions, organization and functional assignments, program goals, objectives and content of the grant application. The focus plans supplement the Denver's Great Kids focus and service plans and school readiness goals. The plans, goals, objective and grant application reviewed and approved annually by the DPSHS Policy Committee cover all aspects of the DPSHS program and provide staff with comprehensive strategies and focus areas under which to provide services.

Communication: Communication occurs through regularly scheduled meetings, written communications and informal communication with the DPSHS staff, families and grantee. The systems used ensure timely information is presented to parents, policy groups, staff and the community.

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Record Keeping and Reporting: The DPSHS program has developed a variety of reports to meet Head Start requirements and ensure clear communication. Family service, staff qualification, health, and education data is stored electronically for reporting and analysis. Records of meetings, and reports generated are filed in the Early Education office. Another aspect of record keeping is compiling information about each child and family with a system that maintains confidentiality and is well organized. The family services staff manages this aspect of the Head Start program at the family and child level.

Program Self-assessment and Monitoring: The plan for the annual self-assessment is organized to include the subcommittees of the DPSHS Policy Committee and the Head Start Education, Health, Family Service, Disability and Mental Health, and Project Coordinators. The annual plan is reviewed by the EED for the DPS Board of Education and approved by the DPSHS Policy Committee in October. The window for the self-assessment is from mid-October through early January. During this time the committees review plans, observe in classrooms, review Health and Safety reports, review financial systems with the Early Education accountant and participate in a variety of interviews. Through this process members have an opportunity to develop an overview of a targeted area of the program and share their ideas about the successes and challenges of the DPSHS program. The Policy Committee members serving the subcommittees, report to their peers at the January meeting where the self-assessment is approved by the DPSHS Policy Committee. A written report of the results is provided to the DPS Board of Education by the EED. A written report is also provided to the grantee. The results are reviewed with DPSHS staff at staff development. The strengths, areas for improvement, improvement plan and implementation inform the grant application, agency planning and training provided for staff and parents.

The on-going monitoring system for DPSHS is built around the monitoring system established by DGKHS. Program data is gathered and reviewed by the coordinators, before it is sent to DGKHS. Meeting minutes and/or action plans are developed to document the strengths and areas for improvement. Staff development sessions, meeting topics and modification of program implementation are guided by the information gathered. DGKHS reports are submitted according to the DGKHS report schedule. The plans for improvement are jointly developed by DGKHS and DPSHS staff.

In the area of fiscal monitoring the EED and the Early Education Manager review all documents before the Early Education accountant submits them to DGKHS. In addition, the Early Education Manager monitors the budget-to-actual and all orders.

The coordinators and mentor teacher who works closely with the EC regularly visit classrooms and attend family meetings. On-site monitoring of program activities occurs during these visits. Other monitoring occurs when the Head Start coordinators monitor reports and records.

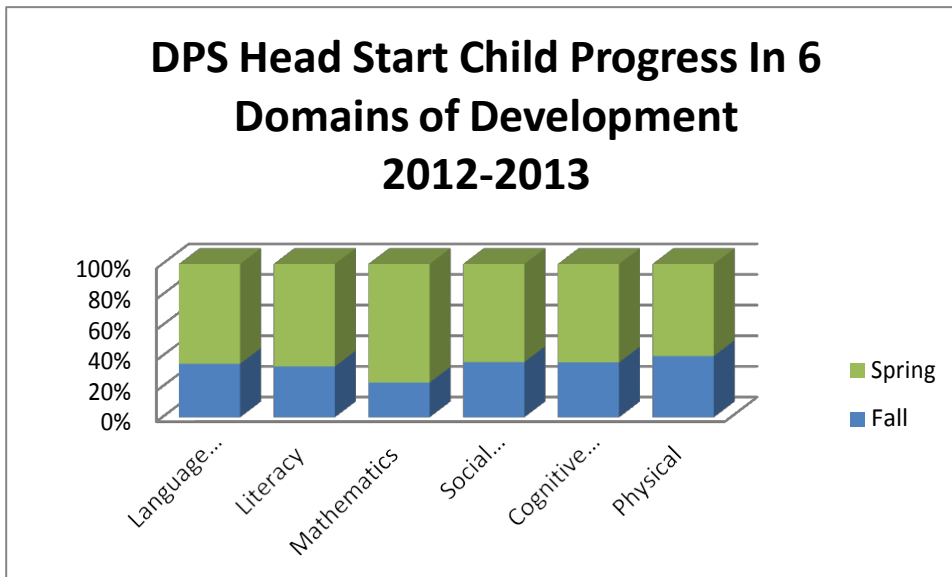
Quality Improvement: DPSHS is participating in the roll out of Colorado child care Quality Rating and Improvement System (QRIS) which is scheduled to launch July 1, 2014. Currently all classrooms have been rated by the Qualistar Quality Rating System (QRS). QRS measures the quality of child care

Exhibit A

programs in Colorado on a provisional to 4-Star rating. The Qualistar rating will provide an alternate pathway towards meeting the requirements of the QRIS. In the Qualistar rating the Early Childhood Environmental Rating Scale is utilized to evaluate classrooms and teacher effectiveness along with other quality factors. With the results of the ratings, each site develops a Quality Improvement Plan with Qualistar Colorado. The quality improvement plan includes goals and objectives for improving the health, educational, nutritional, and social services program for children. It also identifies professional development activities that support classroom staff.

Progress and Accomplishments

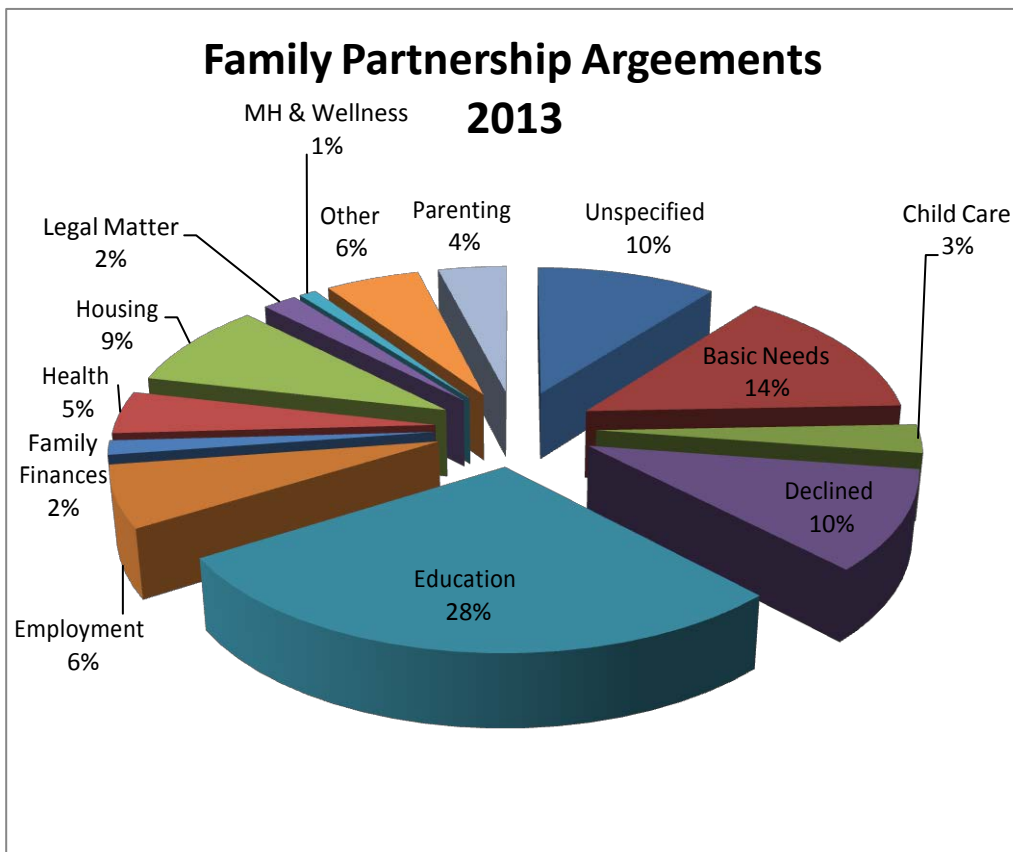
- Many families attended all the health focused meetings; understanding health care, nutrition and raising resilient children.
- Progress across the seven domains of child development for which research-based widely-held expectations have been developed is reflected in the table below. In all domains scores were 95% or above. The achievement of School Readiness Goals from prior grant years is also reflected in the table.



- Leading Effective Academic Practices (LEAP) framework of effective teaching has been implemented in all Head Start classrooms to provide feedback to teachers on teacher/child interactions. Teachers receive observation and feedback from both principals and Peer Observers. Teachers use this feedback to improve their practice and improve results with the students in their classrooms. The program will continue and beginning in 2014-2015 school year will, along with Student Outcomes, be incorporated into educator evaluations in accordance with Colorado Senate Bill 10-191
- All DPSHS teachers meet or exceed the degree requirements for a Bachelor's Degree in Early Education.

Exhibit A

- An agreement was negotiated with the Denver Federation of Paraprofessionals to support the Head Start teacher assistant degree requirements.
- DPSHS EC, FC, HSD, DC and DC participated in individualization meetings with teachers and family liaisons to discuss each child and family, identify successes and unmet needs and develop action plans to address the needs.
- Including all DPSHS coordinators as facilitators of activities at the DPSHS Policy Committee Meetings has led to more meaningful participation of parents.
- The data systems for Family Services, Health, Staff records, Disabilities and Education have been fully implemented at DPSHS and are in use.
- Team work between teachers and family liaison specialists is supporting a trend for increased parent participation.
- Family Liaison Specialists have been focusing on improving the process for developing family partnerships. A highlight was that in the 2012-2013 school year 76% of families needing ESL services participated in Family Partnership Agreements to address these needs. Other family partnership goals as of December, 2013 are summarized in the chart below.



Revised Exhibit F

Site Locations

Center Location	Number of Slots	Number of Classrooms	Option Configuration (Option, days and months of operation)
College View Elem. 2675 South Decatur St., Denver, CO	42	2	Full day 6.5 hours /9 months
Ellis Elementary 1651 South Dahlia St., Denver, CO	34	2	Full day 6.5 hours /9 months
Escalante- Biggs Academy 5300 Crown Blvd., Denver, CO	68	4	Full day 6.5 hours /9 months
Force Elementary 1550 S. Wolfe St., Denver, CO	34	2	Full day 6.5 hours /9 months
Greenlee Elementary 1150 Lipan St., Denver, CO	33	2	Full day 6.5 hours /9 months
McGlone Elementary 4500 Crown Blvd., Denver, CO	34	2	Full day 6.5 hours /9 months
Montclair Elementary 1151, Newport	15	2	Full day 6.5 hours /9 months

Revised Exhibit F

Site Locations

St., Denver, CO			
Smith Elementary 3590 Jasmine St., Denver, CO	33	2	Full day 6.5 hours /9 months
Whittier Elementary 2480 Downing ST., Denver CO	17	1	Full day 6.5 hours /9 months