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Subsection A: Goals

1. Program Goals, Measurable Objectives, Expected Outcomes/Progress, and Challenges

Year 1 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.</p>	<p>For all ECE instructional staff (Home visitors, paras, teachers)</p>	<p>All children will grow across all school readiness goals and developmental domains consistently.</p>	<p>Instructional staff may need support to define and implement formative instructional practices.</p> <ul style="list-style-type: none"> • Tap district trainings and implement a wide variety of PLC options for all instructional staff.
	<p>In the domain of Approaches to Learning, 80% of all enrolled children will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.</p>	<p>Children will demonstrate skills within widely held expectations by their entry into kindergarten as measured by the related priority TS GOLD objectives.</p>	<p>Working as an Achievement</p>
	<p>In the domain of Social and Emotional Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% on objectives 1a-b and 3b.</p>	<p>Across all GOLD checkpoints, instructional staff regularly input and set preliminary levels on formative documentation for priority objectives and items 37 and 38 for DLLs.</p>	<p>Outcomes team, PLC and coaching opportunities will be available to all instructional staff.</p> <ul style="list-style-type: none"> • Processes and reporting will ensure equal focus on Prenatal to 36-month and 36-month to K transition supports and outcomes.
	<p>In the domain of Language and Literacy, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% will be within WHE on objectives 8a-b and 9a-b.</p>	<p>Fewer and fewer children will be below widely held expectations over the course of the instructional year.</p>	<p>Instructional staff may need support with MTSS procedures to design and implement high quality interventions for students falling below widely held expectations.</p>
	<p>In the domain of Cognition, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives.</p>	<p>Use of the classroom and home visiting curricula and procedures will be to fidelity as measured by fidelity checklists.</p>	<ul style="list-style-type: none"> • Continued professional development on MTSS procedures and best practices. • Coaching connection to caseload data reports to support intervention plans
	<p>In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives</p>		

Year 1 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.</p>	<p>Preliminary levels and documentation for priority objectives and items 37 and 38 for DLLs will increase in number and quality according to the documentation quality rubric.</p> <p>For ECE classroom staff (paras and teachers), CLASS measures in Instructional Supports will increase by 4% program wide from 2020 to 2021 program-wide coding events.</p> <p>To obtain a baseline in year one and to formulate objectives thereafter, data from exit surveys from parent events and trainings will be monitored and reported monthly.</p> <p>Families input will help drive program adjustments and attendance at events and trainings will increase by 5% during the year.</p>	<p>Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase.</p> <p>Families will increase their ability to organize and adapt to impact their child’s future.</p>	<p>Classroom Instructional staff may need continued support in the implementation of Creative Curriculum with fidelity in its second year.</p> <ul style="list-style-type: none"> •Program-wide Fidelity Assessment to provide targeted coaching and professional development. <p>Turnover of classroom staff can create greater need for intensive on the job training that can complicate the planning and implementation of interventions for students.</p> <ul style="list-style-type: none"> •Strategic and responsive planning around new teacher/para training and ongoing support to provide best chances for a successful first year with independent skills moving forward. <p>Return rates on parent satisfaction surveys can often be low.</p> <ul style="list-style-type: none"> •Design a survey with various modes of responding to increase rate return will be advantageous. •Design a quick and easy survey families can fill out at the end of an event that also gives valuable, usable feedback.

Year 1 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</p>	<p>In Pre-K Programs, the program will decrease the number of students in the chronic absence category by 5% over the five-year grant cycle.</p>	<p>The program will see positive changes in attendance patterns for families receiving intervention for poor attendance.</p>	<p>Reaching families who have chronic absence challenges.</p> <ul style="list-style-type: none"> Evaluate current methods of communications with families. Document attempts to find patterns about what works and doesn't work for specific families. Employ multiple strategies to communicate with families. Understanding what barriers are causing poor attendance patterns. Place an emphasis on factors that are within the control of the ECE program or family. Work with multi-department teams to problem solve. (i.e., health, transportation) <p>Limited pool of community partners applying during RFP process.</p> <ul style="list-style-type: none"> Seek and invite new community partnerships during RFP process. <p>Locations of potential partners may not be where we need them the most.</p> <ul style="list-style-type: none"> Explore new partnerships within the catchment areas that are high need/isolated.
	<p>Of all chronically absent children placed on attendance improvement plans, 50% will improve their attendance within 30 days.</p>	<p>Families will create strong attendance patterns to contribute to higher academic success in PK and beyond.</p> <p>More students will have access to the program if the program drops students who have chronic unexcused attendance challenges and do not respond to intervention opportunities. Yearly, the program will actively seek opportunities for expansion to improve access for eligible children.</p>	
	<p>Within the next five years, the program will increase the number of slots available to families by 10%.</p>	<p>The number of sites will increase in multiple neighborhoods across the community.</p> <p>The number of slots will increase.</p>	

Year 1 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.	The number of absences due to transportation will be reduced by 5% over the five- year grant.	The number of slots that are most desirable for families will increase.	Recruiting efforts do not meet the newly acquired slots. <ul style="list-style-type: none"> Update the marketing/ recruitment/outreach plan (MRO) with insight from parent and community groups. Limitation of equipment and personnel. <ul style="list-style-type: none"> Seek ongoing funds to purchase equipment and pay personnel. Funding to pay for district transportation. <ul style="list-style-type: none"> Partner with district finance, transportation, leadership to problem solve. Mismatch of family expectation for transportation and district expectations. <ul style="list-style-type: none"> Evaluate current communications to families about requirements for district transportation and adjust as needed.
	PSD ECE will monitor the transition into the program by increasing the number of applications by 10%.	The funds in the budget will increase. Increase the number of students attending neighborhood schools so that they can access PSD Transportation.	
	PSD ECE will monitor the transition from EHS to Pre- K and increase the number of families who have access to continued services by 10%.	Most students would walk to their neighborhood school or access transportation routes to their neighborhood school.	
	PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction.	Increase the number of students accessing district transportation to ECE program. Improvement in attendance with “transportation” listed as a reason for school absences.	

Year 1 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</p>		<p>Full enrollment across all funded sources.</p> <p>Waitlist will grow for each program source.</p> <p>Steady or increased program satisfaction. (surveys, feedback at PC)</p> <p>Continued participation in services as children age through different stages.</p> <p>Gather baseline information to inform future targets.</p>	<p>Qualifications change for families as they reapply.</p> <ul style="list-style-type: none"> • Expanded funding options so that families would maintain services in the program. <p>Application process is too challenging for families.</p> <ul style="list-style-type: none"> • Review and improve the application within the program. Variety of experiences based on personnel and sites. • Continually check in with staff and offer opportunities to collaborate and share of best practices.

Year 2 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.	For all ECE instructional staff (Home visitors, paras, teachers)	Fewer and fewer children will be below widely held expectations over the course of the instructional year.	TBD as our organization learns from the previous year's work.
	In the domain of Approaches to Learning, 80% of all enrolled children will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.	TBD as our organization learns from the previous year's work.	Year 2 Changes: Instructional staff are at different points along the continuum to mastery in the use of the assessment tool as a part of formative practice that will require PD and systemic supports that meet differing levels of experience in the areas:
	In the domain of Social and Emotional Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% on objectives 1a-b and 3b.	Year 2 Changes: Indicator 7 data will show adequate growth for identified students with IEPs	<ul style="list-style-type: none"> •Quality documentation •Program alignment of ratings (rater reliability) •Regular and frequent data entry across the checkpoint period
	In the domain of Language and Literacy, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% will be within WHE on objectives 8a-b and 9a-b.		Instructional staff may need support with MTSS procedures to design and implement high quality interventions for students falling below widely held expectations.
	In the domain of Cognition, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives.		Classroom Instructional staff may need continued support in the implementation of Creative Curriculum with fidelity in its third year given the extraordinary nature of the instructional environment during the second year due to COVID.
	In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives		

Year 2 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.</p>	<p>Preliminary levels and documentation for priority objectives and items 37 and 38 for DLLs will increase in number and quality according to the documentation quality rubric.</p>	<p>Families will increase their ability to organize and adapt to impact their child's future.</p>	<p>Year 2 Changes: TBD as our organization learns from the previous year's work. Turnover of classroom staff can create greater need for intensive on the job training that can complicate the planning and implementation of interventions for students. Focus on CLASS has diminished in PD offerings in 2019-20 with the focus on other skills relevant to alternative teaching environments due to COVID response.</p>
	<p>Year 2 Changes: To obtain a baseline in year one and to formulate objectives thereafter, data from exit surveys from parent events and trainings will be monitored and reported monthly. In this third year of implementation, 80% of classrooms that utilize Creative Curriculum will have medium to high fidelity according to the Fidelity Tool for Administrators.</p>	<p>Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase. TBD as our organization learns from the previous year's work.</p>	
	<p>Year 2 Changes: Families input will help drive program adjustments and attendance at events and trainings will increase by 5% during the year. 90% of observed Home Visits will demonstrate medium to high fidelity according to the Growing Great Kids Observation Tool. CLASS coding score in the domain of Instructional Support will increase by 5% program wide in the 21-22 school year.</p>		

Year 2 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.</p>	<p>Year 2 Changes: Using baseline data from family exit surveys, improve parent events and trainings and monitor progress.</p>	<p>Year 2 Changes: Families will increase their ability to organize and adapt to impact their child's future. Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase.</p>	<p>Year 2 Changes: Families may wish to skip or ignore surveys without consistent prompting. The nature of the event can determine the best format (online or in-person). Some events are difficult to predict as to which format would result in greater participation.</p>
	<p>Year 2 Changes: Maintain or increase attendance at Parent Events by offering some virtual and some in-person events throughout the year.</p>		

Year 2 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</p>	<p>Year 2 Changes: In Pre-K Programs, the program will decrease the number of students in the chronic absence category by 5% over the five year grant cycle. In Pre-K and EHS programs, students will have 85% attendance or better.</p>	<p>Year 2 Changes: TBD as our organization learns from the previous year's work. We will see an overall increase aggregate attendance above the 85% in all program areas. (EHS, HS, CPP, TB, ECSE)</p>	<p>Year 2 Changes: TBD as our organization learns from the previous year's work. Due to the pandemic, getting to preschool is becoming increasingly difficult for families. Attendance procedure implementation varies across the system.</p>
	<p>Year 2 Changes: The number of absences due to transportation will be reduced by 5% over the five year grant. Identify and support all chronically absent (below 60%) students within the first 90 days with a follow up action plan.</p>	<p>Increased attendance due to follow-up communication or check-ins related to attendance action plan. Program will act (increase bus requests, change classrooms, etc) to support a family with attendance leading to increased attendance for chronically absent students.</p>	<p>Lack of engagement/shifting attention focus from families. Some of the supports we used to have are not available now. (Transportation) Fatigue and burnout for staff and families with constantly shifting information.</p>
	<p>Year 2 Changes: Develop an illness prevention plan to support program activities in response to public health crisis.</p>	<p>Teams will develop, communicate, and support action plans created in response to pandemic. (Covid Responses teams, attendance follow-up team, classroom teams)</p>	

Year 2 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</p>	<p>Within the next five years, the program will increase the number of slots available to families by 10%.</p>	<p>Year 2 Changes: TBD as our organization learns from the previous year's work. Program leadership goes after new slots whenever available and continue with the goal of expansion. TB slots will increase by 11, and leadership will apply for new slots. Program will use baseline data from the Pre-K to K transition to add transition activities to support families and increase satisfaction. PSD ECE will increase access to school via technology for remote connection when in person learning is not available.</p>	<p>Year 2 Changes: TBD as our organization learns from the previous year's work. There may not be funding, availability, or space for new slots. Pandemic related changes introduce new rules, regs, or barriers for families. Availability of devices and connectivity and ordering/delivery dates are outside the control of the organization. User knowledge is variable across the system.</p>
	<p>PSD ECE will monitor the transition into the program by increasing the number of applications by 10%.</p>		
	<p>Year 2 Changes: PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction.</p>		
	<p>Year 2 Changes: PSD ECE will monitor transitions between remote and in-person learning to minimize drops during the pandemic.</p>		

Year 2 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.	The number of absences due to transportation will be reduced by 5% over the five- year grant.	The number of slots that are most desirable for families will increase.	Recruiting efforts do not meet the newly acquired slots. <ul style="list-style-type: none"> • Update the marketing/ recruitment/outreach plan (MRO) with insight from parent and community groups. Limitation of equipment and personnel. <ul style="list-style-type: none"> • Seek ongoing funds to purchase equipment and pay personnel. Funding to pay for district transportation. <ul style="list-style-type: none"> • Partner with district finance, transportation, leadership to problem solve. Mismatch of family expectation for transportation and district expectations. <ul style="list-style-type: none"> • Evaluate current communications to families about requirements for district transportation and adjust as needed.
	PSD ECE will monitor the transition into the program by increasing the number of applications by 10%.	The funds in the budget will increase. Increase the number of students attending neighborhood schools so that they can access PSD Transportation.	
	PSD ECE will monitor the transition from EHS to Pre- K and increase the number of families who have access to continued services by 10%.	Most students would walk to their neighborhood school or access transportation routes to their neighborhood school.	
	PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction.	Increase the number of students accessing district transportation to ECE program. Improvement in attendance with “transportation” listed as a reason for school absences.	

Year 2 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</p>		<p>Full enrollment across all funded sources.</p> <p>Waitlist will grow for each program source.</p> <p>Steady or increased program satisfaction. (surveys, feedback at PC)</p> <p>Continued participation in services as children age through different stages.</p> <p>Gather baseline information to inform future targets.</p>	<p>Qualifications change for families as they reapply.</p> <ul style="list-style-type: none"> • Expanded funding options so that families would maintain services in the program. <p>Application process is too challenging for families.</p> <ul style="list-style-type: none"> • Review and improve the application within the program. Variety of experiences based on personnel and sites. • Continually check in with staff and offer opportunities to collaborate and share of best practices.

Year 3 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.	For all ECE instructional staff (Home visitors, paras, teachers)	Fewer and fewer children will be below widely held expectations over the course of the instructional year. Indicator 7 data will show adequate growth for identified students with IEPs	Instructional staff are at different points along the continuum to mastery in the use of the assessment tool as a part of formative practice that will require PD and systemic supports that meet differing levels of experience in the areas: <ul style="list-style-type: none"> •Quality documentation •Program alignment of ratings (rater reliability) •Regular and frequent data entry across the checkpoint period Instructional staff may need support with MTSS procedures to design and implement high quality interventions for students falling below widely held expectations. Classroom Instructional staff may need continued support in the implementation of Creative Curriculum with fidelity in its third year given the extraordinary nature of the instructional environment during the second year due to COVID.
	In the domain of Approaches to Learning, 80% of all enrolled children will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.		
	In the domain of Social and Emotional Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% on objectives 1a- b and 3b. <i>Year 3- took out objective 1b</i>		
	In the domain of Language and Literacy, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% will be within WHE on objectives 8a-b and 9a-b. <i>Year 3- took out objective 8b and 9b, and added 15c.</i>		
	In the domain of Cognition, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives. <i>Year 3- added objective 12b</i>		
	In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives		

Year 3 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.	Preliminary levels and documentation for priority objectives and items 37 and 38 for DLLs will increase in number and quality according to the documentation quality rubric.	Families will increase their ability to organize and adapt to impact their child's future.	Turnover of classroom staff can create greater need for intensive on the job training that can complicate the planning and implementation of interventions for students.
	In this third year of implementation, 80% of classrooms that utilize Creative Curriculum will have medium to high fidelity according to the Fidelity Tool for Administrators.	Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase.	Focus on CLASS has diminished in PD offerings in 2019-20 with the focus on other skills relevant to alternative teaching environments due to COVID response.
	90% of observed Home Visits will demonstrate medium to high fidelity according to the Growing Great Kids Observation Tool. CLASS coding score in the domain of Instructional Support will increase by 5% program wide in the 21-22 school year.		

Year 3 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.</p>	<p>Using baseline data from family exit surveys, improve parent events and trainings and monitor progress.</p>	<p>Families will increase their ability to organize and adapt to impact their child's future. Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase.</p>	<p>Families may wish to skip or ignore surveys without consistent prompting. The nature of the event can determine the best format (online or in-person). Some events are difficult to predict as to which format would result in greater participation.</p>
	<p>Maintain or increase attendance at Parent Events by offering some virtual and some in-person events throughout the year.</p>		

Year 3 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.	In Pre-K and EHS programs, students will have 85% attendance or better.	We will see an overall increase aggregate attendance above the 85% in all program areas. (EHS, HS, CPP, TB, ECSE)	Due to the pandemic, getting to preschool is becoming increasingly difficult for families. Attendance procedure implementation varies across the system.
	Identify and support all chronically absent (below 60%) students within the first 90 days with a follow up action plan.	Increased attendance due to follow-up communication or check-ins related to attendance action plan.	Lack of engagement/shifting attention focus from families.
	Year 2 Changes: Develop an illness prevention plan to support program activities in response to public health crisis.	Program will act (increase bus requests, change classrooms, etc) to support a family with attendance leading to increased attendance for chronically absent students. Teams will develop, communicate, and support action plans created in response to pandemic. (Covid Responses teams, attendance follow-up team, classroom teams)	Some of the supports we used to have are not available now. (Transportation) Fatigue and burnout for staff and families with constantly shifting information.

Year 3 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.	Within the next five years, the program will increase the number of slots available to families by 10%.	Program leadership goes after new slots whenever available and continue with the goal of expansion. TB slots will increase by 11, and leadership will apply for new slots. Program will use baseline data from the Pre-K to K transition to add transition activities to support families and increase satisfaction. PSD ECE will increase access to school via technology for remote connection when in person learning is not available.	There may not be funding, availability, or space for new slots. Pandemic related changes introduce new rules, regs, or barriers for families. Availability of devices and connectivity and ordering/delivery dates are outside the control of the organization. User knowledge is variable across the system.
	PSD ECE will monitor the transition into the program by increasing the number of applications by 10%.		
	PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction.		
	PSD ECE will monitor transitions between remote and in-person learning to minimize drops during the pandemic.		

Year 3 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.	The number of absences due to transportation will be reduced by 5% over the five- year grant.	The number of slots that are most desirable for families will increase.	Recruiting efforts do not meet the newly acquired slots. <ul style="list-style-type: none"> • Update the marketing/ recruitment/outreach plan (MRO) with insight from parent and community groups. Limitation of equipment and personnel. <ul style="list-style-type: none"> • Seek ongoing funds to purchase equipment and pay personnel. Funding to pay for district transportation. <ul style="list-style-type: none"> • Partner with district finance, transportation, leadership to problem solve. Mismatch of family expectation for transportation and district expectations. <ul style="list-style-type: none"> • Evaluate current communications to families about requirements for district transportation and adjust as needed.
	PSD ECE will monitor the transition into the program by increasing the number of applications by 10%.	The funds in the budget will increase. Increase the number of students attending neighborhood schools so that they can access PSD Transportation.	
	PSD ECE will monitor the transition from EHS to Pre- K and increase the number of families who have access to continued services by 10%.	Most students would walk to their neighborhood school or access transportation routes to their neighborhood school.	
	PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction.	Increase the number of students accessing district transportation to ECE program. Improvement in attendance with “transportation” listed as a reason for school absences.	

Year 3 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</p>		<p>Full enrollment across all funded sources.</p> <p>Waitlist will grow for each program source.</p> <p>Steady or increased program satisfaction. (surveys, feedback at PC)</p> <p>Continued participation in services as children age through different stages.</p> <p>Gather baseline information to inform future targets.</p>	<p>Qualifications change for families as they reapply.</p> <ul style="list-style-type: none"> • Expanded funding options so that families would maintain services in the program. <p>Application process is too challenging for families.</p> <ul style="list-style-type: none"> • Review and improve the application within the program. Variety of experiences based on personnel and sites. • Continually check in with staff and offer opportunities to collaborate and share of best practices.

Year 4 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.</p>	<p>For all ECE instructional staff (Home visitors, paras, teachers)</p> <p>In all areas of our identified priority objectives, 80% of our students will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.</p> <p>All students will show 20% growth from the Fall Checkpoint to the Spring Checkpoint on the program's priority objectives.</p> <p>In the domain of Approaches to Learning, 80% of all enrolled children will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.</p> <p>In the domain of Social and Emotional Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% on objectives 1a b and 3b. Year 3 took out objective 1b</p> <p>In the domain of Language and Literacy, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% will be within WHE on objectives 8a b and 9a b. Year 3 took out objective 8b and 9b, and added 15c.</p> <p>In the domain of Cognition, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives. Year 3 added objective 12b</p>	<p>Fewer and fewer children will be below widely held expectations over the course of the instructional year.</p> <p>Indicator 7 data will show adequate growth for identified students with IEPs</p>	<p>Instructional staff are at different points along the continuum to mastery in the use of the assessment tool as a part of formative practice that will require PD and systemic supports that meet differing levels of experience in the areas:</p> <ul style="list-style-type: none"> • Quality documentation • Program alignment of ratings (rater reliability) • Regular and frequent data entry across the checkpoint period <p>Instructional staff may need support with MTSS procedures to design and implement high quality interventions for students falling below widely held expectations.</p> <p>Classroom Instructional staff may need continued support in the implementation of Creative Curriculum with fidelity in its third year given the extraordinary nature of the instructional environment during the second year due to COVID.</p> <p>Turnover of classroom staff can create greater need for intensive on the job training that can complicate the planning and implementation of interventions for students.</p>

	<p>In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives</p>		
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Year 4 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 1: The PSD ECE program will ensure that children show appropriate</p>	<p>Preliminary levels and documentation for priority objectives and items 37 and 38 for DLLs will increase in number and quality according to the documentation quality rubric. Year 4- Maintain Objective</p>	<p>Families will increase their ability to organize and adapt to impact their child’s future. Families will demonstrate greater satisfaction with the program</p>	<p>Focus on CLASS has diminished in PD offerings in 2019-20 with the focus on other skills relevant to alternative teaching environments due to COVID response.</p>

<p>readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.</p>	<p>In this third fourth year of implementation, 80% of classrooms that utilize Creative Curriculum will have medium to high fidelity according to the Fidelity Tool for Administrators according to our results in April 2022. The “use” score in the Fidelity Tool for Administrators was significantly low.</p> <p>Objective met based on Self-Assessment data</p> <p>Year 4- Maintain 90% of observed Home Visits will demonstrate medium to high fidelity according to the Growing Great Kids Observation Tool.</p> <p>CLASS coding score in the domain of Instructional Support will increase by 5% program wide in the 21-22 school year.</p> <p>Objective Met</p>	<p>experience and their confidence in their parenting skills to support their children at each developmental level will increase.</p>	<p>Year 4- Classroom Instructional staff continue to need support in the implementation of Creative Curriculum with fidelity based on the fidelity checklist data from Year 3</p>
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Year 4 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.</p>	<p>Using baseline data from family exit surveys, improve parent events and trainings and monitor progress.</p> <p>Year 4- The program will receive a minimum of a 10% response rate on family exit surveys.</p>	<p>Families will increase their ability to organize and adapt to impact their child’s future.</p> <p>Families will demonstrate greater satisfaction with the program experience and their confidence in their parenting skills to support their children at each developmental level will increase.</p>	<p>Families may wish to skip or ignore surveys without consistent prompting.</p> <p>The nature of the event can determine the best format (online or in-person). Some events are difficult to predict as to which format would result in greater participation.</p> <p>Currently there is no formal process for families to complete exit surveys as they transition between program levels (EHS to HS, HS to Kinder).</p>
	<p>Maintain or increase attendance at Parent Events by offering some virtual and some in-person events throughout the year.</p> <p>Year 4- Maintain objective</p>		

Year 4 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</p>	<p>In Pre-K and EHS programs, students will have 85% attendance or better.</p>	<p>We will see an overall increase aggregate attendance above the 85% in all program areas. (EHS, HS, CPP, UPK, TB, ECSE)</p>	<p>Due to the pandemic, getting to preschool is becoming increasingly difficult for families due to high incidence of upper respiratory illness (COVID, FLU, RSV) in the community.</p>
	<p>Identify and support all chronically absent (below 60%) students within the first 90 days with a follow up action plan.</p>	<p>Increased attendance due to follow-up communication or check-ins related to attendance action plan.</p>	<p>Attendance procedure implementation varies across the system. Different schools have different attendance procedures.</p>
	<p>Year 2 Changes: Develop an illness prevention plan to support program activities in response to public health crisis. This objective is complete.</p>	<p>Program will act (increase bus requests, change classrooms, etc) to support a family with attendance leading to increased attendance for chronically absent students.</p> <p>Evaluate district attendance processes and licensing requirements to streamline health and attendance procedures.</p> <p>Teams will develop, communicate, and support action plans created in response to pandemic. (Covid Responses teams, Health team and site based nursing teams, attendance follow-up team, classroom teams)</p>	<p>Lack of engagement/shifting attention focus from families.</p> <p>Some of the supports we used to have are not available now. (Transportation)</p> <p>Fatigue and burnout for staff and families with constantly shifting information.</p>

Year 4 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</p>	<p>Within the next five years, the program will increase the number of slots available to families by 10%.</p>	<p>Program leadership goes after new slots whenever available and continue with the goal of expansion. TB slots will increase by 11, and leadership will apply for new slots.</p>	<p>There may not be funding, availability, or space for new slots.</p>
	<p>PSD ECE will monitor the transition into the program by increasing the number of applications by 10%.</p>	<p>Program will participate in newly adopted state UPK program in support of the goal to increase overall slots in the program. It will also increase demand for collaboration community wide, and additional training for staff and families.</p>	<p>Adding a new funding source, UPK has it's own set of rules. We must navigate a changing landscape and see how the programs work together to follow state and federal rules.</p>
	<p>PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction.</p>	<p>Program will use baseline data from the Pre-K to K transition to add transition activities to support families and increase satisfaction. In conjunction with the district communications team, ECE will promote Kinder registration. Mentors will support families by following up about kinder registration.</p>	<p>Collaboration community wide with the new UPK system means that we have to operate in systems that we don't set the rules.</p>
	<p>PSD ECE will monitor transitions between remote and in-person learning to minimize drops during the pandemic. Due to no remote shifts in the 22-23 school year, this is no longer relevant.</p>	<p>PSD ECE will increase access to school via technology for remote connection when in-person learning is not available.</p>	<p>As we expand, the staffing challenges become more apparent. This includes classroom staff, but also building and program support staff.</p> <p>Pandemic related changes introduce new rules, regs, or barriers for families.</p> <p>Changes in district timelines and personnel in communications had shifted how the district has communicated kinder transition in the past. ECE has had to adapt our focus to serving our current students with transition, but could look at ways to expand our support. How can we support neighborhood providers or families outside the PSD system?</p> <p>Availability of devices and connectivity and ordering/delivery dates are outside the control of the organization.</p> <p>User knowledge is variable across the system.</p>

Year 4 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</p>	<p>The number of absences due to transportation will be reduced by 5% over the five- year grant.</p>	<p>The number of slots that are most desirable for families will increase.</p> <p>The funds in the budget will increase at a level that keeps up with inflation.</p>	<p>Recruiting efforts do not meet the newly acquired slots.</p> <ul style="list-style-type: none"> Update the marketing/ recruitment/outreach plan (MRO) with insight from parent and community groups.
	<p>PSD ECE will monitor the transition into the program by increasing the number of applications by 10%.</p>	<p>Increase the number of students attending neighborhood schools so that they can access PSD Transportation.</p>	<p>Limitation of equipment and personnel.</p> <ul style="list-style-type: none"> Seek ongoing funds to purchase equipment and pay personnel. <p>Funding to pay for district transportation.</p> <ul style="list-style-type: none"> Partner with district finance, transportation, leadership to problem solve.
	<p>PSD ECE will monitor the transition from EHS to Pre-K and increase the number of families who have access to continued services by 10%.</p> <p>Objective met.</p> <p>PSD ECE will monitor the transition from Pre-K to Kindergarten by surveying families and increasing satisfaction. We will increase the participation of our family survey responses by 5% from year 3 to year 4.</p>	<p>Most students would walk to their neighborhood school or access transportation routes to their neighborhood school.</p> <p>Increase the number of students accessing district transportation to ECE program.</p> <p>Improvement in attendance with “transportation” listed as a reason for school absences.</p>	<p>Even with funding available, a lack of staffing has lead to decreased number of routes available throughout the pandemic and beyond.</p> <p>Vaccination mandate from Head Start has crippled our ability to find bus drivers willing to vaccinate or test weekly.</p> <p>Mismatch of family expectation for transportation and district expectations.</p>

		<p>Survey response from families at transition points in the program will increase.</p> <p>The program will implement suggestions found in the comments of surveys about student transition.</p> <p>Full enrollment across all funded sources.</p> <p>Waitlist will grow for each program source.</p> <p>Steady or increased program satisfaction. (surveys, feedback at PC)</p> <p>Continued participation in services as children age through different stages.</p> <p>Gather baseline information to inform future targets through survey comments.</p>	<ul style="list-style-type: none"> • Evaluate current communications to families about requirements for district transportation and adjust as needed. <p>Some of the family satisfaction comments are related to one classroom, and not program. We can problem solve but there are some areas of the system that we can only influence, but ECE is not the final decision maker.</p> <p>Qualifications change for families as they reapply.</p> <ul style="list-style-type: none"> • Expanded funding options so that families would maintain services in the program. <p>We have one funding source going away (CPP) and another funding source coming aboard (UPK). Qualifying factors for funding sources have changed.</p> <p>Application process is too challenging for families.</p> <ul style="list-style-type: none"> • Review and improve the application within the program. Variety of experiences based on personnel and sites. • Continually check in with staff and offer opportunities to collaborate and share of best practices. <p>The addition of UPK applications means additional STEPS for families to become eligible for the program. We will need to support the UPK online enrollment system, matching system, in addition to our own enrollment process.</p>
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<p>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</p>	<p>Increase understanding of demographics in the program in order to identify systemic bias that hinders program access for certain groups of children.</p>	<p>Program reflects positive growth slopes in all demographics and subgroups. Increased access for subgroups of student groups. Increased participation in professional development and parent education around topics related to bias.</p>	<p>The pool of workforce is very limited and while hiring a diverse workforce is a priority, hiring a workforce takes higher priorities.</p> <p>The Head Start vaccine mandate limits our workforce choices.</p> <p>Deep seeded cultural wounds from past school experiences with our families make it difficult to establish trust.</p> <p>Staff members or community members might not agree that anti-bias education does not belong in public education.</p> <p>Competing demands for time with UPK implementation has decreased availability to plan and implement an equity team</p>
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Year 5 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.	<p>For all ECE instructional staff (Home visitors, paras, teachers) In the domain of Approaches to Learning, 80% of all enrolled children will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.</p> <p>In the domain of Social and Emotional Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% on objectives 1a-b and 3b.</p> <p>In the domain of Language and Literacy, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% will be within WHE on objectives 8a-b and 9a-b.</p> <p>In the domain of Cognition, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives.</p> <p>In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives.</p> <p>Preliminary levels and documentation for priority objectives and items 37 and 38 for DLLs will increase in number and quality according to the documentation quality rubric.</p>	<p>Fewer and fewer children will be below widely held expectations over the course of the instructional year.</p> <p>TBD as our organization learns from the previous year's work.</p>	<p>TBD as our organization learns from the previous year's work.</p>
	<p>To obtain a baseline in year one and to formulate objectives thereafter, data from exit surveys from parent events and trainings will be monitored and reported monthly.</p>	<p>Families will increase their ability to organize and adapt to impact their child's future.</p>	<p>TBD as our organization learns from the previous year's work.</p>
	<p>Families input will help drive program adjustments and attendance at events and trainings will increase by 5% during the year.</p>	<p>TBD as our organization learns from the previous year's work.</p>	

Year 5 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
Goal 1: The PSD ECE program will ensure that children show appropriate readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten.	<p>For all ECE instructional staff (Home visitors, paras, teachers) In the domain of Approaches to Learning, 80% of all enrolled children will be within Widely Held Expectations (WHE) on the associated TS GOLD objectives.</p> <p>In the domain of Social and Emotional Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% on objectives 1a-b and 3b.</p> <p>In the domain of Language and Literacy, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives, and 85% will be within WHE on objectives 8a-b and 9a-b.</p> <p>In the domain of Cognition, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives.</p> <p>In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives.</p> <p>Preliminary levels and documentation for priority objectives and items 37 and 38 for DLLs will increase in number and quality according to the documentation quality rubric.</p>	<p>Fewer and fewer children will be below widely held expectations over the course of the instructional year.</p> <p>TBD as our organization learns from the previous year's work.</p>	<p>TBD as our organization learns from the previous year's work.</p>
	<p>To obtain a baseline in year one and to formulate objectives thereafter, data from exit surveys from parent events and trainings will be monitored and reported monthly.</p>	<p>Families will increase their ability to organize and adapt to impact their child's future.</p>	<p>TBD as our organization learns from the previous year's work.</p>
	<p>Families input will help drive program adjustments and attendance at events and trainings will increase by 5% during the year.</p>	<p>TBD as our organization learns from the previous year's work.</p>	

2. Explain how your program’s School Readiness Goals align with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning guidelines, as appropriate, and requirements and expectations of the local schools where children will transition.

The PSD ECE program takes its School Readiness goals directly from the Head Start Early Learning Outcomes Framework in each of the five developmental domains. These domains are regularly measured by the Teaching Strategies GOLD assessment the program uses, which enables the program to monitor progress and make timely adjustments. The goal of 80% for all enrolled children over the course of the program year aligns with expectations of our school district, while the higher goals of 85% for all enrolled children in select language acquisition and social/emotional skill development aligns with the PSD Board of Education’s Board Ends Annual Monitoring Report in the area of Foundations for Success.

Year 3- No Changes.

Year 4 – no changes

3. Discuss how your program involved governing body, policy council, and parents in developing the Program Goals.

PSD ECE first ensures that newly elected Policy Council Executive Committee and Board of Education members receive training about their responsibilities. Procedures at the monthly Policy Council meetings provide on the spot training for first-time attendees about the rights and responsibilities of families. At monthly Executive Committee and Policy Council meetings we review and approve the financial and monthly monitoring reports. These reports are focused around the grant goals for the year and are highlighted in the year-end summary of progress presentation at Self-Assessment. Recommendations of the family and community stakeholders in attendance are the foundation for the Goals and Measurable Objectives for the coming year.

Year 3- No Changes.

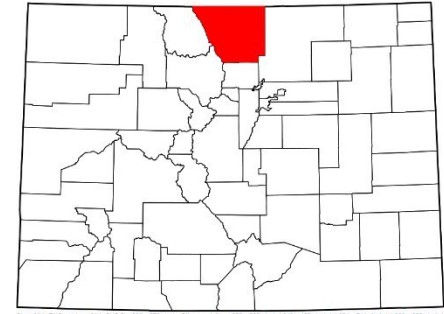
Year 4 – No changes

Subsection B: Service Delivery

1. Service and Recruitment Area (see 1302.11(a) and 1302.13):

a. Identify the service and recruitment area for proposed program operations.

Poudre School District is in Larimer County, north of Denver and South of the Wyoming/Colorado border. Service areas for Head Start preschool include those boundaries within the catchment area of Poudre School District (PSD). PSD, the 9th largest school district in Colorado, includes 50 schools, covering 1,856 square miles in northern Colorado, including Fort Collins, Laporte, Timnath, Wellington, Feather, Livermore, Stove Prairie, and parts of Windsor. (Poudre School District, 2018).



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For Early Head Start, PSD ECE serves families in Larimer County, covering 2596 square miles in Northern Colorado that include PSD boundaries, as well as Loveland and Estes Park. Larimer County has a population density of 115.4 people per square mile. In contrast, Fort Collins, has a population density of 2652.8 people per square mile. This effectively creates a gap in EHS services across the county, because program enrollment of 108 is filled rapidly in the most densely populated areas of the county: Fort Collins and Loveland. PSD ECE currently has one EHS partner, The Family Center/La Familia and serves a total of 16 students. The district runs an RFP for additional partners every three years for EHS.

PSD is changing in size, with the addition of 3 schools since the grant was written. Bamford Elementary was added Fall of 2021, Wellington Middle/High School and Timnath Middle/High School will be added Fall of 2023, which brings our total schools to 53.

b. Provide Evidence to demonstrate that the proposed area is the area of greatest need.

In Larimer County, the catchment area for EHS, the total number of children 5 years of age and under is 18,530 and there are 3,291 pregnant women annually. Within PSD boundaries, the catchment area for HS, the number of children 5 years of age and under is 10,000 and there are 2,000 pregnant women annually. Of this total age-eligible population, 55% lives in the PSD catchment area. The Larimer County poverty rate is 12.4% overall, and the poverty rate for children less than 5 years of age is 9%; however, in some parts of Larimer, child poverty rates are 37-57%, and most of these areas are in the PSD catchment area. On average, the estimated eligible number of children less than 5 years of age is 1,964 children living in Larimer, with 1,080 of eligible children within the PSD catchment. Within Colorado, Larimer is among 7 counties predicted to show 26-58% growth in child population between now and 2050, while 15 counties will lose child population over the same period, and another 33 counties will show low or flat growth. Just 6 counties show a higher rate of growth than Larimer by 2050.

Year 3- No Changes.

Year 4- No changes

c. If childcare partners are proposed, identify the number of children proposed to be served through partnership slots.

Services provided at 7 community partner sites help us address the community's needs for early care and education in Early Head Start (EHS) and Colorado Preschool Program (CPP) classrooms. The ECE program runs the RFP process every two years for CPP and

every three years for EHS to build and maintain community partnerships and services. The Family Center/La Familia is the contracted partner for CPP as well as for 16 EHS slots. Current CPP childcare partners include Bright Horizons, Teaching Tree, Colorado State University, and BASE Camp. School and partner center sites are carefully selected to ensure that distinct populations, such as Latinx in north Fort Collins, or the families located in the mountains, can access care and education that is tailored to their needs. In Estes Park, needs are being addressed in a close partnership with the Early Childhood Council of Larimer County (ECCLC) and the Estes Valley Investment in Childhood Success (EVICS). Both EVICS and PSD ECE have Board seats at ECCLC. During grant year 2, there was a change to the partnerships related to the CPP program. Base Camp's foundation dissolved and Alphabest became the provider in the district to replace them. Alphabest has joined the pre-K program as a CPP partner through an RFP process.

Year 3- No Changes

Year 4 – With the introduction of Colorado Universal PreK funding beginning Fall of 2023, we will no longer partner with the 7 community partner sites, who we partnered with Colorado Preschool Program funding. All Colorado preschool providers can now apply to be a provider for Universal PreK slots. We will continue our partnership with The Family Center/La Familia as our EHS contracted partner with 16 EHS slots.

2. Needs of Children and Families:

Provide a summary of data from your community assessment that informs the program's selection criteria and design, such as:

a. The estimated number of eligible children under five years of age and pregnant women by geographic location, race, ethnicity, and spoken language, including children experiencing homelessness, in foster care, dual language learners, and with disabilities;

On average, the estimated eligible number of children less than 5 years of age is 1,964 children living in Larimer, with 1,080 of

eligible children within the PSD catchment. The estimated eligible number of pregnant women is 408 living in Larimer, with 248 of eligible pregnant women living in the PSD catchment area. The table below gives overall percentages in important categories of need and eligibility such as race, ethnicity, spoken language, homelessness, foster care, learning multiple languages, and disabilities.

Geographic Area	Race	Ethnicity	Spoken Language	Homelessness	Foster Care	Dual Language Learners	Disabilities
Larimer County	83% White 3% Multiracial 3% Asian 2% African American 1% Native American	12% Hispanic or Latino	9.4% speak a language other than English at home.	3% of total students enrolled in Larimer school districts	.05% of total children 18 years of age or younger	5.5% of total students enrolled in Larimer school districts	9.5% of all county residents
PSD Catchment	73% White 4% Other 3% Asian 1% African American 0.5% Native American	18% Hispanic or Latino	7.6% of total student enrollment is a Dual Language Learner	4% of total student enrollment	1% of total student enrollment in foster or kinship care	7.26% of total student enrollment	7.41% of total student enrollment
PSD ECE Program	88% White 4% Multiracial 4% Asian 3% African American 1.5% Native American or	37% Hispanic or Latino	72% English 21% Spanish 4% Arabic 3% Other Languages	6% of total ECE enrollment	2.5% of total ECE enrollment in foster or kinship care	27% of total ECE enrollment	35.14% of total ECE enrollment

	Pacific Islander						
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Kids Count Colorado: <https://datacenter.kidscount.org/data/customreports/>;

Larimer County Demographics: <https://datausa.io/profile/geo/larimer-county-co#demographics>;

US Census Webpage: <https://www.census.gov/quickfacts/larimercountycolorado>;

Disabilities Compendium: <https://disabilitycompendium.org/compendium/overall-prevalence-report/CO>

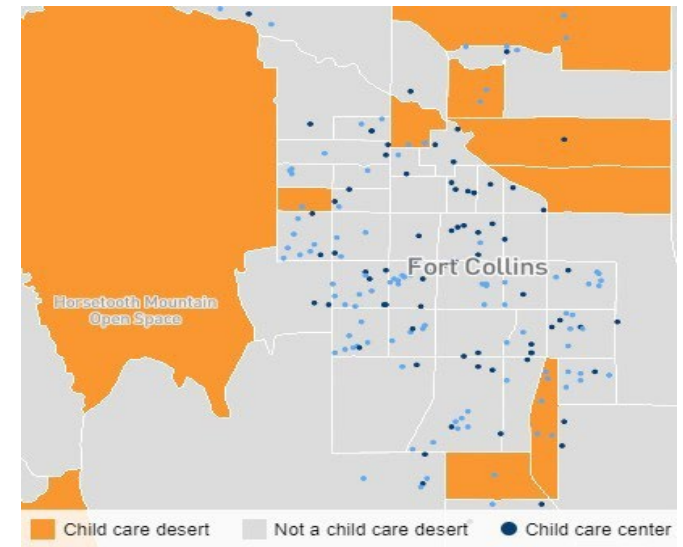
The program's percentages are, as expected, disproportionate to the overall community numbers. PSD ECE recruitment efforts target eligible families, and we see the results of these efforts in our numbers. As stated in the 2020/25 Community Assessment, families within the identified service areas have needs that have resulted in program selection criteria and design. The program application and interview process ensure that we receive information that qualifies a family categorically, and that provides information about the nutritional, health, and mental health, developmental and identified, and language needs of each family. In response family interviews and to the Community Assessment findings, PSD's ECE program design meets the needs of families in these areas.

Year 3 - Updated demographic percentages have changed and are included in our community assessment update. No major changes have occurred.

Year 4 – Demographic percentages haven't changed significantly for our community assessment. The largest shift was for our families experiencing homelessness and seeking McKinney-Vento status. The percentage shifted from 6% when the grant was written to 13%.

b. Data regarding the education, health, nutrition, social service, childcare, parent schedules, and other service needs of the proposed children, families, and pregnant women;

Parent schedules and need for childcare are dependent on adult and family activities; parents and families in Larimer County work and/or pursue higher education. Of individuals age 16 and above, 67% are employed, and of individuals age 25 and above, 56.7% have an associate degree or higher, with 47.9% having a bachelor's degree or higher. As is clearly shown in our 2020-25 Community Assessment, parent schedules are best served by full-day, full-week, and full-year services, and PSD ECE is increasingly successful at meeting those parent schedule needs. The need for childcare is significant in Larimer County, with 1.6 children for every single childcare slot, but with geographically remote portions of the county designated as Childcare Deserts by the Center for American Progress. Many of the blue childcare center dots you see on this map are PSD ECE program sites.



<https://childcaredeserts.org/2017version/index.html?state=CO>

Kids Count for Larimer County provides many data points regarding the educational, health, nutritional, social service, and childcare needs of eligible children, families, and pregnant women:

- Education—In addition to the education needs of children identified in the table on page 17 above, births to women without a High School Diploma or GED are 7.1% in Larimer County, and births to women 15-19 years old and who may not yet have the needed credits to graduation are 8 per thousand.

- Health and Nutrition—Three risk factor births are 2.7% in Larimer County, and other important health statistics are shown in the Kids Count summary for Larimer county below:

CHILD AND MATERNAL HEALTH	
2017 Live Births	3,321
2017 Low Weight Births	10.1%
2017 Births to Women Who Had Early Prenatal Care	84.7%
2017 Births to Women Smoking During Pregnancy	7.1%
2017 Child Abuse and Neglect (rate per 1,000)	3.8
2017 Infant Mortality (rate per 1,000)	3.6
2017 Child (Ages 1-14) Deaths (rate per 100,000)	14.3
2017 Teen (Ages 15-19) Deaths (rate per 100,000)	43.5
2017 Child (Ages 1-14) Injury Deaths (rate per 100,000)	5.4
2017 Teen (Ages 15-19) Injury Deaths (rate per 100,000)	39.1
FY 17-18 Children (Ages 0-18) Enrolled in CHP+	7.3%
FY 17-18 Children (Ages 0-18) Enrolled in Medicaid	35.0%
2017 Uninsured Children (SAHIE)	4.6%
2017 Children Eligible for Medicaid, CHP+ or Subsidies but Not Enrolled	10.4%

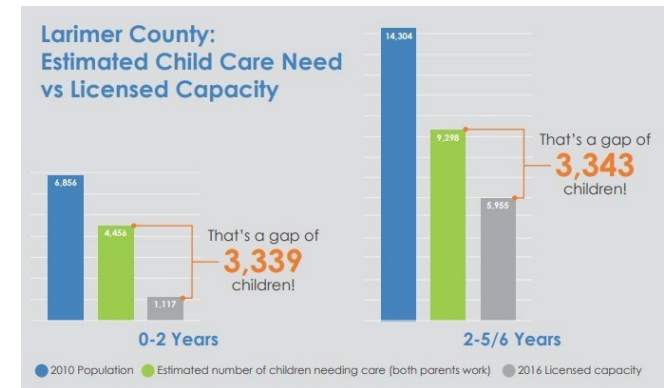
- Social Service Needs—Births to single women are 21.5% in Larimer county, and out-of-home placements are at 4.8 per thousand. Below is a snapshot of additional needs for support based on family economics:

FAMILY ECONOMICS AND SUPPORTS	
Fall 2018 Children Qualifying for Free or Reduced-Price Lunch	33.8%
Fall 2018 Children Qualifying for Free Lunch	26.3%

Fall 2018 Children Qualifying for Reduced Price Lunch	7.5%
2017 Median Household Income	69,443
2017 Children (Under 18) in Poverty	8.9%
2017 School-Aged Children (Ages 5-17) in Poverty	8.5%
2018 Children Receiving TANF Basic Cash Assistance Payments*	4.0%
2018 Children Receiving WIC Program Vouchers*	19.7%
2018-2019 Students Served by the McKinney-Vento Homeless Ed. Program	1,944

c. The availability of other child development, childcare centers, and family childcare programs that serve eligible children, including home visiting, publicly funded state and local preschools, and the approximate number of eligible children served.

The availability of other child development, childcare centers and family childcare programs that serve eligible families is not enough to meet demand. If you were to search for childcare in Larimer County, you would find 384 results for home care, private, and public providers. Larimer’s three school districts’ ECE classrooms and home visiting programs represent a majority of the publicly funded state and local preschools that serve eligible families. Outside of The Family Center/La Familia, very few home care or private preschoolers provide services for disproportionately impacted populations like the Latin-X or families whose children have identified needs beyond infancy. Many of these providers are either too expensive for eligible families to access, or provided at an accessible cost, but with a lower level of quality or comprehensiveness in services for children and families.



Grant Year 3 - The pandemic has changed the overall number of providers. The data for Larimer County indicates there are now 179 child care centers.

Grant Year 4 – Provider numbers continue to change in our community. “There are an estimated 3339 (ages 0-2) who need childcare and 3343 children ages 2-6 who have no access to available care.” (ECCLC, Larimer County) This is due to a shortage of over 1000 additional qualified early childhood teachers and/or family care home providers to meet the demand for childcare.

3. Proposed Program Options and Funded Enrollment Slots

a. Specify the proposed program option(s) (i.e., center-based, home-based, and family childcare) and describe how your program will ensure compliance with 1302 Subpart B requirements and other applicable requirements.

Our funded options for the 2020-25 grant application remain unchanged for EHS and HS, with 16 EHS slots in center-based care and education, and 92 in home visiting education. For HS, our overall slots will continue as 275, with 112 of these in full-day classrooms and 163 in half-day classrooms. As the program requirements change from 40% duration to 45% duration, we will adjust by adding an additional full day classroom. We maintain compliance with 1302 Subpart B and all other requirements by ensuring we are aware of and following the most stringent requirements including those from our District, City, County, State, and Federal partners. We progress monitor weekly and monthly as the fundamental component of a rigorous program planning cycle. The results of our annual Community and Self Assessments provide reliable information about the needs within our geographic boundaries and the success of the program in meeting the needs of young children and families.

Year 3- While our overall allocation of 275 has not changed, our HS program now has 124 in full day, to meet the 45% rule for Head Start. In 2020-2021, we had slightly more full days because we initially were under-enrolled. For 2021-2022 school year, we are experiencing a more normal enrollment, therefore selected 124 full day students to meet the 45% rule requirement.

Year 4 – PSD will continue to allocate 124 full day HS slots, but seeks to add additional full day slots to meet family need. There continues to be a demand for full-day childcare. This year, we will convert at least one additional classroom at Putnam to a full day. We will also open an additional classroom at Bamford. Eyestone will move from one full day classroom to 6 full day classrooms to meet this need.

b. If requesting a locally designed program option variation (LDO) waiver under 1302.24(c), then provide the following: i. Identify the program(s), Head Start and/or Early Head Start, for which the waiver would apply.

We are not requesting such a waiver.

Year 3- No changes.

Year 4 – We applied for a waiver and have not received any feedback regarding the waiver.

c. Discuss how your program option(s) will meet the needs of children and families in the communities served.

Our EHS Center-Based care and education option meets the needs of families who desire services in Latin-X-focused full-time care and education environment. Our Home-Based education option meets the needs of EHS-eligible families who are interested in family coaching and supports in their home. Home visiting for HS-eligible families enrolled in our PK classrooms meets the needs of families who desire and benefit from the additional supports and home-based education. The geographic distribution of our EHS and PK classrooms and home visiting assists families without reliable transportation. The comprehensiveness and high quality of our services at each location meets the needs of all enrolled families ranging from nutritional, health and mental health, developmental and identified, and language at no cost.

Year 3- No changes.

Year 4 – no changes

d. Funded Enrollment Changes.

We are not requesting any funded enrollment changes.

4. Centers and Facilities**a. List any additions, deletions, or changes to your service locations, including partners, and describe the reason for the changes.**

ECE preschool classrooms are in 22 elementary school sites based on space available and needs of the community. All preschool classrooms are located within the PSD boundaries. Based on the triennial RFP process for EHS community partners, Enhanced Center-Based locations will be determined. Proposed additional service locations for the grant cycle include:

- 2020- 3 additional PK classrooms located in PSD Elementary Schools, one of which is in the Southeast quadrant where increased classroom space is most needed.
- 2021- 1 additional PK classrooms in the PSD new elementary school opened in Fall of 2021, Bamford Elementary, in the Southeast quadrant where increased classroom space is most needed. There is an additional classroom set and ready for preschool at this site.
- 2022- up to 10 additional PK classrooms and EHS homebased services in PSD Elementary schools located in Wellington Elementary schools.
- Additional classroom(s)- Expansion classroom(s) in Title I schools located in Fort Collins. The Board of Education has approved the concept but not yet allocated funds to support building additional PK classrooms in PSD's Title I schools.

Year 3 - Starting August 2022, we will be back down to 21 sites while keeping our 37 classrooms. Due to changes in infrastructure at our Wellington schools, we will be combining 2 of our sites in that area into a single site. This will keep us at the 4 classrooms in Wellington with a capacity to

increase to an additional 4 rooms, totaling 8 classroom spaces when funding is secured for staffing. We will also hold off on opening the second classroom at Bamford Elementary until funding for the additional staff becomes available.

Year 4 – With the expansion of Universal Pre-K funding, we will be adding the second classroom at Bamford Elementary, and we will be adding an additional four classrooms at Eyestone. Eyestone will offer 6 full day classrooms and 4 half day classrooms. We will also shift an existing classroom at Putnam to full day to better meet the needs of this parent population for full day care.

See Poudre School District map in HSES.

b. Describe any minor renovations and repairs included within this application (not subject to a separate 1303 Subpart E application)

Anticipated minor renovations that will use one-time OHS funds include installation of changing stations and bathrooms in PK classrooms and hard surfaces to comply with childcare licensing regulations. Additional minor renovations will be paid for with 2016 PSD Mill/Bond funds and the district and program general (state and local) funds. Along with the listed minor renovations, we used Quality Improvement dollars to add in-classroom restrooms and increase storage for teachers into some of our PK spaces.

Year 3– Continued work for the 2016 PSD Mill/Bond has occurred, including the completion of additional bathrooms.

Year 4- We are renovating a wing at Eyestone to bring the total to 8 classrooms. Renovation will take place in the summer of 2023 in order to install changing stations, bathrooms (3 stand alone and 3 shared ‘Jack and jill’ style) and hard surfaces in 7 classrooms at Eyestone Elementary School. We will also install changing stations and bathrooms in 2 classrooms at Irish Elementary.

c. Describe any facilities activities that are subject to 1303 Subpart E, e.g., purchase, construction, major renovation, loan or mortgage, and subordination agreement.

We have no activities current or proposed that are subject to 1303 Subpart E, e.g., purchase, construction, major renovation,

loan or mortgage, and subordination agreement.

Year 3- No Changes

Year 4 – No changes

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

a. Describe the recruitment process to ensure services will be provided to those in greatest need of program services.

The ERSEA Team meets monthly to review, discuss, and schedule outreach activities to best connect eligible families to the program.

Outreach and recruitment efforts are based on the Marketing, Recruitment, and Outreach (MRO) plan Outreach and recruitment for the upcoming year starts in the prior January. To recruit families for the program we:

All Students	Students with Disabilities	Students in Foster Care	Students Experiencing Homelessness
Host PSD ECE EHS and PK Information Night	Work with the school district to identify and place students with IEPs.	Deliver individual presentation to Social Services teams of social workers.	Attend Homeless Gear Event to recruit and answer questions.
Deliver individual presentations to Community Partners who serve vulnerable needs.	Work with Foothills Gateway to refer families with young children that identify concerns or suspect challenges.		
Deliver presentation to low-income housing organization (Housing catalyst)	Deliver presentation to low-income housing organization (Housing catalyst)	Deliver presentation to low-income housing organization (Housing catalyst)	Deliver presentation to low-income housing organization (Housing catalyst)

Collaboration with district and community organization for referrals and concerns for developmental delays.	Collaboration with district's child find specialist, who is co-located in ECE location.		
Attend Farmers Markets, mountain school events for recruitment and answering questions.	Support families through disabilities specialist position to ensure timely, accurate placement in balanced/integrated classrooms.		

All Students	Students with Disabilities	Students in Foster Care	Students Experiencing Homelessness
Partner with hospitals, local medical providers to identify families who qualify.	Partner with hospitals, local medical providers to identify families who qualify.	Partner with hospitals, local medical providers to identify families who qualify.	Partner with hospitals, local medical providers to identify families who qualify.
Partner with Health Department to identify families who qualify.	Partner with Health Department to identify families who qualify.	Partner with Health Department to identify families who qualify.	Partner with Health Department to identify families who qualify.
Attend community preschool fair event for recruitment and information sharing.	Attend community preschool fair event for recruitment and information sharing.	Attend community preschool fair event for recruitment and information sharing.	Attend community preschool fair event for recruitment and information sharing.
Discuss preschool and Early Head Start options during home visiting with family mentors. Assist with questions, paperwork.	Discuss preschool and Early Head Start options during home visiting with family mentors. Assist with questions, paperwork.	Discuss preschool and Early Head Start options during home visiting with family mentors. Assist with questions, paperwork.	Discuss preschool and Early Head Start options during home visiting with family mentors. Assist with questions, paperwork.
Attend mobile home park events for information sharing and recruitment.			Attend mobile home park events for information sharing and recruitment.

Create and deliver flyers to schools and other community centers and partners.	Create and deliver flyers to schools and other community centers and partners.	Create and deliver flyers to schools and other community centers and partners.	Create and deliver flyers to schools and other community centers and partners.
Apply mass communication strategy: social media, local press, mailings.	Apply mass communication strategy: social media, local press, mailings.	Apply mass communication strategy: social media, local press, mailings.	Apply mass communication strategy: social media, local press, mailings.

All Students	Students with Disabilities	Students in Foster Care	Students Experiencing Homelessness
Attend appropriate community events targeting our age groups and vulnerable groups. (Homeless Gear, Veteran's Stand Down event, The Streets, Be Ready Fair)	Attend appropriate community events targeting our age groups and vulnerable groups. (Homeless Gear, Veteran's Stand Down event, The Streets, Be Ready Fair)	Attend appropriate community events targeting our age groups and vulnerable groups. (Homeless Gear, Veteran's Stand Down event, The Streets, Be Ready Fair)	Attend appropriate community events targeting our age groups and vulnerable groups. (Homeless Gear, Veteran's Stand Down event, The Streets, Be Ready Fair)
Partner with community organizations on special projects such as family holiday support.	Partner with community organizations on special projects such as family holiday support.	Partner with community organizations on special projects such as family holiday support.	Partner with community organizations on special projects such as family holiday support.

i. Describe specific efforts and expected challenges to actively locate, recruit, and enroll vulnerable children, including children with disabilities, children experiencing homelessness, and children in foster care.

Expected challenges in locating, recruiting, and enrolling vulnerable children includes serving the homeless population. We are successful in collaborating with the District McKinney-Vento Liaison and locating families, but we encounter challenges providing the ongoing support families

need to complete the application process. Additionally, once a vulnerable child, such as a homeless child, is placed into a classroom we may find that the child's attendance is poor or that they have moved prior to their start date. Resolutions to these challenges are unique to each family and may include providing transportation, mileage reimbursement, enrolling a child at a location within walking distance to their current residence, and enlisting the family mentor to provide extra support in connecting with community resources. Efforts to alleviate barriers of entry to both Early Head Start and Head Start programs include meeting families at their place of residence, including geographically remote households, to help complete paperwork. Additionally, assisting families with their planning by conducting visits to the classroom or center prior to enrollment, working with PSD's transportation department to provide busing to our preschool program, and recruiting families out in the community rather than expecting them to come to us have proven to be effective ways to sustain enrollment while serving those who need it most. We have partners in the community such as homeless shelters, the Department of Human Services, and doctors' offices from whom we regularly receive referrals. A family's concerns about the child's development are prioritized and routed to our Child Find Specialist.

Children who qualify for services receive their placement expeditiously.

Year 3- Recently we have improved our online application process for families who have access to the internet, they can apply via their phone or a computer. Documents can then be emailed to the program and the staff with then communicate via phone or email to begin the interview and application process.

Year 4: The state funded Universal PreK has become a great recruitment tool. It has significantly increased our number of applicants.

b. Describe your program's strategy to promote regular attendance including special efforts for chronically absent children and other vulnerable children.

- Upon enrollment, families receive a welcome packet and program Parent Handbook, both of which include articles to educate on the importance of good attendance. We also schedule regular posts regarding attendance on our social media page, blasts in the weekly update to all the providers, and talk about its importance by sharing monthly attendance data at the Policy council.
- Text message follow-ups are completed daily by the attendance clerk when a family fails to call the central attendance line notifying us of their child's absence.
- Family mentors monitor student attendance in each classroom monthly. They follow up with their families when a child is missing multiple days of school in a week and refer those who are chronically absent to the Attendance Impact Team (AIT). The AIT offers parent education and problem-solving for the families of chronically absent children.
- The AIT meets monthly to discuss the program's current overall attendance rate, how it compares to prior years, and measure how follow-ups to families have affected specific children's attendance rates. The AIT calls the families of children with attendance at 60% or less to determine if there is a barrier to regular attendance that can be relieved. In some cases, attendance plans are put in place for families to follow.
- Program Director and building principals collaborate with families we share to support attendance in both pre-k and K-12 programs.
- We monitor the attendance of EHS children enrolled in our center-based program with the ChildPlus system and partner with the center to communicate attendance concerns with families. We highlight strong completion of home visits by tracking home visitation in the ChildPlus system

Year 3- We have continued all the follow up for families listed here. However, no attendance plans were written 2020-2021 because of the pandemic. For the 2021-2022 school year, we have continued to follow up on attendance but do not penalize families who have attendance impacted with COVID related reasons.

Year 4 – An additional health technician was hired with COVID funding late in 2021. She was utilized for COVID follow up and calls until Fall 2022 when she changed to an attendance monitor. She continued to support families with COVID positive testing and provided resources and guidelines via text for symptomatic students. As attendance monitor, she contacted families with no call/no show for 3+ consecutive days to inquire as to barriers to attendance or circumstances. Students with chronic absences were referred to the AIT team, which the attendance monitor joined for possible additional support. Family mentors continue to support attendance when families are struggling. We have improved our attendance tracking for home visiting. For next year, the site-based school nurse consultants will be involved in making referrals to AIT or medical providers for students who are missing school due to chronic health conditions.

6. Education and Child Development

If center-based or family childcare program option is chosen, respond to item a, and c through d. If home-based program option is chosen, respond to items b through d. If locally designed program option is chosen, respond to items that apply. Programs that serve American Indian and Alaska Native (AIAN) children also respond to item e.

a. Center-based or family childcare programs:

We have center-based programming for 16 EHS families. We have center-based preschool programming in PSD classrooms for 1,000 children plus an additional 116 children in partner community center classrooms. 275 of those children are HS-funded.

Year 3- No changes

Year 4 – With Universal PreK state-funded program, our partnerships with community centers will dissolve as we work with the Local Community Organizer (LCO). We will continue to serve 1000+ children in our community in our Poudre School District classrooms.

i. Identify the curriculum(a) your program will use including, if applicable, curricular enhancements and/or significant adaptations.

EHS students enrolled in our Center-Based Enhanced Care model receive the Creative Curriculum for Infants, Toddlers, & Two's 3rd Edition as well as Growing Great Kids/Families during their home visits. HS preschool classrooms implement the Teaching Strategies Creative Curriculum for universal instruction, and Second Step for Tier 2 and Tier 3 instruction in Social and Emotional Learning.

Year 3- No changes

Year 4 - No changes

ii. Describe how each identified curriculum is appropriate for ages and background of children served, research-based, and has an organized developmental scope and sequence.

The Creative Curriculum for Infants, Toddlers, & Twos in use at the EHS Center-Based program is organized around the research-based major developmental tasks children master as they learn and grow. The curriculum promotes adult/child and child/child interactions, routines, and learning experiences to support infants' and toddlers' development and learning in all Head Start Early Learning Outcomes Framework (ELOF) domains. It is rated as “full evidence” for ELOF alignment and scope and sequence according to nine areas of development. The Teaching Strategies Creative Curriculum is used in the preschool classrooms for children 3 to 5 years of age. This curriculum was developed based on recent child development research specifically for preschool classrooms. A feature of this curriculum is that it is organized to be responsive to all students regardless of language or disability. The scope and sequence of this curriculum is designed to flexibly meet the length of the preschool day, week,

and year. It is organized to assist classroom educators to help children master their developmental milestones as they prepare for kindergarten success.

Year 3- No Changes

Year 4 – No changes

iii. Include Evidence that each curriculum is aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five.

Evidence that the curricula align with Head Start Early Learning Outcomes Framework: Ages Birth to Five is presented below with references.

“Alignment with the ELOF: A thorough review of all the curriculum materials in relation to the ELOF domains and sub- domains indicates that The Creative Curriculum® for Preschool 6th Edition is fully aligned with the ELOF. All ELOF sub-domains are supported throughout the various curriculum materials. For example, Volume 2: Interest Areas describes how each interest area in the classroom supports children's development in the ELOF domains and sub-domains. Additionally, Volumes 3–5 provide specific teaching practices to support children in different ELOF domains and sub-domains.” <https://eclkc.ohs.acf.hhs.gov/curriculum/consumer-report/criteria/alignment-head-start-early-learning-outcomes-framework-elof>

The Creative Curriculum for Infants, Toddlers, & Two’s Curriculum 3rd Edition is used in our Early Head Start Center-Based program. This curriculum is rated as “full evidence” for criteria associated with research-based and alignment with ELOF according to ECKLC Curriculum Consumer Report. <https://eclkc.ohs.acf.hhs.gov/curriculum/consumer-report/curricula/creativecurriculuminfants-toddlers-twos-3rd-edition>

Year 3- No changes

Year 4 – No changes

iv. Describe how your program will support staff to implement curriculum with fidelity.

Staff implementation of Creative Curriculum for preschool was supported in its first year of implementation by a full day of training from Creative Curriculum Trainer for all staff in licensed classrooms providing instruction. The program also provides initial and ongoing training to administration and coaching staff in the fundamentals of the curriculum and training specific to implementing the Fidelity Tool. Program Administrators use the Fidelity Tool to measure fidelity of implementation each year.

Year 3- In the 3rd year of implementation, new teachers have been trained by instructional coaches and administrators in the components of Creative Curriculum. All instructional staff had the opportunity to attend training specific to literacy instruction embedded in the Creative Curriculum materials. The program has developed a Creative Curriculum Implementation Map to guide teaching staff and administrators along a learning continuum from beginning user to veteran user of the curriculum. The Fidelity Tool for Administrators will be used to monitor fidelity program-wide.

Year 4 – no changes

b. Home-based programs:

We have home-based programming for 92 EHS families, plus visiting four times each year for 275 HS families.

i. Identify the home-based curriculum(a) your program will use including, if applicable, curricular enhancements and/or significant adaptations

EHS implements the Growing Great Kids/Families Curriculum for weekly home visiting, and HS home visitors also use the

Growing Great Families Curriculum in their 4 visits each year.

Year 4 – No changes

ii. Describe how each curriculum is appropriate for ages and background of children served, research-based, promotes the parent’s role as the child’s teacher including, as appropriate, the family’s traditions, culture, values, and beliefs, and has an organized developmental scope and sequence, and how it is aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five.

The Growing Great Kids Curriculum is used weekly as a part of 90-minute EHS home visits for children and their families prenatal to 36 months of age. This curriculum was developed based on the most recent child development research specifically for home visitors. The curriculum is organized to be responsive to family goals and needs. The scope and sequence of this curriculum is designed with frequency and length of home visits in mind and provides an organized presentation for families to the developmental milestones of children through the first 36 months of life. The Growing Great Kids/Families curriculum aligns with the Early Learning Outcomes Framework (ELOF): “A thorough review of all of the curriculum materials in relation to the ELOF domains and subdomains indicates that Growing Great Kids™: Prenatal–36 Months is fully aligned with the ELOF. The learning experiences described in the curricular manuals support children across the ELOF sub-domains.”

<https://eclkc.ohs.acf.hhs.gov/curriculum/consumer-report/curricula/growing-great-kids-prenatal-36-months>. The Growing Great Kids curriculum encourages home visitors to use a strengths-based approach with families to build relationships and affirm parental competence (e.g., materials emphasize "accentuating the positives" while working with families). The curriculum also supports many adult learning strategies that allow for family engagement (e.g., meaningful activities build on families' existing skills, and encourage joint reflection). It consistently promotes parenting practices that research has shown to be effective in supporting children's development and learning. Guidance to promote responsive and sensitive

parent-child interactions is embedded throughout the materials.

Year 4 – We utilized Covid-19 money to purchase the updated curriculum: Next Generation Growing Great Kids.

iii. Describe how your program will support staff to implement the curriculum.

Family Mentors implementing Growing Great Kids are trained in person by GGK trainers within 6 months of their hire date. In the second year of employment, family mentors complete the online Tier 2 training with the support of the Family Mentor coach. Ongoing support for GGK fidelity includes coaching provided by the Family Mentor Coach budgeted at .8 FTE by the EC program and annual evaluations provided by administrators with training for GGK program implementation.

Year 4 – Trainings are no longer provided in person and is now a virtual training. The family mentor coach is budgeted by 1.0 FTE.

iv. Describe group socializations to be offered

Our program offers 22 socialization events throughout the year. Themes for the socializations support our program curriculum Growing Great Kids/Families, and Early Childhood developmental domains. For example, we have a socialization that supports the Growing Great Families Module Family Traditions and Cultural Practices and invite several families to share their traditions and cultures as parent/child activities. Family Mentors personally invite parents to participate in the planning of activities and are surveyed annually after each event for feedback and to provide information used in future planning.

Year 4 – No changes

c. Identify the developmental screenings and assessments your program plans to use and why, including how the program addresses screening and assessment for children who are dual language learners.

Developmental screenings and assessments are provided by the Ages and Stages Questionnaire (ASQ) and the Ages and Stages Questionnaire: Social Emotional (ASQ:SE). These tools meet the needs of our families because they are available in a variety of languages to provide access to students and families who speak a language other than English. The program employs staff who are fluent in the two most often spoken languages other than English and have access to interpreters for additional languages as necessary.

Year 4 – ASQ and ASQ-SE have been available online for families to complete during the enrollment process. After COVID kept students home and out of school due to illness, and prevented in person interactions, there has been a very large increase in students identified as having special needs and needing evaluations for speech, PT/OT, behavioral intervention, etc after joining the classroom. Not having a staff person involved in the intake process before school starts, there was an inequitable distribution of needs in classrooms. We now have the option to do lead screening for families at reduced or no-cost through a health clinic on district property.

d. Describe opportunities offered to parents and family members to be engaged in their child’s education such as participation in screenings and assessment and providing feedback on the selected curriculum and instructional materials.

Parents are an integral part of the ASQ and ASQ:SE and are present for vision and hearing screenings of students prior to placement in classrooms. Permission is requested for any additional assessments prior to implementation and parents are informed of the results of all assessments. Curriculum and instructional materials considered for adoption in 2018/2019 were made available for family review with input collected to inform the final choice. Parents are encouraged to become active in parent governance and volunteer and governance activities conducted at centers, schools, and through socialization events.

Year 4: Parents are not present for vision and hearing screenings as these are done in the classroom, once child has enrolled and started in Head Start preschool. If a need is identified, children are referred to local providers or the district audiologist. The health team requests records prior to enrollment, but every child is screened once enrolled in the classroom.

e. For programs serving AIAN children, and where applicable, describe efforts for Tribal language preservation, revitalization, restoration, or maintenance.

This is not applicable to our program.

Year 3- No changes.

Year 4 – No changes

7. Health:

a. Describe how your program will, in partnership with parents, meet the oral health, nutritional, and mental health and social and emotional well-being, and health status and care needs of children that are developmentally, culturally, and linguistically appropriate and support each child's growth and school readiness:

i. Include how your program will ensure up-to-date child health status, ongoing care, and timely follow-up care.

The PSD ECE program meets the oral health, nutrition, mental health, health status, social and emotional, and care needs of children by employing staff members who provide health, mental health, nutritional, and oral health services for the participants in the program. In addition to identifying or referring families to a medical and dental home ECE also partners with District departments to ensure a broad spectrum of needs are met. Health services are provided to 3-5-year-olds by PSD registered nurses assigned as nurse consultants at district elementary schools. Nurses review and monitor student health data and health needs in the classroom, plan with parents, and train classroom staff to provide care and health procedures for any student health need. PSD policies guide the management of medication safety and administration. Colorado infectious disease

guidelines are used for management of disease and illness responses throughout the program. A full-time registered nurse is assigned to work with the EHS participants and families. The EHS nurse assures that family mentors have quality guidance when assisting parents and families with health care topics and provides clinical input and observations to parents and mentors for specific needs. During year 2, additional illness tracking protocols were established and implemented to respond to COVID related illness. The district health team worked with the Larimer County Health department to establish “Return to Learn” documents. If a child had symptoms, these were tracked and followed up by staff and the family was informed when they would be allowed to return to school. If a case occurred in the classroom, the classroom was shifted to remote for a certain amount of time to prevent the spread of COVID 19.

Year 3- This has been a hugely impacted areas when it comes to the health department of our program. Continued attendance and symptom follow up, using the updated return to learn documents have hijacked much of the work for our health team to try to prevent additional exposures in the classroom. Through March, we have made 2,247 follow up calls during the 2021-2022 school year, and have added an additional staff member, and increased her hours using COVID relief dollars. A health questionnaire was used to determine if a family was well enough and symptom free prior to having a home visit in person, and virtual visits were conducted if the family had an exposure. Additional layers of protection were added to staff requirements for vaccination or exemption/testing because of the final rule.

Year 4 – At the start of the year, the health team attendance monitor was following the Return to Learn guidelines, sending the PSD flowchart for “How Sick is too Sick” to families, and ensuring reporting of positive cases to a central District COVID team. The District team would then follow up with the families on return to learn dates and masking requirements. As COVID numbers decreased, other infectious diseases started to increase, such as hand-foot-and-mouth, influenza, RSV, norovirus, etc. The attendance monitor would note any increases in specific classrooms to the PSD

School Nurse Consultant at the school who then worked on messaging to families in collaboration with LCDHE and building administrators. The attendance monitor continued to notify the families as regulations and guidance changed. Starting in July 2023, infectious disease management will be returned to the site-based school nurse consultant and building administration.

PSD ECE ensures up-to-date child health status, ongoing care, and timely follow-up care occurs by careful control and tracking of health data by the Health Records Technicians. Family information is collected on the application regarding health and developmental history. In the program enrollment process, children are screened for hearing and vision, and parents complete a developmental questionnaire, the ASQ and ASQ-SE. All screenings are reviewed for potential risk and staff makes appropriate referrals. At their application interview families have an opportunity to provide more information regarding these subjects. All program participants are assessed each year for their status in hearing, vision, and dental needs. Results and referrals are documented with appropriate follow up.

Year 3 – Medical and dental homes numbers have gone down and families access to preventative care has been spotty during the pandemic. We had two dental screenings for families at Fullana this year to try to get them current, with limited participation. Hearing and Vision screenings took place by appointment at Fullana Learning Center and in the classroom via the building nurse staff. Beginning of the new school year 2022-23, enrollment, health and nurse staff will conduct the Hearing and vision screening in the classroom.

Year 4 – At the start of the year, the enrollment team, the health team, and the District Audiologist conducted hearing and vision screenings in all classrooms prior to the 45-day window. For any newly enrolled, absent on screening day, or unable to test students were rescreened throughout the year by the site-based School Nurse Consultant. The ECH Health records technicians were now able to do more follow-up on required providers, exams, lead levels, immunizations, etc. The number of exams, immunizations, blood tests, have increased dramatically this year from last. Families

are more able to make appointments and access well child and dental care. By not having as many COVID responsibilities on them, the health team was much more available for these follow-ups. There was also a process change that allowed families to complete their health histories online. The family mentors are also involved in the follow-ups on families without insurance, missing medical and dental exams, immunizations etc. The health team also changed the process for PhotoVision screening in the classroom for all students. This change allowed for better and more efficient screenings and follow-up.

Each family which qualifies for free and reduced lunch is offered support to fill out the forms or online applications each qualifying year. Nutritional needs are met with meals and snacks served in both full and half day programs. Meals meet nutritional needs using the CACFP guidelines and caloric guidelines in the Head start standards. Families who have food insecurity may access additional food support with the summer feeding programs provided by the school district. Family mentors, and family liaisons at the schools support families with additional food needs by referring families to the food bank or McBackpack food program, providing McKinney-Vento families with food during weekends and extended breaks. During year 2, COVID increased food insecurities for many of our families. Our program was able to order some and distribute formula and diapers to families in need for our 0-36 month age group. As the school district was closed, nutritional needs were provided to anyone under age 18 at certain sites for breakfast and lunch. As the district opened in the fall, where students were only allowed to be remote, families could get food at certain elementary sites, and bus routes were established to bring meals to families in different areas of the community for families who could not get to schools.

Year 3 - USDA continued to offer free breakfast and lunches for all students this year. In addition, we have created a food pantry for our families using COVID relief dollars that is distributed through our home visiting program for families who need it. The home visiting program also found resources for families through local organizations that helped provide additional hygiene products for families in the program.

Year 4 - Pantry food supplies were provided at all Policy Council meetings this year and families were sent a bag of food over our Winter Break. From August 2022 to May 2023, automatic free breakfast and lunch was not provided to all children. Families had to apply for free/reduced meal services. Starting in August 2023, Poudre School District will be participating in universal free school meals through Healthy School Meals for All which passed the Colorado legislature in November 2022. For more information, see [Healthy School Meals for all](#). All students will be eligible to receive free school meals (PreK-12th grade). Meals meet nutritional needs using the CACFP guidelines and caloric guidelines in the Head Start standards. Putnam's Head Start program in June will provide free meals to all under 18 years old. This is offered to the community at large. Community meal sites will be available June and July 2023. Meal modifications are available to students with food allergies, sensitivities, intolerances or special dietary needs with completion of a Medical Statement for Meal Modification form. A daily vegetarian option will be available for students following vegetarian diets. All early childhood meals are pork and gelatin free.

ii. For mental health and social and emotional well-being, describe how a program will provide mental health consultation services in partnership with staff and families.

For mental health and social and emotional well-being, the EC program budgets for 1 full-time mental health specialist to respond to mental health referrals generated by home visitors and preschool teachers on behalf of children and their families. Mental Health services are provided throughout the program with a referral process to the Early Childhood Mental Health Specialist. At time of determination of eligibility, parents are interviewed about their concerns and any necessary referrals are made. All health data, interventions, care plans, and mental health referrals and

follow-ups are documented in the student data system, ChildPlus. The mental health specialist also supports staff through reflective supervision and professional development offerings such as strategies for co-regulation. Mental health support is provided in homes, schools, and centers.

The oral health needs of program participants are monitored by the ECE Oral Hygienist, licensed in the State of Colorado. When the Hygienist identifies a participant with a dental need, she connects the family to a dental clinic and regular dental care. All dental data, screening results, interventions, referrals, and follow-up are documented and tracked in ChildPlus.

Year 3- A new Dental Liaison was hired in Fall 2021. With the help of our health team, she has continued tracking data in this area. COVID restrictions are still preventing us from teeth brushing in the classroom. But our Dental Liaison has put together dental hygiene bags for all children as well as dental hygiene literature that has gone home with families to encourage good oral habits. Dental screenings have proved difficult to provide with the limits associated with COVID. As the limitations have lifted, screenings have been offered at a central location, but participation has been light. Another opportunity for dental screenings will be provided during the Head Start Summer Session in June 2022.

Year 4 – Mental health referrals have significantly increased. As a result, the program is hiring an additional 1.0 FTE mental health specialist to support Early Head Start.

Given both Larimer County and Colorado Department of Public Health and Environment (CDPHE)'s significant lifting of COVID restrictions, we were able to hold a dental screening in Summer Session of June 22. Participation was 81% of all Head Start students. In the Fall 2022, we were able to return to brushing of teeth in the classrooms. Dental education support for all students, ongoing provision of dental supplies for the classrooms, and monitoring for dental homes and exams is ongoing throughout the year by our Dental Liaison. In the Spring 2023, we worked with the Health District to provide dental exams and fluoride varnish to Head Start students in all schools. Toothbrushing kits were sent home for all

students during the Spring exams. For students identified with significant dental needs parents were notified as well as the family mentors. They were given information on the degree of need as well as support necessary to ensure follow-up visits were completed.

8. Family and Community Engagement:

a. Describe key program strategies for building trusting and respectful relationships with families and for providing program environments and services that are welcoming and culturally and linguistically responsive to families, including those specific to fathers.

Our key program strategies are 1) be relationship-focused 2) approach families from a strengths-based model 3) use a research-based curriculum aligned with The Early Learning Outcomes Framework. Family Mentors build trusting and respectful relationships with families through the implementation of the curriculum, adult/child engagement activities, and guided conversations. Group and individualized family mentor trainings such as Motivational Interviewing also support the development of relationship building skills. Family Mentors receive regular support and direction with their caseloads from the program nurse, coach, mental health specialist, and supervisor. We serve families from three main language groups, English, Spanish and Arabic. Currently we have eleven bi-lingual Spanish speaking mentors to provide home visits in Spanish. Interpreters are used to meet the needs of other languages. Efforts are made to schedule home visits during times fathers are available to attend. When this is not possible, family mentors encourage father participation by providing extra handouts and materials to be shared and activities for families to enjoy together during the week. In addition to bi-monthly family engagement events, a special event targeted for fathers and their children is held each year.

Year 3- No changes.

Year 4 – There are 12 Spanish speaking family mentors.

b. Describe engagement activities to support parent-child relationships, child development, family literacy, and language development including supporting bilingualism and biliteracy.

Each home visit includes an activity based on a developmental domain for the parent and child to enjoy together. Each visit also includes a book and reading time for the caregiver and child. Books are provided in the family's home language as often as possible. The curriculum used covers child development information and language and literacy development.

Year 3- In year 2, home visits were virtual. Mentors would deliver activity supplies and books to family's homes and work with the families virtually. During year 3, Home visiting returned to an in-person model.

Year 4 – Home visiting is in-person, unless there is illness, then a virtual home visit is offered.

c. Describe how your program has selected and is implementing a research-based parenting curriculum. Describe how your program engages parents in a research-based parenting curriculum.

EHS/HS Family Mentors implement the Growing Great Kids and Families curriculum, which explicitly supports the development of nurturing and empathetic parent-child relationships for newborns to 5-year-olds. The curriculum was chosen by families in the program. A committee made up of parents, family mentors and program staff researched a variety of curriculums and chose 3 options. Parents in the program voted for their top choice and Growing Great Kids and Families was selected. The curriculum's emphasis on building healthy relationships, identifying family strengths and values, stress management, and cultural values and traditions are stand-out features. It is research-based and is fully aligned with Head Start Parent, Family, and Community Engagement framework.

Year 3- No changes

Year 4 – The EHS program will be using the updated Growing Great Kids curriculum which is now called Growing Great Kids Next Generation. HS family mentors will continue to use the Growing Great Families curriculum.

d. Describe key program strategies for family partnership services, including:

i. Procedures for conducting the family assessment and family partnership process and aligning activities to the Parent, Family, and Community Engagement Framework outcomes;

For both HS and EHS families, we now call the family needs assessment “The Family Support Survey.” The Family Support Survey is written to align with the FCE framework. We survey families regarding their well-being, positive relationships with their child, areas for educational growth, advocacy, leadership, and volunteerism. Each family, with their mentor, completes the survey within 90 days of enrollment. From the information gathered, family goals are created. Family goals are recorded in our information system, ChildPlus. The mentor then provides individualized education, resources, and referrals, which is tracked by the FCE Coordinator on home visit plans and in ChildPlus.

ii. Tracking progress toward individual family goals and needs.

EHS family mentors check-in with families on their goals and needs monthly. HS family mentors collaborate with families on goals during their third visit and check back on these goals at each subsequent visit until the end of the school year. Progress is tracked and recorded in ChildPlus. Once a goal is met a new goal is created.

Year 3: no changes

Year 4 - No changes

e. Provide a few examples of community partnerships that facilitate access to services or resources in the community that are responsive to family partnership goals and children’s needs. Identify any challenges to necessary partnerships and how the program plans to address those challenges.

- Matthew's House Community Life Center is a program we refer families to frequently. Their focus is helping families overcome barriers to self-sufficiency, offering adult education classes (GED, ESL), career development help, child education opportunities, activities and recreation. We have had no challenges with this partnership.
- Fort Collins Museum of Discovery: every family, regardless of funding source, receives a free year-long membership to the Fort Collins Museum of Discovery. These memberships are currently funded by community grants. There are no changes with this partnership.
- City of Fort Collins Recreation Department: every family in our program receives a recreation scholarship through the City of Fort Collins. Families can access a wide range of recreation activities for their children at no or minimal cost. We have had no challenges with this partnership.
- The City of Fort Collins Gardens on Spring Creek gives each family in our program an annual pass, regardless of funding source, and at least one PACT event is held there to promote the educational opportunities of the gardens. There are no challenges with this partnership.

Year 3- New partnership. The Food Bank of Larimer County is a program we refer families to frequently. Their focus is ensuring that those in our community who are hungry have convenient access to free, healthy, and nutritious food. We also receive monthly diaper donations from The Food Bank which are delivered to families during home visits. We have no challenges with this partnership.

Year 4 – We offer a weekly on-site laundry service through Mobile Laundry and partner with the Fort Collins Breakfast Rotary Club to provide food bags, hygiene products and holiday assistance for families.

9. Services for Children with Disabilities

a. Describe how your program will ensure the full participation in program services and activities for enrolled children with disabilities, including but not limited to those who are eligible for services under IDEA and those who already have an IFSP or IEP.

The program ensures that all EHS participants with an IFSP and their families access a complete range of services and visits. These families receive early intervention services provided by our Community Center Board partner, Foothills Gateway. Home visits are provided for Head Start families with a child with a disability by family mentors who collaborate with families and classroom staff.

Year 3- No changes.

Year 4- No changes

b. Describe how your program will ensure individualized needs of children with disabilities are met, including how the program will collaborate with and help parents in the process and how the program will coordinate and collaborate with the local agency responsible for implementing IDEA.

Our classrooms are staffed with 26 fully certified Early Childhood Special Education teachers over 60 special education paraprofessionals who can meet the needs of students with a range of disabilities in an inclusive setting. Two classroom sessions taught by ECSE teachers are center based, offering specialized services for children on the Autism spectrum. Two sessions provide services for students with identified hearing impairments. In the 7 general education classrooms, children with mild needs are fully included and services are provided by an on-site speech and language pathologist and an itinerant based ECSE teacher. Each school is staffed with a school psychologist, a speech language pathologist, an occupational therapist, and a physical therapist to provide services based on specific IEP needs through either a push-in or pull-out model. With these on-site supports, each classroom is fully ready to ensure full participation of each child and family. Additionally, many families

with students with identified disabilities also seek outside private services for their children. The classroom staff work collaboratively with families and outside providers to ensure that children can generalize skills across settings including the home, school, and in the community.

In the 2020-2021 school year our program employed 30 full-time Early Childhood Special Education Teachers to provide services for students with disabilities. We maintained 7 general education classrooms, led by certified Early Childhood teachers.

~~In response to COVID-19, the Early Childhood Program offered a virtual classroom option to families who were uncomfortable with sending their child to school in person. Three virtual classrooms were led by certified Early Childhood Special Education Teachers who also provided IEP services virtually. Additionally, related services such as speech and language services, occupational therapy, and physical therapy were provided virtually for students enrolled in the virtual classrooms.~~

Year 3- In 2021-22, the program added a center-based session for students with significant autism, for a total of 3 sessions for up to 24 students. The virtual preschool option was eliminated, and all sessions were delivered in-person with the exception of those classrooms that needed to isolate as a cohort for a period of time due to COVID positive cases.

Year 4- There are 30 early childhood special education teachers in our program. Due to additional grant funding, the program was able to hire more special education paraprofessionals across the program. Most classrooms have 2 paraprofessionals for the 2022-23 school year. In the 2023-24 school year, Eyestone has been designated as a site-based center with 8 general education classrooms served by certified early childhood general education teachers. There will be 18 special education paraprofessionals and two early childhood special education teachers. For the remainder of our program's classrooms, we will maintain 7 early childhood general education teachers.

10. Transition:

Describe strategies and practices to support successful transitions in:

a. Transitions for Early Head Start to Head Start

At recruitment ERSEA contacts EHS families explaining the program and answering any questions a family has before enrollment. Once a family is accepted into the program, they are contacted by a family mentor and home visits begin. At 30 months of age the conversation regarding preschool transition begins between families and their mentors. A transition goal is created using the Growing Great Families Creating Goals Module and program goal sheet. The family mentor also supports the family with application paperwork, timelines and providing documentation, as needed. In June, a transition celebration is held, and family mentors complete a child summary sheet which is sent to receiving preschool teachers in August by the FCE Coordinator to help support the continuity of services between programs.

Year 3- No changes

Year 4 – no changes

b. Transitions from Head Start to Kindergarten

Families of children enrolled in a preschool program transitioning to kindergarten receive a Kindergarten Transition Guide published by the Early Childhood Program in conjunction with Poudre School District. Throughout the school year, teachers and mentors initiate conversations with families about transition to kindergarten to ensure families have multiple opportunities to receive guidance. The school district also publishes a Kindergarten brochure, so that families can visit neighborhood or choice school open houses and connect them with the right people to answer questions. Preschool teachers provide assessment data relevant to each child's preparedness for kindergarten to parents and receiving kindergarten programs.

Year 3- In 2021-22, all kindergarten information was created by Poudre School District and provided in an online format including registration. The Early Childhood Program provided emails and social media posts to guide parents to the information. Family mentors reached out to their families to ensure that they had access to the information and knew how to enroll their children for kindergarten. In addition, teachers reach out to families who have not enrolled their children for kindergarten to determine if they need additional assistance.

Year 4 – During the 2022-2023 school year, all kindergarten information was created by Poudre School District and provided in both an online and printed format for schools. Kindergarten Registration was earlier than normal for families, Poudre School District and Early Childhood were both diligent to ensure families were aware of the shift. Families were encouraged to register for kindergarten online, but there were in-person registration days for families as well. The Early Childhood Program provided emails and social media posts to guide families to register for kindergarten. Family Mentors reached out to families to ensure they had access to the information and knew how to enroll their children for kindergarten. In addition, teachers reached out to families and provided reminders to families in their newsletters and gave families a notice during fall conferences as well. Teachers reached out to families who have not enrolled their children for kindergarten to determine if they need additional assistance.

c. Transitions between programs

Transitions between programs occur when a three-year-old ages out of Early Head Start and once school-age three (three years old on or before October 1 of the upcoming school year), transitions to our 3 – 5 Preschool Program. Family mentors collaborate with the ERSEA team to ensure the process is smooth. During Year 2, online applications and enrollment packets were created to make it easier for parents to access and apply for preschool. The mentor supports the family with information about program options. Once eligibility is re-determined, the child is

waitlisted and placed as a position becomes available. If an enrolled family's circumstances change, and change of classroom within the program is needed, a family fills out a data change form, and the ERSEA coordinator looks for placements that better fit the needs of the family.

Year 3- No Changes

Year 4 – No changes

11. Services to Enrolled Pregnant Women:

a. Describe how your program facilitates access to a source of ongoing care for enrolled pregnant women that do not have existing access to such care.

Our program partners with Healthy Communities, a county-wide resource to provide insurance options and medical and dental home options. The E/HS health team tracks this data through our ChildPlus system to ensure that we meet this requirement within the required 30 days.

Year 3- No changes

Year 4 – Healthy Communities is now known as Rocky Mountain Health Plans. If the client is not eligible for Medicaid the EHS program connects the clients with public health clinics with sliding scale fee options. EHS family mentors also help families access resources.

b. Describe your program's strategy to provide prenatal and postpartum information, education, and services such as those that address fetal development, nutrition, risks of alcohol and drugs, postpartum recovery, and infant care and safe sleep practices.

During home visits, the Growing Great Kids™ Prenatal curriculum is reviewed, with the focus on the physical and mental health of expectant families and prenatal and postnatal preparation. In addition, we supplement with the “What to do When You're Having a Baby” book (English and Spanish) as well as the “New Mother's Guide to Breastfeeding” (English and Spanish). The program collaborates with other agencies such as Women, Infants, and Children (WIC), Wee-Steps (local lactation support), Nurse Family Partnership (NFP), and many medical homes in the

community. Participants receive free vouchers to attend the following classes: Daddy Bootcamp, Labor Skills, First Birth Fast Track, Happiest Baby. They also receive a Breast-Feeding folder (English/Spanish/Arabic), a Pregnancy Journal, a baby carrier to support skin-to-skin contact and to free parents from the cost of or need to use strollers, and a Baby's First Year Calendar.

Year 3- No changes.

Year 4- Wee Steps is known as UC Health lactation support. We now have access to safe sleep sacks through Larimer County. The program pays for birthing and breastfeeding classes. One of our local public family health centers has partnered with Medicaid to provide a doula for every pregnant family.

c. Describe how your program's family partnership services includes a focus on factors that influence prenatal and postpartum maternal and infant health, includes other relevant family members, and support the transition process.

While in the program families are provided individual mental health support and services through the Growing Great Families curriculum and access to a program Mental Health Specialist. Women remain in the program until the baby is four to six weeks old. At that time the baby is enrolled in EHS into the center or home-based option with every effort made to keep the same family mentor. Each bi-monthly PACT supports prenatal and EHS development.

Year 3- No changes

Year 4 – The prenatal program is making improvements to perinatal mental health risk screening process. We are creating supportive and safe environments for mothers who choose to breastfeed through education. Our Early Head Start nurse is now a certified lactation counselor.

12. Transportation:

a. Describe the level of need for transportation services.

Transportation is one of the most well-documented needs in the program in our community assessment. Our schools and centers span across a very large geographic area. Work schedules and lack of reliable personal transportation can be real barriers to preschool if public transportation is not an option. There is a city-wide transportation system, TRANSFORT, which accesses many of the areas within the city of Fort Collins. If traveling to other areas within the county (EHS catchment area), a limited number of routes are established through the BUSTANG system. Within the school district, our students qualify to use the school district bus network if they are attending their neighborhood school.

Year 2- COVID 19 introduced new restrictions to district access to transportation. Social distancing requirements in the county limited the number of students allowed on a bus, how many seats needed to remain empty to avoid the spread of the disease, as well as outbreaks in the transportation department lead to far fewer families permitted to access district transportation. The district established a needs-based priority system allowing those with the greatest needs to access bussing. Priority groups were McKinney-Vento qualifying students, those in foster care, those with ITP (special education students whose needs required transportation support), and a referral basis for families in crisis. This will improve for the 21-22 school year, but the district is facing a driver shortage that will reduce our overall routes for the district from 135 to 100. Families continue to share that transportation was a real barrier for access to school.

Year 3 and 4: Families must apply and qualify for transportation to and from school. Priority is given to McKinney-Vento students, students in foster care, and students with ITP needs. The number of routes does not meet the level of need across our program.

b. Describe how your program will either directly meet transportation needs to assist families in accessing other transportation so that children can attend the program.

Families within the program use a variety of transportation methods: self-transport, school district transportation, and public

transportation or a combination of the above. PK students are eligible for in-district transportation if they attend PK at their neighborhood school. Parents are given the option of which schools they will consider for placement, and transportation is a part of the discussion during the parent interview. Families who live within .5 miles of the school choose between walking to school or transporting themselves. Families who live more than .5 miles from the school and within their neighborhood school boundary qualify for transportation provided by the school district. If a child is not placed at their neighborhood school, families have the option to access public transportation, self-transport, or walk to their school. The PSD ECE program has a transportation waiver in place that allows 1-5 students on a bus without an attendant. After the 6th student is added to the bus, the district adds a bus attendant. The PSD ECE program follows childcare licensing requirements, and an adult signature is required to pick up a child from the bus.

Year 2- We will be submitting a transportation waiver again this year, and will continue to monitor county restrictions for COVID 19. Early Childhood students will be permitted to use district transportation services using the same priority list as the school district.

Year 3 – The final rule had an impact on our transportation routes for employees and for students. Drivers with HS students on buses were then required to become vaccinated or qualify for exemptions. Because the final rule came during mid-year, it disrupted current negotiated processes for transportation routes and drivers, which allowed drivers to bid for routes they wanted. This made it more complicated to place students on bus routes.

Year 4 – The final rule for employee vaccination has impacted the transportation department of the district more than any other department. These employees have limited access to technology for reporting, make early childhood routes less favorable for bid, delay transportation placement for students, until we can find a vaccinated/exempted employee to fill a route, limits our employee pool who are deterred by our vaccination

requirement, etc. This ruling has made the work to find transportation for students so much harder than it has to be. We look forward to any updates that release our program of this burden.

Sub-Section C: Governance, Organizational, and Management Structures

1. Governance:

Structure

a. Identify the member

(i) with expertise in fiscal management or accounting: ~~Christophe Febvre~~, Board of Education President; Dave Montoya, Executive Director of Finance.

Year 3- The president of our school board is now Rob Petterson, replacing Christophe Febre.

Year 4 – no change from year 3. Our school board president is Rob Petterson.

(ii) with expertise in early childhood education and development: ~~Naomi Johnson~~, Board of Education Director

Year 3- Our new Early Childhood Expert is DJ Anderson, and he replaced Naomi Johnson when she resigned from the Board.

Year 4 – The Early Childhood representative from the school board is Jessica Zamora.

(iii) the licensed attorney familiar with program governance issues in the governing body: Autumn Aspen, Licensed Attorney

Year 3- No Change

Year 4 – No change.

b. Describe how your program ensures additional members on the governing body reflect the community, including parents and representation from other key programmatic areas.

The Grantee for the Poudre School District's Early Head Start/Head Start program is the Poudre School District Board of Education (BOE) members. They are a body of elected volunteer citizen representatives and are exempt according to the Head Start Act of 2007. The seven-person Board is an elected body that sets policy and governance for the school district, its 31,000 students, and 3,600 employees. Eligible electors of the school district vote for one candidate from each director district that is open during the general election. This ensures the democratic choice of geographic and demographic groups and assures the representation of community and family interests.

The BOE is advised by the District Advisory Board (DAB) and the District Advisory Council (DAC.) The DAB advises the district on issues, is made up of parent representatives from each school, and acts as a link between the community and the district at its monthly meetings. Early Childhood families may become members of the School Accountability Committee (SAC) at their school and the DAB. The DAC is made up of parent and school representatives who work together to offer recommendations about the district's spending priorities, improvement plan, and charter schools to the PSD Board of Education. The Early Childhood program has a staff and parent representative to the DAC, which meets monthly. At Policy Council, parents in such representative roles report out on the activities of school PTOs and SACs, the DAC, and DAB. Families attending Policy Council are encouraged to take an active role in the governance of the program, schools, and district, and so representation from family, community, community partners, district departments, and staff is assured.

Year 3- No Change

Year 4 – No change.

c. Describe the makeup of the policy council or if applicable, the policy committee. Include how each program option is represented.

The Bylaws of the PSD Policy Council define the makeup of each memberships in the council and committees in this way:

Article IV - MEMBERSHIP AND COMPOSITION

A. “Your Voice” shall be composed of members as followed

1. All family members of currently enrolled children in the PSD ECE Program are encouraged to attend “Your Voice”. As such, all family members in attendance are voting members and the group composition will be no less than 51% currently enrolled families.
2. Community representatives (less than 50%) including representatives from: Health agency; Social Services; Business Sector; Job Training Agency; Publicly and privately Early Childhood Program; and service organizations.
3. ECE staff members as appropriate – non-voting.

B. Voting Rights and Decisions

1. Each family and community representative will have one vote. Decisions are made by voting with a majority determining the position of the entire group.

C. Poudre School District Staff and Related Family Members

1. Poudre School District Staff (or members of their immediate families) may not serve on Policy Councils or Policy Committees. This does not apply to families who volunteer occasionally in a classroom.

D. Conflict of Interest

1. Members shall make known any conflicts of interest they have and recuse themselves from voting on issues where a conflict of interest exists.

Article V - OFFICES

The Executive Committee of “Your Voice” shall be: The Chairperson, Vice Chairperson, and Secretary. The elected representatives will represent multiple program options and funding sources and will participate in the monthly Your Voice meetings by providing a report from their school or center, and by sharing information from Your Voice with their school or center.

A. Selection of Executive Committee and Representatives

1. Elections will be announced at the first meeting of the year in September. Nominations and Elections of all offices shall be limited to those members who are present at the October meeting
2. Each office shall be filled by separate nomination and election. A simple majority vote of those present at the time of election is needed to elect office. There must be at least two CPP representatives elected.
3. All officers shall be elected by the members in attendance at the October meeting or other election and shall hold office for a one-year term beginning in October. In the case where elections must be held at other times of the year, reps will serve until the following October. Elected officers may be re-elected but may not serve more than two consecutive years in the same office and no more than five years total.
4. Any vacancies of the offices shall be filled by election by “Your Voice”; first a nomination meeting will be held, followed by elections at the next monthly meeting.

5. Members who wish to terminate their membership on “Your Voice” shall submit their request in writing to the Chairperson for acceptance by “Your Voice”. Termination may be considered in cases of non-attendance or disruptive behavior considered by “Your Voice” membership as contrary to the goals of the program.

Article VI – COMMITTEES

- A. The Executive Committee will be composed of a minimum of three (voting) officers and non-voting staff. The purpose of the executive committee is:
 1. Set meeting agendas
 2. Review “Your Voice” upcoming events
 3. Review confidential personnel issues
 4. Carry out the recommendations of the Policy Council
 5. Participate in Program Advisory Boards
- B. Other committees may be appointed by the council as needed.
 1. As stated in our bylaws, “The purpose of “Your Voice” is to guarantee that the PSD Early Childhood Program of maximum quality for both children and families within the boundaries of Poudre School District and Larimer County for those in the EHS program. Parents participate at their site SAC, PTO or PTA, and in classroom activities and report on the EC program at those meetings. They return to the Policy Council meetings to give building and classroom updates, as well as address any

challenges or positive actions that may occur at their site or classroom. Additionally, the Policy Council Executive Committee is the body that creates and monitors the agendas for the policy council meeting.

Processes

Governing Body

a. Describe how the governing body receives key program information as outlined in 1301.2(b)(2) to inform their ongoing responsibilities including how decisions submitted by the policy council are incorporated into the decision-making process. Describe other key processes to ensure the governing body maintains effective ongoing oversight of program operations and accountability for federal funds.

The governing body receives key information by:

- Initial training for newly elected Board of Education (BOE) Directors that is typically attended by continuing Directors as well.
- The Board of Education (BOE) Director who is the Early Childhood Liaison attends Policy Council each month, where they review and approve financial and monthly monitoring updates and participate in all components of the program planning cycle.
- Multiple BOE Directors participate in the Annual Self-Assessment, when summary information based on monthly monitoring is presented, and recommendations from all stakeholders participating is collected.
- The Early Childhood Annual Report is made at the BOE May Business Meeting; at the same meeting the final grant documents, including all fiscal documents, are approved.
- The BOE receives updates and advisement from the Superintendent and Cabinet, including Department Directors which support ECE as part of district services. An example of this is the regular advisement of the BOE by the Executive Director of Finance.

- The BOE also participates in and receives advisement from the District Advisory Board and District Accountability Committee, on which there is an Early Childhood Parent Representative.

Year 3- No Changes

Year 4 – No changes

b. If applicable, describe and explain the responsibilities delegated to any advisory committee related to program governance and improvement of the Head Start program. Include how the governing body maintains its legal and fiscal responsibility in the process.

The responsibility of the BOE for the improvement of the Head Start program occurs directly through the mechanisms described above. Additionally, the BOE, in its business cycle, community interactions, strategic work, and response to audits and findings improves our program as it improves the entire district. Most particularly, the BOE Audit Committee is charged “helping to ensure District compliance with applicable laws concerning accounting and financial matters; and helping to ensure that the District is maintaining effective fiscal internal controls.”

Advisory committees such as the ones formed to review the results of our regular RFPs for community center partners are strictly governed by BOE-approved procedures for procurement. This work is overseen by PSD legal counsel and the district’s Contracts Manager, and all early childhood contracts, because of their financial value, are brought before the Board of Education for approval.

Year 3- No changes.

Year 4 – No changes.

Policy Council and Policy Committee

c. Describe how the policy council, and if applicable, the policy committee, receives and shares key program information as outlined 1301.3(c)(2) to inform their ongoing responsibilities.

The policy council receives key information by:

- Initial training for newly elected Policy Council Executive Committee members after elections each October; information about the purpose and procedures of Policy Council is briefly presented at all monthly Policy Council meetings.
- At the monthly Policy Council meeting, we review and approve financial and monthly monitoring updates and those attending participate in all components of the program planning cycle.
- Multiple families and community members participate in the Annual Self-Assessment, when summary information based on monthly monitoring is presented, and recommendations from all stakeholders participating is collected.
- The Early Childhood Annual Report is delivered at the May Policy Council meeting; at the April meeting, the final grant documents, including all fiscal documents, are approved.
- The Policy Council receives updates and advisement from the Superintendent and Cabinet, including Department Directors which support ECE as part of district services. An example of this is the regular advisement of the Policy Council by the Assistant Superintendent of Elementary Schools or by the Executive Director of Head Start as his/her alternate.
- The Policy Council also participates in and receives advisement from the District Advisory Board and District Accountability

Committee, on which there is an Early Childhood Parent Representative.

Year 3- No changes.

Year 4 – We are now sharing the annual report in September, as it is closer to the school year ending and more relevant data to families and school board at this time. The monthly district report is now given by the Chief Academic and Equity Officer, with the assistant superintendent of elementary schools as her alternate.

Parent Committees

d. Describe how the parent committees communicate with staff to inform program policies, activities, and services to ensure they meet the needs of children and families.

PC Committee members report to staff members on the policy council meeting in the classroom and/ or at the school Parent Teacher Organization or School Accountability Committee meetings. Policy Council ~~meeting minutes~~ **invitations** are distributed to staff **and families** through email ~~and distributed by staff to families~~.

Year 3- No changes.

Year 4 – All families are invited to Policy Council each month through email. The minutes are available to any family by request. Policy council minutes in written form are available the following month at the next PC meeting.

e. Describe the process for communication with the policy council and policy committees.

We use social, electronic, and print media to ensure timely, effective communication between the policy council, committees, and families. We ensure all communications occur in both English and Spanish languages. Examples of our wide array of communications include reverse phone calls and texts, email messages, classroom flyers, and Facebook postings.

Year 3- We have added Instagram in our social media presence.

Year 4 – We have added a section regarding policy council to our website as well.

Relationships

a. Describe training and technical assistance or orientation sessions for the governing body, advisory committee members, and the policy council.

The Governing body receives orientation and training on Head Start requirements, board responsibilities, and standards after they are elected to Board of Education. Our regional Training and Technical Assistance representative facilitates these trainings. Our advisory committee is comprised of our annually elected Policy Council Chair, Co-Chair, and Secretary. After elections are held in October, newly elected executives receive an extensive training on their roles and responsibilities, and after that they facilitate Policy Council and advisory committee meetings. During this preliminary training, the committee members receive notebooks with program and Head Start resources developed from the ECLKC policy council toolkits.

The policy council receives orientation regarding the responsibilities and opportunities of the council during the first meeting in September. Throughout the year while participating in the Program Planning Cycle, members receive updates and information regarding Head Start, Early Head Start, and the PSD EC program.

Year 3- Bylaws were updated to allow for electronic voting and in-person/hybrid meetings.

Year 4 – No changes.

b. How does your program ensure governing body members do not have a conflict of interest with the Head Start, Early Head Start, and delegate programs or other partners/vendors? Describe any exception criteria applicable to a governing body member.

No Board of Education member is paid for any of their work, and as elected public servants are exempt under 642(D). The exception criteria in 642(c)(1)(B)(v) applies to each BOE Director.

Year 3- No changes.

Year 4 – no changes.

c. How do the governing body and policy council members ensure meaningful consultation and collaboration around their joint decisions?

Program Planning, record-keeping and reporting, ongoing monitoring, and community- and self-assessment are managed by the Leadership Team. The Leadership Team and Operations Team meet weekly to make decisions about program quality based on monitoring data. The Leadership Team is advised by the Policy Council and the Policy Council Executive Committee during monthly meetings, as well as by the Board of Education (our Governing Body) and a group of staff representatives called Voices from the Field. All components of our Program Planning Cycle, which assures program quality, progress on our grant goals, and budgeting that explicitly supports both, are undertaken collaboratively with community, governance, staff, and family input.

Year 3- No changes.

Year 4 – No changes.

2. Human Resources Management:

a. Provide an organizational chart identifying the management and staffing structure including the Executive Director, the Program Directors, managers, and other key staff. Include assigned areas of responsibility and lines of communication.



Poudre School District Early Childhood Education Program

Program Design & Management (PDM)	Early Learning Support (ELS)	Family & Community Engagement (FCE)	Eligibility, Recruitment, Selection, Enrollment, & Attendance (ERSEA)	Systems & Services	Health	Eyestone
Rebecca Benedict <i>Director</i>	Teresa Ashton <i>Assistant Director of Early Learning</i>	Nikki Arensmeier <i>FCE Coordinator</i>	Sharon Weaver <i>ESREA Coordinator</i>	Sarah Chimblo <i>Operations Manager</i>	Kim Ganger <i>Health Coordinator</i>	Greg Strutz <i>Health Coordinator</i>
<ul style="list-style-type: none"> 9 Leadership Team Members Fullana Learning Center 	<ul style="list-style-type: none"> 4 Instructional Coaches 37 Teachers 46 Paraprofessionals 1 Mental Health Specialist 	<ul style="list-style-type: none"> 18 Family Mentors 1 Mentor Coach 1 Parent Educator 	<ul style="list-style-type: none"> 4 ERSEA technicians 	<ul style="list-style-type: none"> 3 School Secretaries 	<ul style="list-style-type: none"> 14 Nurses 1 EHS Nurse 2 Health Records Techs 1 Dental Liaison 	<ul style="list-style-type: none"> 8 ECE Teachers 2 EC IS Teachers 16 EC IS Paras
Stephanie Hahn <i>Disabilities Specialist</i>			Jack Robertson <i>HR & Finance Tech</i>			

District Collaboration

Program Design and Management <ul style="list-style-type: none"> Association of Classified Employees Superintendent Communications Poudre Education Association Risk management School Services Grants Office Board of Education Learning Services Team 	Early Learning Support <ul style="list-style-type: none"> Curriculum & Instruction Assessment & School Support Education Tech Professional Development Language, Culture, & Equity Mentoring Mental Health Services Integrated Services Multi-Layered Systems of Support Gifted & Talented 	Family & Community Engagement <ul style="list-style-type: none"> Superintendent's Office Communication District Advisory Board District Accountability Committee 	Eligibility, Recruitment, Selection, Enrollment, & Attendance <ul style="list-style-type: none"> Information Technology Transportation Services IT 	Systems & Services <ul style="list-style-type: none"> School Safety & Security Records & Transcripts Warehouse Research & Evaluation Facilities Services Construction Human Resources & Payroll Finance 	Health <ul style="list-style-type: none"> Wellness Child Nutrition Student Services Health
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Year 3- Operations Manager position was eliminated, and responsibilities were distributed between existing leadership teams members.

Year 4: Operations Manager was added back into the leadership team and a EC Site Director was added to Eyestone elementary to facilitate the addition of Universal Pre-School into the program.

Rebecca Benedict– Director					
Program Results, Inspections results, Lead for Audits, Federal Monitoring Reviews, PD, Personnel Decisions, Parent Governance, Safety and Compliance, CPP					
Jack Robertson	Nikki Arensmeier	Stephanie Hahn	Kim Granger	Sharon Weaver	Greg Strutz
Finance Substitutes Licensing/Inspection Personnel files/PDIS Work study Field Trip Requests Purchasing/Contracts HR	Family & Community Engagement Family Mentors Parent Educator Family Mentor Coach	Disabilities Specialist IEP placements IEP Changes	Health Services Nursing EHS Nurse	ERSEA Coordinator ERSEA Techs CPP Tech Enrollment and placement Eligibility Transportation ChildPlus Attendance Reporting Data Systems Integration	Eyestone Site Director Eyestone EC admin Eyestone files Eyestone environment & culture
Candace Martin-O'Connor – Assistant Director of Early Learning			Sarah Chimblo– Operations Manager		
TS Gold, CLASS reporting, PD, Coaching, Evaluation, CPP, Mental Health, Child Abuse Reporting			Foundation, Comprehensive Grant Funding and compliance, Finance, PD, Policy Council, Website/Social Media, Construction		

Instructional Coaches	Staff in Licensed Classrooms	Mental Health Specialist	Office Staff	Facilities
<ul style="list-style-type: none"> -Licensed Classroom Support -Coaching -Classroom Environments and Culture 	<ul style="list-style-type: none"> -ECSE Teachers -Gen Education Teachers -ECSE Paraprofessionals -Gen Education Paraprofessionals <p>*** Site and facilities requests are handled through individual schools following their processes. (plan time, 30-minute lunch, facilities requests, etc.) If you are unable to solve your problem through building processes, please contact one of your three EC Administrators to help you.</p>	<ul style="list-style-type: none"> -MTSS -Family Support - Community Resources -Behavior Support 	<ul style="list-style-type: none"> -Student Files -Early Childhood Program Questions for Parents -Transportation -Enrollment -Data Change information -McKinney -Field Trip Bus requests -Reserving Rooms in Fullana -Building Calendar -Materials Distribution and Checkout 	<ul style="list-style-type: none"> -Fullana Facilities only -Site Management -Construction

Please see our current interactive Organizational Chart in HSES on the narrative tab.

b. Describe systems developed to ensure criminal background checks occur prior to hire for all staff, consultants and contractors in the program.

Prior to employment, all new staff members undergo fingerprinting. They are not permitted to start working until the fingerprinting is complete and a verification is run through the Colorado Bureau of Investigation (CBI). CBI reports are received electronically within 1-2 days of submittal and reviewed by the ECE Department Tech II. Additionally, fingerprints are forwarded to the Federal Bureau of Investigation for further checking. Poudre School District also runs a Department of Justice (DOJ) sex offender background check through Sterling Talent Solutions, Inc., for all classified staff. Colorado Department of Human Services TRAILS background check reports are also run for all staff.

In addition to the CBI, FBI and DOJ background checks, we now run checks in every state a new staff member may have lived within the last five years. This meets our local, state, federal requirements.

Year 3- No changes.

Year 4 – no changes.

c. Describe orientations provided to new staff, consultants and volunteers.

Procedure of new staff orientation are contained in: ELS P12 New Hire Staff Files and Training Procedure. Any parent or community volunteers who would like to participate in ECE classrooms must follow PSD volunteer background check and policy. Parents are given a volunteer form in enrollment packets and are encouraged to participate in classrooms.

Year 3- Poudre School District is implementing a new volunteer check-in procedure using a RAPTOR computer system. Volunteers will swipe their State ID or Driver license and a check will be done additionally to their volunteer packet. The system will search and notify the site office manager immediately if there are any criminal or safety flags for that individual. The system is set to be fully operational by August 2022.

Year 4: along with the implementation of the new RAPTOR system, volunteers now provide a copy of their COVID vaccine card or follow the exemption processes outlined by the Final Rule.

d. Describe key features of your program’s approach to staff training and professional development. Describe your program’s approach to implementing a research-based coordinated coaching strategy, including the approach to the delivery of intensive coaching for identified staff.

PSD Early Childhood uses a multitiered approach to training staff. Five all program staff trainings are provided during the school year. Grant goals and state required trainings in 8 core competency areas are a focus of these trainings. Staff in licensed classrooms (HS

teachers and paraprofessionals) are also provided group training in specific “breakout” sessions. Staff in licensed classrooms choose the session that is of specific interest to them. EC leadership gathers feedback from staff regarding interest areas and offers trainings that have high impact for all staff. Poudre School District also offers professional development courses throughout the school year in which our staff can choose to participate. Paraprofessionals and all classified staff members are also provided both required and optional training at two professional development days that are specific to them each school year. ECSE paraprofessionals are required to complete the “para academy” which is a two-year training. 2.0 FTE for Early Childhood Instructional Coaching with an emphasis on supporting Dual Language Learners (DLL). Each certified teacher is assigned a coach and a DLL coach each year. Coaches meet with their assigned teachers using Head Start recommended Practice-based coaching strategies. First year teachers are required to participate in a Teaching and Learning Cycle that meets for 24 hours over the course of the school year; participation in independent coaching cycles is optional for teachers after their first year. Additionally, as shown in our T/TA plan, we make careful use of these funds to provide high-quality training that responds to the results of our progress monitoring and staff needs.

Year 3- No changes.

Year 4: No Changes

3. Program Management and Quality Improvement:

a. Describe key features of your program’s systems for ongoing oversight, correction, and assessment of progress towards your program’s identified goals. Include approaches that promote effective teaching and health and safety practices.

Key features of our oversight, correction, and assessment of progress include:

- The identification of few goals with many truly measurable objectives.
- The linking of the measurable objectives to the Monthly Monitoring Report (MMR) to Policy Council.

- This requires that workgroups, such as the Attendance Impact Team, and the Achievement Outcomes Team, meet 1-2 times each month to produce the MMR data sets. These teams as well as Operations and Leadership also consider trends and preliminary outcomes, and correct communications or program activities in time to make a difference during the current school year.
- The conversion of expected outcomes to questions that are answered each month on the MMR. This practice has helped us to have consistent data analyses each month, which has strengthened our ability to stay on course.
- The continued focus on student achievement, prenatal through successful Kindergarten transition, has resulted in measurable objectives to support effective teaching that focus on the formative and summative instruction and assessment cycle. Based on this year's increases to our Instructional Support areas in CLASS, this approach is proving successful.
- The seamless blending of state and local licensing and quality initiatives with the Head Start Program Performance standards has resulted in classroom, home visiting, and office health and safety practices that are strong. We have many classrooms with Department of Human Services Letters of No Findings based on flawless inspection results of the classroom and personnel files. These outcomes and those that can be shown through our PIR report are shared with Policy Council annually.

Year 3- We no longer use a “Blended” funding model. We now use a “Layered” funding model.

Year 4: No changes

b. Describe key features of your program's management process and system to ensure continuous program improvement that relate to effectively using data and ongoing supervision to support individual staff professional development.

Supervision, including individualized and team coaching and professional development is provided through the departments

shown on the first page of the interactive Organizational Chart. EHS and PK classroom educational staff are supervised and evaluated by school and center administrators. ECE is connected through the Director's participation on the Learning Support Team to the district's educational initiatives for continuous improvement. Through the Director, Assistant Director, and Operations Manager's participation in the Principals and Assistant Principals meetings, the ECE Department provides communication, technical assistance, and program monitoring data to schools and centers so that their supervision of staff members and provision of professional development to their staff remains aligned with funder requirements and individual needs. District departments, and center/school administrators participate in quarterly ECE all-staff meetings as needed, and annually in Self-Assessment.

Year 3- No changes.

Year 4: No changes

c. Describe how the management system ensures budget and staffing patterns that promote continuity of care, allow sufficient time for staff participation in training and professional development, and allow for provision of the full range of services.

PSD ECE uses categories of the Head Start Management Systems, underlined below, to ensure budget and staffing patterns promote continuity of care and staff participation in professional development, and allow for the provision of a full range of services as follows:

- We staff and manage our systems for excellent Recordkeeping and Reporting and Data and Evaluation. We maintain family enrollment and services records in the ChildPlus database, and our child achievement information in TS GOLD. Our links to district databases and staffing increases the number and type of child records available to us as well as reports and communication tools. PSD ECE staffing that supports Recordkeeping and Reporting includes our Operations Manager, Quality Data Assurance Technician, ERSEA Technicians, Health Records Technicians, TS GOLD systems support, and secretarial staff.

- Data-based information is Communicated weekly in ECE Leadership Team meetings and monthly at Policy Council, and along with annual Community and Self-Assessment, comprises our regular Ongoing Monitoring and Continuous Improvement. PSD ECE staffing that supports this area includes the Director, Assistant Director, FCE Coordinator, ERSEA Coordinator, as well as other members of the leadership team.
- From shared governance and management decisions ECE Leadership creates the Program Planning & Service System Design including Facilities and Learning Environments, Transportation, Technology & Information Systems, and Training & Professional Development for delivery of services that support staff members and meet family needs.
- With this planning complete, the ECE Leadership team reviews staffing plans, submitting changes requested for staffing each March to stay aligned with budgeting season. We follow all procedures of the district's Human Resources department, to align with federal and state requirements and to achieve consistency and efficiency with the district. Staffing that supports Human Resources and Fiscal Management includes the HR/Finance Technician, the Operations Manager, the PSD Controller, Budget Director, and Federal Grants Specialist.

Year 3- No changes.

COVID relief funds provided by Head Start have been applied to tuition reimbursement for teachers currently employed on a temporary educator endorsement, as well as additional staffing to support challenges in the classrooms as a result of the pandemic. COVID relief funds have also been used to provide difficult to hire staff with stipends to compete with commercial business competing for our workforce.

Year 4: With the popularity of the tuition reimbursement program, we offered COVID funds while still available, we set aside a portion of the TTA funds to continue this for staff looking to increase their education and become certified as ECSE teachers. This allows us to support teachers seeking Early Childhood Special Education Degrees in their graduate programs.

Section Two: Budget and Budget Justification Narrative

Budget See attached in HSES tab

Budget Justification Narrative: See attached in HSES tab (specify tab)