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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><b>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.</b></p>	<p>Preliminary levels and documentation for priority objectives and items 37 and 38 for DLLs will increase</p>		

Year 1 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
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**Goal 2: The  
PSD ECE  
program  
will ensure that  
eligible children**

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Year 1 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p><b>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</b></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>	

Year 2 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p><b>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.</b></p>	<p>For all ECE instructional staff (Home visitors, paras, teachers)</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>Year 2 Changes: Indicator 7 data will show adequate growth for identified students with IEPs</p>	<p>TBD as our organization learns from the previous year's work.</p> <p>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 ex(r)t of2of2of2o10.6 ( )-t</p>

Year 2 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p><b>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 Kindergarten.</b></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>		



<b>Year 2 Program Goal</b>	
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<b>Year 2 Program Goal</b>	
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Year 2 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p><b>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</b></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.</p> <p>Increase the number of students attending neighborhood schools so that they can access PSD Transportation.</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>Recruiting efforts do not mee3 (e)-1.7 (e)-1.69 (I,</p>

<b>Year 2 Program Goal</b>	<b>Measurable Objectives</b>	<b>Expected Outcomes/Progress</b>	<b>Challenges</b>
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Year 3 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p><b>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.</b></p>	<p>For all ECE instructional staff (Home visitors, paras, teachers)</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"> <li>•Quality documentation</li> <li>•Program alignment of ratings (rater reliability)</li> <li>•Regular and frequent data entry across the checkpoint period</li> </ul> <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>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-<del>b</del> and 3b. <i>Year 3- took out objective 1b</i></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. <i>Year 3- took out objective 8b and 9b, and added 15c.</i></p>		
	<p>In the domain of Cognition6 ( )TJETE Cf CildesEltod</p>		

Year 3 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
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**Goal 1: The  
PSD ECE  
program will  
ensure that**

**appropriate  
readiness at  
each  
developmental  
milestone  
leading to school  
readiness from  
Prenatal to**

Year 3 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p><b>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.</b></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</p>	



Year 3 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
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**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.

**Year 3**



Year 3 Program Goal	Measurable Objectives	Expected Outcomes/Progress	Challenges
<p><b>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</b></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"> <li>• Expanded funding options so that families would maintain services in the program.</li> </ul> <p>Application process is too challenging for families.</p> <ul style="list-style-type: none"> <li>• Review and improve the application within the program. Variety of experiences based on personnel and sites.</li> <li>• Continually check in with</li> </ul>

<b>Year 4 Program Goal</b>	<b>Measurable Objectives</b>	<b>Expected Outcomes/Progress</b>	<b>Challenges</b>
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	<del>In the domain of Perceptual, Motor, and Physical Development, 80% of all enrolled children will be within WHE on the associated TS GOLD objectives x</del>		
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<b>Year 4 Program Goal x</b>	<b>Measurable Objectives x</b>	<b>Expected Outcomes/Progress x</b>	<b>Challenges x</b>
<b>Goal 1: The PSD ECE x program will ensure that children show appropriate</b>	Preliminary levels and documentation for priority objectives and items 37 and 38 for DLLs will increase in number and quality according to the documentation TXDOLW\ UXEULF x Year 4- 0DLQWDLQ 2EMHFWLYH x	Families will increase their ability to organize and adapt to impact their FKLOG¶V IXWXUH x x Families will 0057r0 9 370.68 388.	

**readiness at each developmental milestone leading to school readiness from Prenatal through their entry to Kindergarten. ×** ~~In this third fourth year of implementation, 80% of~~

<b>Year 4 Program Goal ×</b>	<b>Measurable Objectives ×</b>	<b>Expected Outcomes/Progress ×</b>	<b>Challenges ×</b>
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**Goal 1: The  
PSD ECE ×  
program will  
ensure that**



Year 4 Program Goal x	Measurable Objectives x	Expected Outcomes/Progress x	Challenges x
<p><b>Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.</b> x</p>	<p>In Pre-K and EHS programs, students will have 85% attendance. x</p>	<p>We will see an overall increase in aggregate attendance above the 85% in all program areas. (EHS, HS, CPP, UPK, 7% (&amp; 6%) x</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 district. x</p>
	<p>Identify and support all chronically absent (below 60%) students within the first 90 days with a follow-up communication or check-ins. x</p>	<p>Increased attendance due to follow-up communication or check-ins. x</p>	<p>Attendance procedure implementation varies across the system. x</p>
	<p><del>Year 2 Changes:</del> x          Develop an illness prevention plan to support program activities in response to public health concerns. x</p>	<p>Program will act (increase bus requests, change classrooms, etc) to support a family with attendance leading to increased attendance for students. x          Evaluate district attendance processes and licensing requirements to streamline health and attendance. x          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. x</p>	<p>Lack of engagement/shifting attention focus. x          Some of the supports we used to have are no longer available. x          Fatigue and burnout for staff and families. x</p>



Year 4 Program Goal x	Measurable Objectives x	Expected Outcomes/Progress x	Challenges x
<p><b>Goal 2: The PSD ECE x program x will ensure that eligible children and families access Early Childhood programming. x</b></p>	<p>The number of absences due to transportation will be reduced by 5% over the five- \ H D U J U D Q</p> <p>PSD ECE will monitor the transition into the program by increasing the number of applications E \ x</p>	<p>The number of slots that are most W G H V L U D E O H I R U I D P L x</p> <p>The funds in the budget will increase <b>at a level that keeps up with inflation</b> x</p> <p>x</p> <p>Increase the number of students attending neighborhood schools so that they can access PSD Transportation.</p>	<p>Recruiting efforts do not meet the newly O D L H T V X Z U G G M O R U W H D X H x</p> <p>x Update the marketing/ recruitment/outreach plan (MRO) with insight from parent and F R P P X Q L W \ J U R X S V x</p> <p>x</p> <p>/ L P L W D W L R Q R I H T X L S P H Q W x</p> <p>x Seek ongoing funds to purchase equipment and pay S H U V R Q Q H O x</p> <p>x</p> <p>) X Q G L Q J W R S D \ I R U G L V W U L x</p> <p>x Partner with district finance, transportation, leadership to S U R E O H P V R O Y H x</p> <p><b>Even with funding available, a lack of staffing has lead to decreased number of routes available throughout the pandemic</b> D Q G E H \ R Q G x x</p> <p>x</p> <p><b>Vaccination mandate from Head Start has crippled our ability to find bus drivers</b> Z L O O L Q J W R Y D F F L Q D W H x</p> <p>x</p> <p>Mismatch of family expectation for transportation and district H [ S H F W D W L R Q V</p>



**Goal 2: The PSD ECE program will ensure that eligible children and families access Early Childhood programming.** x

Increase understanding of demographics in the program in order to identify systemic bias that hinders program access for certain groups of **F K L O G U H Q** x

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 **E L D V** x

The pool of workforce is very limited and while hiring a diverse workforce is a priority, hiring a workforce takes higher **S U L R U L W L H V** x  
x  
The Head Start vaccine mandate limits **R X U Z R U N I R U F H F K R L F H V** x  
x  
Deep seeded cultural wounds from past school experiences with our families **P D N H L W G L I I L F X O W W R** x  
Staff members or community members might not agree that anti-bias education **G R H V Q R W E H O R Q J L Q S** x  
Competing demands for time with UPK implementation has decreased availability **W R S O D Q D Q G L P S O H P H C**

<b>Year 5 Program Goal</b>	<b>Measurable Objectives</b>	<b>Expected Outcomes/Progress</b>	<b>Challenges</b>
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**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.**

<b>Year 5 Program Goal</b>	<b>Measurable Objectives</b>	<b>Expected Outcomes/Progress</b>	<b>Challenges</b>
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**Goal 1: The  
PSD ECE  
program will  
ensure that  
children show  
appropriate  
readiness at  
each  
developmental  
milestone  
p school  
readiness from**

**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 highli



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

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, 1.38 0 Td̄-2 (ngo5h 0 Td̄-2 (ngoL (a)4 (r)3 )TJ0)p PofInfInfInfInfime (eas)-5 ( .-2 (m)-2 (e)4 9c3go5(f)-1(In)-1w/c6i)-2 (mTd̄P9)-1w/c6i mch

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.





**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

- x 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:

<b>CHILD AND MATERNAL HEALTH</b>	
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-	

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 disproportionate3 (e)4 ( )TJ-31.65 - fblesn4 (m)-2 (s)-1 ( t)-2 (ha)4 (t)-2 ( s)-1 (e)4 hostamik(gi)-2 (bl)-31 (e o)-51 ceprmik



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 classroom

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 the 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 the demand for full-day childcare.

**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:

- x 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.
- x 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.
- x 2022- up to 10 additional PK classrooms and EHS homebased services in PSD Elementary schools located in Wellington Elementary schools.
- x Additional classroom(s)- Expansion classroom(s) in Title I schools located in Fort Collins. The Board of Education has approved the concept



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.**

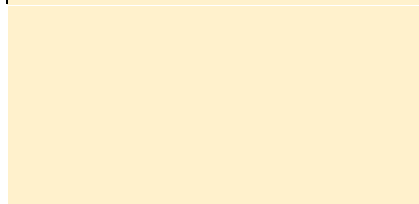
The ERSEA Team meets monthly to review, discuss, and schedule outreach activities to best connect eligible families to the program.

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

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.		

<b>All Students</b>	<b>Students with Disabilities</b>	<b>Students in Foster Care</b>	<b>Students Experiencing Homelessness</b>
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.



Create and deliver flyers to schools and other community centers and

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 will 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 pro11 (r)7escr.av0rvichthe- (nt)c 0.004e ( h)-14 (as)-5Tj( )C2 (s)TJ21.99 0 ,A n1 (e(r)-1( )C2 (s)Th)-14 (a3aa)4 4 (- (no)TJ21.9**





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 – 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 the school year.

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 (E)4 (O)2 (he)4 (E)1 (L)1 (O)2  
ELOFaps and (s)1 ubeapseLts:lsarrriculecsum~~

Year 4 – No changes

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



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**



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 ru.f(2,247)Tj( J-0.30.11 (m)-2 (bp-1 ( f)3 2MCID 1 B9369w)-2 Td( )Tjo)-10 69wxemr

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



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.

English (L) 2022 to MA (2023) and MA (2024) (dst) (s) 11 (n) 2 was (s) provided to all children. Families had to er Food (f) 206 (2.3) 23.04 (a) 2 (ar)

follow-ups are documented in the student data system, ChildPlus. The mental health specialist also supports staff through reflective supervision and

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

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



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.**

- x 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.
- x 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.
- x 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.
- x 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.**

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.

**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

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 appJ-0.004 Tc 0.004 Tw {o)-4o(u)2 (t01 -2 (s)-1 ()-2 (l)-2 d)-3.9 (er) -4 (t)-1 (o)-4 (v)-2.49 -2.3 T

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.

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 f sy pramor e37 (gna)j(N)2ovideide.rnN e3iNitegnan34 Tdc.(g)-4 N -1.19 0 TdW cila( t)-2 (he)4 ( pr)3 (ogr)3 (a)4 (m)-2 fpramiliespareo providedivalmeo



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 t2 (s)ieri needrp2 (as)-5cuPrimiiedes

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

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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 goal 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 -**

**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:

- x Initial training for newly elected Board of Education (BOE) Directors that is typically attended by continuing Directors as well.
- x 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.
- x 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.
- x 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.
- x 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.



- x 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

The policy council receives key information by:

- x 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.
- x 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.
- x Multiple families and community members participate in the Annual Self-Assessment, when summary information based on monthly





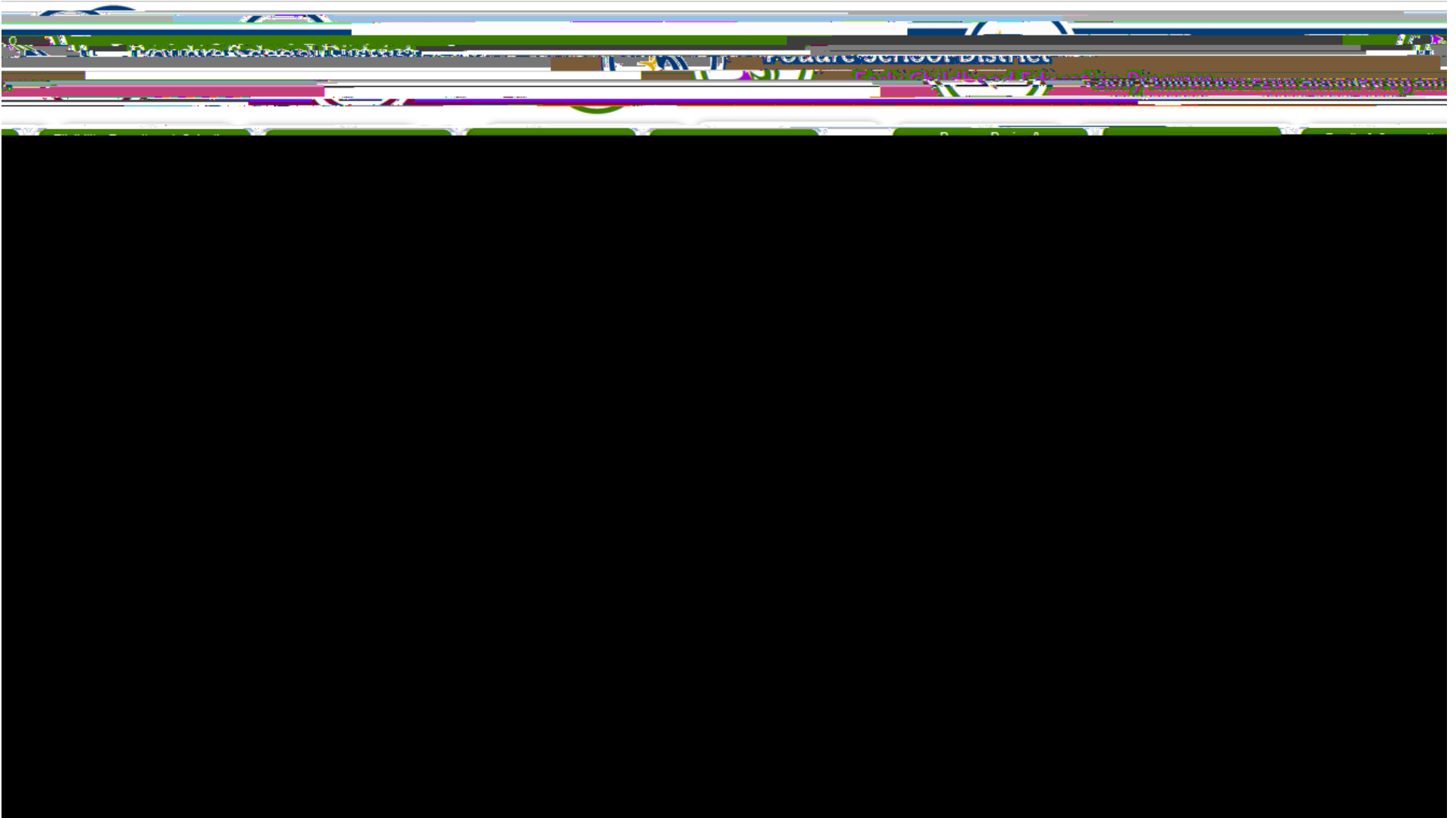
No Board of Education member is paid for any of their work, and as elected public servants are exempt under 642(D). The exception criteria in 642(c)(1)(B)(v) applies to each BOE Director.

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



Year 3- Operations Manager position was eliminated, and responsibilities were distributed between existing leadership teams members.







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:

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

- o 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.
- x 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.
- x 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.
- x 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.**

- x 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.
- x 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.
- x 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 Technic

