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## Section I. Program Design and Approach to Service Delivery

### A. Goals

The Summit Head Start 0-5 (HS0-5) program serves 48 children and their families through comprehensive support services. HS0-5 serves 35 Head Start and 13 Early Head Start children and families living at and below poverty in Summit County, Colorado. The HS0-5 program is managed by Early Childhood Options (ECO). ECO has always been a leader in Early Childhood and family supports in the community. HS0-5 continues to serve, innovate and play an integral role in the lives of young children, families, teachers, and community agencies. HS0-5's vision, to prepare families for the future, summarizes the efforts put forth on a daily basis.

#### 1. Program Goals, Measurable Objectives, Expected Outcomes

Please see attached goal chart for a complete list of 2020 program goals, responsible persons, measurable objectives, activities, anticipated outcomes, anticipated challenges, and how HS0-5 will screen, assess, or measure.

Below is an example of Program Goal #3: Family

PROGRAM GOALS	RESPONSIBLE PERSON	MEASURABLE OBJECTIVES (make them SMART)	ACTIVITIES	ANTICIPATED OUTCOMES & ANTICIPATED CHALLENGES	HOW 1) Screen; 2) Assess; 3) Reassess or MEASURE
<b>FAMILY GOAL:</b> Families/parents feel competent and confident to support their children's educational, physical, and emotional growth and successful entry into school.	HS 0-5 Mgt. Team & partners	Increase the percentage of families actively engaging in HS 0-5 Family Partnership Agreement (FPA) and goal setting process. -3% at end of year 1 -5% at end of year 2 -7% at end of year 3 -9% at end of year 4 -10% at end of year 5  Families sustain or show growth in self-reported FPA -50% at end of year 1 -60% at end of year 2 -70% at end of year 3 -75% at end of year 4 -80% at end of year 5  Families make progress or show completion towards 1 or more goals. -50% at end of year 1 -60% at end of year 2 -65% at end of year 3 -70% at end of year 4 -80% at end of year 5	<ul style="list-style-type: none"> <li>Family Partnership Agreement (FPA)</li> <li>Goal Setting and data entry</li> <li>Parent/Teacher Conferences 2x year (translation provided)</li> <li>Bi-annual home visits (translation provided)</li> <li>Bilingual Parent events &amp; Committees</li> <li>Policy Council (held in Spanish with English translation)</li> <li>Training in Parent, Family, Community Engagement (PCFE) framework.</li> <li>Positive Solutions for Parents Training (offered in English and Spanish)</li> <li>Staff to Child Plus Training</li> </ul>	<ul style="list-style-type: none"> <li>Connections between learning at school and learning at home.</li> <li>Families/parents feel competent and confident to support their children's educational experiences/school ready for child, to support their child.</li> <li>Families becoming more self-sufficient.</li> </ul> Anticipated challenges <ul style="list-style-type: none"> <li>Goal tracking and goal setting can be subjective. How to measure constantly.</li> <li>Consistency in family reporting: possible decrease in growth due to more accurate reporting as relationship deepens and family is more comfortable and confident in reporting to Family Engagement Specialist (FES)</li> </ul>	How do you support your child's educational goals at home?  FPA Scores  Attendance at events, home visits, and parent teacher conferences  Data collected in CP

For 2020, HS0-5 will continue to focus on health, family, community and education.

HS0-5 made minor changes to the goals from the previous project period. With the school

readiness goals, HS0-5 will keep forward movement by using Teaching Strategies Gold (TSG) objectives aligned with Early Learning Outcomes Framework (ELOF) domains to measure and assess child outcomes. HS0-5 will continue to use tools such as CLASS to guide quality improvements. HS0-5 also completed the previous education goal at centers, as all of the programs are at a SHINE level of 4 or higher. Last project period, many of the school readiness goals were focused on Early Head Start home-based services that are no longer provided. For the next project period HS0-5 aligned the school readiness goals with TSG/ELOF. HS0-5 children will be assessed using the same tool (TSG), and exposed to the same curriculum (Creative Curriculum), which will support consistency in data. Instead of tracking separately, HS0-5 has embedded the previous “diversity” goal which included support of cultures, home language, and Dual Language Learners (DLL) into all program goals. HS0-5 also embedded their efficiency goal- to increase effective communication, into all program goals. The health goal objectives last project period were not met, so HS0-5 will continue to focus on healthy Body Mass Index (BMI) by tracking access to fresh fruits and vegetables, as well as dual enrollment in WIC, since decrease occurred in this area over the past two program years. HS0-5 will also monitor children receiving follow up dental services, since over the last project period percentages went from 100% to 83% to a low of 33% in the 17-18 program year. For 18-19 dental services and follow up services were in the 80<sup>th</sup> percentile, but HS0-5 wants to maintain a strong focus on dental health. HS0-5 anticipates an increase in the use of community health and wellness resources and will be tracking inter-agency referrals. Family goals maintain a focus on competence and confidence around family well-being and supporting their children. Last project period, HS0-5 was able to maintain a high percentage of parents reporting feeling competent in knowing how to support their child’s learning at home. In the first year we had 97%, it dropped

to 88% in the second year, and back up to 92% at the end of the 5 years. Year one of the last project period was the first year HS0-5 staff starting using the current Family Partnership Agreement process, questions and template, and it may have taken a few years for the data to stabilize. HS0-5 noticed that after the second year, the data stayed consistently above the 90<sup>th</sup> percentile. Another important data piece HS0-5 was tracking was the average growth in key family development areas. HS0-5 saw a gradual drop in this from 5% to 1%. HS0-5 will maintain a focus on this important aspect, monitoring family gains measured in the family assessment and Family Partnership Agreement. HS0-5 anticipates positive growth in this area. For the 2020-2025 project period HS0-5 will monitor the engagement in the FPA and goal setting process. HS0-5 will continue to track and monitor the growth percentages in key family development areas since the family goal objectives from last project period were not met. HS0-5 hopes to deepen understanding and engagement in setting meaningful goals for families even though staff foresees this as being a difficult objective to measure. A few challenges include the subjectivity of goal setting, as well as goal setting being a foreign concept to many of the clients. Creating a safe and sensitive process for all families will be integrated into the Family Partnership Agreement (FPA) and goal setting activities to produce genuine data. Based on the community assessment results, HS0-5 can align family gains data with the identified community needs such as housing, wages, and access to EC education. Since these areas were highlighted in the Community Assessment, HS0-5 will also track and monitor family gains specific to these concerns. Attendance has continually increased at parent events in the past three years, so HS0-5 will continue to use engagement strategies for parent participation, but it will not continue to be a defined program goal. The community goals have a new direction for this project period. HS0-5 received strong community input on the importance of transitions and addressing service gaps

for Early Childhood (EC) programming. This goal was driven by the self and community assessment results and joint meetings held with policy council and the governing board. It was collectively agreed upon that these objectives accurately reflect community need.

HS0-5’s school readiness goals are directly connected with the objectives from Teaching Strategies Gold (Creative Curriculum Assessment tool) that children 0-5 are observed. These align with the Kindergarten Entry Assessment used in Summit County. The five essential domains central to the core of the Head Start Early Learning Outcomes Framework (HSELOF) are reflected in the State Early Learning Guidelines, and additionally in the Creative Curriculum. Use of supporting crosswalk documents (see Table A) provide for the linkage of Creative Curriculum with the HSELOF and the Colorado Early Learning Standards. Early Head Start utilizes the language of Creative Curriculum and *My Teaching Strategies*, the assessment companion to Creative Curriculum, to communicate school readiness information to parents, Policy Council, Governing & advisory board and interested parties. Consistent language with teachers and parents is desirable and HS0-5 is ensuring that each essential domain, objective, and indicator can be shared in a way that all learning outcomes are included and understood by teachers and parents.

ELOF/TS Domain Crosswalk	
Early Learning Outcomes Framework	Teaching Strategies
Approaches to Learning	Cognitive Social Emotional
Social and Emotional Development	Social Emotional
Cognition	Cognitive Math
Language and (Literacy) Communication	Language Literacy
Perceptual, Motor, and Physical Development	Physical

Table A.

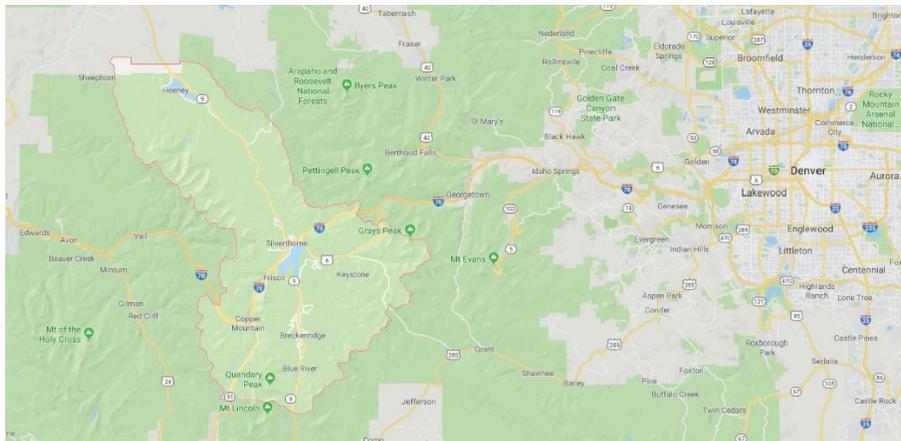
New and updated goals were developed based on needs that were identified and addressed in the Community Assessment, HS0-5 Self-Assessment and, three focus groups

(parents, teachers, leadership). HS0-5 used child observations, aggregated data from the Family Partnership Agreement and TS Gold objectives tracking to update and refine goals. HS0-5 utilized parent surveys, and the annual joint meeting between the Policy Council, Early Childhood Options Board, and Board of County Commissioners (GB) to guide the new project period goals and objectives. The desired outcome is to simplify understanding of HS0-5 program goals with the new project period and to streamline for more consistent data and monitoring.

## **B. Service Delivery**

### **1. Service and Recruitment Area**

Summit County is located among the high peaks of the Colorado Rockies, just on the western side of the Continental Divide, approximately 70 miles west of Denver. With four major ski resorts in the area, Summit County is a service community and a tourist destination coined as “Colorado’s Playground”. In 2018 Summit County population was 31,000 with a reported 3.4 million ski visitors a year. The rural resort region includes 619 square miles, three-quarters is national forest including two designated Wilderness Areas (Eagles Nest and Ptarmigan Peak). That leaves around 150 square miles of private land. Included within the county are six municipalities: Blue River, Breckenridge, Dillon, Frisco, Montezuma, and Silverthorne and an outlying of unincorporated areas.



As is typically seen in resort communities, the most common job sectors pay the lowest wages. In Summit County, the following job sectors comprise about 47% of all jobs: arts, entertainment and recreation, accommodation and food services, and retail trade. This causes a direct impact on people trying to make a life and a living in Summit, one of the most expensive counties in Colorado. Wages and employment cause stress for many residents. The Federal Poverty Level (FPL) for a family of four is \$25,750. However, the Self-Sufficiency Standards indicate that \$90,864 is needed to make ends meet in Summit County, which is 3.5 times the Federal Poverty Level (FPL). Due to the high cost of living in Summit County, 70% of families, including families in poverty, have both parents working (American Community Survey). Summit County's cost of living is 374% of the federal poverty level so families need to work. This is evidence why HS0-5 services are a necessity for the low-income families with young children in Summit county.

The high cost of housing is also a concern that is consistently identified in community needs assessments. Housing is limited and the cost of housing (renting a/o owning) continues to rise. Between 2011-2016, Colorado's median home value increased 56% and median rent increased 42%, but the median income for families with kids only increased 2% (Kids Count, 2018). It is not uncommon for working families in Summit County to pay on average 40-60% of their income on housing. When you add paying for childcare on top of housing, it is nearly impossible to meet basic needs of having a family. HS0-5 realizes this dilemma and with the supports of HS0-5 services, they hope parents can prioritize EC education for their children. HS0-5 hopes to communicate the positive longitudinal impacts associated with EC education.

HS0-5 plans continue to serve the 48 Summit County children and their families integrated into partner sites across the community. HS0-5 also maintains an EHS-CC Partnership with

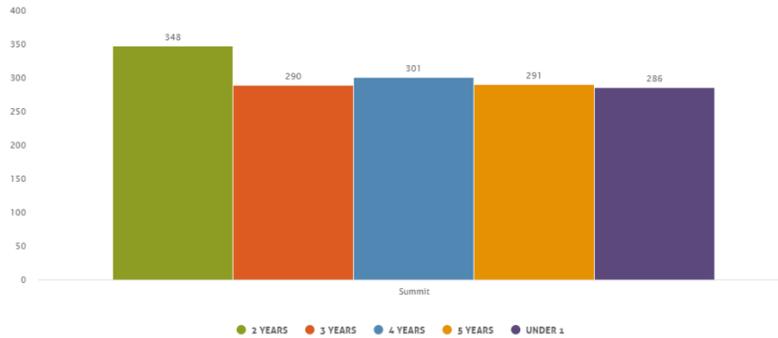
Clayton Early Learning in Denver, CO to house and manage 12 EHS-CC Partnership slots at two of the community childcare centers, Lake Dillon Preschool (LDP), Summit County Preschool (SCP). HS0-5 maintains a fluid enrollment system due to its flexible partners and consistent communication with site directors. The number of slots at sites are subject to revision.

<b>Site</b>	<b>Anticipated # Slots</b>	<b>Anticipated # Classrooms</b>	<b>Funding</b>	<b>Location</b>
Summit County Preschool (SCP)	4 Head Start 7 Early Head Start	2 Head Start 3 Early Head Start	HS/EHS	Frisco
Lake Dillon Preschool (LDP)	4 Head Start 7 Early Head Start	2 Head Start 3 Early Head Start	HS/EHS	Dillon
Carriage House Early Learning Center (CH)	4 Early Head Start	1 Early Head Start	EHS	Breckenridge
Summit School District (SSD)	27 Head Start	6 Head Start	HS	Breckenridge, Silverthorne, Dillon
<b><i>4 Total Partner Sites</i></b>	<b><i>35 HS/13 EHS = 48 total</i></b>	<b><i>17 total classrooms</i></b>		

## **2. Needs of Children and Families**

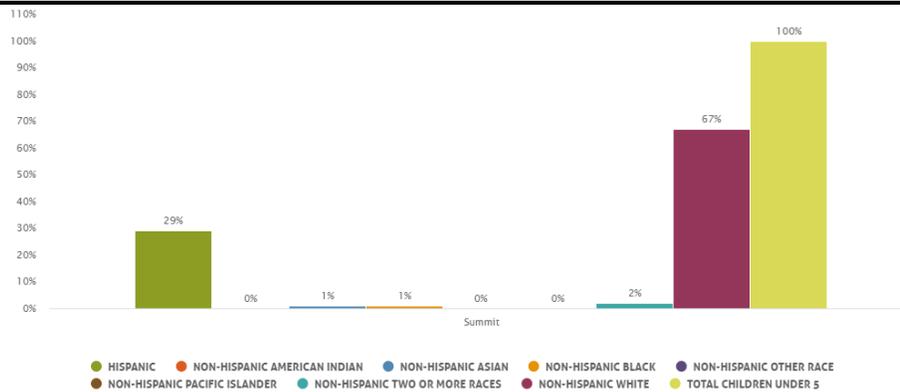
In Summit County, there is a total number of 1271 of eligible children under five years of age (Kids Count 2018) and there were 286 live births in 2018. Population forecasts for the county indicate a rapid increase of young children living in the county and birthrate trends over the past three years seem to support that forecast. The baseline projection conducted for this analysis suggest that the daily demand in 2025 (1,237 needed spots) is nearly double the current capacity of licensed childcare providers (680 spots) in Summit County. This crisis, along with the need for both parents to be working to provide for their families, are driving factors as to why HS0-5 changed their deliver service model to center-based. Home-based services did not reflect community need.

The following charts outline the child population by age in Summit County as well as Child Population by Race & Ethnicity (Colorado Children’s Campaign).



Child Population By Single Age (Number) - 2010

Colorado Children’s Campaign  
 KIDS COUNT Data Center, datacenter.kidscount.org  
 A project of the Annie E. Casey Foundation



Child Population By Race And Ethnicity (Percent) - 2010

Colorado Children’s Campaign  
 KIDS COUNT Data Center, datacenter.kidscount.org  
 A project of the Annie E. Casey Foundation

Of children ages 0-5, 29% are reported Hispanic and in Summit School District collectively 40% of the student population identified as Hispanic or another minority. During the 18-19 program year, HS0-5 had 84% of its participants as Hispanic and Latino origin, and 87% spoke Spanish as their first language at home. Collectively, 25.2% of children ages 0-5 in Summit are English language learners. Based on current Kids Count data (2018), it is estimated that

approximately 70 Summit County children ages 0-3 are living in poverty. While 1.6% of children 0-5 in Summit are receiving TANF and 41 children were reported as categorially homeless in 2018. That number has been increasing since 2012. For the HS0-5 program, there has been a rise in homelessness in the past three years as well. In Summit County, 10.2% of children 0-5 are receiving Special Education. Early Intervention (EI) continues to report an increase in the number of children qualifying for Part C Services. In 2019, EI reported consistently serving 100 clients. During the 18-19 program year, 32% of HS0-5 children were receiving IFSP/Part C services, and 20% were receiving IEP/Part B services.

Colorado has made progress in several areas of child health, most notably in increasing the number of children with health insurance coverage by 63,000 in less than a decade. Summit County continues to exceed the state rate. In 2019 9.7% of children in Summit County were uninsured compared to 4.3% in Colorado. Another priority identified by Summit County Public Health was obesity. Summit County reported that 20% of children 0-5 are either overweight or obese. Despite meeting dental screening requirements and oral health education outreach, HS0-5 children are consistently needing dental health follow up and treatments. Several municipalities in Summit County have elected not to fluorinate their water. This is a concern for both pregnant women and young children in Summit. Both oral health and obesity concerns are tied directly to nutrition. WIC (Women Infant Child) serves low income mothers and children 0-5 with nutrition education and access to food. The Summit County WIC reports that 40% of WIC children over 1 year old are low in iron, 14.5% of WIC children improperly use a bottle/cup/pacifier, and 18% routinely consume sugar-containing beverages (SCG-PH). A second priority identified is substance abuse- specifically opioids. The focus on opioids is based on data presented in the 2017 Community Health Assessment which indicates that in one of

every 25 Summit County households, someone had wanted or needed help with opioid prescription drug dependence. This also aligns with the national Head Start initiative on the opioid epidemic.

Summit County is serving eligible children in a multitude of ways including: Licensed childcare centers, public elementary early childhood education (ECE) programs, and licensed family childcare providers. Collectively these options have capacity to serve 680 children per day. There are 8 licensed centers, five elementary school ECE options, and 14 licensed family childcare providers in 2019.

Summit County also offers home visitation services through the Family and Intercultural Resources Center (FIRC) serving 150 families annually with bi-monthly visits. Summit County also offers Nurse Family Partnership (NFP) home visits to prenatal and young, high risk moms. NFP serves 43 clients in Summit County. Women Infant Children (WIC) is serving an average of 297 families with young children and prenatal moms a month, and Summit County Public Health office also offers Strengthening Families home visitation serving children 0-18 as well as prenatal mothers. SC also provides behavioral health services in all of SC schools. In 2018, a local tax initiative resulted in dedicated funding to support mental health needs and access to behavioral health services. HS0-5 families have access to this through Building Hope, a program that coordinates and financially provides 12 therapy sessions for clients, offered in English or Spanish.

### **3. Proposed Program Options and Funded Enrollment Slots**

HS0-5 is proposing to maintain the integrated center-based delivery model with the same funded enrollment. There are six different sites. Three of the sites are within the Summit School District, at three of the elementary schools, operating for 9 months while three of the sites are

private childcare centers operating full year. All sites will maintain the required ratios for center-based group size as well as meet or exceed the annual hours of planned class operations. HS classrooms will continue to require a staffing ratio of one teacher and one aide to maximum class size of 15. They will also meet or exceed 1,020 annual hours of planned class operations for all enrolled children. EHS classrooms will continue to require a staffing ratio of two teachers to eight children. EHS classrooms will meet or exceed 1,380 annual hours of planned class operations for all enrolled children. All centers are licensed and abide by local requirements and square footage requirements.

HS0-5 has a wider scope and reach when delivering this integrated model. HS0-5 staff works collaboratively with center staff to provide comprehensive services to enrolled families including home visits, parent teacher conferences, health tracking, individualized goal setting and family support. Not only is HS0-5 serving children and families enrolled in the program, but the children and families subsequently enrolled in those sites through a higher quality of care and standards. HS0-5 provides supports for teachers who are serving all children, not just HS0-5 children.

**4. HS0-5 will have no changes in Centers and Facilities.**

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

HS0-5 recruits' children and families year-round. Applications are available throughout the year to maintain a waitlist. Staff members are actively promoting HS0-5 at meetings and events with community partners. A recruitment flyer is updated annually and distributed via email, social media and post flyers in high traffic areas for the target cliental such as restaurants, Colorado Mountain College, laundry mats, and specialty stores. HS0-5 uses an effective referral process and has received many interagency referrals since coordinating the approach for outreach

and referral with community partners such as WIC, Early Intervention, Public Health, and the FIRC.

Policy Council (PC) and the Governing Board/Board of County Commissioners (BOCC) approve the criteria selection system on an annual basis. Points are awarded based on the age of child, income, categorical eligibility factors (homelessness, foster care, SSI, or Public Assistance including TANF), disabilities, referrals, special circumstances, social or family needs, transitioning from EHS or another EHS/HS program, completion of EHS, and previously enrolled siblings. The points are weighted based on the criteria, for example the highest risk families, such as a homeless family, receives a higher amount of points for qualifying categorically. The selection criteria worksheet also has “risk factors” such as drug abuse in the home of the child listed as an area to receive more points, since Summit County has seen such an increase in drug and opioid abuse. One of the challenges of recruiting and enrolling the highest needs population is the instability of work and housing. This causes the families to be transient. Summit County, due to being a resort community also attracts seasonal workers. The weather also has a direct effect on the supply and demand of work available. One day a family may be here in the office requesting services, and they may have moved out of the county the next. Survival mode kicks in and a family’s first priority is not always getting their children into quality care. These factors ultimately are out of the program’s control but stresses HS0-5 efforts to get immediate support and referrals happening at time of application whether or not child is simultaneously enrolled. This also sheds light on the collaborative and successful relationships with community partners as everyone is working together to serve families.

In 2019, HS0-5 Family Engagement staff implemented an attendance contract to be reviewed and signed by parents/guardians at the enrollment visit. This goes over the program’s

attendance policy where children need to be at or above 85% (not including excused and validated absences). It also goes over the importance of attendance and participation directly relating to the child's success and development in school. This policy discusses cost of care and services so families can understand the full picture of the benefit they are receiving. Since implementing this, staff feels families have more buy in and obligation to participate in programming. Attendance is monitored daily as centers call families if a child does not arrive before 9am on a program day. Attendance is then monitored monthly by HS0-5 family engagement specialists (FES) to make sure the program is at or above 85% and to identify any chronic absences or trends. If HS0-5 staff notices low % or trends, families can be put on an attendance improvement plan with the support of their FES to identify obstacles, create achievable steps to improve attendance, make necessary referrals, and collaboratively support getting their child to school. If a child misses three consecutive (unexcused) days, center calls FES and FES reaches out to family to make sure they are safe and address any additional factors that are causing absenteeism.

## **6. Education and Child development**

HS0-5 center-based programs implement the Creative Curriculum (CC). CC aligns with Head Start and Colorado educational standards. HS0-5 uses CC at all of the sites. CC is a researched based program that includes research-proven curriculum and resources. It supports teachers while allowing creativity in planning developmentally and culturally responsive individualized instruction for children based on interest and ability. HS0-5 implements CC for Preschool in HS classrooms and CC for Infants, Toddlers, and Twos in EHS classrooms. It allows us to support dual language learners with the opportunity to assess in both English and Spanish using a single assessment. Through a coaching plan, qualified directors at each site as

well as, staff completing and maintaining current interrater reliability and implementing the CC fidelity checklist, HS0-5 will implement the curriculum with fidelity. At Summit School District classrooms, the Incredible Years, an evidence-based program focusing on social emotional learning, self-regulation and problem-solving skill, is also implemented.

HS0-5 utilizes the ASQ3, ASQ-SE screenings as well as the Devereux Early Childhood Assessment (DECA). HS0-5 completes ASQ3/ASQSE on all children at enrollment, with a minimum of one every subsequent year. Most children are having them completed by either parent or teacher three times a year. Both screenings have materials offered in Spanish and HS0-5 offers translation support for all participants, parents, and teachers. Parents fill out, many times with help of family support staff, ASQ/ASQSE on enrollment visits or at back to school night, so any concerns or referrals to the Mental Health Consultant (MHC) can be addressed immediately. The DECA include a parent component as well for a more comprehensive assessment of how to best support the child's social emotional concerns. HS0-5's MHC is trained in DECA and all staff attend ASQ3/ASQSE training upon hire.

## **7. Health**

HS0-5, in partnership with parents, will complete all health requirements. Annually, parents and FES review and sign a health contract outlining all program health requirements, and parents acknowledge how they will support their child's health and wellness throughout the year as well. Parents are responsible for giving FES updated health and dental documents as they follow the recommended schedule for well child checks and immunizations. HS0-5 also provides mental health home visits if family requests or is showing need for a higher level of support. Translation is always provided, and FES staff is always present to help advocate for family, parent and child. HS0-5 tracks all health requirements and health home visits in Child Plus (CP)

and review data at monthly check-ins to ensure compliance and identify any areas of need. Family Engagement Specialists (FES) then coordinate timely follow up directly with the children and families on their caseload. HS0-5 Parent Committees are also paired with a learning opportunity for the parents and children. 4/6 of the events have social emotional learning or mental well-being focus. Learning opportunities include cooking classes linking nutrition to mental well-being, specialists or therapists to talk about dealing with difficult behaviors, and stress management techniques. HS0-5 director also participates in a community wide social emotional learning group that meets multiple times a year to engage families, community wide, in mental health navigation and support. HS0-5 has an identified position, Health and Wellness Coordinator, to help monitor the health data and making sure program requirements are up to date.

## **8. Family and Community Engagement**

HS0-5 is using guidance from Parent, Family and Community Engagement framework to build trusting and respectful relationships with families. Home visits and time spent getting to know families at socializations and events have an important role in building those relationships. HS0-5 respects families cultural and socio-economic background, while implementing the Family Partnership Agreement and goal setting process with enrolled families. HS0-5 uses reflective practices to allow families personal goals, perspectives, and values to be communicated through their goals. At all home visits, events, parent teacher conferences, Parent Committees, and Policy Councils, meetings, translation is provided in either English or Spanish, dependent on language in which the event is hosted. All flyers, information, documents, and enrollment forms are offered in families home language. HS0-5 staff works hard to coordinate services provided to families who may be shared clients with other community agencies. HS0-5

tries to make navigating resources in the community a seamless experience. Just as teachers are directed by the student's interest, HS0-5 staff is committed to remaining responsive to family's needs, passions, culture, language, and always meeting the family where they are at. Coming alongside these families and being a support for them is one of the most rewarding parts of the HS0-5 programming.

All of the events and parent committees are planned with the PFCE framework, program goals, and school readiness goals in the planning process. HS0-5 hopes to integrate these guidelines so parents, children, teachers, and staff can grow, learn, and see benefit in these events. All events are bilingual events, making it accessible and available for most families. All events are sensitive and available for children and families with disabilities, as their participation is expected and valued.

HS0-5 is implementing and using Positive Solutions for Families with Young Children as the evidence-based parenting curriculum. This workshop is offered at least once per program year and is promoted to all parents. Childcare and dinner are always provided. Classes are offered in both English and Spanish, depending on participant need. All materials are available in both English and Spanish. Summit County is also implementing Pyramid Plus county wide, offering the 18-session course to teachers and staff. This has been a great way for teachers and staff to connect with parents, partnering on common strategies to best support young children.

HS0-5 conducts the Family Partnership Agreement (FPA) 2-3 times a year. Once at enrollment, an optional midyear check-in, and one time at the end of the program year. The FPA is aligned with the Family outcomes of the Parent, Family, Community Engagement framework, as all questions fall under the domains of: Family well-being, Positive Parent-child Relationships, Families as Lifelong Educators, Families as Learners, Family Engagement in

Transitions, Family Connections to Peers and Community and Families as Advocates and Leaders. Data is tracked and entered into Child Plus, where gains can be monitored and addressed. Referrals are often made when a family self-reports a need in one of the domains.

Close community partnerships with Family Intercultural Resource Center (FIRC) allow us to make referrals for families who may need additional support in home visitation, health navigation, mental health navigation and resources, parenting groups, parenting classes, and community events for families with young children. HS0-5 also connects families with housing opportunities in the community by referrals to the Housing Works program. HS0-5 maintains a close relationship with Colorado Mountain College (CMC) which offers affordable educational opportunities as well as an English as a Second Language program. There are a variety of resources available in Summit County. A challenge is maintaining the contacts for the right services, as well as understanding how each program operates under different qualification factors for families. It can be hard to correctly refer families to programs when the qualifying factors, such as income, can be calculated differently or the program follows different income guidelines. Participating in different community action groups, or annual community resource fair for providers and maintaining open and consistent communication with key partners has been the best way to address these challenges.

## **9. Services for Children with Disabilities**

HS0-5 has started to use ASQ/ASQSE for all applicants to help support early identification and early referral in the community. Referrals are made for any application, regardless of enrollment, if a concern is seen on screening. Referrals are made directly to Part C or Part B depending on children's age. Additionally, children with special needs can be identified through a community screening and Child Find process. Children between 0-3 years are served through

Part C and the Individuals of Disabilities Act (IDEA) by Summit County Early Intervention with funding through the Colorado Department of Human Services. Children ages 3-21 are served through Part B of IDEA by services through the Summit School; District. Services for children ages 3-5 years with special needs are provided in the local school district preschool classrooms. HS0-5 maintains a minimum of 10% of total enrollment for children with special needs. HS0-5 also participates in supporting the family's participation and development of an Individual Family Service Plan (IFSP) or an Individual Educational Plan (IEP). In the school district, all the Preschool lead teachers have or are obtaining their master's in early childhood special education (ECSE). In the community centers the EC MHC and Coaches provide supports and strategies for teachers to successfully individualize learning for all children, including those with disabilities.

## **10. Transition**

*Transitions to and from Early Head Start and between programs-* For transitions into the program, staff work with accepted families to complete an enrollment visit and enrollment paperwork. At this time staff orients the family to the program, program requirements including PFCE framework and goal setting, health requirements, and attendance. Family is also given a program calendar and informed of events and opportunities to socialize with other families and participants. Transitions into the HS0-5 program always include a tour of the site for the parent/guardian to see the space and meet the child's teacher, as well as support in gathering and submitting required paperwork per centers licensing protocol. HS0-5 families also receive a home visit from both Family Engagement Specialist and child's teacher giving both parties an opportunity to learn more about the family and child. HS0-5 hosts a back to school night to help families understand more about the program and services provided (e.g. transportation,

curriculum, policy council, SE support, pedestrian safety, nutrition, and required health screenings). Staff will work with parents/guardian of an enrolled EHS child when child is 2.5 to begin transition planning. At this time, staff will discuss options in a transition meeting, documenting family's needs, preferred schedule and location. If the child has an identified disability, the transition visit at 2.5 years of age will include their Early Intervention caseworkers, therapists involved in the IFSP service plan, as well as HS0-5 staff. It will be a collaborative effort to inform family of next steps, getting evaluated for Part B services, and facilitating a smooth transition. Staff will also help families apply to the preschool program of their choice and let family know if they will qualify for any tuition assistance programs including Head Start. HS0-5 staff partner with the local school district to help process applications for all tuition assistance applicants. If family does not qualify, or there will be a gap in services, staff will work with parents to discuss other options such as Colorado Child Care Assistance Program (CCCAP), home visitation programs, and other tuition assistance programs. If a child turns three mid program year, the community childcare centers have a waiver to continue to serve this child in a toddler room for additional months. At an appropriate point in time, HS0-5 staff evaluates if they can allocate additional local funding for this child's transition period to support continuity of care until the child transitions to preschool or kindergarten. Any HS0-5 family who completed the program is invited and encouraged to participate in the HS0-5 annual graduation celebration and ceremony.

*Transitions from Head Start to Kindergarten:* Children transitioning from HS to Kindergarten will visit the Kindergarten classrooms and tour the cafeteria. HS0-5 teachers, in addition to all district preschool teachers, will complete a spring home visit to address any questions parents may have about the transition as well as share information from the preschool

year including TSG assessment data. A community transition form will be filled out by child's current teacher and given to child's Kindergarten teacher for the following year. (See example transition form uploaded under supporting documents). Children attending HS at a community childcare center will also be supported in setting up a tour of the school as well as all HS children will be informed and invited to the school districts "Kindergarten Roundup" event where Kindergarten registration takes place. For a child with identified disability, Kindergarten teachers, alongside preschool staff and HS0-5 FES, attend the annual IEP meeting to help family understand how the IEP will continue into kindergarten and talk about further supports at home.

**11. HS0-5 does not provide Services to Pregnant Women.**

**12. Transportation**

For the 2019-2020 school year, HS0-5 anticipates that 27 of the 35 slots to be at the Summit School District (SSD) classrooms. The remaining eight will participate at two local community centers, Summit County Preschool and Lake Dillon Preschool, and the provision of transportation is not an issue at this time for community childcare sites. Children in SSD are financed by state funded preschool dollars, special education dollars, private tuition pay dollars, and the federal funds from the HS program. Using these resources, SSD provides free transportation to PreK children. However, for HS compliance with the regulations that require Head Start children to be secured in appropriate child restraint systems and that there be at least one bus monitor onboard any bus transporting Head Start children would significantly impact the Head Start program as Head Start will no longer be able to utilize the transportation services. Preschool children ride the same bus as elementary school age children and represent only a few of the many other children riding a particular bus on a particular route. Faced with no access to this transportation will undoubtedly disenfranchise many Head Start eligible families with no

ability to get their child to and from the school with the Head Start program and the overall ability to enroll children in our program. All the while, all other school district children will continue to have the school district free transportation services available to them. For some Head Start children there will be another significant safety risk because now instead of being transported on a school bus they will be transported in private vehicles which studies by the National Highway Transportation Safety Administration (NHTSA) show children to be at greater risk.

**Justification for Child Restraint Systems Waiver:**

Summit School District school buses offer a “passive restraint system” called compartmentalization. This compartmentalization protects children in the same manner that an egg carton protects its contents with strong, padded, flexible and closely spaced seats. The school buses are also built to federal standards that give them additional roll over protection, additional bus body joint strength, additional emergency exits and additional mirror systems. School bus crash data show that compartmentalization has been effective at protecting school bus passengers. School buses are the safest form of transportation in America. The need to modify or to purchase new buses with safety restraint systems for so few children who ride several different routes would be too costly and could mean discontinuing transportation services for Head Start children and would significantly disrupt the Head Start program. If needed, children with identified special needs are provided extra safety supports to ensure safe passage.

**Justification for Bus Monitor Waiver:**

Head Start children ride the same school buses as other preschool and K-5 children and represent only a very few of the dozens of children on several school buses. Head Start children are also widely dispersed over Summit County’s large geographical service area and this requires

many bus routes to service the children who attend four different school facility sites. A monitor's presence would be prohibitively expensive with the salary amortized among three or four Head Start children times five or six bus routes. HS0-5 would not be able to finance this cost and transportation services would not be available to Head Start children. Summit School District school bus drivers log a minimum of 25 hours of refresher training annually. New drivers receive a minimum of 40 hours of training, in addition to the refresher training received by all drivers. All of the drivers transporting young children take their responsibility very seriously and work closely with the school's personnel to ensure safe transport for their youngest passengers. Summit County Head Start fully supports the requirements designed to assure that Head Start children are safely transported. HS0-5 believes the single most important safety feature in the transportation regulations is the requirement that children be transported on school buses and would like to continue offering school district transportation services with the Head Start program. The safety of children continues to be the paramount concern and Summit County Head Start children are currently offered safe transportation on the school district school buses. Therefore, granting these waivers for the Summit County Head Start program would be in the best interest of the children involved.

### **C. Governance, Organizational, and Management Structures**

#### **1. Governance Structure**

Summit County Government (SCG) is the grantee as well as a program partner. The SCG County's Finance office compiles the SF-269 and PMS-272 Reports and reimburses the partners for program expenses incurred. The County Attorney's office provides legal guidance needed with program governance. Summit County Board of County Commissioners (BOCC) serves as governing body and has assigned Early Childhood Options (ECO) oversight of the

operational functions. Head Start staff is housed at ECO. The role of expertise in early childhood education and development are shared by the ECO Executive Director, HS0-5 Program Director, qualified site directors, Early Childhood Coordinator at Summit School District, and two EC Coaches housed at Early Childhood Options.

The Board of Early Childhood Options (ECO) serves as the advisory board to the BOCC. The advisory board includes an array of participants from other key programmatic areas: Board of County Commissioner, Assistant County Manager, School District Superintendent, local small business owner and parent, Building Hope Executive Director, Silverthorne Town Manager, and HR Director at Copper Mountain Resort.

Policy Council is made up of one parent from each site participating in HS0-5 services. Of those parents, there is then an elected President and Vice-President. Ballots are given out to all parents/guardians of enrolled children. There are additional community members who participate from partner community organizations such as Early Intervention (EI) and Family Intercultural Resource Center (FIRC), alumni parents, and community parents.

## **Processes**

**Governing Body:** The Governing Board (GB) and the Policy Council receive the following information monthly: Director's report, budget information, program data and any other relevant information. The Board of Early Childhood Options (ECO) also receives this packet. HS0-5 facilitates at least one joint meeting per year with PC, GB and ECO Board. As mentioned above, the ECO Board serves as an advisory committee to the Governing Board, but the Governing Board retains all legal and fiscal responsibility. A county attorney and fiscal director review grant and other formal changes to the Summit Head Start program. The County Finance Department processes all payments to partners providing Head Start services. Partners

prepare financial requests for services, the Head Start Director, Accounts Manager, and Office Manager prepare and review these requests and county staff complete a final review before issuing payment. The Head Start Director meets directly with the GB at least two times a year in person.

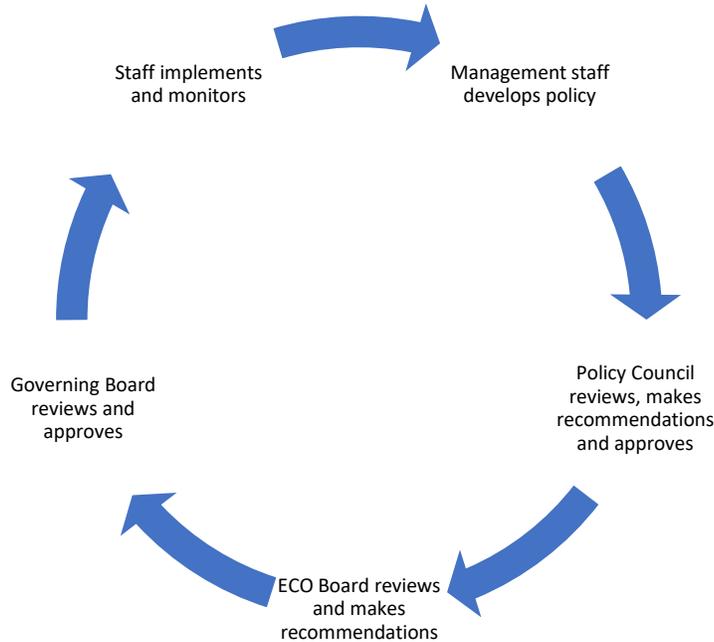
Policy Council (PC): As described above, PC receives a packet of information at each meeting. This information is reviewed with PC at the meeting. Interpretation is provided. Links to minutes from PC meetings is shared with parents in a closed Facebook group. These parents also are introduced at Parent Committee meetings and given an opportunity to speak to parents. A PC representative also participates at the Summit Head Start Back to School Night to share information with parents and encourage parents to run for a PC position.

Parent Committees: HS0-5 hosts a parent committee in conjunction with a training or coffee at each site at least once during the program year. For the 2020 year, there will be six parent committees. All parents, guardians, staff and Policy Council are invited to parent committees. During these events, parents and guardians of enrolled children are given the opportunity to give HS0-5 staff feedback, suggestions, and requests regarding programming and policies that meets the needs of Summit County children and families. Policy council members who are present then take this information back and report out to the rest of the PC at the monthly meeting. Policy Council members also share with parent committee any program information or updates that has been discussed during monthly meetings. HS0-5 will also inform families of personnel updates and staffing changes. Parent Committees are set up as dual purpose events: meeting and parent training. Training topics are planned based on program requirements and feedback from parent interest surveys and input. The committees also have a focus on social-emotional learning opportunities for participants.

Relationships: Training information is provided at the start of each program year to PC, GB and ECO Board. This information includes: Head Start organization chart and explanation of roles, Venn diagram chart that includes roles of staff, PC and GB. This information is also reviewed at the joint meeting in the spring. At each September Policy Council meeting, the key parts of “How to Run a Meeting” are reviewed and new members are trained. GB is an elected body and as such receives annual training regarding how to address potential conflicts of interest as elected officials. There has never been a conflict of interest with any of the current or past County Commissioners. The PC and ECO Board have by-laws that prohibit individuals with a potential conflict of interest to participate in decision-making. The same information is shared between GB and PC. The joint meeting gives both groups an opportunity to meet each other and discuss hopes and concerns of the HS0-5 program. GB and PC also often meet together when the Region 8 monitoring visits occur, or other special guests to Summit. GB and ECO are also invited to HS0-5 family events in hopes of building and deepening meaningful relationships.

The Summit Board of County Commissioners (BOCC) serves as the Governing Body (GB) for the Summit Head Start 0-5 (HS0-5) program. BOCC maintains full legal and fiscal responsibility. The BOCC has appointed the Early Childhood Options (ECO) Board to serve as an Advisory Committee to maintain effective governance and ongoing improvement of the HS0-5 program. The ECO Board will act as a liaison between HS0-5 and the community. The ECO Board will work in partnership with PC in developing, reviewing, approving and/or monitoring the following prior to final approval from GB: annual required reporting, funding applications, program policies and procedures, monitoring visits and audits, program goals and objectives, Selection of delegate agencies, partners and service areas, criteria for defining recruitment, selection and enrollment priorities, and decisions to hire or terminate HS0-5 Director or other

key staff who work primarily for HS0-5. Information such as program updates, goals and data, financial statements and budgets, are shared monthly between the PC, ECO Board, and GB. The HS0-5 director facilitates communication between groups.



## 2. Human Resources Management

See attached organizational chart.

Before staff are hired an initial Colorado Bureau of Investigation (CBI) CBC is conducted and a check on the sex offender registry. All new hires are conditional based on the results of additional background checks. After hire, new staff complete an IDENTOGO appointment for additional CBI and FBI criminal background checks. Staff working in licensed childcare are also checked in the TRAILS system which provides information related to child abuse. Partner staff complete a new hire form that is shared with Head Start management staff. This information is entered in Child Plus so HS0-5 can maintain records related to background checks.

New Head Start staff can receive orientations specific to Head Start a variety of ways: (1) a presentation by the Head Start Director at an all staff meeting, (2) small group orientation in conjunction with ECO new hire training for Summit County ECE staff, or (3) a one-on-one training. Partner sites conduct orientations and volunteer training specific to their organization. ECO, Public Health and Head Start coordinate a variety of trainings throughout the year that are available to Head Start staff. If partner staff would like to request additional funds, HS0-5 uses a training request form program can submit for approval by the Head Start Director. Staff are also encouraged to participate in the local scholarship program—the Apple Tree Fund. HS0-5 also pays for HS staff to attend the bi-annual Successful Child Conference, focused on EC, hosted by Early Childhood Options. A coach has been assigned to specifically support HS centers, staff and students and an ECMHC is also on staff to provide additional tiered support.

### **3. Program management and Quality Improvement**

The management team reviews PIR data and data related to the grant goals at different check points throughout the year. The school readiness committee looks specifically at child outcome data for the community quarterly. Classroom staff are utilizing TS GOLD at three check points. Family Engagement staff are regularly looking at family outcome data. Health and Safety checks are conducted by management staff in the fall to identify any needs for programs. Clayton also conducts health and safety checks in the infant/toddler rooms. Programs are also completing their own regular health and safety checks. ITERS, ECERS and CLASS are also conducted in classrooms annually.

All staff at Early Childhood Options, and EC staff at partner sites, have professional development plans. The Head Start director meets with ECO staff providing direct services monthly. HS Director also has monthly management meeting to go over financials, policies, and

processes. The Head Start Director also meets with partner staff once a month to discuss needs and trends specific to Head Start and improvement plans.

Partner sites monitor budgets specific to staffing patterns. The Head Start Director meets with partner staff monthly to discuss needs and trends specific to Head Start funds. Budget is given to partners at the beginning of the fiscal year, or as any adjustments are made. A coordinated monthly invoicing system allows transparent tracking of budget and spending.

## **Section II. Budget and Budget Justification**

The Summit County Head Start and Early Head Start budgets follow all uniform administrative requirements, cost principles, and audit requirements for Federal awards to non-Federal entities, as described in 45 CFR §75. Summit County and all sub-recipients follow Generally Accepted Accounting Principles (GAAP). Summit County Government finance office staff meet with subrecipients a minimum of two times per year to review fiscal policies and ensure all practices and procedures comply with federal, state and local requirements. An audit of the Head Start/Early Head Start Program is completed annually at the County level and available to the general public. Annual budgets are prepared by staff and approved by the policy council and governing board members. Budget reports are reviewed regularly by BOCC, ECO Board, and PC. A county attorney and fiscal director also review grant and other formal changes to the Summit Head Start program. The County Finance Department processes all payments to partners providing Head Start services. Payments are generally made on a reimbursement basis. Partners prepare financial requests for services, the Head Start Director reviews these requests and county staff complete a final review before issuing payment. A detailed description of the proposed 2020 budgets is included below:

### **HEAD START**

<b>Base:</b>	\$ 425,192
<b>T/TA:</b>	\$ 9,538.00
<b>Total:</b>	\$ 434,730
<b>NFS:</b>	\$ 108,730
<b>Grand Total:</b>	\$ 543,460

PERSONNEL	Position	Annual Hours	Hourly wage	Federal Cost	Federal FTE	Base Salary	Host Employer
HS Director	Administrative	998	\$32.81	\$ 32,756	0.48	\$ 54,594	Early Childhood Options
Ed Coordinator	Program Education	250	\$32.81	\$ 8,189	0.12	\$ 13,648	Early Childhood Options
Family Engagement Staff #1	Program	1,581	\$20.95	\$ 33,110	0.95	\$ 34,853	Early Childhood Options
Family Engagement Staff #2 / Health & Wellness	Program	832	\$19.92	\$ 16,576	0.40	\$ 41,441	Early Childhood Options
Family Engagement Staff #3	Program	520	\$19.92	\$ 10,360	0.25	\$ 41,441	Early Childhood Options
Event & Outreach Coord.	Program	1,248	\$17.37	\$ 21,677	0.60	\$ 36,128	Early Childhood Options
Mental Health Consultant	Program	1,086	\$25.56	\$ 27,733	0.52	\$ 46,222	Early Childhood Options
ECO Accounts Manager	Administrative	200	\$25.56	\$ 5,100	0.10	\$ 8,501	Early Childhood Options
ECO Office Manager	Administrative	262	\$24.54	\$ 6,426	0.13	\$ 10,711	Early Childhood Options
<b>Total Personnel</b>				<b>\$ 161,927</b>	<b>3.54</b>		

FRINGE	Federal Cost
SS, unemp-9%	\$ 14,573
Workmans comp 1.5%	\$ 2,429
Retirement - 14%	\$ 7,346
Health, dental, vision insur	\$ 18,608
<b>Total Fringe</b>	<b>\$ 42,956</b>
TRAVEL	Federal Cost
Out of town (50% T/TA)	\$ 4,769
additional OOT	\$ -
<b>Total Travel</b>	<b>\$ 4,769</b>

<b>SUPPLIES</b>	<b>Federal Cost</b>	<b>Note</b>
Office Supplies	\$ 2,061	specifically for classroom & child/teacher support, quality improvement ASQ/DECA screenings, TS Gold supports, Vision/OAE machines/lead tests/OAE ear tips, SEL supplies, CP fees
Classroom supplies	\$ 6,000	
Resource Supplies	\$ 3,000	
<b>Total Supplies</b>	<b>\$ 11,061</b>	

<b>OTHER</b>	<b>Federal Cost</b>
Rent	\$ 15,683
Utilities (Comcast, Summit)	\$ 2,719
Cell phones	\$ 1,846
Repairs and maintenance	\$ 1,131
Payroll fees	\$ 1,868
Dues & Postage	\$ 416
Background checks	\$ 332
ECO audit	\$ 2,500
Local travel	\$ 2,700
Insurance for Directors/Off	\$ 627
IT contract	\$ 2,925
Policy Council/PC	\$ 1,800
Parent meetings/events	\$ 1,800
Training (50% T/TA)	\$ 4,769
SCG admin	\$ 5,040
Insurance PC	\$ 560
SCG audit	\$ 2,240
<b>Total Other</b>	<b>\$ 48,956</b>
<b>TOTAL all categories</b>	<b>\$ 434,730</b>

**Non-federal share:**

<b>PERSONNEL</b>	<b>Non-Federal Share</b>	<b>Note</b>
Mental Health Consultant	\$ 4,144	8% Salary by Summit Foundation
<b>Total Personnel</b>	<b>\$ 4,144</b>	
<b>FRINGE</b>		
SS, unemp-9%	\$ 373	8% Salary by Summit Foundation
Workmans comp 1.5%	\$ 62	
Health, dental, vision insurance- 17%	\$ 704	
<b>Total Fringe</b>	<b>\$ 1,139</b>	
<b>CONTRACT</b>		
SSD Contract 27 children	\$ 95,335	Transportation & CPP
Physical Activity	\$ 8,112	Summit Foundation
<b>Total Contract</b>	<b>\$ 103,447</b>	
<b>TOTAL all categories</b>	<b>\$ 108,730</b>	Non-Federal Share

## EARLY HEAD START

<b>Base:</b>	\$328,612
<b>T/TA:</b>	\$7,554
<b>Total:</b>	\$336,166
<b>NFS:</b>	\$ 83,995
<b>Grand Total:</b>	\$ 420,161

PERSONNEL	Position	Annual Hours	Hourly wage	Federal Cost	Federal FTE	Base Salary	Host Employer
HS Director	Administrative	333	\$32.81	\$ 10,918	0.16	\$ 54,594	Early Childhood Options
Ed Coordinator	Program Education	83	\$32.81	\$ 2,730	0.04	\$ 13,648	Early Childhood Options
Family Engagement Staff #1	Program	83	\$20.95	\$ 1,743	0.05	\$ 34,853	Early Childhood Options
Family Engagement Staff #2 / Health & Wellness	Program	832	\$19.92	\$ 16,576	0.40	\$ 41,441	Early Childhood Options
Family Engagement Staff #3	Program	416	\$19.92	\$ 8,288	0.20	\$ 41,441	Early Childhood Options
Event & Outreach Coord.	Program	416	\$17.37	\$ 7,226	0.20	\$ 36,128	Early Childhood Options
Mental Health Consultant	Program	362	\$25.56	\$ 9,244	0.17	\$ 46,222	Early Childhood Options
ECO Accounts Manager	Administrative	67	\$25.56	\$ 1,700	0.03	\$ 8,501	Early Childhood Options
ECO Office Manager	Administrative	87	\$24.54	\$ 2,142	0.04	\$ 10,711	Early Childhood Options
<b>Total Personnel</b>				<b>\$ 60,567</b>	<b>1.30</b>		

FRINGE	
SS, unemp-9%	\$ 5,451
Workmans comp 1.5%	\$ 745
Retirement - 14%	\$ 2,449
Health, dental, vision insu	\$ 7,323
<b>Total Fringe</b>	<b>\$ 15,968</b>
TRAVEL	
Out of town (50% T/TA)	\$ 3,777
<b>Total Travel</b>	<b>\$ 3,777</b>

<b>SUPPLIES</b>		<b>Note</b>
Office Supplies	\$ 963	
Classroom supplies	\$ 8,000	specifically for classroom & child/teacher support, quality improvement
Resource Supplies	\$ 3,000	ASQ/DECA screenings, TS Gold supports, Vision/OAE machines/lead tests/OAE ear tips, SEL supplies, CP fees
<b>Total Supplies</b>	<b>\$ 11,963</b>	

<b>CONTRACT</b>			
Nutrition Consultant	\$ 400		
Health Consultant	\$ 1,600		
SCP Teacher meals	\$ 7,274		
LDP Teacher Meals	\$ 1,417		
SCP diapers & wipes	\$ 245		
SCP Food	\$ 1,260		
SCP Tuition	\$ 110,832		
SCP home visits	\$ 1,400		
LDP Tuition	\$ 33,248		
LDP food	\$ 1,620		
LDP diapers & wipes	\$ 840		
LDP home visits	\$ 400		
Contract Child Services	\$ 6,000	Teacher ad postings, translations, cccap support, specialist support and/or presentations, additional HV	
CH Teacher Meals	\$ 5,196		
CH Tuition	\$ 41,136		
Carriage House Diapers &	\$ 2,480		
Carriage House Food supp	\$ 2,500		
<b>Total Contract</b>	<b>\$ 217,848</b>		

<b>OTHER</b>	
Rent	\$ 5,228
Utilities (Comcast, Summit)	\$ 880
Cell phones	\$ 678
Repairs and maintenance	\$ 366
Payroll fees	\$ 605
Dues & Postage	\$ 138
Background checks	\$ 108
ECO audit	\$ 2,000
Local travel	\$ 547
Insurance for Directors/O	\$ 209
IT contract	\$ 2,947
Policy Council/PC	\$ 1,200
Parent meetings/events	\$ 1,200
Training (50% T/TA)	\$ 3,777
SCG admin	\$ 3,960
Insurance PC	\$ 440
SCG audit	\$ 1,760
<b>Total Other</b>	<b>\$ 26,043</b>
<b>TOTAL all categories</b>	<b>\$ 336,166</b>

**EARLY HEAD START Non-federal share:**

<b>PERSONNEL</b>	<b>Non-Federal Share</b>	<b>Note</b>
Mental Health Consultant	\$ 1,381	2.5% Salary by Summit Foundation
ECO Accounts Manager	\$ 10,095	3.8% salary by Rightstart Tuition Assistance
<b>Total Personnel</b>	<b>\$ 11,476</b>	
<b>FRINGE</b>		
SS, unemp-9%	\$ 1,033	
Workmans comp 1.5%	\$ 172	
Retirement - 14%	\$ 1,413	
Health, dental, vision insu	\$ 235	
<b>Total Fringe</b>	<b>\$ 2,853</b>	
<b>SUPPLIES</b>		
Classroom supplies	\$ 31,000	Rightstart Quality Improvement for Carriage House, Summit County Preschool & Lake Dillon Preschool
<b>Total Supplies</b>	<b>\$ 31,000</b>	
<b>CONTRACT</b>		
CH Tuition	\$ 25,695	Town of Breckenridge Tuition Assistance
<b>Total Contract</b>	<b>\$ 25,695</b>	
<b>OTHER</b>		
Training (50% T/TA)	\$ 12,971	Rightstart Salary Supplement and Teacher Scholarships
<b>Total Other</b>	<b>\$ 12,971</b>	
<b>TOTAL all categories</b>	<b>\$ 83,995</b>	<b>Non-Federal Share</b>