



**District
Mission:**

LCSD Challenges students to reach their fullest potential through personal, engaged and rigorous learning in the classroom and beyond.

**Board
Priorities:**

Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career.

Every day, we are college or career ready.

Provide all students with engaging learning opportunities.

Rigor and engagement are everywhere.

Create a space that is safe, inclusive and welcoming for all.

Diversity and culture make us better.

Plan and execute the capital and human capital investments that will make our district better.

We plan for the future.

Lake County School District Board of Education
Oct. 14, 2024 5:30 pm Regular Meeting
Location: District Office-Room 11 & via Zoom

1. 5:30 Call to order
2. 5:31 Pledge of Allegiance
3. 5:32 Roll Call
4. 5:33 Preview Agenda
5. 5:34 Public Participation

Members of the public who wish to address the board on non-agenda items are welcome to do so at this time. Please sign up with board secretary. We ask you to please observe the following guidelines:

- Confine your comments to matters that are germane to the business of the School District.
- Recognize that students often attend or view our meetings. Speaker's remarks, therefore, should be suitable for an audience that includes kindergarten through twelfth grade students.
- Understand that the board cannot discuss specific personnel matters or specific students in a public forum.

6. 5:40 Consent Agenda
 - a. Sept. 9, 2024 Regular Meeting Minutes
 - b. Sept. 23, 2024 Special Meeting Minutes
 - c. Employee Status
 - d. Board Member time sheets
7. 5:41 Action Items
 - a. Head Start-Program Goals, School Readiness Goals and Head Start Baseline Application
8. 6:00 Discussion item
 - a. 6:00 Land Sales Update
 - b. 6:15 Improvement Planning and UIP
 - c. 6:45 Budget and Health Insurance Updates
9. 7:45 Superintendent update
10. 7:55 Board Reports
11. 8:00 Agenda Planning
12. Informational Items
 - a. Head Start Reports
13. Adjourn
14. Upcoming meeting or event:
 - a. Oct. 24, 2024 Work Session/BOE Retreat @ 5:30 pm @ District Office/Zoom
 - b. Oct. 25, 2024 Work Session/BOE Retreat @ 9:00 am @ District Office/Zoom
 - c. Oct. 28, 2024 Work Session @ 5:30 pm @ District Office/Zoom
 - d. Nov. 11, 2024 Regular Meeting @ :30 pm @ District Office/Zoom

Estimated duration of meeting is 2.5 to 3 hours **Updated 10/10/2024

A few welcoming notes:

The board's meeting time is dedicated to its strategic mission and top priorities. • The "consent agenda" has items which have either been discussed prior or are highly routine. By not discussing these issues, we are able to spend time on our most important priorities. • "Public participation" is an opportunity to present brief comments or pose questions to the board for consideration or follow-up. Time limits are 3 minutes for individual speakers if fewer than 20 individuals have signed up to speak; 2 minutes' limit and 5 minutes for groups of 20 signed up; and 1 minute for individual and 3 minutes for groups if more than 30 have signed up to speak. Please see Board Policy GP-14 (Governance Process) for the full policy. The boundaries are designed to help keep the strategic meeting focused and in no way limits conversations beyond the board meeting. • Your insights are needed and welcomed and the board encourages you to request a meeting with any board member, should you have something to discuss. • If you are interested in helping the district's achievement effort, please talk with any member of the leadership team or call the district office at 719-486-6800. Opportunities abound. Your participation is highly desired.



Mision del

Distrito:

LCSd desafía a los estudiantes a alcanzar su máximo potencial a través del aprendizaje personal, comprometido y riguroso en el aula y más allá.

Prioridades de la junta:

Asegúrese de que todos los estudiantes se mantengan en o por encima del nivel de grado cada año y se gradúen preparados para implementar con éxito un plan para la universidad o una carrera.

Todos los días estamos preparados para la universidad o una carrera.

Brindar a todos los estudiantes oportunidades de aprendizaje interesantes.

El rigor y el compromiso están en todas partes.

Crea un espacio seguro, inclusivo y acogedor para todos.

La diversidad y la cultura nos hacen mejores.

Planificar y ejecutar las inversiones de capital y humano que mejorarán nuestro distrito.

Planeamos para el futuro.

Junta de Educación del Distrito Escolar del Condado de Lake

14 de octubre de 2024 5:30 pm Reunión ordinaria

Ubicación: Oficina del distrito y via Zoom

1. 5:30 Llamada al orden
2. 5:31 Juramento a la bandera
3. 5:32 Pasar lista
4. 5:33 Vista previa de la agenda
5. 5:34 Participación pública

Los miembros del público que deseen dirigirse a la junta sobre temas que no estén en la agenda pueden hacerlo en este momento. Regístrese con el secretario de la junta. Le pedimos que observe las siguientes pautas:

- Limite sus comentarios a asuntos relacionados con los negocios del Distrito Escolar.
- Reconozca que los estudiantes a menudo asisten o ven nuestras reuniones. Por lo tanto, los comentarios del orador deben ser adecuados para una audiencia que incluya a estudiantes de jardín de infantes a duodécimo grado.
- Entender que la junta no puede discutir asuntos específicos de personal o estudiantes específicos en un foro público.

6. 5:40 Agenda de consentimiento
 - a. Acta de la reunión ordinaria del 9 de septiembre de 2024
 - b. Acta de la reunión especial del 23 de septiembre de 2024
 - c. Estado del Empleado
 - d. Hojas de tiempo de los miembros de la junta
7. 5:41 Elementos de acción
 - a. Objetivos del programa Head Start, objetivos de preparación escolar y solicitud de referencia de Head Start
8. 6:10 Tema de discusión
 - a. 6:00 Actualización de ventas de terrenos
 - b. 6:15 Planificación de mejoras y UIP
 - c. 6:45 Actualizaciones de presupuesto y seguro médico
9. 7:45 Actualización del superintendente
10. 7:55 Informes de la junta
11. 8:00 Planificación de la agenda
12. Elementos informativos
 - a. Informes de Head Start
13. Aplazar
14. Próxima reunión o evento:
 - c. 24 de octubre de 2024 Sesión de trabajo/Retiro de la Junta de Educación a las 5:30 p. m. en la oficina del distrito/Zoom
 - d. 25 de octubre de 2024 Sesión de trabajo/Retiro de la Junta de Educación a las 9:00 a. m. en la oficina del distrito/Zoom
 - e. 28 de octubre de 2024 Sesión de trabajo a las 5:30 p. m. en la oficina del distrito/Zoom
 - f. 11 de noviembre de 2024 Reunión ordinaria a las 5:30 p. m. en la oficina del distrito/Zoom

La duración estimada de la reunión es de 2,5 a 3 horas ** Actualizado 10/10/2024

Algunas notas de bienvenida:

El tiempo de reunión de la junta se dedica a su misión estratégica y sus principales prioridades. • La "agenda de consentimiento" tiene elementos que han sido discutidos previamente o son muy rutinarios. Al no discutir estos temas, podemos dedicar tiempo a nuestras prioridades más importantes. • La "participación pública" es una oportunidad para presentar breves comentarios o plantear preguntas a la junta para su consideración o seguimiento. Los límites de tiempo son 3 minutos para oradores individuales si menos de 20 personas se han inscrito para hablar; Límite de 2 minutos y 5 minutos para grupos de 20 inscritos; y 1 minuto para individuales y 3 minutos para grupos si más de 30 se han inscrito para hablar. Consulte la Política de la Junta GP-14 (Proceso de gobernanza) para conocer la política completa). Los límites están diseñados para ayudar a mantener la reunión estratégica enfocada y de ninguna manera limita las conversaciones más allá de la reunión de la junta. • Sus ideas son necesarias y bienvenidas y la junta le anima a solicitar una reunión con cualquier miembro de la junta, en caso de que tenga algo que discutir. • Si está interesado en ayudar en el esfuerzo de rendimiento del distrito, hable con cualquier miembro del equipo de liderazgo o llame a la oficina del distrito al 719-486-6800. Abundan las oportunidades. Su participación es muy deseada d.

A few welcoming notes:

The board's meeting time is dedicated to its strategic mission and top priorities. • The "consent agenda" has items which have either been discussed prior or are highly routine. By not discussing these issues, we are able to spend time on our most important priorities. • "Public participation" is an opportunity to present brief comments or pose questions to the board for consideration or follow-up. Time limits are 3 minutes for individual speakers if fewer than 20 individuals have signed up to speak; 2 minutes' limit and 5 minutes for groups of 20 signed up; and 1 minute for individual and 3 minutes for groups if more than 30 have signed up to speak. Please see Board Policy GP-14 (Governance Process) for the full policy). The boundaries are designed to help keep the strategic meeting focused and in no way limits conversations beyond the board meeting. • Your insights are needed and welcomed and the board encourages you to request a meeting with any board member, should you have something to discuss. • If you are interested in helping the district's achievement effort, please talk with any member of the leadership team or call the district office at 719-486-6800. Opportunities abound. Your participation is highly desired.

SCHOOL BOARD MINUTES

Special Meeting

September 9, 2024

Meeting called to order –Director Baker called the meeting to order.

Roll Call of Members - The special meeting of the Board of Directors for Lake County School District R-1 was called to order on Sept. 9, 2024, at 5:30 p.m. and was held at the District Office and via Zoom. Directors Baker, Cooper, Lozano and Superintendent Bartlett were present.

Pledge of Allegiance –Director Baker led the pledge of allegiance.

Preview of agenda- No changes needed.

Public Participation- Jane Harelson, from PB Swims, spoke regarding the pool at LCIS and asked not them not to sell the pool.

Action items- It was moved by Director Cooper to approve the consent agenda. Director Lozano seconded the motion;

	Baker	Cooper			Lozano
Aye	X	X			X

Nay					
Absent					
Abstain					

motion carried 3-0-0-0.

Potential board members- The board interviewed Kerry Charles, Melissa Earley and Clara Wilson. The board took a short break and then thanked the potential members and will move forward with appointing Kerry Charles and Melissa Earley at the next meeting on Sept. 23rd.

Phase V of Superintendent Hiring Process- Christy Sinner was in attendance and went over how the new superintendent is doing and reflections of the work that is being done by Superintendent Bartlett and looking forward.

High School Band/Choir trip- Celesta Cairns was in attendance and spoke of the upcoming trip to New York.

Head Start Update- Mary Jelf was in attendance and gave an update from Head Start.

Oversight Calendar- Jim Mulcey gave an update regarding facilities and the start of the year and updated regarding transportation.

Superintendent Update- Superintendent Bartlett reported on a social media threat in surrounding communities, school performance frameworks coming out and setting up a district data wall and hosting the State of the Schools at LCES on Sept. 30th at 6:15 pm.

Board Reports- Director Baker attended a LURA meeting. Director Cooper attended the second DAC meeting of the year. Director Lozano reported that there was no policy council meeting yet this year.

Upcoming meetings and agenda planning were discussed.

It was moved by Director Cooper to adjourn the meeting. Director Lozano seconded the motion; motion carried.

Meeting adjourned at 7:54 pm.

ATTEST:

Secretary

John Baker, President

SCHOOL BOARD MINUTES

Special Meeting

Sept. 23, 2024

Meeting called to order –Director Baker called the meeting to order.

Roll Call of Members - The special meeting of the Board of Directors for Lake County School District R-1 was called to order on Sept. 23, 2024, at 5:30 p.m. and was held at the District Office and via Zoom. Directors Baker, Cooper, Lozano (via Zoom) and Superintendent Bartlett were present.

Pledge of Allegiance –Director Baker led the pledge of allegiance.

Preview of agenda- No changes needed.

Public Participation- Jane Harelson thanked the two new people who are joining the board this evening. She also shared background on what money has been paid for by the community and asked that the board in their executive session this evening, to please not look to put the pool and the gym at LCIS up for sale. Director Cooper read an email from Cisco Tharpe in support of agenda item 7e, using the old district office as a homeless shelter with the local advocates.

Action items- It was moved by Director Cooper to appoint Kerry Charles and Melissa Earley to the board of education. Director Lozano seconded the motion;

	Baker	Cooper			Lozano
Aye	X	X			X

Nay					
Absent					
Abstain					

motion carried 3-0-0-0.

Kerry Charles and Melissa Earley completed the oath of office and confidentiality affidavit.

It was moved by Director Charles to appoint Melissa Earley as board secretary. Director

Cooper seconded the motion;

	Baker	Charles	Cooper	Earley	Lozano
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

It was moved by Director Cooper to appoint members listed in the packet to the District

Accountability and Finance Committees. Director Charles seconded the motion;

	Baker	Charles	Cooper	Earley	Lozano
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

Discussion Item-Mona Cloys, CCHS teacher, and Nicci Condon, LCHS teacher, were in attendance and spoke regarding the request to add the Seal of Climate Literacy to the graduation requirements to policy.

Nicci Condon, LCHS teacher, spoke to the board regarding an Environmental Field trip potentially in April 2025 and gaining board approval.

The board discussed committee appointments and will serve one the following committees: Director Baker-LURA, Director Cooper-Finance and DAC, Director

Lozano-Policy Council, Director Earley-Student Senate and Director Charles-BOCES.

Jim Mulcey, CFO/COO and Tim Best from The Advocates, shared information with the board regarding using the old district office as an emergency homeless shelter. The board was able to ask question and share questions and concerns for moving forward.

Fiscal updates- Jim Mulcey went over the financial updates.

Oversight Calendar- Bunny Taylor and Superintendent Bartlett shared an update on safety. Superintendent Bartlett also shared information on the districts and schools state assessment data, school performance frameworks and the accreditation of the district and schools.

Action item- It was moved by Director Cooper to approve Resolution NO. 25-09

Accreditation of School/District. Director Charles seconded the motion;

	Baker	Charles	Cooper	Earley	Lozano
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

Director Baker, as the president, stated that the board had issues to discuss in executive session as follows:

- Pursuant to C.R.S. 24-6-402(4)(a) for the purpose of discussing the sale of real property that has been declared surplus and in which no member of the board has a personal interest;
- pursuant to C.R.S. 24-6-402(4)(b) for the purpose of conferencing with the board's attorney to receive legal advice regarding the board's rights and obligations for the sale of district property;
- pursuant to C.R.S. 24-6-402(4)(e)(I) for the purpose of determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations, and instructing negotiators in connection with the potential sale of district property.

Director Baker asked for a motion to go into executive session as previously stated. It was moved by Director Cooper to convene into executive session. Director Charles seconded the motion;

Director Baker invited into executive session the following people: Superintendent Bartlett, Jim Mulcey, CFO/COO, and Kristin Edgar, legal counsel.

	Baker	Charles	Cooper	Earley	Lozano
Aye	X	X	X	X	
Nay					
Absent					X
Abstain					

motion carried 4-0-1-0.

Executive session began at 8:47 pm. In attendance: John Baker, Kerry Charles, Grayson Cooper, Melissa Earley, Kate Bartlett, Jim Mulcey, and Kristin Edgar. Topics of discussion in executive session included: Pursuant to C.R.S. 24-6-402(4)(a) for purposes of discussing the sale of real property that has been declared surplus and in which no member of the board has a personal interest; pursuant to C.R.S 24-6-402(4)(b) for the purpose of conferencing with the board's attorney to receive legal advice regarding the boards rights and obligations for the sale of district property; and pursuant to C.R.S 24-6-402(4)(e)(I) for the purpose of determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations, and instructing negotiations in connection with the potential sale of district property. Executive session lasted for 1 hour and 36 minutes and ended at 10:23 pm.

The special meeting resumed at 10:25 pm.

It was moved by Director Cooper to adjourn the meeting. Director Charles seconded the motion; motion carried.

Meeting adjourned at 10:26 pm.

ATTEST:

Melissa Earley, Secretary

John Baker, President

Lake County School District R-1

prepared: 10/10/2024

Employee Status Report

October 14, 2024

Certified Staff***Recommended for Hire***

<u>Name</u>	<u>Assignment</u>	<u>Degree</u>	<u>License- Endorsement</u>	<u>Experience</u>
Northcraft, Jennifer	LCES Art	BA: Secondary Education/Art K-12	CO Professional license (renewing)	7 years

<u>Name</u>	<u>Current Assignment</u>	<u>Transfer Assignment</u>	<u>Location</u>	<u>Effective</u>
Curry, Casey	LCES Art	1st Grade Teacher	LCES	10/14/2024

Resignations/Terminations

Ladin, Brenda	1st grade teacher	LCES		9/19/2024

John Baker, President_____
Melissa Earley, Secretary

Lake County School District R-1

prepared: 10/10/2024

Employee Status Report

October 14, 2024

Support Staff/Classified**Recommended for Hire**

Casados, Nathaniel	MS Assistant 2 Boys' Basketball Coach		2024 late fall
Charles, Kerry	Board Member		9/2024
Chavez-Rodriguez, Julissa	Bilingual Instructional Paraprofessional	CCHS	
Earley, Melissa	Board Member		9/2024
Green, Mara	HS Assistant Girls' Basketball Coach		2024 Winter
Kolarik, Joe	HS Head Girls' Basketball Coach		2024 Winter
Leverett, Brandon	HS Head Boys' Basketball Coach		2024 Winter
<u>Name</u>	<u>Current Assignment</u>	<u>Transfer Assignment</u>	<u>Effective</u>

Resignations/Terminations

Weimer, Michael	Transportation		10/10/2024
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John Baker, President_____
Melissa Earley, Secretary

Lake County School District R-1

prepared: 10/10/2024

Employee Status Report

October 14, 2024

<u>2024-2025 Openings</u>			
<u>Certified/Staff</u>			
Counselor Corps Counselor	CCHS	2024-2025	
Special Education Teacher	LCHS	2024-2025	
<u>Classified/Support Staff</u>			
2nd grade paraprofessional	LCES	2024-2025	
Bus Technician (part time)	Transportation	2024-2025	
K-3 ELD Instructional Paraprofessional	LCES	2024-2025	
Part Time Trips Driver	Transportation	2024-2025	
Substitute Teachers, Custodians, Cooks	PreK-12	2024-2025	
<u>Coaches</u>			
Asst. MS Track & Field			
Asst. MS Ski			
Middle School Assistant Basketball			
Officials (for volleyball, basketball, soccer, and football)			

PAY PERIOD
September 1, 2024 TO September 30, 2024

Name: Grayson Cooper

ID#

1 October 2024

Date _____

Date _____

Additional Pay Sheet

Sept 11, 2024 - Oct 10, 2024

Name: Melissa Earley

JOB RECAP OF TIME EARNED:

1 h3
Employee's Signature Date

Total Compensation Earned \$ _____

Supervisor's Signature		Date
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Lake County School District
328 West 5th Street
Leadville, Colorado 80461
www.lakecountyschools.net

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Tanya Lenhard and Mary Jelf
MEMO PREPARED BY: Tanya Lenhard
INVITED GUESTS:
TIME ALLOTTED ON AGENDA: 15 minutes
ATTACHMENTS: 1

RE: *Head Start Action Items, approval needed for 3 items (Program Goals, School Readiness Goals, and Head Start Baseline Application)*

TOPIC SUMMARY

Background: Board approval is requested for the baseline application for the new Head Start five year project period.

Topic for Presentation:

- The narrative required by the Office of Head Start includes how our program will comply with Performance Standards and meet our community's needs within the awarded funding amount, including non-federal match.
- Program goals and school readiness goals will also be submitted in support of the application.



The Center at Lake County Elementary School

130 West 12 St Leadville Co. 80461

719-486-6920

Head Start, Early Head Start, Universal Preschool Program, Tuition-Based Preschool, and Services for Children with Special Needs

Head Start Action Items for Governing Board

Items:

1. The Center's Program Goals

*These program goals outline the scope of our work on a broad level for the next 5 year period of the Head Start grant period. These will be submitted with our Head Start Baseline application for the next 5 year period due Nov. 1, 2024. The district goals were a guiding factor with the development of these goals. These goals encompass our work and efforts at the early childhood level in relation to the district goals.

2. The Center's School Readiness Goals

*The school readiness goals focus on our efforts to help children and families be prepared for academic success in Kindergarten and beyond. We have 5 goals that align to the 5 domains of Learning and Development outlined in the Head Start Early Learning Outcomes Framework or ELOF. We used our Spring Child Outcomes data to determine areas of focus and the specific tools of measurement for progress. The school readiness goals were also shared with LCES's Building Leadership Team for input and feedback prior to finalizing. Encompassed in this document are the action steps we will use this year to support this work. These will also be submitted with our Head Start Baseline application due Nov. 1, 2024.

3. Head Start Baseline Application Narrative

*This narrative follows the instructions for the application and outlines how our program will comply with Performance Standards and meet community needs within the awarded budget, including our non-federal match. This includes the request for an enrollment reduction with both our Head Start Preschool and Early Head Start Home Visiting programs, budget adjustments based on this reduction are included in the budget justification section.



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Lake County School District Goals	Head Start Program Goals	Measurable Objective Description	Progress / Outcomes	Challenges
<p>"Every day, we are college and career ready"</p> <p>Ensuring all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career</p>	<p>Our program will provide age appropriate programming and care for children aged birth through five to prepare them and their families for successful school experiences and encourage lifelong learning and well-being.</p>	Meaningful school readiness goals	Revise school readiness goals based on a review of last year's child outcomes data and Kindergarten goals.	
		Healthy lifestyle norms	Complete and document health assessments, required trainings, and classroom practices such as meeting CACFP nutrition guidelines and dental health activities to encourage whole child and whole family health.	
		Community partner connections	Re-connect and formalize agreements with community partners to guide families in meeting their goals.	
		Whole program approach to mental health	Form a multi-disciplinary group to guide efforts. Partner with EC Mental Health Consultant at Department of Early Childhood in a multilayered approach. Continue Pyramid and Second Step in classrooms.	

<p>“Rigor and engagement are everywhere”</p> <p>Providing all students with engaging learning opportunities</p>	<p>Our program will use research-based curricula effectively to maximize outcomes for children and families.</p>	<p>Core Knowledge Language Acquisition, Creative Curriculum, Second Step, Bridges math, and Growing Great Kids implementation</p>	<p>Use curricula with fidelity to maximize efforts. Evaluate success with curriculum tools and CLASS evaluations.</p>	<p>Time and energy for staff training in multiple new curricula</p>
		<p>Outcomes data driven instruction</p>	<p>Staff will complete three TS Gold checkpoints and three DECA screenings each year and use data to refine practices at program, classroom and individual child level.</p>	
		<p>Program and staff coaching and assessment</p>	<p>Meet with individual staff at least twice yearly for evaluations and PD planning. Ongoing reflective coaching to encourage growth.</p>	
<p>“Diversity and culture make us better”</p> <p>Creating a space that is safe, inclusive, and welcoming for all</p>	<p>Our program will celebrate the diversity of our community and curate a safe physical and cultural space.</p>	<p>Dual language learners</p>	<p>Translate materials for families into Spanish. Provide interpretation for families to engage with staff. Provide classroom support for dual language learners. Ensure classrooms have adequate materials in Spanish to promote early literacy.</p>	<p>Materials for staff training are often only available in English. Bilingual staff have expressed a need for learning materials in Spanish.</p>
		<p>Children with special needs</p>	<p>Fulfill requirements of IEPs. Identify children needing additional support and refer for</p>	<p>Recruitment of qualified special education staff</p>

			assessment and evaluation for services. Maintain inclusive classrooms with children with disabilities learning alongside peers. Establish strong MTSS systems	
		Children’s social-emotional skills and mental health	Continue work toward full implementation of the Pyramid model and Second Step.	Time and capacity for deeper work.
		Family Engagement	Develop meaningful relationships with families through conferences, home visits, involvement in governance, and social activities.	
		Well maintained building space and effective safety practices	Work with district maintenance staff on repairs and safety concerns. Continue training in and use of active supervision and formalized sign in and out practices. Utilize the BERT team for emergency planning.	
“We plan for the future” Planning and executing the capital and human investments that will make our district better	Our program will develop plans for constant program improvement and integration of early childhood practices into school district systems.	Staff development and wage parity for staff retention	Recruit staff to reflect community composition and school enrollment. Maintain wage levels on parity with comparable school district staff. Develop a more nuanced wage scale that rewards additional educational attainment.	Budget to incentive staff for educational attainment. Confusing guidance from educational partners on timetable and graduation requirements.

		Long range planning for braided and layered funding.	Maximize effectiveness of funding through UPP and other grantors	One time funds do not allow for permanent salary increases
		Relevant community assessment for data driven decision making	Use info directly from families in additional to qualitative data to identify changing needs	Identifying info gathering tools beyond surveys
		Effective program governance structure	Recruit, train, and retain members of Policy Council and Governing Board to ensure collaborative decision making	Retaining members for the duration of their term
		Alignment with school district facilities, systems, schedules, and staffing duties	Match school district calendar. Combine family activities with K-2 program. Utilize existing staff in LCSD in expanded roles to support EC goals.	Recruiting highly qualified staff in a community experiencing a housing crisis



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Head Start, Early Head Start, Universal Preschool Program, Tuition-Based Preschool, and Services for Children with Special Needs

Preschool School Readiness Goals 2024-2025

For each defined goal and objective initial steps will be to train staff on each goal, objective, and skills outlined in TS GOLD and the ELOF to build common vision, understanding and target outcomes.

Domain: Goal	Objective	Program Action/Strategies	Person Responsible	Timeline
SOCIAL EMOTIONAL: <i>Children will develop and demonstrate positive interactions and relationships with adults and peers by balancing the needs and rights of self and others and through solving social problems.</i>	<u>Relationships with adults outcomes:</u> 80% of Kinder Ready preschoolers will be at a level 7 or 8 for TS GOLD objective 2a, forms relationships with adults <u>Relationships with peers outcomes:</u> 80% of Kinder Ready preschoolers will be at a level 6-8 for TS GOLD objective 3a Balances needs and rights of self and others and objective 3b for Solves Social Problems	<ul style="list-style-type: none">• Research professional development (in-service suites, self-assessment resources) for strengthening relationships between teachers and students• Determine Tier 1 and 2 pyramid supports for problem solving• Refresh and highlight these supports for All children and then identify and support children who need more• Partner with parents to provide home school connection resources in these areas• Utilize data from focused walkthroughs, CLASS, TS GOLD, ect to measure goal progression• Utilize PBC coaching to support teacher's growth in these areas	Assistant Director Use ECMHC as a resource	January 2025 and ongoing
APPROACHES TO LEARNING: <i>Children will manage emotions with increasing independence.</i>	<u>Manages feelings outcomes:</u> 80% of Kinder Ready preschoolers will be a level 7 or 8 on TS GOLD obj1a manages feelings	<ul style="list-style-type: none">• Determine lesson scope and sequence in Second Step that focuses on emotional regulation• Determine Tier 2 pyramid model supports for self-regulation and feelings• Highlight these lessons and instruction during	Assistant Director	January 2025 and ongoing



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Head Start, Early Head Start, Universal Preschool Program, Tuition-Based Preschool, and Services for Children with Special Needs

		<p>PLC, provide strategies and instructional support</p> <ul style="list-style-type: none">● Reflect on current cozy areas in all classrooms and determine if additional materials are needed for support in this area● Provide training for all staff with the purchased Pyramid toolkits● Build toolkit integration into lesson planning, aligned with Second Step lessons that teach emotional regulation● Utilize data from focused walkthroughs, CLASS, TS GOLD, ect to measure goal progression● Partner with parents to provide at home school connection resources in these areas● Utilize PBC coaching to support teacher's growth in these areas		
<p>COGNITIVE: <i>Children will build number sense concepts including counting, quantifying, and connecting numerals with their quantities.</i></p>	<p><u>Counts outcomes:</u> 80% of Kinder Ready preschoolers will be at a level 5 or 6 on TS GOLD Obj 20a counts</p> <p><u>Numerals and quantities outcomes:</u> 80% of Kinder Ready preschoolers will be at a level 5 or 6 on TS GOLD 20c connects numerals with quantities (within 10)</p>	<ul style="list-style-type: none">● Review Creative Curriculum ITC Cards that relate to these skills● Provide training during PLC/PD that highlights supporting skills development in children using in service suites● Assess classroom environment to determine if math materials are needed to help reach this goal● Partner with parents to provide at home resources in these areas● Monitor TS Gold classroom data as a guide for professional development in this area● Utilize PBC coaching to support teacher's	Assistant Director	January 2025 and ongoing



The Center at Lake County Elementary School

130 West 12 St Leadville Co. 80461

719-486-6920

Head Start, Early Head Start, Universal Preschool Program, Tuition-Based Preschool, and Services for Children with Special Needs

		growth in these areas		
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT: <i>Children will demonstrate increased control, strength, and coordination of fine motor manipulative skills, including a three point grasp.</i>	<u>Fine motor outcomes:</u> 80% of Kinder Ready preschoolers will be at a level 6 on TS GOLD Objective 7a, uses fingers and hands and a level 7 or 8 on TS GOLD Objective 7b uses writing and drawing tools	<ul style="list-style-type: none"> • Provide training for staff regarding fine motor development in connection to prewriting skills • Assess environments and conduct an inventory of tools/materials and daily offered activities that support fine motor • Determine needed materials and next steps to increase fine motor opportunities within and across our classroom day • Provide daily focused fine more activities during small group with our younger students or students that are showing this specific need • Build intentional early writing opportunities within our dramatic play focus during choice time (see language goal) 	Assistant Director/ Director *OT Specialist as a resource	October and ongoing
LANGUAGE AND LITERACY: <i>Children will express their thoughts and ideas using more complex language during conversation and in connection to read aloud stories and text.</i>	<u>Expressive language outcomes:</u> 80% of Kinder Ready preschoolers will be in level 7 or 8 for TS GOLD obj 9c and level 7 or 8 for 9d and level 5 or 6 for 18c <u>Letter and sound outcomes:</u>	<ul style="list-style-type: none"> • Utilizing the CKLA and Creative Curriculums, build out more sophisticated play opportunities within our choice time (Doctor's office, birthday parties, ect) • Provide training to staff regarding these focus areas, include language modeling opportunities, questioning techniques, ect. • Develop lesson planning and teacher interaction expectations to support this work • Begin small group literacy interventions focused on using complex language during read alouds • Revisit master schedule to determine focused 	Assistant Director/ Director *PreK Speech Pathologist as a resource *Sterling Literacy as a resource	October 2024 and ongoing



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<i>Children will increase letter naming and letter sound correspondence skills.</i>	80% of Kinder Ready preschoolers will be at a level 5 o6 on TS GOLD Objective 16a, 11-20 letter names, both upper and lowercase and a level 3-5 on TS GOLD Objective 16b, 10-20 letter sounds	time for focused story and letter/sound instruction <ul style="list-style-type: none">• Provide professional development to staff regarding letter/sound introduction and instruction• Create a program wide age appropriate instructional sequence for letters/sounds with defined age opportunities for practice, utilizing a multi-sensory approach		
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Lake County School District R-1

Year Five Head Start Baseline Grant Application

FY 2025

Funding Cycle—Five Year

\$763,620

John Baker, Board of Education President

xxx, Policy Council Chairperson

Kate Bartlett, Executive Director (Superintendent)

Tanya Lenhard, Preschool Director

Mary Jelf, Business Manager

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Introduction:

The purpose of The Center Early Childhood Programs in Leadville, Colorado is to provide high quality Early Head Start and Head Start programming for children and families of Lake County.

The application process for the entire five year grant cycle is a collaborative effort with the school board, policy council, staff, and community partners. The Head Start program at Lake County School District is housed in a state-licensed child care facility called The Center Early Childhood Programs located in the new Lake County Elementary School building. Head Start funds are part of a braided funding model that also includes funds from Colorado

s Universal Preschool Program (UPP), tuition paid by families, and several smaller funders.

Section I. Program Design and Approach to Service Delivery

Sub-Section A: Goals

1. Program Goals, Measurable Objectives, and Expected Outcomes

a. b. c. Our program goals and school readiness goals can be found in the separate goals document. In forming our program goals, thought and attention is given to aligning our Head Start goals with the school district goals set by the school board, which serves as our governing board. This allows greater understanding of the work of Head Start and how it aligns with the work of other school district programs. Program goals are developed using data compiled from our community assessment, self-assessment, and strategic and program improvement plans.

d. Data and input from multiple sources was reviewed. Child outcomes data, comments from returning staff, comments from families, especially Policy Council, feedback from the governing

board, advice from Head Start staff, and updated Community Assessment data were considered in forming these goals. Last year was a time of multiple transitions of key staff accompanied by two corrective action plans. These factors created a great deal of disruption that required rethinking and reworking plans and structures in a way that allowed the program to revisit practices and opened a fresh path for a new leadership team to rebuild from a very basic level.

2. School Readiness Goals were formed by reviewing prior years' outcomes data to look for teaching strengths and areas for growth. The TS Gold assessment resource

aligns with Head Start Early Learning Outcomes Framework, Colorado Early Learning Guidelines, and with the requirements and expectations of kindergarten at LCSD. Reviewing these documents allows us to make the most of opportunities that enhance our children and families' experiences at The Center. DECA data provided by parents of incoming children this year was also reviewed to determine what needs this year's children may have.

3. The governing body for our program is our school board. They connect to the program through updates at each of their regular monthly meetings, and a board member serves as liaison to Policy Council. Forming Head Start program goals based on the goals they had set of the entire district, helped highlight what is important to us all and how we will accomplish the goals. Policy Council engages in discussions at their regular meetings on all aspects of the program. Topics frequently include school readiness goals and program goals, even during discourse on other topics. Parents convey ideas through surveys, with attendance and participation in meetings and activities, and individually at home visits, parent-teacher conferences, and informal discussions that deepen our understanding of family needs and desires for their children.

Sub-section B: Service Delivery

1. Service and Recruitment Area.

a. The Lake County School District Head Start Program housed at The Center Early Childhood Program serves children and families who reside in Lake County, Colorado.

The county encompasses 377 square miles of territory in central Colorado, astride the headwaters of the Arkansas River in the heart of the Rocky Mountains. The Center Early Childhood Program is located in Leadville, which is the only incorporated city in Lake County, and located at an elevation of 10,152 feet. It is important to note that roughly 65% of Lake County's population resides in unincorporated areas. The U.S. Census estimated that 7,436 people lived in Lake County, Colorado in 2020. This represents a slight increase from the 2010 US Census figure of 7,310.

b. Community Assessment data highlighted below demonstrate that there are families in Lake County with age eligible children who meet eligibility criteria and who will benefit from services Head Start provides.

c. No child care partners are proposed.

2. a. i and ii. Demographic data indicates that there are enough age-eligible and income-eligible children to support our Head Start preschool and Early Head Start home visiting programs. According to Kids Count, the number of children under the age of 5 in Lake County in 2023 was 425. The birth rate for Lake County in 2023 was 78. From these numbers, we can estimate that 170 children would be 3 or 4 years old and age-eligible for Head Start and 255 children would be age-eligible for Early Head Start services. The poverty rate for children under 18 living in poverty is 15.9%, the number of children categorically eligible for TANF is 2.6%, and the number of children subject to foster care or out of home placement is 2 per 1000. With 78 births per year and a 15.9% poverty rate, we can infer that approximately 12 expectant moms per year would be eligible for Early Head Start. It's important to note that this total does not include the undercounted immigrant and homeless populations. Last year, 54.1% of families in the school district as a whole qualified for free or reduced lunches, and similar numbers of preschool families meet criteria for free and reduced status through CACFP. The chart below shows the approximate number of potentially eligible children for each program, by category.

Head Start		Early Head Start	
Age eligible	170	Age eligible	255
Below poverty level @ 15.9%	27	Below poverty level @ 15.9%	41

Eligible for TANF @ 2.6%	4	Eligible for TANF @ 2.6%	7
Foster placement @ /1000	1	Foster placement @ 2/1000	1
Over Income @ 10%	4	Over Income @ 10%	1
Homeless per PIR data	4	Homeless per PIR data	1
		Expectant moms (78 ^ 15.9%)	12
Total Head Start Eligible	40	Total EHS eligible	63

Most families in Lake County identify as either Hispanic or Caucasian, with about half of preschool families reporting speaking Spanish at home. The Hispanic population increased drastically by nearly 107% between the years of 1990 and 2011. According to the 2013-2017 American Community Survey, the foreign born population of Lake County is estimated at 8.2%. The majority of these newcomers are Spanish-speaking from Mexico. During the 2023-2024 school year, there were 14 children on IEPs served at The Center and 8 of those children were in Head Start.

According to the PIR from 2023-2024, 41% of Head Start families lacked a parent who had obtained a high school diploma, showing an area where family services could affect positive change. Generally, fewer families than the county average have advanced college degrees. 23% of children were underweight and 7% were overweight, demonstrating a need for nutrition education and food assistance support. The local blood lead program was developed as part of the California Gulch Superfund Cleanup project. It aims to reduce the risk of lead exposure to young children from residential soils contaminated with lead and other metals from nearby

mining activities. Domestic Violence rates in Lake County were recently more than triple the state rate at 693 per 100,000 versus 206 per 100,000. Head Start partners with SolVista Mental Health to offer needed counseling services to abate this crisis. The Advocates of Lake County offer additional supports for victims of domestic violence, sexual assault, and human trafficking who need shelter, emergency food, legal help, and referrals. Head Start partners with Full Circle and Build a Generation to promote healthy lifestyles and substance abuse prevention. Many local jobs are seasonal, reflecting the local economy's focus on outdoor recreation. Ski season employment generally lasts from late November to late April, and the summer tourist/construction season is mid-June through mid-September. This leaves several months during the year with less opportunity for consistent and regular employment. Many of the local jobs are lower paying service industry jobs that do not provide for sick or vacation time. The rise in minimum wage is a boost to families in some ways, but the disparity between the official poverty guidelines and the income level necessary for meeting basic living needs in the area leaves many working families with unmet needs. Housing costs continue to rise and make it difficult for working families to afford adequate shelter. The median family income in Lake County in 2023 was \$64,416. Lake County has the lowest median family income of all the neighboring counties. The median family income in the state of Colorado is \$82,228 which is \$17,812 more than Lake County. The average per capita income in Lake County in 2019 was \$29,122 compared to an average of \$41,053 in the state of Colorado. The average weekly wage in Lake County is also lower than the state average.

Nearly 55% of employed Lake County residents work outside of the county with many having a 45 minute or longer commute each way. There are public transportation options to Vail/Eagle

County and Copper Mountain/Summit County but these buses run on limited schedules. The Center offers extended hours with sliding scale tuition assistance for child care beyond preschool hours which are valued by these families.

iii. There is one other large, licensed, tuition-based child care center in the service area that has reopened to serve toddlers and preschoolers. That center is licensed for and currently enrolls 25 toddlers and preschoolers and has a wait list. They operate on a tuition basis, and their published rates are a barrier to many families. They do not host any federally grant funded preschool programs or serve children with special needs, but do participate in the state's child care assistance program and the new Universal Preschool (UPP). Nurse Family Partnership offers a home visiting program. They only enroll families with first time parents, and only up until 30 days postpartum; their services end when the child turns two years old. Our connections to these other providers aid our recruitment efforts.

b. Selection criteria were revised this year as part of our response to an area of non-compliance finding on our recent FA2 review. Points are given to children and families to ensure that the eligible families most in need of services receive priority for spots. Factors such as disability, dual language acquisition, homelessness, and foster care are considered. Race and ethnicity are not addressed overtly, but the priority given to dual language learners identifies the historically marginalized population in our particular community. Proposed revisions to selection criteria this year will include items in the new final rule, such as points assigned to children of Center employees.

3. Program Option

a. Community Assessment data indicate that the current options of center based Head Start preschool and home based Early Head Start services remain good choices. Up to 18 of the preschool spots may be available as full day spots of up to 9.5 hours per day for 156 services days. Often there are not 18 children who qualify for full day spots, due to the requirements for parental employment or educational activities. The demand for these spots increases in November and December when the ski season begins. More employment opportunities arise and extended day child care is then needed by families. All preschool spots will be scheduled for at least 6 hours per day for 156 days per year of Head Start programming. Our program preference is to exceed staff to child ratio requirements by having 2 teachers with 16 children in each classroom. Head Start children are served throughout each of our classrooms, along with children from other preschool programs, including UPP, special needs, and tuition based preschool. All children receive the same high quality services.

Our modern building provides indoor and outdoor spaces with more than the 35 and 75 square feet per child required by performance standards.

Early Head Start programming offers 12 families 46 weekly home visits per year with 22 socializations.

b. No locally designed program option is requested.

c. The Center provides the Head Start preschool program for Lake County as a center-based program, offering families the opportunity for quality child care. The Center offers extended child care hours for working families, many of whom commute in

excess of two hours a day over mountain passes to work. The classrooms offer a blended age enrollment to ensure learning opportunities. Families value the classroom experience as a tool for enhancing their child's development and school readiness. Dual Language Learners and children with disabilities have opportunities to develop their skills with peers and trusted adults. The Center operates on the same school year calendar as the Lake County School district making it easy for parents with children enrolled in higher grades to plan for alternative care. Our modern building provides a safe and comfortable space for children and families to learn and grow.

The Early Head Start home visiting program uses the Growing Great Kids curriculum for families and guidance from the Head Start Performance Standards to provide families with information and resources they need to maximize their child's potential and pursue their family's goals. Our program has also adopted the Creative Curriculum for infants and toddlers, making the curriculum for children consistent for children from birth to age five. The regular visits take place on a schedule that meets their needs in the comfort of their own home. Socializations help connect them to other parents and to the bigger community. Spanish speaking families who are new to the community appreciate being able to communicate with our bilingual home visitor to learn about the community, and especially learn about coping with our long winters.

d. An enrollment reduction is requested of Head Start preschool spots from 40 to 30 and EHS Home Visiting spots from 12 to 9.

There has been declining enrollment in all The Center's preschool programs and in the entire school district, and this trend is expected to continue. Analysis of changing community factors

indicate that the under enrollment is mostly due to declining numbers of families with young children in Lake County, in part due to rising housing costs and declining housing availability. In addition, there are many families with significant risk factors whose incomes exceed the level for eligibility, because of rising wages necessary for local businesses to keep up with housing costs and maintain staff. As of this writing, out of the 96 available preschool spots from any program, only 69 are filled. Out of our 40 Head Start preschool spots, currently only 29 are filled.

In EHS, we are currently participating in a Full Enrollment Initiative. We are currently fully enrolled at 12. In filling the caseload to capacity, we have noted changes in the nature of and intensity of the needs of families, resulting in this caseload being overwhelming for the home visitor.

Reducing enrollment in both parts of the program will allow for greater long term sustainability of delivery of high quality services. In reducing the number of preschool spots, we will reduce the number of open classrooms from six to five. Five classrooms will be enough to serve all currently enrolled families within licensing regulations for teacher to student ratios. This will also help address issues of being short staffed. We were short one qualified lead teacher, and will not continue trying to recruit one. The current teacher in the classroom to be closed will be reassigned within the program to help with special education services and as a substitute. This will help both enhance required services to children on IEPs and double our current substitute pool. The resulting salary savings will be used to fund an increase in wages to match increases in educational attainment and to limit rising costs of health insurance for staff. All of our current full time staff are women, and nearly half of them identify as Hispanic. The

opportunities and financial encouragement for professional development will enhance their careers in ways that they have declined to do without being required. Their increased earning capacity and new skills will assist in retaining our devoted and caring staff that reflects the diversity of our community. This change will also help move us toward compliance with the new performance standards concerning staff wages.

The classroom left vacant may be used by other grade levels as part of our school district's plans to consolidate the student population to two buildings instead of three. We are continuing recruitment efforts to fill the remaining open spots. If we have over 30 enrolled Head Start preschoolers when the new fiscal year begins on February 1, 2025, all will remain enrolled for the remainder of the school year with full services. We will maintain 18 of our preschool spots as full day spots in the interest of best serving the needs of working families.

Many of the EHS families qualify based on experiencing homelessness, and a significant portion speak only Spanish. These families have needs for family wellness far beyond just the child development and health requirements, especially interpretation at and transportation to appointments and events. The Home Visitor often accompanies families to appointments, which is a significant amount of time in addition to their home visits. Reducing the number of enrolled families will allow the home visitor to provide these additional services within the regular work week. We are also providing extra supplies for and transportation to socializations, because families express how much they value these events. Families are given the option to have their visits at their homes, on the mobile learning center, or at the school. This was a key factor in our successful recruitment efforts, because we learned about families' discomfort at having outsiders in their homes was a big barrier to interest in the program. Use

of the Mobile Learning Center and the activity bus were also key recruitment factors and the benefits continue to rise. Costs for drivers and fuel have been additional expenses and will be reduced with fewer families needing this service. We also learned through our FEI that recruitment efforts for a home visiting program require more intensive work than the center based program. There is a need for far more outreach, follow up, and encouragement for families of younger children to participate in the program. We received a great deal of help from the district's Family Connectors this past year and see the need for additional help specifically for the EHS program to make recruitment successful and fulfill the needs for more kinds of services. We also have come to understand how much additional reporting and tracking of health data is needed for the families of these youngest children. Our School Nurse serves as the health manager and is assisted by a health paraprofessional. The portion of their salaries paid with Head Start funds could be increased in fairness to the other sources of their salaries.

Due to the small nature of our program, our administrative structure is minimal and often staff are shared with the district, with their pay allocated accordingly. No changes will be made to this supervisory and administrative structure.

We anticipate no one time costs associated with this reduction.

4. a. The Center is still operating at 130 West 12th Street in Leadville, CO 80461. This new building is owned by the school district and no portion of it was purchased with Head Start funds.
- b. No renovations or repairs are scheduled.

- c. No facilities are subject to 1303 subpart F.
5. a. Ongoing recruitment efforts involve outreach through community partners working with families of young children. Connections are also made to health providers, Department of Human Services, Full Circle (immigrant services), St. George's (food pantry and community meals), Department of Human Services (SNAP, Medicaid, LEAP, foster care, child protection), Advocates (victims of violence and homelessness), and Wraparound. Flyers and applications are provided to doctor's offices, public health, human services, child protection, WIC, bus stops, the grocery store, and local low-income housing. Electronic notices are sent to families as part of school district communication. Staff also reach families in the outlying areas of the county by doing ride-alongs in the school district's new Mobile Learning Center and hosting evening enrollment events. Staff in other school district buildings help recruit for new families enrolling older siblings. The local early intervention agency is housed within the school district and identifies children with special needs. Early Head Start recruitment efforts expand upon these preschool recruitment practices to include the recruitment of families with children under the ages of three, as well as pregnant women. The program invites currently enrolled preschool families with younger children to apply for EHS spots. Our association with the alternative high school called Cloud City High School also helps make connections to younger parents in our community. Each year our Parent Survey indicates that word of mouth is also a very effective recruitment tool. Our program is currently completing a Full Enrollment Initiative Plan that ended in June 2024. Recruitment for our Early Head Start program has been challenging. Promoting a

home visiting program proved to be far more difficult than a preschool program in a child care center. Many eligible families seem to associate a home visiting program with the more punitive home visits made by organizations such as social services, and they are very protective of their family's privacy. Even the existence of the program is a new idea for our community and spreading the word has taken longer than we expected. Also, many interested families are challenged to complete the application process, and many families prove to be ineligible under the income guidelines. We also continue to identify and add new strategies to the recruitment plan. We have a plan to increase our EHS presence on social media to better connect with younger parents. We have formed a plan to share EHS programming information and referral materials with nearby birthing centers and hospitals to reach new and expecting families. These new strategies will extend our reach into the community and help us reach more potentially eligible families through new and existing community partners.

b. The importance of regular attendance is discussed with families at orientation.

Teachers take attendance each morning and families of unexcused children are contacted within the first hour and a half of the school day via the Powerschool system to learn the reasons for their absence and ensure their safety. Further communication is done by the Family and Community Partnerships Manager to connect with families with unexcused absences. Attendance for the entire program, each classroom, and individual children is tracked and reasons investigated for attendance rates under 85%. Staff work with families of chronically absent children and provide family supports as needed.

Multiple forms of communication are used to make every attempt to make contact with families to discuss the issue and identify barriers to attendance.

6. a. The Center's Head Start Program utilizes the 6th Edition of the Creative Curriculum for Preschool to guide classroom arrangement, daily schedule, and general child development. We also implement the Core Knowledge Language Arts Curriculum in conjunction with the entire school district as a supplement focusing on early literacy. Also in partnership with K-6, we use Second Step as our social-emotional curriculum.
 - ii. Creative Curriculum gives children opportunities for hands-on exploration and discovery that help build lifelong critical thinking skills and foster confidence. The Creative Curriculum for Preschool Teaching Guides include strategies and tips for working with children who are English- or dual-language learners, including using nonverbal language and other visual cues, such as props and pictures.

CKLA has a special version for preschool focusing on early literacy skills. Second Step teaches children core social-emotional skills such as empathy, emotion management, problem solving, and self-regulation. It is used from preschool through sixth grade in our school district in its different age appropriate editions.
 - iii. The Creative Curriculum is a comprehensive, research-based curriculum and has an organized developmental scope and sequence, which is aligned with state early learning guidelines and the Head Start Early Learning Outcomes Framework in a document published on their website..

iv. Teaching staff will utilize *The Fidelity Tool Teacher Checklist* from Creative Curriculum to help support their implementation of the curriculum. This tool is used throughout the year to inform the teacher's work such as setting up the classroom environment. *The Fidelity Tool for Administrators* is also used, which captures data from classroom observations and interviews with the teachers to ensure a complete picture of the implementation of the curriculum. Staff are participating in building wide trainings with K-2 staff and also preschool specific trainings for CKLA. There will be ongoing training and coaching as part of the district's implementation of this new research based tool. Joint training in Bridges is forthcoming. There are several professional development days at the beginning of the year and several others interspersed throughout the school year focusing on the curriculum. Meeting time during our weekly Professional Learning Community is also available for guidance. The Assistant Director provides biweekly coaching for teaching teams based on their team needs.

Our recent CLASS score of 5.8036 in emotional support and our TS Gold data showing 98% of children met or exceeded widely held expectations in this area demonstrate the effectiveness of these tools and our commitment to children's social-emotional development.

b. i. Our Early Head Start home-based program uses Growing Great Kids, a research-based and evidence-informed curriculum. The primary focus of the curriculum is on fostering the growth of secure attachment relationships and developmentally enriched, empathic parenting that supports families to reduce their stress and build protective buffers for their children.

ii. GGK is identified by Head Start as a promising research-based curriculum with clear alignment to the Early Learning Outcomes Framework and the Parent, Family, and Community Engagement Framework.

iii. Staff using this curriculum use the GGK training tools. We have both English and Spanish versions of GGK to ease learning of both staff and families in their preferred language.

iv. Staff use the fidelity checklist tools and HOVRS observations to ensure the curriculum is implemented with fidelity. The home visitor receives weekly reflective supervision and program staff receive trainings and coaching throughout the year.

c. We conduct child assessments using the Ages & Stages Questionnaires (ASQ) for development and the Devereux Early Childhood Assessment (DECA) for social-emotional skills. It is used as the first assessment tool for all children. Paper copies of the survey are sent to each family after selection, families also have the opportunity for to complete the assessments online on computers here at the school. Both assessments are available in English and Spanish. We find that conducting screenings as early in the program year as possible helps identify children who may be in need of additional supports. Children whose families do not complete their assessments before the first day of school and newly enrolled families will be given the option of completing the assessments online or on paper, sent home every two weeks, within the first 45 program days. We also use the DECA as a tool for classroom planning, with classroom teachers doing DECA assessments three times per year.

For Early Head Start children, the Ages and Stages Questionnaire (ASQ) is used as the developmental screener and the DECA for social-emotional assessment. Both of these assessments are completed by parents within 45 days of the child's start date and then every three months afterward to follow the child's developmental progress. Both assessments are offered in many languages to allow parents from different backgrounds the ability to complete them. We also connect with the primary health care providers of EHS families to compare results from their screeners with our own results and further refine and individualize home visit topics.

For the preschool, ongoing child assessment Teaching Strategies GOLD assessment tool is used. TS GOLD is an authentic, ongoing observation-based child assessment aligning to the same 38 objectives for development and learning as Creative Curriculum. These objectives for development and learning are grounded in research, helping support the whole child and make meaningful, data-driven decisions that lead to improved outcomes. The home visitor uses the TS Gold assessment tool to enhance and support development of Early Head Start children.

d. Whenever possible, parents are invited to be present at screenings and assessments conducted in person, and they themselves actually complete the online assessments.

Curriculum and teaching methods are reviewed with families at orientation. Families are offered two home visits, two parent-teacher conferences, and an open house for individualized time with their child's teachers. Policy Council and the governing board are advised on curriculum, teaching methods, and child outcomes data at the regular

meetings. Program level child outcomes data is also reviewed at family events, such as Family Fun Nights and is included in the Annual Report.

e. Our program does not currently serve any AIAN children.

7. a. i. Families are advised of the requirements for and importance of regular health care at Orientation. The Community Resource Guide and a list of health related community partners are provided listing local health care providers, including the School Based Health Center (SBHC) which can be accessed by all enrolled children over the age of four, families, and district employees regardless of the status or source of their health insurance. There is an SBHC office located in our building for great ease of access. Assistance making appointments is offered to families as needed. Physical exams are required of all enrolled children in accordance with state licensing laws. Due to Lake County's higher than average environmental lead levels, families of children at The Center are strongly encouraged to have their child tested for lead every year until they turn 6. Hearing, vision, and height-weight screenings are done by the School Nurse, with assistance from the health paraprofessional and community partners, as soon as possible after the first day of school, within the required 45-day window. Spanish speaking staff conduct the assessment with children whose families list Spanish as their first language whenever possible.

The school nurse tracks all incoming health related forms from families and sends timely reminders to families who are approaching their due dates. She also works on health plans, medication plans, and trainings. When initial health screenings of any sort indicate that a child needs follow up care, the school nurse enters this information into our data management system to assist in tracking. She reaches out to parents to see if the follow up appointment has

been scheduled and identifies and assists with barriers to getting appointments, such as insurance, costs, or assistance in making the call. The school nurse follows up with the family with in-person talks, notes, telephone calls, or emails about every other week, depending on when the appointment is scheduled. An updated health form completed by the health care provider is submitted by the family when follow up care is complete to assist in tracking and to help ensure a child's health needs are met. Summary reports are provided to families during every family meeting throughout the year to share information on basic health statistics for their child including height, weight, immunizations, BMI, and other information.

Dental exams are offered during orientation and usually again at "Health and Safety" Family Fun Night (Parent Committee Meeting). Nutrition education is part of the Child and Adult Care Food Program (CACFP) guidelines, which include family-style service of meals and are designed to make sure children have access to healthy, balanced meals throughout the day. Menus meeting CACFP meal pattern requirements are provided to families monthly. Families may be connected to local food bank community partners and have access to a "Free Pantry" near the front door. Social-emotional education is addressed in the classroom using the Second Step curriculum. The Pyramid Model provides a tiered approach as guidance for promoting social and emotional development. This begins with Second Step for universal prevention then moving up to more targeted and intensive interventions for children with challenging behaviors.

Materials are offered in Spanish to families who speak Spanish at home and translation by telephone is available for families who communicate in other languages. Confidentiality is held at the highest level to serve families well and reduce barriers to needed care.

ii. Our program has access to services from an Early Childhood Mental Health Consultant through the Colorado Department of Early Childhood at no cost to our program. These services are intended to be mostly preventative, but crisis intervention can also take place. Consultation can take place on three levels : individual child, classroom, and program. Work with a single child involves contact with both teachers and families to provide connected supports at both school and home. Classroom support is working with teaching teams and can involve observations, goal setting, and coaching. Program support involves working with directors on a program assessment tool to set goals for a year's coaching. Engagement of this type is monthly, in addition to any groups at other levels the consultant is working with. The consultant can also provide coaching for parents and professional development for staff. Situations that require additional tiers of support can tap into a clinician, also provided by CDEC. Communications to parents are part of our regular weekly communications and advise them of the availability of these services and include a tip of the week for both staff and parents, such as how to talk to kids about scary things and positive talk with children.

8. a. We view families as a child's first and most important teachers. All staff in the building greet families with warmth, beginning at intake. The enrollment and orientation processes are designed to prepare families for school. Families meet the managers individually to go over program requirements and offer any support for referral or resources. Our EHS home visitor is bilingual in English and Spanish, as are staff in four out of five preschool classrooms and one support staff. Additional interpreters are available for special events. We communicate regularly with families through weekly notes home using the yellow folder system, website web posts, texts, and personal contact. All communication is translated in the family's home

language. Fathers are specifically engaged in a male involvement survey to gauge their interests. Outdoor recreation opportunities favored by fathers are a part of family activities and school outings. Forms requiring parent signatures have two spaces for both parents to sign, even when only one is required. These spaces are both labeled simply “parent” to honor a variety of family compositions in addition to traditional mother and father structures. Male volunteers are tallied as a distinct group. In addition, a video monitor near the front door has all updates, fliers, announcements, pictures of classroom learning, ect on a rolling screen that is played daily for parents to reference. Community fliers and events are also put here. This is updated weekly.

b. Parent engagement takes many forms. Family Fun Nights (FFN) are programmed with a variety of topics that take into account parents’ responses on their Family Partnership Agreement questionnaire and align with Performance Standards. Family Fun Nights are in person events, and take place in the evening. Preschool staff offer fun and engaging learning experiences for children and families to do together. Staff facilitate the activities and model how the simple acts of spending family time together and exploring the world can enhance parent-child bonds and encourage literacy skills like letter recognition. Bilingual staff are available at Family Fun Night to further interpret the translated materials and facilitate activities. Community partners provide services such as lead testing or dental exams during these events. Homeside activities include ideas to match topics of classroom study. These worksheets are sent home monthly in the stated home language of the family and feature a whole calendar of fun activities for families to do together. There is a section of the paper for families to list books they have read and recommend them to other families. Weekly parent

communication with upcoming events for the week and month is posted to the website and notification of this goes out via text and email in the family's stated home language. The entire school district website can be translated to Spanish with a single button.

Parents have an open door policy to visit classrooms, especially on days with classroom celebrations. The Family Resource Office has an abundance of materials for parents to checkout for home use. Available items include everything from potty training kits to beginner ice skates and snow tubes to pizza making kits, and science discovery materials. Some Family Fun Nights connect families to cultural and recreational resources within our community such as local history museums, outdoor recreation, and art activities. Families also really enjoy the Family Fun Night we have each year at the public library that complements the classroom visits. They can get library cards for everyone in the family and explore the stacks and other areas of the library with preschool and library staff. Our public library is committed to providing materials for Spanish speaking members of our community and proudly shows the Spanish book sections in both the children's and adult sections of the library. Families can also learn about the diverse online materials they can access from home using their library card info to log into the library's website. This includes the Mango programs, which can be used to learn new languages and are very well utilized, according to library staff.

Our program is using the Dual Language Learners Program Assessment to identify areas where we can improve ways to support biliterate and multilingual families.

All families have access to Ready Rosie. This platform has a large library of videos to help parents facilitate fun, family activities at home. Teachers can send invitations to families of

children in their classroom to join and provide playlists of activities that connect to classroom activities and also match the interests of the families.

c. Formal parenting classes are taught by our community partner, Full Circle. Their 3-week, six session course called “Active Parenting” runs twice per year, once in the spring and once in the fall. Families can earn a stipend for completing the course. The course is open to parents of children of any age, but The Center often fills the class with parents of preschoolers, allowing the curriculum to be targeted to families of three-to five-year old children. Full Circle also operates its own Family Resource Office and uses the Growing Great Kids curriculum. Our Early Head Start program also uses GGK to increase parent knowledge of early childhood development and improve parent practices. This program was selected in partnership by both organizations because it is research-based, comprehensive of all areas of development, and serves families with children of all ages that we serve. GGK also provides ample opportunities for professional development and support for implementing the curriculum with fidelity. Parent education also takes place through the goal setting process and informally at home visits, parent-teacher conferences, and Family Fun Nights.

d. Our program incorporates the values of the Parent, Family, Community Engagement Framework in our work by making genuine relationship building intrinsic to all our efforts. We understand and honor the idea that a family is a child’s first and most important teachers, and that to understand a family’s needs and goals, relationships must be built. Relationship building with families begins at intake. Families usually visit the school to pick up their application. When they bring the filled out application back, staff do a brief interview while reviewing the application for completeness. They ask about family needs, child concerns, job or school, health

insurance application assistance, and mental health, and any other topics that arise during the discussion. These and other topics are identified in the PFCE Framework as areas in which family growth can have lifelong results. At Orientation, families complete the Family Partnership Agreement to indicate topics they would like more information about. Information from all the checklists is used, along with our policies on family engagement and our school readiness goals, to plan topics for child and family learning opportunities at Family Fun Nights to forge meaningful connections between families and the program. Supports and plans can be developed with families after reviewing their responses to the questions on the goal setting form completed by families at their goal setting meeting. Progress and further conversations are tracked to be sure progress is being made and further goals and concerns are identified and addressed. Data is tracked for reporting on the PIR and to document how family needs change year to year. We further honor the PFCE Framework by adjusting our techniques and systems to meet family needs. When a family can't make or doesn't want to have any formal meetings for goal setting, we ask if they will just do weekly check-ins to let us know how things are going. Meetings can also take place via online video chat, when transportation or scheduling is an issue. Families appreciate our care and concern and our willingness to match their schedule.

e. Our partnership with the School Based Health Center (SBHC) allows all families access to physical health and dental care right in the building, providing even easier access than the original office which is located nearby in the high school. The SBHC opens for special hours on some orientation days, allowing families extra times to take care of their child's physical exam. We also enjoy partnering with the Lake County Recreation Department, which is a part of our county government that operates programs and facilities. We also have a partnership with Get

Outdoors Leadville (GOL) which provides special programming for outdoor activities a few times per year. This supports a big goal of the school district to promote out-of-doors learning and acquaints families with the community gear library that can set up everyone with loaner equipment for camping, biking, and skiing.

9. a. Our program's early childhood special education teacher also serves as the coordinator for the Child Find Early Intervention program for our entire service area. The coordinator is the starting point for any family in Lake County who has concerns about any aspect of their child's development. This connection is a valuable recruitment tool for both Early Head Start and Head Start and also allows the child's Individualized Family Services Plan (IFSP) or Individualized Education Plan (IEP) to be implemented very effectively. Preschool children with special needs are enrolled in regular preschool classrooms to provide as inclusive an environment as possible, with additional services provided during times when they are pulled out of their classrooms. They and their families have access to all services provided to all children and families at The Center, with the additional support from their plans. Families are included in the planning process for developing goals for their child and given regular updates on their progress in compliance with state regulations for special education and under the monitoring of Board of Cooperative Educational Services (BOCES). Some children enter the program with plans in place, and staff identify additional children with disabilities as the year progresses.

10. a. Transition into the EHS program after enrollment begins with an orientation and introduction to services. The Early Head Start (EHS) transition procedure to preschool ensures a smooth transition of children out of EHS and is designed to meet a child's individual needs. The transition process includes extensive parental involvement and staff communication.

Throughout the process, parents are supported in their role as their child's primary teacher and advocate. Participants in EHS start their transition plan after the child turns 30 months old, in the spring before the child will be age eligible for preschool. EHS staff will have a series of communications with EHS families regarding their child's placement options and the availability of Head Start and other child development or child care services in the community. A listing of Head Start and community early childhood centers in the community and surrounding counties can be given to parents. EHS staff discuss with parents the child's health and disability status, developmental level, progress made by the child and family while in EHS, and current and changing family circumstances and document these conversations on the Transition Plan. Families fill out a new application for preschool and must meet eligibility requirements for Head Start. If a child is set to transition mid-year and no preschool spot is open, the child is placed on the wait list until one opens. Selection criteria give extra points for EHS enrollment to help ensure the continuation of services. The family participates in the regular orientation process to start Head Start preschool. It is usually most appropriate for an EHS child to transition into Head Start preschool in the fall of the year they are age eligible. Family and child needs may sometimes indicate a sooner transition, if a spot is available.

b. Transition from Head Start preschool to kindergarten starts in the spring. All families are notified if their child is age eligible for continuing in preschool or going to kindergarten. The majority of children enroll in kindergarten in the one elementary school of our associated school district. Information on the location of the school and the days and times for enrollment events and assistance are provided. Assistance is provided in copying required documents. An evening ice cream social is held for preschool families to visit the kindergarten wing of the

school and meet the principal and staff there. Kinder-ready preschoolers take a field trip to the Kindergarten wing of the school as part of one preschool day. Children may participate in an activity in the cafeteria designed to prepare them for the shift from family style meals in their classroom into cafeteria service. A pack of school supplies and summer activities are provided to transitioning families at their spring parent-teacher conference. Transition efforts are now aided by being in the same building as kindergarten, so preschool children can have additional visits to kindergarten classrooms in the spring. Preschool children also now have specials (art, music, STEM, and PE) with the K-2 teachers, so they become familiar with staff and routines before they even reach kindergarten age. Bilingual front office secretaries serve the entire building, so families are familiar with these staff and speak to the same people for kindergarten registration that assisted them with preschool applications. The Powerschool system tracks child data from when they are entered into the system as preschoolers through graduation.

c. Our program is the only one operating in our service area. Children moving out of the service area are encouraged to apply at a program near their new home. For these families, The Center will support a family's transition to another program by reviewing with them a listing of early childhood programs in the new community that meets their needs.

11. a. Within our Early Head Start caseload, we include enrollment and service to pregnant people. During our application, interview, and orientation process, one of our first steps is to determine access to resources including pre-natal care within 30 days of enrollment. If a pregnant mother does not have a source of ongoing care, the EHS staff will provide resources and referrals for care. Once a pregnant mother is enrolled, we provide one home visit a week for a ninety-minute time period.

b. Topics included and tracked for prenatal education include fetal development, nutrition, oral health care, risks of drugs, alcohol, and smoking, labor and delivery, postpartum recovery, parental depression, infant care, safe sleep practices, and benefits of breastfeeding. Additional, specific, prenatal care services and resources needed to support healthy pregnancy are identified and provided. Our program also provides assistance with accessing health insurance, establishing a medical home as needed, meeting nutritional needs and food access, mental health resources, housing assistance if necessary, and resources around substance abuse prevention and treatment.

c. Once the baby is born, we conduct a newborn home visit within two weeks of the baby's birth to determine potential needs and supports for both the baby and for the family. Topics of discussion include: maternal mental and physical health, safe sleep, infant health, and support for basic needs. Our Child Find Coordinator, our School District nurse, our Director, and the home visitor all work together to provide any needed follow up after the visit has occurred and the family's and baby's needs are determined. We then work to enroll the baby and the family for continued Early Head Start services. All relevant family members, including fathers, are included in the process and within the home visits as appropriate for the family. Growing Great Kids is the curriculum used during the weekly home visits to provide services and supports to our expectant families.

12. There are no changes to this section.

a. Many of our enrolled children reside several miles from The Center in outlying areas of the service area.. Without transportation, many families indicate they would be unable to participate in preschool. A family's transportation needs are assessed at enrollment and again

at orientation. Many families only have one car, which one parent uses to commute to work, leaving the family without other transportation during the day. A few families have no transportation at all. Families also indicate that their child's attendance in the winter is better than it would be if they had to drive on snowy and icy roads for the seven months of winter.

b. Our school district's transportation department schedules two bus drivers to work two hours per day on preschool days to transport Head Start preschoolers to school. The bus seats are equipped with appropriate safety harnesses and bus aides care for the children in route to and from school. A preschool staff member rides the bus as a monitor to sign kids on and off the bus, ensure proper restraint devices are used, and to provide activities and care for the children. We purchased two new buses with the most up to date safety features with a recent supplemental award.

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

1. Structure. a. Our governing board is the publicly elected school board for our school district. We are not in control of the makeup of this group, as members are elected, not appointed. Through our partnership with the school district, we do have access to the school district's accountant, auditors, and legal counsel. In addition to our own staff, our association with Rocky Mountain Early Childhood Council provides access to experts in child development.

b. Through the public election process, any eligible citizen can run for school board office. This process helps to ensure a diverse group representative of our service area which would include Head Start parents and populations that have been historically marginalized. Announcements of openings on the Board are sent out in communications to families, which go out in either

English or Spanish, depending on family requests. The announcements are also published publicly on LCSD social media accounts.

c. Policy Council is made up of at least 51% parents of currently enrolled Early Head Start and Head Start children, along with parents from state and tuition funded programs and community representatives. The Lake County School Board designates a member to attend Head Start Policy Council meetings to be the liaison between the two governing groups, but is not a voting member. Our small program does not have a separate Policy Committee.

a. Processes. The Board receives monthly updates from the Director including information on enrollment, attendance, budget, meal reimbursement, self-assessment, monitoring, financial reports, goal progress, screening data, meetings, trainings, and other program information. The school board discusses and approves policies and procedures in alignment with performance standard requirements. Policy Council generally approves any policies and procedures prior to review and approval by the school board. The Lake County School Board has an oversight calendar that is utilized over the course of the year. Each school provides updates and information related to recent work, and the board participates in an on-site visit which includes visits to the preschool classrooms. A board member attends Policy Council meetings as a non-voting liaison and provides updates to the board to enhance the meeting minutes. School Board meetings are open to the public and generally also offered online via ZOOM. Policy Council members are invited and encouraged to attend. The Board is informed of and kept apprised of progress on any corrective action plans.

- b. Advisory committees include a committee for health concerns and family engagement. These committees gather feedback and input, connect to resources, and engage families but do not have governance responsibilities.
- c. Policy Council and Policy Committee. The Policy Council receives updates from the Director at their regularly scheduled meetings including information on enrollment, attendance, budget, meal reimbursement, self-assessment and monitoring, financial reports, goal progress, screening data, meetings, trainings, and other program information. The Policy Council reviews the full application packet required of families. Lake County School Board minutes are distributed at Policy Council meetings. Training on Policy Council duties and responsibilities takes place according to a monthly calendar and as members request information. Policy Council shares information with the Parent Committee by publishing minutes of the meetings on the website and via reports offered at meetings. Individual members are assigned to be room representatives and introduced to families in their assigned classroom in a letter sent home in cubbies. Policy Council members are also encouraged to identify themselves to families as sources of information.
- d. Parent Committees. Meetings of various parent committees are attended by staff who discuss how program policies meet performance standards and community needs and receive input from parents. Minutes are taken and shared with other parents and staff.
- e. Policy Council has regularly scheduled monthly meetings at least eight times during the program year, with special meetings called as necessary. The Director surveys members to arrange a convenient meeting schedule. Materials are provided before meetings either via email or in print to allow time for review and discussion.

Relationships. a. Relationships are developed with the governing body, advisory committee members, and Policy Council over time through regular contact in meetings and site visits.

Orientations similar to the process for new staff are offered as appropriate. Each year in the fall, each school presents to the school board information on their individual program components. The Center presents on the Head Start content areas and how they align with the school district's curriculum. During the opening meeting for Policy Council, administrative staff provide an overview training in governance for Policy Council members. Thereafter, a monthly training schedule is created to provide information to PC members on our Head Start practices. Members of advisory committees receive training and orientation in the role that they play in the program as new members join the committee and upon request.

b. Lake County School Board has a Conflict of Interest policy designed to protect the trust placed in the directors of the school district. It is considered inappropriate for board members to be full time employees of the district. A Board member who has a personal or private interest in a matter proposed or pending before the Board shall disclose such interest to the Board, shall not vote on it, and shall not attempt to influence the decisions of other Board members in voting on the matter, unless after the disclosure their vote is necessary to make a quorum. The Board does not enter into any contract with any of its members or with a firm or corporation in which a member has a financial interest unless certain other conditions are met.

c. A school board member serves as a Head Start liaison and attends Policy Council meetings. School Board meetings are open to the public and policy council members are encouraged to attend. Policy Council meetings are scheduled earlier in the month than school board meetings,

so Policy Council has a chance to review, discuss, and approve information before it is passed on to the board. Meeting minutes from each group are provided to the other.

There is an Internal Dispute Policy that may be used when there is an impasse between these two boards. It outlines the steps that will be taken to resolve the conflict. This policy is reviewed and approved each year by both boards.

2. a. The revised organizational chart is attached. The Executive Director for Head Start is the Superintendent of Lake County School District and the governing board is the publicly elected school board. The Director also reports to the LCES Principal. Staff at The Center report to the Director. Policy Council has involvement and approval responsibilities.

b. All preschool employees are full fledged employees of Lake County School District.

Employees have a wide range of benefits including paid time off, optional health insurance and other supplemental insurances, PERA retirement plans, life insurance, and bereavement and other types of leave. Assistant teachers and support staff are considered Paraprofessionals.

Lead classroom teachers and considered Instructional Paraprofessionals. Wages for these positions are negotiated annually by the Lake County Education Association. Currently, these positions start at \$17 and \$19 per hour. Lead teachers who are state certified or who enroll in the alternative licensing plan are paid on the certified teacher scale, which currently starts at \$43,000 for a 179 day contract or \$30.03 per hour. Administrative positions are assigned salaries based on the educational requirements, job duties, and number of contract days. Work agreements are currently being written to apply a rising scale for the classroom positions, based on levels of educational attainment between the minimum high school diploma and

certification. Professional development, including tuition and coaching assistance in whatever requested language as possible, is offered as part of staff's individualized plans. Growing our staff in this way helps some staff overcome barriers that could otherwise keep them from increasing their educational attainment.

There is one other large, licensed child care center in the service area. Their hourly wage starts slightly higher, and their calendar is year round instead of following the school year. They offer fewer benefits, which offsets the total compensation package.

c. The Director and Lake County Elementary School Secretary are responsible for the timely completion of personnel documentation. Detailed procedures ensure that staff members receive a criminal background check prior to hire. The Director and LCES Secretary track this requirement and work with the Lake County School District Human Resources department to run appropriate background checks. Once a candidate has been selected for hire, the candidate completes the official fingerprinting process prior to hire. Staff work with the candidate to set up an appointment with a nearby agency that can complete the fingerprinting process and obtain full complete results within 24 hours. The results and reports of the fingerprints must be on file before a candidate can officially start within the program. Our background checks also include a child abuse and neglect state registry check with the use of the TRAILS system. Candidates complete the on-line paperwork for this system prior to their first day at the same time that they arrange their fingerprint appointment. Background checks are not considered complete until the TRAILS report has also been received. An employee is fully supervised while in the care of children until the background check is fully complete and all reports have been obtained. This data is reported on a monthly basis for accountability

purposes. The LCES Secretary also tracks current employees' background check status to ensure that these are completed every five years; employees are given notice three months in advance when background checks are up for renewal to ensure timely completion of this requirement.

The Center pays for fingerprinting and health screening requirements to aid in completion.

Personnel files contain the latest health exam and background requirements.

Other non-preschool school district staff have background checks through Human Resources.

As stated in our Contract and Consultants Policy, consultants to the program who are employees of Lake County School District receive background checks as a condition of their employment.

Outside contractors, whether paid directly with Head Start funds or counted as part of In Kind match are screened, unless the organization already requires screens of their employees.

d. All new staff go through a comprehensive orientation process in their first two weeks of work. This orientation involves a scheduled time to meet with each manager, the SPED teacher, and the Director to review key elements and requirements for the program. Required trainings, such as recognizing and reporting child abuse and active supervision procedures, are completed at the beginning of the program year. Some of these trainings are accessed on-line through the Colorado Professional Development Information System (PDIS) and other platforms, and some are conducted directly by an outside trainer or the appropriate manager. Center administration provides an initial training on the Creative Curriculum, CKLA, Teaching Strategies GOLD, Second Step, and the Pyramid model. New employees are also given time and opportunity to observe preschool classrooms in action and wherever possible shadow another teacher prior to taking on full responsibilities. Orientation for management staff is similar with an additional focus

specific to the leadership role. The Director conducts a twice yearly evaluation process with all employees, including coaching data from the Assistant Director. We follow a similar, but modified, orientation process for regular volunteers, interns, and consultants. This includes reviewing key information in our volunteer handbook.

e. The Director and Assistant Director, with the support of the Building Leadership Team (BLT), focus on the educational components of the program including curriculum, school readiness, the Head Start Early Learning Outcomes Framework, and coaching of our preschool and home based visiting staff. Program wide training and professional development consists of:

- Annual pre-service trainings every August on a variety of mandatory training topics including recognizing and reporting possible child abuse and neglect, CACFP, blood borne pathogens, etc. Teaching staff complete a minimum of 16 clock hours of training and professional development as required by Child Care Licensing in the state of Colorado.
- Additional training is based on identified needs of both individuals, small groups, and large groups. Data from assessments, as well as performance standard regulations, best practices in the field, and new initiatives are examined to determine the best course of action for training. Weekly Professional Learning Communities (PLC) and Professional Development days following the school district's calendar allow for teaching staff to hone their skills on specific teaching practices such as transitions or visual schedules. The EHS home visitor receives biweekly coaching based on her current questions about individual family needs which enhances the services she offers.

- All Early Head Start and Head Start staff have a professional development plan in place.

The professional development plan is developed with each staff member and the Director each year based on staff input and classroom assessments.

Our program has implemented Practice Based Coaching (PBC) to provide professional development coaching for selected education staff. Intensive coaching will be provided through Expert PBC or Teacher Learning Community (TLC). The selected format will be delivered in the context of collaborative partnership following the PBC cyclical process of shared goals and action planning, focused observations, and reflection and feedback.

Education staff are assessed to identify strengths, areas of needed support and who would benefit from intensive coaching. Multiple data sources are used in assessing education staff:

1. Teacher Strength and Needs Self-Assessment
2. Teaching Strategies Creative Curriculum Fidelity Checklists – Administrative and Teacher
3. Classroom Assessment Scoring System (CLASS)
4. IT2 Fidelity Checklist for home visiting
5. Teaching Pyramid Observation Tool (TPOT)

We use the results from the data sources to create a coaching plan to support teachers with their teaching practices and classroom environment/management.

The Assistant Director meets with each classroom staff member on a three week cycle allowing for a continuous focus on quality in the preschool classrooms, while also establishing flexibility to provide more intensive support to teachers as needed identified through data and

observations in the classrooms. A similar process is conducted for the Early Head Start Home Visitor who receives training in Growing Great Kids.

3. a. The Center has an extensive ongoing monitoring plan. The purpose is to ensure consistent quality and effectiveness in achieving program goals to ensure that appropriate interventions are done in a timely manner. Elements of our monitoring system include: child outcomes data, financial reporting, financial audits, inventory, manager reports, program and school readiness goal development, health and safety, staff professional development plans and evaluations, surveys, director's reports, reports to Governing Board and Policy Council, Committee Reports, meeting minutes, inspections, and formal and informal observations of the program and in the preschool classrooms and EHS home visits. The management team meets at least twice a month to share information, work through challenges, and reflect on data and trends seen within the program.

To align with our self-assessment process, we utilize our program improvement plan and our data to monitor progress on our program goals throughout the year. This process includes considering issues to track and identifying course corrections and next steps as necessary. The Director and school nurse collaborate regarding health and safety practices in the program to address program needs, reflect on inspection and accident reports, and adapt practices as needed to meet rules and regulation guidelines.

b. To support quality monitoring in the classrooms, The Center uses data from different sources. We established walk through systems that align closely with content presented during staff professional development training days and licensing and health requirements. These are

conducted once per month at different times of the day to observe different parts of the classroom schedule. Additional walkthroughs are done weekly for further monitoring of practices. After each professional development day, the administrators consider key indicators that will support effective implementation of the offered training with the classrooms, and then do informal walk-throughs to help measure the level of implementation and next steps both for the program and individual classrooms. Tools related to the content are utilized to determine the quality indicators, such as elements of CLASS, the Pyramid Model, and the Creative Curriculum Fidelity checklist. This ensures that our program is improving in many different areas, with clearly defined focus on specific measures of quality as clear guides for success. A similar process is being formulated to support constant improvements in our new EHS home visiting program. The process of training, identifying areas of focus, observation of implementation, and specific feedback helps teaching and admin staff alike clearly see the successes of training and provide additional supports as needed for continued and constant improvement.

c. The Center follows the school district's annual calendar. As part of our planning process in the spring, a calendar is drafted for staff time and program events. This calendar includes contact days and professional development days. Weekly schedules are also drafted for staff, which include classroom time, planning time, weekly PLC (Professional Learning Community) meetings, coaching, home visits, parent-teacher conferences, and other support duties. Arrangements are made for coverage by substitutes or other program staff as needed. Changes in enrollment and policies are taken into account when drafting the schedule. Staff who work evening events are paid their hourly wage for the additional time. A spreadsheet is completed

tabulating the total number of contract days for each staff member, their hours, and their annual pay. This spreadsheet is used in budgeting and forwarded to the Human Resources Director for payroll purposes. Individual info for staff is sent out during the summer in preparation for the new program year. A lack of substitutes is an ongoing concern.

d. Our program participated in two corrective action plans last year. One was to respond to five findings on our Focus Area 2 review from May 2023. There were two areas of concern and three areas of non-compliance. We addressed all of these concerns in our response and all areas have since been deemed corrected. We continue to revise and refine our policies and practices with an eye toward maintaining the highest levels of service possible.

We also participated in a Full Enrollment Initiative for our Early Head Start home visiting program. We did succeed in getting to full enrollment and in the process we gained deeper understanding of the needs and wants of our community and connected to new partners. Our EHS program is growing and valued in ways it never had before.

Section II. Budget and Budget Justification Narrative

1. Lake County School District R-1, grant 08CH011397, applied to provide Head Start services in Lake County, Colorado for 40 Head Start preschool children and 12 Early Head Start children. Per the funding guidance letter, dated July 23, 2024,, the base PA 22 funds for Lake County School District R-1 Head Start are now \$763,620. The base PA 20 funds are \$9,083 for T/TA in Head Start and \$2,848 for Early Head Start T/TA. The overall funding for Lake County School District R-1 Head Start for FY2024 equals \$763,620, broken down into \$608,441 in Head Start funding and \$155,179 in Early Head Start funding. The required Non Federal Share is \$190,905.

The Center operates a braided funded preschool program. Allocations are based on child count, attendance, hours of program operation, and program requirements. Budgets are reviewed with staff, Managers, Policy Council, and the Governing Board. NOTE: Our combined Personnel and Fringe Benefits program operations costs exceed the maximum 80% suggested. We exceed the recommended upper limit of 80% because many of our operational costs are provided by the Lake County School District as non-federal share. These include occupancy (depreciation) and building repairs. Since we do not need to use Head Start grant funds for these functions, our Head Start grant funds are used disproportionately to fund personnel.

Personnel - \$375,800 Head Start and \$99,810 Early Head Start

The payroll summary given in HSES includes employees receiving part of or all of their salaries from Head Start funds and Early Head Start funds. Admin includes Preschool Director, Assistant Director, Lake County Elementary School PK-2 Secretary, Family and Community Partnerships Manager, Health Manager, Business Manager. Recent transitions in key staff have made an opportunity for review of practices and reorganization. The Executive Director's salary is paid by the Lake County School District; Head Start receives an amount equal to part of the Executive Director's salary, including fringe, as in-kind. Detailed information on the allocation of manager salaries across The Center's braided funding budgets is available in the allocation plan.

We will operate 5 classrooms with 5 lead teachers, 5 assistant teachers, and 3 support staff.

Salaries are allocated between Head Start, UPP, and tuition sources. Total yearly teaching staff salaries paid with Head Start funds is about 55% of the total teaching staff salary line of The

Center. This figure is based on Head Start enrollment and classroom attendance at The Center (see cost allocation information below).

The 2024-2025 program year is the fourth year in our new building and continues the reorganization of The Center’s management structure in number, title, and duties of positions. This reorganization was a part of Lake County School District’s plan to more fully incorporate The Center’s mission and operations into school district operations. This restructuring fits with our program goals and community needs. The new job descriptions and distribution of responsibilities will be reviewed as part of our self-assessment.

The following table matches expenses to the input grid on the HSES website:

Head Start	Description	Amount
Personnel		
Child Health & Development		
2. Teachers	6 Lead Teachers, 55% of salary paid by Head Start. We currently operate 6 classrooms for our program.	\$120,000
5. Teacher Aides and Other Support	6 Assistant Teachers & 3 Support Staff, 55% of salary paid by Head Start. The budget includes hours for substitutes that will be called upon to fill in for regular staff on an on-call basis.	\$149,000
6. Health/Mental Health Services Personnel	School Nurse – 15% of total salary is split between Head Start and Early Head Start. This position oversees health services for all children and health education for families, including medical, dental, mental health, nutrition, and transportation. This position ensures compliance with deadlines for all required screenings and tracks health information and oversees the Health Advisory Committee.	\$6,800
7. Disabilities Services and Personnel	Early Childhood Special Education Teacher - Approximately 15% of salary paid by Head Start and 1.5% by Early Head Start.	\$2,000
9. Other Child services Personnel	LCES Secretary – Salary partially paid from Head Start. This position manages child schedules, substitutes, staff background checks and credentials, and licensing of the facility. This position supports the Director and Principal as directed.	\$5,800
Family & Community Partnership		

10. Program Managers and Content Area Experts	Family & Community Partnership Manager - Salary split between Head Start and Early Head Start. The FCPM is responsible for all ERSEA functions, and family and community partnerships including goal setting and referrals. This position also supports Policy Council and plans and facilitates Parent Committee meetings.	\$16,300
Program Design & Management		
13. Head Start/EHS Director	Preschool Director — Salary split between Head Start and Early Head Start. The Preschool Director is the visionary for the culture and vision of the program. She is responsible for ensuring compliance with performance standards, grant applications, governance, self-assessment, monitoring, and reporting. She oversees the budget and all staff, including the Early Head Start Home Visitor. She develops, maintains, and documents connections with community partners and internal committees.	\$37,500
14. Managers	Business Manager – Salary split between Head Start and EHS. The Business Manager is responsible for monitoring the Head Start budget, grant writing, and financial reports. This position also monitors the UPP and Childcare budgets.	\$10,400
15. Staff Development	Assistant Director - Salary is split between Head Start and Early Head Start. The Assistant Director is responsible for the onboarding, coaching, and professional development of preschool staff. This role also encompasses all of the education components including curriculum, assessment, school readiness, child outcomes, and the implementation of the Head Start Early Learning Outcomes Framework. The AD implements plans for transitions from EHS to preschool and from preschool to kindergarten. She also plans and facilitates parent-teacher conferences and home visits. The AD also facilitates MTSS and behavior support for children in the classroom.	\$28,000
Other		
19. Maintenance Personnel	1 facility support staff with a portion of salary paid by Head Start.	\$21,600
20. Transportation Personnel	2 bus drivers x 3 hours per day Monday through Thursday	\$22,800
Fringe Benefits - Benefits are provided to full-time employees, or those working 30 hours or more per week, at The Center. Benefits include health, dental, vision and life insurance. Retirement benefits are provided through the Public Employees Retirement Association. Our PERA contribution is 21%. Cost of health benefits continue to rise, particularly for family coverage, making it prohibitive for many of our employees.		

1. Soc Sec, etc	Medicaid only	\$6,258
2. Health/Dental/ Life Insurance	PPO III / EPO III plans offered via Aetna, Meritain Health. The district's cost is \$9,808 per year for every employee enrolled in single coverage, and \$14,560 for every employee enrolled in family coverage.	\$63,500
3. Retirement	Retirement benefits are offered through PERA, the Colorado Public Employees Retirement Association.	\$84,000
<p>Travel - Out of town travel is used to cover travel expenses such as mileage for staff to attend meetings, conferences, and trainings and to conduct home visits. Due to our rural location travel is necessary for most meetings and trainings. The per diem rate for the Lake County School District for meals and incidental expenses is \$60/day. Mileage is reimbursed at \$.625 per mile. Examples of planned travel include mileage, hotel, and meal costs for Colorado Head Start Association meetings (bimonthly) for two staff; travel to national conferences offered by the Office of Head Start; and travel for trainers to come to The Center. Additional resources are allocated in this category this year to provide opportunities to enhance and improve program practices for new and existing staff.</p>		
1. Staff travel		\$2,000
<p>Supplies - Program, education, disability, health, family services, food service, literacy and assessment materials used in the classroom will be taken from the supply line item. All supplies are consumable materials. Items over \$5,000 are listed as equipment, and none have been budgeted. Classroom supply costs are allocated between programs similarly to salaries with Head Start covering approximately 65% of supplies. Other grant funds supplement some supply expenses. Examples of planned supply purchases include office supplies, classroom supplies, and furniture. Early Head Start supplies also include supplies for socialization, including diapers and formula.</p>		
1. Office Supplies	Includes copy machine, medical/dental supplies, postage, dues & fees	\$900
2. Child & Family Service Supplies	Includes copy machine, medical/dental supplies, postage, dues & fees	\$8,100
Other		
4. Utilities, Telephone	Portion of building utilities plus cell.	\$12,500
10. Child Services Consultant		
13. Parent Activity	Parent Activity Fund – utilized by Policy Council	\$1,500
17. Other	Insurance & Audit expenses	\$400

T/TA	Training information is detailed in the T/TA plan.	\$9,083
	HEAD START GRAND TOTAL	\$608,441

Early Head Start	Description	Amount
Personnel		
Child Health & Development		
4. Home Visitors	Home Visitor - 1 full time home visitor. This budget includes the salary of a full time staff person responsible for the facilitation of year round programming and home visits.	\$36,400
6. Health/Mental Health Services Personnel	School Nurse - Salary is split between Head Start and Early Head Start. This position oversees health services for all children and health education for families, including medical, dental, and mental health, and nutrition. This position ensures compliance with deadlines for all required screenings and tracks health information and oversees the Health Advisory Committee.	\$3,400
7. Disabilities Services Personnel	Early Childhood Special Education teacher - Approximately 15% of salary paid by Head Start and 1.5% by Early Head Start.	\$2,000
Family & Community Partnership		
10. Program Managers and Content Area Experts	Family & Community Partnership Manager - Salary split between Head Start and Early Head Start. The FCPM is responsible for all ERSEA functions, and family and community partnerships including goal setting and referrals. This position also supports Policy Council and plans and facilitates Parent Committee meetings.	\$14,000
	Recruitment partners - Family Connectors, Mobile Learning Center driver, McKinney-Vento program supervisor - These positions do community outreach and connections to families and play a key role in recruitment. McKinney Vento staff determine eligibility under that category. These duties were added to their positions last year during the Full Enrollment Initiative process.	\$13,000
Program Design & Management		
13. Head Start/EHS Director	Preschool Director - Salary split between Head Start and Early Head Start. The Preschool Director is the visionary for the culture and vision of the program. She is responsible for ensuring compliance with performance standards, grant applications, governance, self-assessment, monitoring, and reporting. She	\$11,250

	oversees the budget and all staff, including the Early Head Start Home Visitor. She develops, maintains, and documents connections with community partners and internal committees.	
14. Managers	Business Manager – Salary split between Head Start and EHS. The Business Manager is responsible for monitoring the Head Start budget, grant writing, and financial reports. This position also monitors the other childcare budgets.	\$10,400
15. Staff Development	Assistant Director - Salary is split between Head Start and Early Head Start. The Assistant Director is responsible for the onboarding, coaching, and professional development of preschool staff. This role also encompasses all of the education components including curriculum, assessment, school readiness, child outcomes, and the implementation of the Head Start Early Learning Outcomes Framework. The AD implements plans for transitions from EHS to preschool and from preschool to kindergarten. She also plans and facilitates parent-teacher conferences and home visits. The AD also facilitates MTSS and behavior support for children in the classroom.	\$9,360
Fringe Benefits		
1. Soc Sec, etc	Medicaid only	\$1,521
2. Health/Dental/Life Insurance	PPO III / EPO III plans offered via Aetna, Meritain Health. The district's cost is \$9,808 per year for every employee enrolled in single coverage, and \$14,560 for every employee enrolled in family coverage.	\$10,000
3. Retirement	Retirement benefits are offered through PERA, the Colorado Public Employees Retirement Association.	\$21,000
Travel		
1. Staff travel		\$2,000
Supplies		
1. Office Supplies	Includes copy machine, medical/dental supplies, postage, dues & fees	\$900
2. Child & Family Service Supplies	Includes copy machine, medical/dental supplies, postage, dues & fees	\$8,100
Other		
4. Utilities, Telephone	Portion of building utilities plus cell	\$9,000
T/TA	Training information is detailed in the T/TA plan.	\$2,848
	EARLY HEAD START GRAND TOTAL	\$155,179

Other anticipated grant funds:

Universal Preschool	\$ 325,000
Temple Hoyne Buell Trust	\$ 35,000

Grant funds assist in program operations and full-day services for our families.

2. All preschool staff are full fledged employees of Lake County School District. Classroom staff are classified as and paid at the wages of paraprofessionals and instructional paraprofessionals. Preschool teachers with certifications are paid on the same scale as certified K-12 teachers. Wages for these employee groups are negotiated annually by the Lake County Education Association union. As recently as the 2020-2021 school year, beginning wages were set at \$13 per hour, and now the lowest entry rate is \$17 per hour. Staff participate in the Public Employees Retirement Association (PERA) and may opt in to a range of health and other kinds of insurance. Staff receive 12 days of Paid Time Off (PTO) each year that can be used for sick or personal leave and roll over into accumulated sick leave at the end of the year. There is one other large, licensed child care center in town. Their starting wage for teachers is slightly higher, but the option for higher pay with certification is not an option. There are options for health and retirement support, but not an employer maintained plan. Admin wages are higher at LCSD than the other center, to compensate for additional responsibilities to meet performance standards and implement curriculum.

Preschool staff have individualized professional development plans. Tuition assistance and coaching are provided and training in Spanish provided whenever possible for staff who prefer

that option. Staff eligible for alternative licensure are supported in those efforts and compensated on the same plan as K-12 staff in those programs.

Wage levels are not assigned based on gender or ethnicity, but it remains true that the early childhood profession is nearly entirely women and is valued less than other entry level professions.

3. COLA funds will be used to increase staff wages for certified teachers and offset increased health plan costs. This change was applied for and granted in the spring/summer of 2024.

4. T/TA funds are used for costs associated with required annual training, program wide training for quality improvement, and individualized coaching and professional development matching staff plans, including college classes.

5. The following identifies the sources of our required non-federal share in alignment with the budget input categories:

	Description	Amount
Personnel		
Child Health & Development 2. Teachers	<u>Universal Preschool (UPK)</u> - A portion of the UPK grant used by Head Start children who use the program to enhance services is counted. There are currently 14 children who receive \$627.39 per month times 10 program months. Total projected award is : \$87,834. Total counted = \$8,759	\$8,759
Child Health & Development 5. Teacher Aides and Other Support	The Center enjoys support from generous funders in addition to the Office of Head Start. These grants support The Center for operations, reduced tuition rates for extended day child care, and improved instructional practices. Enrollment numbers are 30 Head Start spots out of 80 or approximately 35% of total enrollment. The following amount is a portion of the total amount of the grant which is applied to our Non-Federal Share for staff expenses: <u>Temple Hoyne Buell</u> \$12,250 X 50% for staff expenses = 6,125	\$6,125

Program Design & Management 12. Executive Director	<u>Superintendent</u> provides services to oversee Head Start and facilitate shared governance work with the Lake County School Board. Approximately 5% of salary + fringe = \$7,386	\$7,386
Program Design & Management 15. Staff Development	<u>Principal and Assistant Principal</u> of Lake County Elementary School oversee staff for the entire building and participate in planning for instruction and transitions. 5% of salary plus fringe = \$6,663	\$6,663
Fringe Benefits		
1.Workers Compensation	LCSD maintains and pays the entirety of premiums on a Pinnacol workers compensation policy. The approximate portion paid for the preschool staff is \$3,900	\$20,453
1.Unemployment Insurance	LCSD pays the entirety of the UI bill for all district employees. The approximate portion for preschool staff is \$153	
2.Health Insurance	The new Lake County Early Care and Education Fund provides an annual award funded by local entities with allowable uses of tuition credits, licensing fees, staff benefits, and educational materials. The portion designated for health insurance is approximately \$8,200.	
2.Retirement	The new Lake County Early Care and Education Fund provides an annual award funded by local entities with allowable uses of tuition credits, licensing fees, staff benefits, and educational materials. The portion designated for retirement benefits through PERA is approximately \$8,200	
Supplies		
	<p>The Center enjoys support from generous funders in addition to the Office of Head Start. These grants support The Center for operations, reduced tuition rates for extended day child care, and improved instructional practices. Enrollment numbers are 30 Head Start spots out of 80 or approximately 35% of total enrollment. The following amount is a portion of the total amount of the grant which is applied to our Non-Federal Share for supplies:</p> <p><u>Temple Hoyne Buell</u> \$12,250 X 50% for supplies = \$6,125</p> <p><u>Lake County Care and Education Fund</u> \$23,100 portion for supplies = \$6,700</p>	\$22,505

	Lake County School District contracts an auditing firm to conduct the annual audit. The Center's Head Start program is included in this audit. The cost is approximately \$810 per year.	
	LCSD uses Powerschool for registration and communication to families. Preschool and EHS children are entered into this system that will hold their school data through high school. The district pays the entire bill for this software system. Preschool children are approximately 10% of the enrollment of the entire district. 10% of the entire bill is approximately \$3,270.	
	The LCSD Custodial Manager orders cleaning and sanitation supplies for the entire school district. The district pays the entire bill for this bulk order. Preschool children are approximately 10% of the enrollment of the entire district. 10% of the entire bill is approximately \$5,100.	
	LCSD contracts for weekly vacancy ads in the local newspaper to recruit staff. Preschool staff are approximately 10% of total district staff. Ads are approximately \$350 per month. Total counted for vacancy ads = \$500	
Contractual		
1. Administrative Services	<u>Chief Financial Officer</u> Based on guidance provided to the program to oversee the Head Start budget and help with programmatic decisions with budgetary implications. 1% of salary + fringe \$1,096 annually	\$6,530
	<u>Fiscal Officer</u> Based on services provided to oversee the Head Start budget and perform accounting functions. 3% of salary + fringe \$2,528 annually	
	<u>Human Resources Manager</u> Based on services provided for human resources, employee benefits and payroll. 3% of salary + fringe = \$2,906 annually	
2. Health/Disabilities Services	<u>Occupational Therapist</u> : 60 hours per year are spent in preschool, including Child Find and other services. \$3,338 annually donated as in kind. <u>Speech Pathologist</u> : 185 hours per year are spent in preschool, including CAT/RTI and other services: \$4,360 annually donated as in kind (total salary + fringe for working in preschool = \$16,783) <u>Health Consultations</u> include blood lead screenings at orientations, conducted by Public Health personnel = \$500	\$8,198

3. Food Service	<u>Nutrition Services</u> Based on the number of meals and snacks served to Head Start children. Head Start children total 40 for breakfast and lunch each day. Food Service Director supervises 4 schools, with 4 hours per month preparing menus and overseeing Head Start food services. Salary + fringe for a <u>Head Cook</u> = \$37,884 annually Partial salary + fringe for the <u>Food Service Director</u> = \$2,509 annually	\$40,393
4. Child Transportation Services	<u>Transportation Services and Bus Maintenance</u> Based on information from Transportation services on the average time spent servicing Head Start buses, scheduling trips, and providing training to the staff on evacuation and safety procedures on the bus. 60 hrs x \$29.43/hr + fringe, Transportation Director \$3,041 annually Bus Maintenance Technician \$722 annually	\$11,913
	Fuel for Head Start buses \$ 7,500	
	Insurance for Head Start buses \$650	
8. Other contracts	<u>Technology Services</u> Based on number of buildings in the District, the number of Head Start children and Head Start computers and office space, estimate is 3% of technology consulting services, \$2,596 annually	\$2,596
Other		
1. Depreciation	Building depreciation \$5,000	\$5,000
8. Building Maintenance	<u>Building Maintenance</u> Based on number of District buildings (4) and total usage of building by occupancy. 12.5% salary + fringe, Maintenance = \$7,770 annually <u>Maintenance Director</u> - Supervises maintenance staff, prioritizes tasks, orders supplies, arranges contracts. \$8,315 annually <u>Building Services</u> - Include snow removal, trash removal, and pest removal contracts. 30% of LCES building expenses. \$6,250 annually	\$23,335
	<u>Technology</u> - The district pays for firewall software to protect the IT systems. 10% of total is approximately \$1000.	
11. Volunteers	<u>Parents & Community</u> - The Center enjoys ample support from parents and a variety of community volunteers. Parents have many opportunities to support the program with their time. Classroom volunteers are always welcome during school hours and committee meetings are generally held in the evening. Parent volunteer hours are calculated at the pay rate including	\$18,000

	fringe of a beginning level Assistant Teacher plus fringe at \$21.87 per hour. Volunteers for Policy Council and other boards are counted at an executive rate of \$30 per hour. Total \$18,000	
17. Other Safety	LCSD has a safety coordinator who handles emergency planning, required safety training for staff, and monitoring of cameras. Preschool's portion of this position is \$630. Preschool's portion of the safety training is \$319. Preschool's portion of the camera monitoring contract is \$2100.	\$3,049
	IN KIND GRAND TOTAL	\$190,905

6. No non-federal match waiver is requested at this time.

7. No waiver on 15% limitation for administrative costs is requested.

8. An enrollment reduction is requested, with justification and rationale listed above. Details on costs savings and reallocation are as follows:

HS	Repurposed Funds from previous allocation		How repurposed funds will be spent	
	Object Class category	Amount	Object Class category	Amount
	one lead teacher incl benefits	24000	certified teacher at district rate x2	22000
	one assistant teacher incl benefits	18000	additional funds for increasing educational attainment	
	supplies	3000	increasing health insurance costs	17000
			\$.50 per hour for educ attain x 4 staff	2000
			\$1 per hour for educ attain x 4 staff	4000
	Total	45000	Total	45000
EHS	Repurposed Funds from previous allocation		How repurposed funds will be spent	
	Object Class category	Amount	Object Class category	Amount
	supplies	2250	dedicated EHS staff recruitment & health (incl FCPM alloc)	12000
	transportation	9750		
	Total	12000	Total	12000

9. No funds for purchase, construction, or renovation of facilities are requested.

10. No funds for equipment are requested.

Lake County School District
328 West 5th Street
Leadville, Colorado 80461
www.lakecountyschools.net

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Kate Bartlett
MEMO PREPARED BY: Kate Bartlett
INVITED GUESTS:
TIME ALLOTTED ON AGENDA: 40 min
ATTACHMENTS: 1

RE: *Improvement Planning*, Presentation & Discussion

TOPIC SUMMARY

Background: Once we receive our state assessment results each fall, we embark on improvement planning for each school and at the district level. Improvement planning is required by the state in the form of the Unified Improvement Plan (UIP).

Topic for Presentation: We will revisit our current performance on state and local assessments and discuss the improvement planning work we are doing at both the district and the school level. There are no decisions needed by the Board of Education at this time.

Improvement Planning

Overview of 2024-25 school & district improvement work



Overview

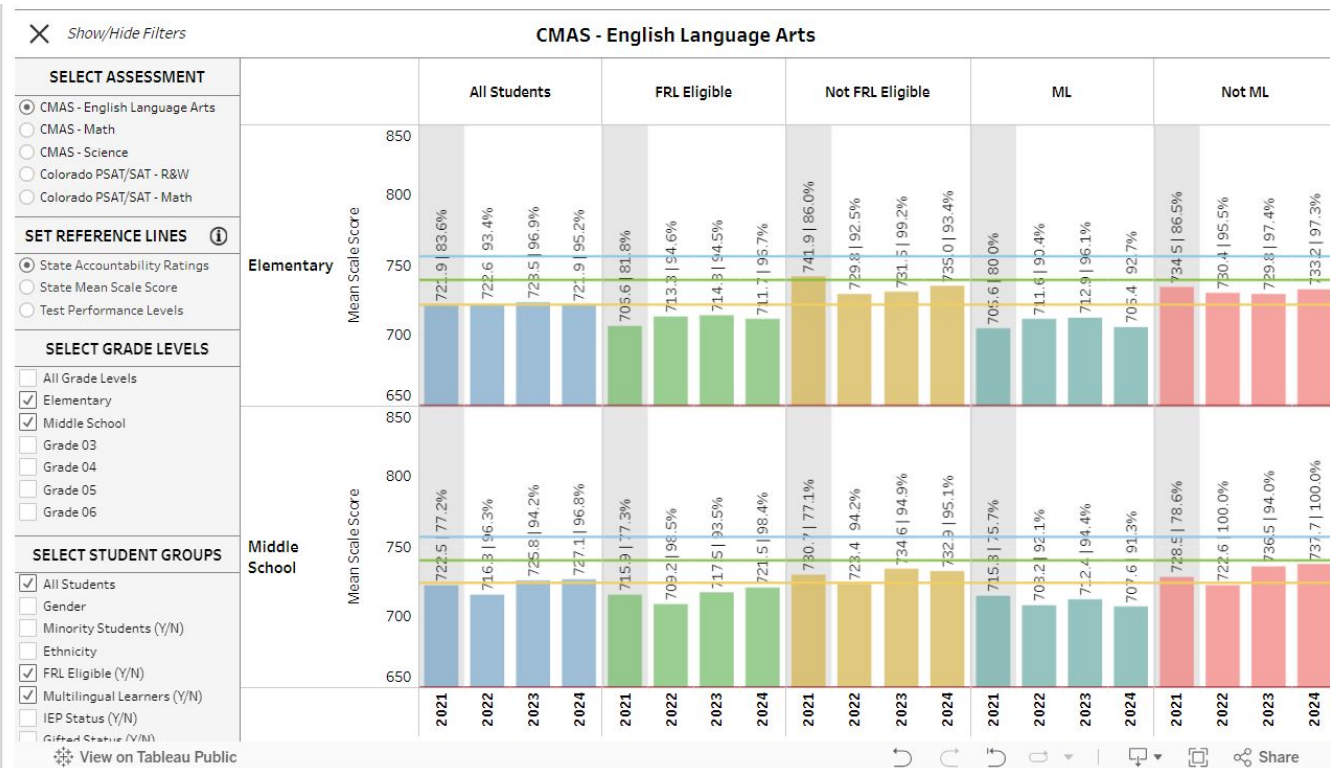
- What does the 2024 (last spring) data tell us?
 - Growth vs. Achievement
 - Performance of subgroups
 - Comparison to other districts of similar / different characteristics
- What are the root causes of our 2024 performance?
- What are the levers we can pull to make the biggest difference?
 - Major Improvement Strategies
- Process for plan development & monitoring
 - District Unified Improvement Plan (UIP)
 - School-level Performance Management tools

What does the data tell us?

Lake County R-1 (1510)				
Official Ratings Info		Click to View Complete Performance Framework Results		
Final Accreditation Rating Information ⓘ				
Final Accreditation Ratings		Official Report Type	Official Years on Clock	Official Participation
2024	Preliminary: Accredited with Improvement Plan (47.4%)	1-Year	-	Meets 95% Participation
2023	Accredited with Priority Improvement Plan: Decreased due to Participation (50.0%)	1-Year	Year 1	Does Not Meet 95% Participation
2022	Accredited with Improvement Plan: Low Participation (49.1%)	1-Year	-	Does Not Meet 95% Participation
2021	Accredited with Improvement Plan: Low Participation	2019 Rating Carried Forward	-	Low Participation
2020	Accredited with Improvement Plan: Low Participation	2019 Rating Carried Forward	-	Low Participation
2019	Accredited with Improvement Plan: Low Participation (48.0%)	1-Year	-	Low Participation
2018	Accredited with Improvement Plan: Meets 95% Participation (50.7%)	1-Year	-	Meets 95% Participation
Official Performance Indicator Ratings				
Academic Achievement	2024	Does Not Meet (32.9%)		
	2023	Does Not Meet (34.0%)		
	2022	Does Not Meet (30.6%)		
	2019	Does Not Meet (35.0%)		
	2018	Does Not Meet (34.8%)		
Academic Growth	2024	Approaching (47.5%)		
	2023	Approaching (53.0%)		
	2022	Approaching (52.0%)		
	2019	Approaching (59.3%)		
	2018	Approaching (61.3%)		
Postsecondary & Workforce Readiness	2024	Approaching (61.5%)		
	2023	Approaching (62.0%)		
	2022	Meets (63.5%)		
	2019	Approaching (46.0%)		

On state and local assessments, **achievement** consistently lags grade-level expectations. **Growth** has been declining and consistently hovers around 1 year's growth in 1 year's time (50%).

What does the data tell us?



On state assessments, **subgroups** like students who are eligible for FRL and who are multilingual learners are achieving at lower rates, with the exception of graduation rates.

What does the data tell us?

	2024 District Rating (w/out participation impacts)	DPF Points	Enrollment	FRL	ML	IEP	
Buena Vista	Accredited	66.70%	912	36.60%	3.50%	14.00%	Lowest
Salida	Accredited	65.90%	1,260	35.20%	3.70%	11.30%	Highest
Garfield 2	Accredited w Improvement Plan	55.10%	4,507	34.10%	31.20%	12.40%	
Summit County	Accredited w Improvement Plan	55.00%	3,426	41.50%	31.80%	11.60%	
Eagle County	Accredited w Improvement Plan	54.50%	6,212	38.80%	35.80%	13.40%	
Garfield 16	Accredited w Improvement Plan	51.60%	1,094	67.70%	28.20%	10.40%	
Lake County	Accredited w Improvement Plan	47.40%	889	54.10%	35.30%	16.50%	
Aurora	Accredited w Improvement Plan	46.60%	35,539	81.40%	48.60%	13.70%	
Fort Morgan	Accredited w Priority Improvement Plan	42.60%	3,231	64.90%	28.30%	12.10%	
Center	Accredited w Priority Improvement Plan	42.00%	569	94.00%	39.70%	15.60%	
Adams 14	Accredited w Priority Improvement Plan	35.60%	5,112	87.00%	54.80%	14.50%	

On state assessments, **districts with similar characteristics** are generally performing similarly. Garfield 16, Eagle County and Summit County might have good models for us to look at, although their performance is not significantly different from ours.

What does the data tell us?

- What is the purpose of the **District Data Wall**?
 - Schools will also have Data Walls
- What elements or assessments are included?
- How will we use the Data Wall throughout the year?

What are the root causes of our performance?

2023-24 Root Causes (from UIP):

- Tier I instruction is not meeting the needs of at least 75% of our students
- Tier II and III interventions are not strategically defined and implemented
- EL Programming

2024-25 DRAFT Root Causes:

- Tier I instruction is not meeting the needs of 70% of our students, who have diverse needs above state averages for several subgroups.
- Tier II and III interventions are in development but not fully implemented.
- The district needs to further develop a culture of performance to support consistent, high expectations.



All tiers should include EL strategies

What are our biggest levers?

2024-25 DRAFT Major Improvement Strategies:

- Major Improvement Strategy 1: Use data and planning cycles to adapt Tier I instruction to meet a diverse range of student needs.
- Major Improvement Strategy 2: Use data, planning cycles and daily schedules to identify and serve students who need Tier II and Tier III intervention.
- Major Improvement Strategy 3: Create a culture of performance that emphasizes student engagement and consistent, high expectations.

Plan development & monitoring

Two levels of improvement planning

- District level: [Unified Improvement Plan](#) (UIP)
 - Due to our size, the district is eligible for a combined UIP at the district level
 - Because LCIS is newly identified as being on Performance Watch, the due date for the District UIP is January 15, 2025
- School level: Performance Management Tool (PM Tool)
 - Tool developed by School Transformation team at CDE and influenced by school turnaround best practices
 - Schools will track major improvement strategies, action plans, academic data and culture data in these tools
 - See example

Questions?

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AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Jim Mulcey
MEMO PREPARED BY: Jim Mulcey
INVITED GUESTS: None
TIME ALLOTTED ON AGENDA: 30 minutes
ATTACHMENTS: Budget Review10142024.PPT

RE: *Budget Update*, Presentation

TOPIC SUMMARY

Background: District staff is reassessing the FY25 budget.

Topic for Presentation:

- Methodology
- Fund 10 Review
- Fund 64 Review

Budget Update

Jim Mulcey

10/14/2024

Budget Review

- Fund 10 – General Fund
- Fund 21 – Food Service
- Fund 43 – Capital Reserve / Capital Projects
- Fund 64 – Health Insurance Fund

Methodology

- Personnel
 - Created Positions for each job in the district
 - Placed employees in positions
 - Including contract salary and healthcare election
 - Defined distribution pays for each
 - Checks to ensure enough pays to equal contract salary
- Non-Personnel
 - Compared budget line items to FY22-FY24 actuals
 - Discussed with budget owners
- All figures are as of 30 Sep 2024

Meant to True-Up the Budget, Not Reduce It

High Level View

- Personnel not including PD, subs (as of 30 Sep)
 - 186 Employees
 - 178.5 FTE
 - Vacancies
 - Bus Mechanic, LCHS SPED Para, LCHS SPED Teacher, CCHS Counselor, LCES ELD Para, LCES 2nd Grade Para
- \$11.981M Total Compensation (Across All Funds, including vacancies)
 - \$8.590M in Salaries
 - \$0.125M in Medicare
 - \$1.838M in PERA
 - \$1.428M in Healthcare

Meant to True-Up the Budget, Not Reduce It

Unaudited Fund 10 FY24 Results

Lake County School District
Quarterly Financial Summary
General Fund
6/30/2024

				FY 23-24 FOURTH QUARTER				FY 23-24 YEAR-TO-DATE				FY 22-23 4th QUARTER	Footnote		
				4th QUARTER	1/4 x Annual		%	YTD	Annual		Percentage	OTD			
				Actual	Budget(1)	Variance	Used	Actual	Budget	Variance	Recvd or Used	Actual			
Revenues				Fund	Start	End									
Local Revenue				10	1000	1999	\$ 8,436,140	\$ 2,786,605	\$ 5,649,535	\$ 3	\$ 11,093,731	\$ 11,146,418	\$ (52,687)	99.53%	\$ 7,181,476
Intermediate Revenue				10	2000	2999	\$ -	\$ 8,275	\$ (8,275)	\$ -	\$ 33,098	\$ 33,100	\$ (3)	99.99%	\$ -
State Revenue				10	3000	3999	\$ 156,368	\$ 468,286	\$ (311,918)	\$ 0	\$ 1,578,445	\$ 1,873,143	\$ (294,698)	84.27%	\$ 1,045,002
Federal Revenue				10	4000	4999	\$ 314,547	\$ 117,669	\$ 196,878	\$ 3	\$ 496,499	\$ 470,674	\$ 25,825	105.49%	\$ 251,926
Bond Proceeds				10	5000	5199	\$ -	\$ -	\$ -	N/A	\$ -	\$ -	\$ -	N/A	\$ -
Other Revenue				10	5400	5999	\$ -	\$ -	\$ -	N/A	\$ -	\$ -	\$ -	N/A	\$ -
Total Revenues							\$ 8,907,055	\$ 3,380,835	\$ 5,526,220	263.46%	\$ 13,201,772	\$ 13,523,335	\$ (321,563)	97.62%	\$ 8,478,483
Expenditures by Program															
Instructional Services															2,631,009
Pupil Services															158,713
Instr. Staff Support															82,930
General Administration															145,249
School Administration															332,168
Business Services															95,320
Maintenance & Operations				10	2800	2899	\$ 467,420	\$ 447,907	\$ (19,513)	\$ 1	\$ 1,748,414	\$ 1,711,826	\$ 36,588	97.89%	\$ 505,452
Transportation Services				10	2700	2799	\$ 99,812	\$ 123,134	\$ 23,322	\$ 1	\$ 430,803	\$ 492,534	\$ 61,731	87.47%	\$ 118,969
Central Services				10	2800	2899	\$ 42,206	\$ 109,923	\$ 67,717	\$ 0	\$ 428,905	\$ 439,690	\$ 10,785	97.55%	\$ 56,233
Other Services				10	2900	8999	\$ -	\$ 3,061	\$ 3,061	\$ -	\$ -	\$ 12,243	\$ 12,243	0.00%	\$ 33,513
Total Expenditures							\$ 2,624,810	\$ 3,399,232	\$ 774,422	77.22%	\$ 12,923,316	\$ 13,596,916	\$ 673,600	95.05%	\$ 4,159,555
Other Financing Uses				Fund	Start	End									
Transfers Out (In)				10	5200	5299	\$ 431,000	\$ 72,250	\$ 72,250	596.54%	\$ 655,000	\$ 289,000	\$ 289,000	226.64%	\$ 188,738
Total Other Financing Uses							\$ 431,000	\$ 72,250	\$ 72,250	596.54%	\$ 655,000	\$ 289,000	\$ (366,000)	226.64%	\$ 188,738
Income (Loss)							\$ 5,851,245	\$ (90,647)	\$ 6,228,392		\$ (376,545)	\$ (362,581)	\$ (13,964)	103.85%	\$ 4,130,190
Audited/Estimated Fund Balance, Beginning of Year				Fund	Start	End									
				10	1144	1144					2,890,978	2,890,978			
Fund Balance, End of Period											\$ 2,514,433	\$ 2,528,397	\$ (13,964)		
Footnotes:															

\$2,514,43 Est. BFB
 3 Food Service Shortfall
 -\$4,691 Health Fund Shortfall
 -\$87,265 Est. Audit
 -\$54,635 Adjustments
 \$2,367,84 Revised Est.
 2 BFB

These figures are unaudited and will change when the audit is complete

Footnotes:
(1) The quarterly budget column is only the annual budget divided by 4. Please keep in mind that while expenditures happen fairly evenly throughout the year, revenues are highly variable based on the property tax collection cycle and the timing of categorical and grant revenues.

Fund 10 FY25 Budgeted Spending by Object

Spending by Object					
Fund	Start	End	Item	Revenue	
10	1144	1144	Beginning Fund Balance	\$ 2,367,842	
10	1000	1999	Local Revenue	\$ 12,235,856	
10	2000	2999	Intermediate Revenue	\$ 18,207	
10	3000	3999	State Revenue	\$ 1,026,433	
10	4000	4999	Federal Revenue	\$ 460,172	
			Total Revenue	\$ 13,740,668	
Fund	Start	End	Item	Spending	Pct
10	1	199	Salaries	\$ 7,381,499	56.2%
10	200	299	Benefits	\$ 2,968,437	22.6%
10	300	399	Purchased Professional Services	\$ 766,855	5.8%
10	400	499	Maintenance	\$ 174,800	1.3%
10	500	599	Transportation, Travel, Fees	\$ 953,232	7.3%
10	600	699	Supplies and Energy	\$ 855,234	6.5%
10	700	799	Property, Vehicles and Equipment	\$ 13,700	0.1%
10	800	899	Other Costs	\$ 30,300	0.2%
10	900	999	Long-term Debt Payments	\$ -	0.0%
			Expenditures	\$ 13,144,057	
10	5200	5299	Net Transfers out (in)	\$ 766,524	
			Total Expenditures	\$ 13,910,581	
10	840	840	Tabor Reserve	\$ 589,076	
10	841	841	Unallocated Reserve	\$ 1,608,853	
			Implied Unallocated Reserve	\$ 1,608,853	
			Budgeted Net Income	\$ (169,913)	
			Ending Fund Balance	\$ 2,197,929	

\$230,000 Food Service
 \$169,001 Cap Reserve/Projects
 \$367,523 Health Fund

Fund 21 FY25 Budgeted Spending by

Spending by Object					
Fund	Start	End	Item	Revenue	
21	1144	1144	Beginning Fund Balance	\$ -	
21	1000	1999	Local Revenue	\$ 31,000	
21	2000	2999	Intermediate Revenue	\$ -	
21	3000	3999	State Revenue	\$ 207,334	
21	4000	4999	Federal Revenue	\$ 543,275	
			Total Revenue	\$ 781,609	
Fund	Start	End	Item	Spending	Pct
21	1	199	Salaries	\$ 344,085	37.3%
21	200	299	Benefits	\$ 141,754	15.4%
21	300	399	Purchased Professional Services	\$ -	0.0%
21	400	499	Maintenance	\$ -	0.0%
21	500	599	Transportation, Travel, Fees	\$ 1,700	0.2%
21	600	699	Supplies and Energy	\$ 434,544	47.1%
21	700	799	Property, Vehicles and Equipment	\$ -	0.0%
21	800	899	Other Costs	\$ -	0.0%
21	900	999	Long-term Debt Payments	\$ -	0.0%
			Expenditures	\$ 922,083	
21	5200	5299	Net Transfers out (in)	\$ (230,000)	
			Total Expenditures	\$ 692,083	
21	840	840	BEST Reserve	\$ -	
21	841	841	Unallocated Reserve	\$ -	
			Implied Unallocated Reserve	\$ 89,526	
			Budgeted Net Income	\$ 89,526	
			Ending Fund Balance	\$ 89,526	

Under Review; may allow a reduction in the transfer

Fund 43 FY25 Budgeted Spending by

Spending by Object									
Fund	Start	End	Item	Revenue					
43	1144	1144	Beginning Fund Balance	\$ 547,088					
43	1000	1999	Local Revenue	\$ -					
43	2000	2999	Intermediate Revenue	\$ 13,000					
43	3000	3999	State Revenue	\$ -					
43	4000	4999	Federal Revenue	\$ -					
			Total Revenue	\$ 13,000					
Fund	Start	End	Item	Spending	Pct				
43	1	199	Salaries	\$ -	0.0%				
43	200	299	Benefits	\$ -	0.0%				
43	300	399	Purchased Professional Services	\$ -	0.0%				
43	400	499	Maintenance	\$ -	0.0%				
43	500	599	Transportation, Travel, Fees	\$ -	0.0%				
43	600	699	Supplies and Energy	\$ -	0.0%				
43	700	799	Property, Vehicles and Equipment	\$ 240,645	100.0%				
43	800	899	Other Costs	\$ -	0.0%				
43	900	999	Long-term Debt Payments	\$ -	0.0%				
			Expenditures	\$ 240,645					
43	5200	5299	Net Transfers out(in)	\$ (169,001)					
			Total Expenditures	\$ 71,644					
43	840	840	BEST & Fee In Lieu Reserves	\$ 474,177			BESTLCHS Reserve	\$ 311,050	+\$42Kin FY25
43	841	841	Unallocated Reserve	\$ -			BESTLCES Reserve	\$ 104,000	+\$20Kin FY25
			Implied Unallocated Reserve	\$ 14,267			Fee In Lieu Reserve	\$ 59,127	+\$13Kin FY25
			Budgeted Net Income	\$ (58,644)					
			Ending Fund Balance	\$ 488,444					

Fund 64 FY25 Budgeted Spending by

Spending by Object						
Fund	Start	End	Item	Revenue		
64	1144	1144	Beginning Fund Balance	\$ -		
64	1000	1999	Local Revenue	\$ 1,908,490		
64	2000	2999	Intermediate Revenue	\$ -		
64	3000	3999	State Revenue	\$ -		
64	4000	4999	Federal Revenue	\$ -		
			Total Revenue	\$ 1,908,490		
Fund	Start	End	Item	Spending	Pct	
64	1	199	Salaries	\$ -	0.0%	
64	200	299	Benefits	\$ -	0.0%	
64	300	399	Purchased Professional Services	\$ -	0.0%	
64	400	499	Maintenance	\$ -	0.0%	
64	500	599	Transportation, Travel, Fees	\$ 2,307,260	100.0%	
64	600	699	Supplies and Energy	\$ -	0.0%	
64	700	799	Property, Vehicles and Equipment	\$ -	0.0%	
64	800	899	Other Costs	\$ -	0.0%	
64	900	999	Long-term Debt Payments	\$ -	0.0%	
			Expenditures	\$ 2,307,260		
64	5200	5299	Net Transfers out(in)	\$ (367,523)		
			Total Expenditures	\$ 1,939,737		
64	840	840	Tabor Reserve	\$ -		
64	841	841	Unallocated Reserve	\$ -		
			Implied Unallocated Reserve	\$ (31,247)		
			Budgeted Net Income	\$ (31,247)		
			Ending Fund Balance	\$ (31,247)		

Reinsurance revenue; Jul/Aug will be booked back to FY24

Fund 64 Execution

Month	Revenues				Expenses						Bookbacks		Net Income (Loss)		Unknowns
	Contributions	Meritain	Total Revenue	Cumulative Revenue	Medical	Dental	Vision	Life	Total Expenses	Cumulative Expenses	FY24 Revenue	FY24 Expenses	Monthly	Cumulative	Uncovered Potential Liabilities
31-Jul	\$ 134,126	\$ 4,175	\$138,301	\$ 138,301	\$181,479	\$ 8,833	\$ 774	\$ 444	\$191,530	\$ 191,530	\$ 4,175		\$ (57,404)	\$ (57,404)	\$ 214,528
31-Aug	\$ 123,739	\$ 194	\$123,933	\$ 262,234	\$120,039	\$ 6,239	\$ 740	\$ 437	\$127,456	\$ 318,985	\$ 194		\$ (3,717)	\$ (61,121)	\$ 214,528
30-Sep	\$ 146,063	\$ 58,793	\$204,856	\$ 467,089	\$251,843	\$ 4,806	\$ 745	\$ 436	\$257,829	\$ 576,815			\$ (52,974)	\$ (114,094)	\$ 214,528
31-Oct	\$ 146,063	\$ 14,579	\$160,641	\$ 627,731	\$184,454	\$ 6,626	\$ 753	\$ 439	\$192,272	\$ 769,086			\$ (31,631)	\$ (145,725)	
30-Nov	\$ 146,063	\$ 14,579	\$160,641	\$ 788,372	\$184,454	\$ 6,626	\$ 753	\$ 439	\$192,272	\$ 961,358			\$ (31,631)	\$ (177,355)	
31-Dec	\$ 146,063	\$ 14,579	\$160,641	\$ 949,013	\$184,454	\$ 6,626	\$ 753	\$ 439	\$192,272	\$ 1,153,630			\$ (31,631)	\$ (208,986)	
31-Jan	\$ 146,063	\$ 14,579	\$160,641	\$ 1,109,654	\$184,454	\$ 6,626	\$ 753	\$ 439	\$192,272	\$ 1,345,901			\$ (31,631)	\$ (240,616)	
28-Feb	\$ 146,063	\$ 14,579	\$160,641	\$ 1,270,295	\$184,454	\$ 6,626	\$ 753	\$ 439	\$192,272	\$ 1,538,173			\$ (31,631)	\$ (272,247)	
31-Mar	\$ 146,063	\$ 14,579	\$160,641	\$ 1,430,936	\$184,454	\$ 6,626	\$ 753	\$ 439	\$192,272	\$ 1,730,445			\$ (31,631)	\$ (303,878)	
30-Apr	\$ 146,063	\$ 14,579	\$160,641	\$ 1,591,577	\$184,454	\$ 6,626	\$ 753	\$ 439	\$192,272	\$ 1,922,716			\$ (31,631)	\$ (335,508)	
31-May	\$ 146,063	\$ 14,579	\$160,641	\$ 1,752,218	\$184,454	\$ 6,626	\$ 753	\$ 439	\$192,272	\$ 2,114,988			\$ (31,631)	\$ (367,139)	
30-Jun	\$ 146,063	\$ 14,579	\$160,641	\$ 1,912,859	\$184,454	\$ 6,626	\$ 753	\$ 439	\$192,272	\$ 2,307,259			\$ (31,631)	\$ (398,769)	

Employee and Employer contributions

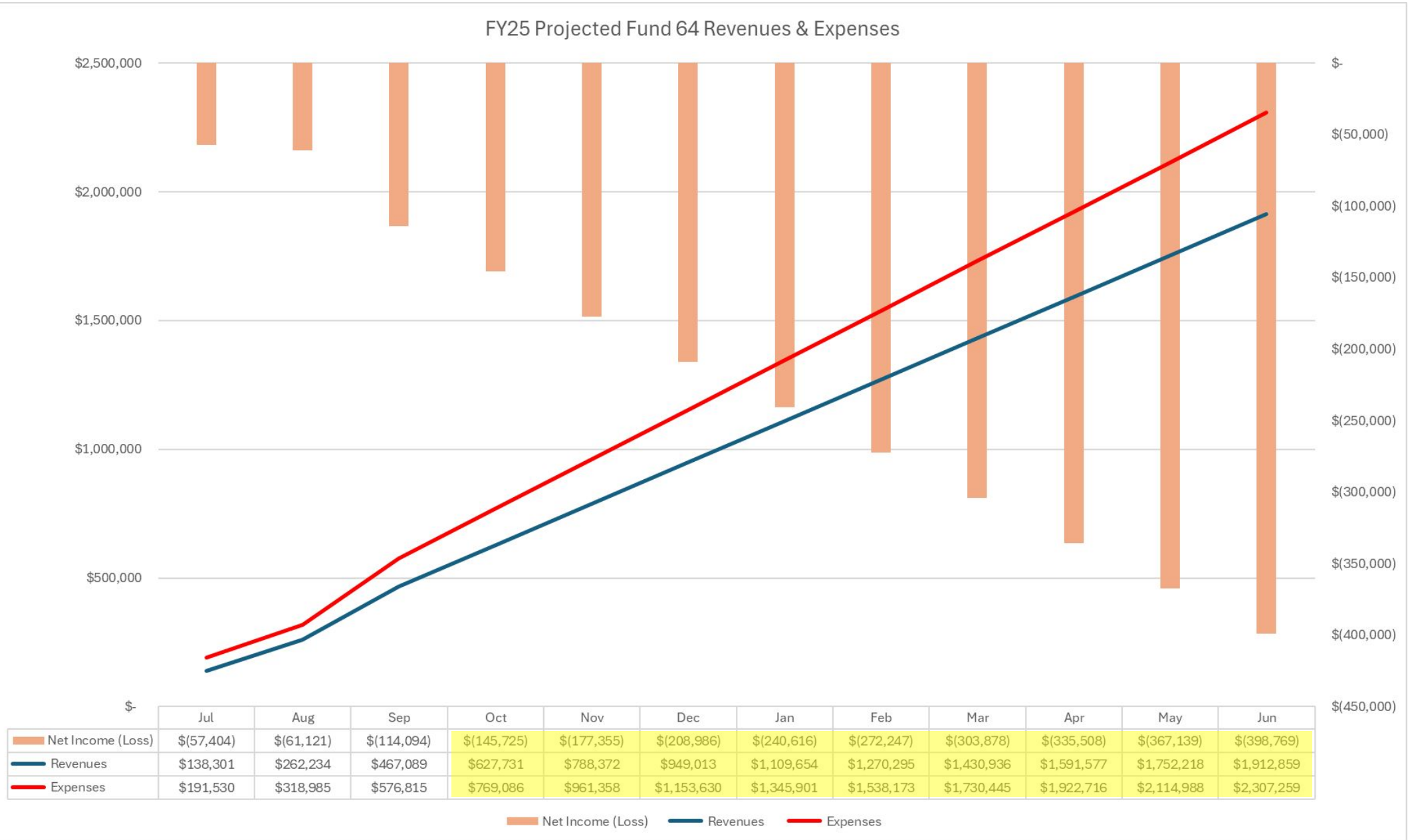
Medical Expenses; some will be booked back to FY24

Yellow highlighted cells are future projections, not actuals

Book backs

Uncovered expenses that MAY impact FY25

Fund 64 Execution



Summary

- Overall picture is worse than what was in the original budget
 - Continues to evolve with new information and edits
- Fund 64 is a wildcard (No reserve; General Fund absorbs any shortages)
 - Taking a conservative approach, but there may be surprises
- Numbers are as of 30 Sep; we've had several personnel changes since then

Lake County School District
328 West 5th Street
Leadville, Colorado 80461
www.lakecountyschools.net

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Jim Mulcey
MEMO PREPARED BY: Jim Mulcey
INVITED GUESTS: None
TIME ALLOTTED ON AGENDA: 30 minutes
ATTACHMENTS: Fund 64 Review.PPT

RE: *Healthcare Fund Update*, Presentation & Discussion

TOPIC SUMMARY

Background: LCSD runs a self-insurance healthcare fund (Fund 64) that provides healthcare coverage for employees. In recent years, the fund has run at a deficit, causing the general fund to cover costs.

Topic for Presentation:

- How the LCSD Self-Insurance Pool Works
 - Before/After Insurance Costs
 - Problems
 - Risk Transfer (Reinsurance)
- Deficits in FY23 & FY24
- Healthcare Cost Dilemmas
- BoE Guidance for FY26

Health Insurance Review

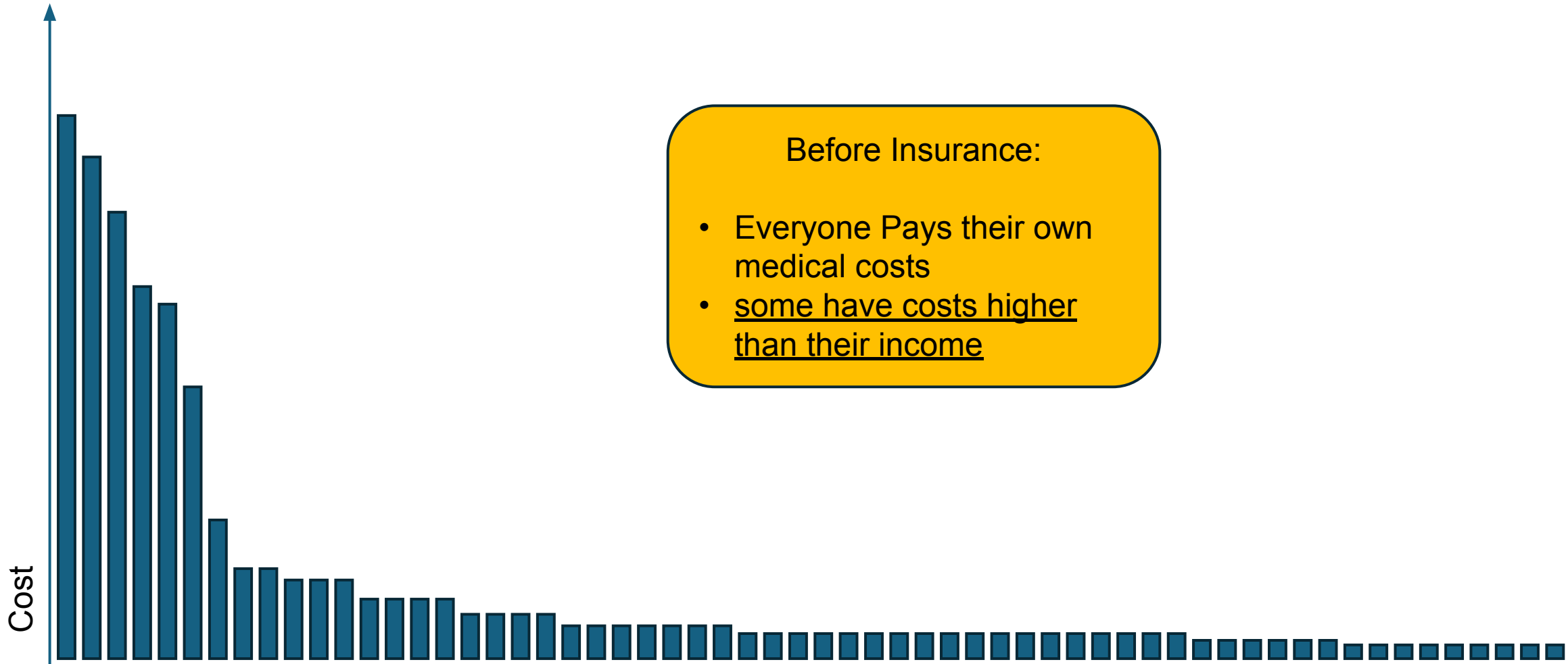
Jim Mulcey

10/14/2024

Fund 64

- How the Health Insurance Fund Works
- Issues
 - Deficits
 - Under-collection
- BoE Guidance for Rebalance in FY26

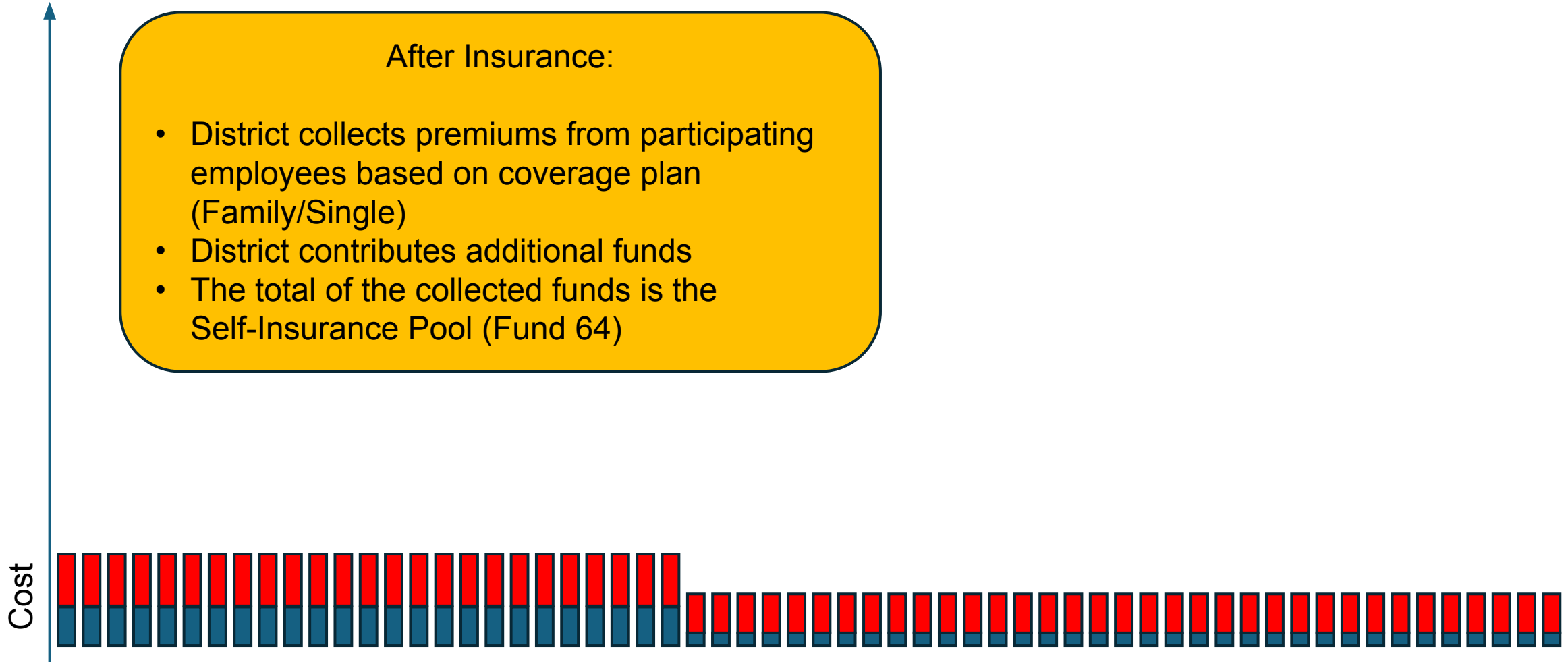
How the LCSD Self-Insurance Pool Works (Before Insurance)



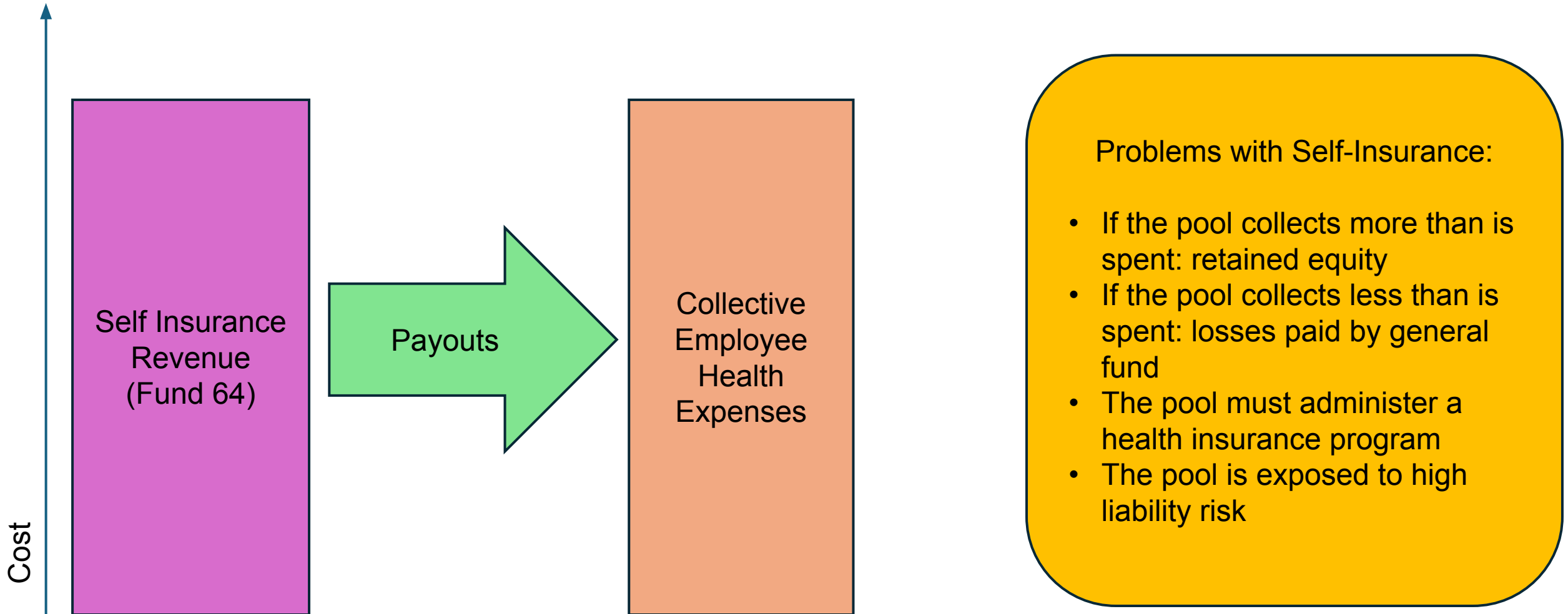
How the LCSD Self-Insurance Pool Works (After Insurance)

After Insurance:

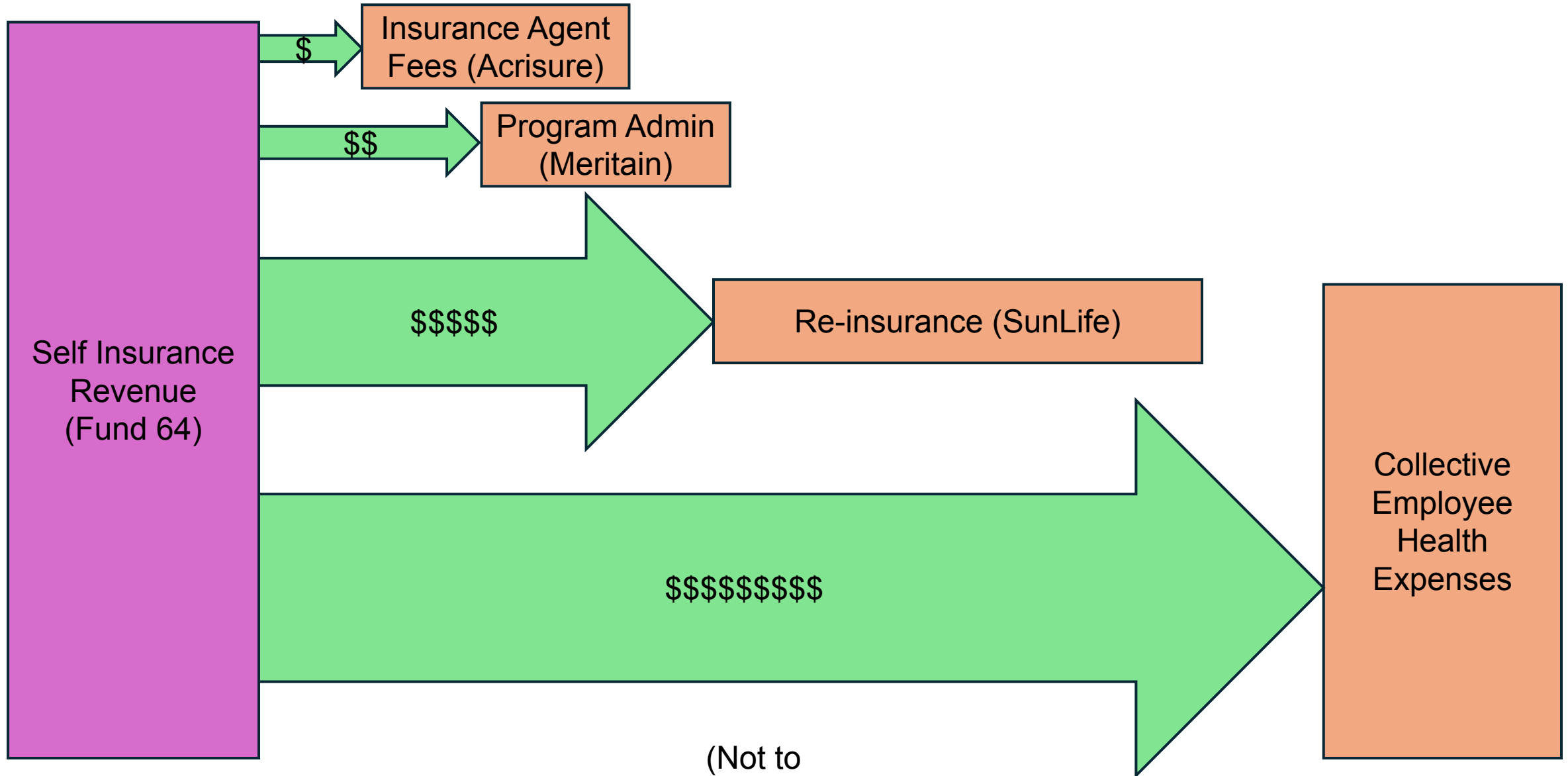
- District collects premiums from participating employees based on coverage plan (Family/Single)
- District contributes additional funds
- The total of the collected funds is the Self-Insurance Pool (Fund 64)



How the LCSD Self-Insurance Pool Works (Problems)



How the LCSD Self-Insurance Pool Works (Transferring Risk and Responsibilities)



How the LCSD Self-Insurance Pool Works (Types of Reinsurance)

Cashflow Insurance

Protection

When a large expense, that is covered by Spec insurance, the timing of the re-insurance may lag by days/weeks; this insurance seeds our account with money until the re-insurance funds arrive

Specific Insurance

Protection

Limits our liability on any single covered person; insurance pays for any qualifying cost above the threshold (\$50K for most); some people have higher deductibles for the pool

Aggregate Insurance

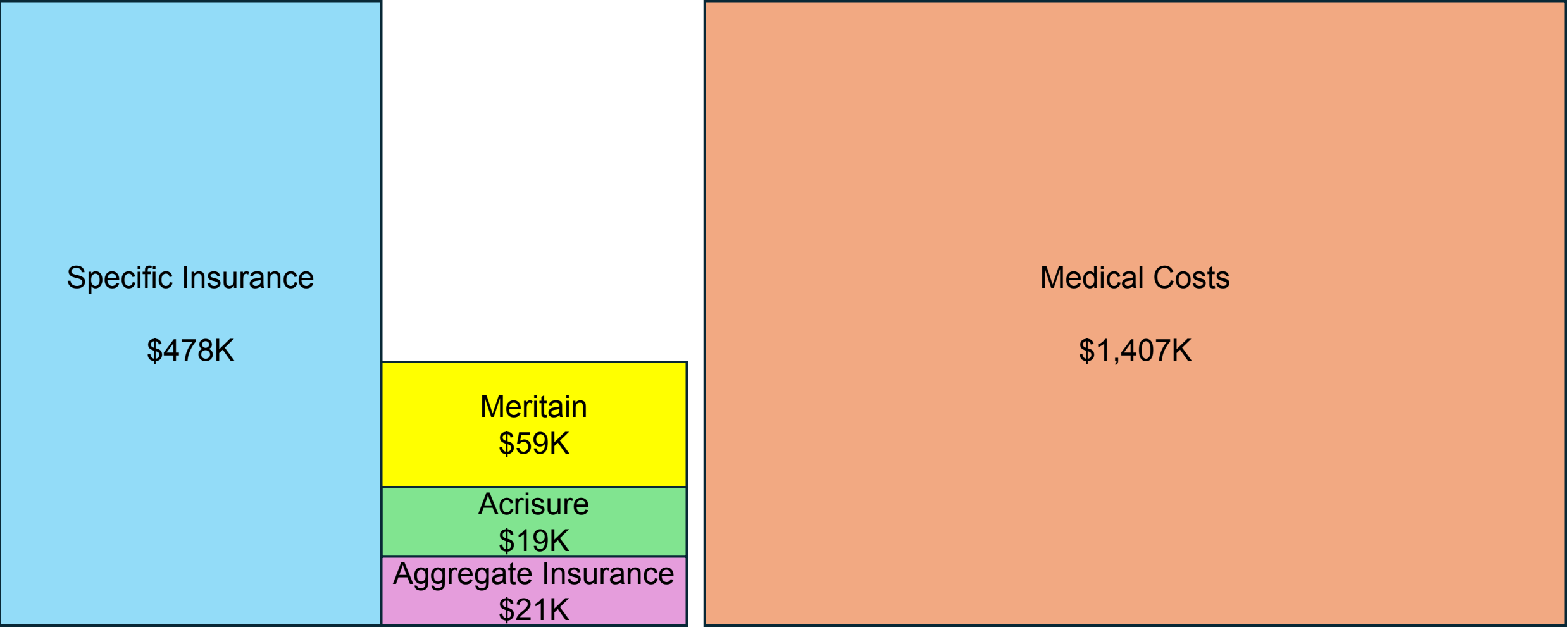
Protection

Limits our total liability; if the total amount in qualifying medical claims exceeds the set limit, then the insurance pays all qualifying claim costs until the end of the contract

Stop-Los

How the LCSD Self-Insurance Pool Works

(FY24 Costs)



(Not to

How the LCSD Self-Insurance Pool Works (Is Reinsurance Worth It?)

- In FY23
 - Paid \$514K in Insurance Fees
 - Received \$788K in Coverage
 - Net of +\$274K (in our favor)
- In FY24
 - Paid \$500K in Insurance Fees
 - Received \$202K in Coverage
 - Net of -\$298K (in the insurance company's favor)

Transferring Risk Costs Money
Statistically in the Favor of Insurance Companies

How the LCSD Self-Insurance Pool Works (The Fine Print)

- Multiple Qualifiers and Limits mean that we have not transferred all the risk to Re-Insurance companies
- Some costs don't qualify, such as admin costs
- Costs falling outside specific contract period are uncovered
 - A \$130K bill from May 2023 “landed” in June 2024, 9 months after the contract run-out period ended; LCSD paid 100% of that bill
 - We currently have \$214K of unresolved costs that are uncovered (no specific or aggregate coverage)

Maximum Out-of-Pocket Cost is Misleading
Some costs are outside the coverage of our Insurance
Extending our coverage (further reduce risk) will cost money

FY23 & FY24 Deficits

- In my assessment, \$295K of FY24 Fund 64 expenses were actually FY23 expenses
- FY23 Audit showed (\$33K) Loss; should have been (\$328K)
- FY24 **Unaudited** projection is for a (\$552K) Loss; should be (\$257K)
- Audits won't be adjusted to reflect this

FY24 still shows under-collection, but better than it initially appeared

Healthcare Cost Dilemmas

- Funds spent in Fund 64, are funds unavailable for compensation
 - Employees who don't get our insurance get nothing
 - District share is ~\$1.4M in FY25 working budget (82%)
 - Employee share is ~\$0.3M (18%)

Monthly Premiums

Plan	Employee Contribution	LCSD Contribution	Split (Empl/LCSD)
Single 3	\$2	\$806	0.2% / 99.8%
Single 4	\$49	\$824	5.6% / 94.4%
Single 5	\$98	\$815	10.7% / 89.3%
Family 3	\$637	\$1,211	34.5% / 65.5%
Family 4	\$544	\$1,208	31.1% / 68.9%
Family 5	\$457	\$1,185	27.8% / 72.2%

Note: Plans differ in coverages and deductibles

Healthcare Cost Discussion

- No decision today; 10 minute discussion
- Levers we can use to rebalance healthcare costs
 - Adjust district share level
 - Employees who get healthcare vs employees who don't
 - Adjust employee share by plan
 - Single employees vs those with families
 - Provide option for Spouse-only plan
 - Employees with smaller families vs employees with larger families
 - Build a Healthcare Fund Reserve
 - We would need to over-collect for several years

There is no "Fair" Way to Distribute our Funds



The Center at Lake County Elementary School

130 West 12 St Leadville Co. 80461

719-486-6920

Head Start, Early Head Start, Universal Preschool Program, Tuition-Based Preschool, and Services for Children with Special Needs

Head Start Informational Items for Governing Board

Items:

1. October Policy Council Minutes

*This reflects discussion and approval from the Head Start Policy Council around The Center's Program Goals, School Readiness Goals, and the Head Start Baseline Application for the next 5 year period due Nov 1, 2024.

The Center at Lake County Elementary

Policy Council Minutes

Meeting Date: October 7, 2024

Meeting start time: 6:42p

Meeting end time: x:xxpm

Attending: In person: Shelby Monroe, Brenda Salas, Ashleigh Powers, Sierra Willis. Via Teams : Liz Witthoeft, Amy Dreesen.

Guests : Miriam Lozano, Tanya Lenhard, Rhonda DeVoe, Mary Jelf

Not Attending: Sarah Vidal, Breanna Ortiz, Marissa Rosales, Jenny Tellez, Erin Davis

Roll Call: Done. Quorum acceptable per by laws

Election of Officers: Mary explained the descriptions of each position. The following members offered to serve as officers: Sierra as Chair, Shelby as Vice Chair, Brenda as Secretary, and Ashleigh as Treasurer. Ashleigh moved to approve the new board; Sierra seconded. Members voted to approve their new board. The new chair called the meeting to order.

Approval of Agenda: Shelby moved to approve the agenda; Amy seconded. The motion passed with all in favor and none opposed.

Approval of prior meeting's minutes: Shelby moved to approve the last meeting's minutes; Ashleigh seconded. The motion passed with all in favor and none opposed.

Treasurer's Report: The current balance of the fund is \$547.50, to be spent by January 31, 2025. Accepted uses of the fund were discussed.

Training: Tanya explained the importance of confidentiality. Members signed their confidentiality agreements. Tanya also presented ideas and information about cooperative program governance, especially regarding the valuable role of Policy Council in guiding the direction of the program, Board of Education taking responsibility for financial and compliance, and staff in overseeing day-to-day operations.

New Business: Tanya explained the Program Goals goals and discussed how they were formed using data from the community assessment, child outcomes data, and other sources. She explained that the Head Start and preschool program goals are informed

by the goals the Board of Education has set for the entire school district. They are designed to show the guiding ideals in preschool program planning. Our program goals describe how preschool supports the district goals, how we plan to accomplish this, and how we will measure our success. Head Start goals also match the Performance Standards. Members asked specifically about the new mental health supports, and Tanya explained what has been in place and what is being enhanced. Members asked about the planning cycle and were given info about the five year grant cycle, the annual planning sessions, and how adjustments are made even on a daily basis. It was clarified that the Head Start year starts on February 1, but that programming began with the beginning of the year. Amy moved to approve the program goals; Ashleigh seconded. The motion passed with all in favor and none opposed.

Tanya presented the School Readiness goals. These differ from the program goals in that they are designed to specifically show how we will get kids ready to go to kindergarten. She explained how each learning domain has a separate goal. She explained that last year's TS GOLD data was used to identify areas of focus this year. Each goal has a measure of progress and success. Shelby moved to approve the school readiness goals; Ashleigh seconded. The motion passed with all in favor and none opposed.

Mary explained the parts of the grant application, including that it explains how performance standards are met in service of our particular community, and the budget plan for accomplishing that. Tanya highlighted different sections addressing services, program choices, how community demographics inform decisions, educational, health, and family engagement components, the new mental health services, alignment to school district programming, and how the changes in leadership structure are enhancing the program.

Tanya also explained the enrollment reduction request. She outlined reasons for the request, including the declining numbers of children overall in the community, the challenges in finding families who meet eligibility criteria, and the reality of staffing shortages. She explained how funds would be reassigned, including a plan to boost educational attainment of staff to receive higher wages, the formation of a pay scale that rewards professional development on the way to a Bachelor's degree, and the rising costs of health insurance and utilities. The Chair asked questions about the corrective action plans from last year, and there was discussion of the particulars of those efforts and how the program benefited from the deep dive into policies and procedures.

Ashleigh moved to approve the grant application with permission to correct typos if any were found before submission; Brenda seconded. The motion passed with all in favor and none opposed.

There was discussion about meeting times and meals including an explanation about why Policy Council meets earlier in the month than the school board so Policy Council

input can be passed on to the board. There was discussion about keeping the meetings on the first Monday of the month at 6pm. Input was collected on meals.

Director's Report: The Director's report was presented and discussed. Budget reports were presented. The credit card statement was presented. Tanya explained the kind of program info that is provided to Policy Council every month. In the interest of time, more detailed info will be added to this meeting's presentation at next month's meeting. Rhonda gave a report on the successful Fall themed Family Fun Night.

Unfinished Business: none

Committee Reports: Miriam introduced herself as the Board liaison.

Announcements: Members were reminded of the upcoming conferences and Family Fun Night.

Adjournment: The meeting was adjourned at 7:58 pm.

Respectfully submitted,

A handwritten signature in cursive script that reads "Mary Jelf".

Mary Jelf

Business Manager, on behalf of newly elected PC Secretary Brenda Salas