



**POLICY COUNCIL MEETING**

**Wednesday, May 22, 2019  
5:45 - 7:15 p.m.**

**Clayton Educare  
3751 Martin Luther King Blvd  
Denver, CO 80205**

**POLICY COUNCIL PARTICIPANTS:**

**Vera Atilano  
Brandan Burns  
Jessica Cornejo  
Elinor Dvir  
Yvette Evans  
Monique Fox  
Jennifer Garcia Rosendo  
Jonathan Grisby  
Janelle Jenkins  
Marilyn Halpern**

**Glenn Harper  
Dr. Tricia Hudson  
Erica Jones  
Sachi Kaleikau-Takaoka  
Nancy Louvet  
Renee Marcoux  
Karina Mendez  
Donna Mendez  
Jasmine White**

**ALTERNATES:**

**Manuel Alvarado  
Nora Gallegos  
Pela Gambrell  
Allyson Grooms**

**Cassie Hamilton  
Adam Harmon  
Ana Landeros  
Dieliaha Nunn**

## **I. ROLL CALL**

## **II. SEATING OF NEW MEMBERS**

**POLICY COUNCIL ATTENDANCE/ASISTENCIA**  
**PROGRAM YEAR 2018-2019**

POLICY COUNCIL MEMBER	SITE	TYPE	11/28	12/19	01/23	02/27	03/27	04/24	05/22	06/26	08/28	09/25	10/23
<b>Community Representatives</b>													
Vera Ailano	Mayor	CR	X	X	X	X	X	X					
Yvette Evans	CCoun	CR	X	X	X	X	X	X					
Jennifer Garcia Rosendo	Mayor	CR	A	A	X	A	E	X					
Marilyn Halpern	CCoun	CR	X	X	X	E	X	E					
Glenn Harper	CCoun	CR	.	-	.	X	X	X					
Tricia Hudson	Mayor	CR	E	X	X	E	E	X					
<b>Parent Representatives</b>													
Brandan Burns	CC	PR	X	X	X	E	X	X					
Jessica Comejo	VOA	PR	X	A	X	X	A	X					
Elinor Dvir	VOA	PR	X	X	X	X	X	X					
Jonathan Grisby	CC	PR	X	X	X	E	X	X					
Janelle Jenkins	CL	PR	X	x	X	X	A	A					
Erica Jones	DPS	PR	X	X	X	X	X	X					
Sachi Kaleikau-Takaoka	FS	PR	X	X	X	E	E	X					
Nancy Louvet	CL	PR	X	X	X	E	X	X					
Renee Marcoux	SW	PR	X	X	X	X	X	X					
Karina Mendez	DPS	PR	X	X	A	E	A	X					
Donna Mendez	MHEL	PR	X	X	X	X	X	X					
Monique Fox	SW	PR	X	X	X	E	X	E					
Jasmine White	MHEL	PR	X	X	X	X	X	X					
<b>Parent Alternate Representatives</b>													
Manuel Alvarado	VOA	APR	A	E	A	A	A	A					
Cassie Hamilton	CC	APR	X	X	E	A	A	A					
Nora Gallegos	CC	APR	X	A	A	A	A	A					
Pela Gambrell	VOA	APR	A	A	A	A	A	A					
Allyson Grooms	CL	APR	A	A	A	A	A	A					
Adam Harmon	CL	APR	A	A	A	A	A	A					
Ana Landeros	DPS	APR	X	X	A	A	A	A					
Dieliha Nunn	DPS	APR	X	A	A	A	A	A					

**X:** Present  
**E:** Excused  
**A:** Absent  
**APR:** Parent Alternate Representative  
**NM:** No Meeting  
**PR:** Parent Representative  
**CR:** Community Representative  
**CC:** Catholic Charities  
**CL:** Clayton Family Futures  
**FS:** Family Star  
**VOA:** Volunteers of America  
**DPS:** Denver Public Schools  
**MHEL:** Mile High Early Learning  
**SW:** Sewall

Section 4 – Quorum: A quorum for voting purposes shall be at least seven (7) members, of whom at least four (4) must be parent members.

Quorum Established: Yes  No



### **III. APPROVAL OF AGENDA**

**Moved:** \_\_\_\_\_

**Seconded:** \_\_\_\_\_



**Policy Council Agenda**  
 Wednesday, May 22, 2019  
 5:45pm - 7:15pm  
 Clayton Educare

	Information	Discussion	Action
I. Roll Call: (5 minutes)			
II. Seating of New Members: if applicable	x	x	x
III. Approval of Agenda: (2 minutes)	x	x	x
IV. Approval of Minutes (April 24, 2019): (4 minutes)	x	x	x
V. Directors Report (5 minutes)	x	x	
VI. Financial Briefing: (5 minutes)	x	x	
VII. New Business:			
a) Mental Health Awareness and Better Hearing and Speech Presentation (10 minutes)	x	x	
b) Five by Five Summer Updates (5 minutes)	x	x	
c) Summer Meals (5 minutes)	x	x	
d) Parent Leadership (5 minutes)	x	x	
e) Delegate Agency Reports (7 minutes)	x	x	
VIII Old Business:			
a) NHSA Conference Presentation (12 minutes)	x	x	
IX. Other:			
a) Program Content Area Reports (4 minutes)	x	x	
X. Mileage and Child Care Reimbursement: (2 minutes)	x		
XI. Meeting Adjourned/New Meeting Date and Time: (2 minutes)	x		x

**Upcoming events:**

- |         |  |
|---------|--|
| May 23  | Parent Recognition Breakfast                     |
| May 24  | Health Team Meeting                              |
| May 28  | Disabilities/Mental Health and Education Meeting |
| June 5  | Management Team Meeting                          |
| June 6  | Family Services Meeting                          |
| June 19 | Disabilities/Mental Health Team Meeting          |
| June 25 | Education Coordinator Meeting                    |
| June 26 | <b>DGKHS Policy Council Meeting</b>              |

**Vision**

To prepare Head Start children to enter kindergarten confidently with the social, physical, emotional and cognitive skills and competencies necessary for continuing school success.

Office of Children's Affairs  
 201 W Colfax Ave Dept 1101 | Denver, CO 80202  
[www.denvergov.org/childrensaffairs](http://www.denvergov.org/childrensaffairs)  
 p. 720.913.0900 | f. 720.913.0928

**IV. APPROVAL OF MINUTES**  
**(April 24, 2019)**

**Moved:** \_\_\_\_\_

**Seconded:** \_\_\_\_\_

## Policy Council Minutes

April 24, 2019

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- Attendees:** *Parent Representatives:* Brandan Burns (Catholic Charities), Elinor Dvir (Volunteers of America), Jonathan Grisby (Catholic Charities), Erica Jones (Denver Public Schools), Sachi Kaleikau-Takaoka (Family Star), Nancy Louvet (Clayton), Renee Marcoux (Sewall), Donna Mendez (Mile High Early Learning), Karina Mendez (Denver Public Schools), Jasmine White (Mile High Early Learning)  
*Community Representatives:* Vera Atilano, Yvette Evans, Jennifer Garcia Rosendo, Glenn Harper, Dr, Tricia Hudson
- Excused:** *Parent Representative:* Monique Fox (Sewall)  
*Community Representative:* Marilyn Halpern,
- Absent:** *Parent Representatives:* Jessica Cornejo (Volunteers of America), Janelle Jenkins (Clayton),  
*Parent Alternates:* Manuel Alvarado (Volunteers of America), Nora Gallegos (Catholic Charities), Pela Gambrell (Volunteers of America), Allyson Grooms (Clayton), Adam Harmon (Clayton), Cassie Hamilton (Catholic Charities), Deliaha Nunn (Denver Public Schools), Ana Landeros (Denver Public Schools)  
*Guests:* Misty Riedlinger (Catholic Charities), Trisha Pollard (Clayton), Lori Helmstetter (Sewall), Jose Paz (Denver Public Schools), Charles Dukes (OCA)
- Staff:** Chris Auer, (Head Start Disabilities Director), Al Martinez, Ph.D. (Head Start Executive Director), Lila Medina (Senior Financial Management Analyst), Liane Martinez (Head Start School Readiness Director), Lori Medina (Head Start Health Director), Adella Arredondo (Head Start Family Service Director), Alicia Boyd, (Five by Five Director), Caridad Nevarez (Head Start Office Manager)
- Minutes:** Caridad Nevarez (Head Start Office Manager)

### I. WELCOME/ROLL CALL:

At 5:46. The meeting was called to order by Yvette Evans Policy Council Chair. Roll call was taken by Jasmine White. A quorum was established.

### II. SEATING OF NEW MEMBERS

### III. APPROVAL OF AGENDA

A motion to approve the agenda was made by Erica Jones and seconded by Elinor Dvir the motion carried.

### IV. MINUTES FOR APPROVAL (Minutes from March 27, 2019).

A motion to approve the minutes from March 27, 2019 was made by Jazmine White and seconded by Nancy Louvet. The motion carried.

### V. DIRECTORS REPORT

Dr. Martinez went over his director's report with the Policy council. The directors report was part of the meeting packet. Please refer to it for further details.



**VI. FINANCIAL BRIEFING**

Lila Medina gave an overview of the financial report. Lila went over in detail on the top 5 top expenditures of the month. The financial report was part of the meeting packet. Please refer to it for further details.

**VII. NEW BUSINESS**

**A. OCA Overview**

Dionne gave an overview of the Office of Children’s Affairs and the programs that serve the children and youth of the City and County of Denver. Dionne went over data/maps and spoke about how that data/maps are used to serve children and youth. Dionne also spoke about the vision and the goals of the Office of Children’s Affairs. The PowerPoint was part of the meeting packet, please refer to it for further details. A brief discussion followed.

**B. Denver Public Library Presentation**

Yadira Duarte from Denver Public Library gave a presentation on summer programming that is offered at all Denver Public Libraries. Yadira handed out resources to the policy council and encouraged them to participate in the programming over the summer. Yadira also spoke about the learning loss that children experience over the summer and what parents can do to avoid this. A brief discussion followed.

**C. Sub Delegate Operations Policy**

Dr. Martinez presented the proposed sub delegate operations policy to the policy council. The policy addresses the City’s expectations, sub delegate agreements, monitoring, minimum number of children served in a classroom and other requirements. The policy was part of the meeting packet, please refer to it for further details. A motion to approve proposed sub delegate operations policy was made by Nancy Louvet and seconded by Vera Atilano.

14 approved

0 opposed

0 abstained

The motion carried.

**D. Training Needs**

Brandan shared some ideas on different training needs for policy council. Brandan identified leadership, problem solving, decision making, planning, communication, meeting management, and managing and leading yourself. Brandan asked the policy council to look over the handout and share their ideas on what they would like for future trainings.

**E. Parent Recognition**

Adella reminded parents of the Parent Recognition breakfast that will take place on May 23, 2019 at the Webb Bldg. honoring 14 parents throughout the 7 delegate agencies.

Adella encouraged parents to attend this wonderful event.

**Policy Council Minutes**

April 24, 2019

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**F. Delegate Agency Reports**

Delegate agency reports were presented by representatives or staff from each agency in attendance. All the Delegate Agency reports were part of the meeting packet. Please refer to them for more details.

**VIII. OTHER**

**A. Program Content Area Reports**

Chris, Lori, Adella and Liane presented their content area reports to the Policy Council. Content area reports were included in the meeting packet. Please refer to them for more details.

**IX. MILEAGE AND CHILD CARE REIMBURSEMENT**

Yvette Evans asked parents to provide reimbursement forms to Caridad for reimbursements.

**X. MEETING ADJOURNMENT /NEXT MEETING DATE AND TIME**

A motion to adjourn the meeting was made Erica White. The meeting adjourned at 7:04p.m. The next Policy Council meeting is May 22, 2019 at Clayton Educare

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
Policy Council Chair

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
Al Martinez, Ph.D. Head Start Director

For further clarification, minutes are recorded. Recordings are available at the City Office.

## **V. DIRECTORS REPORT**

## **VI. FINANCIAL BRIEFING**



**DGKHS Director's Report**  
**May 22, 2019**

**I. Head Start Focus Area 1 Review**

DGKHS received its Focus Area 1 review during the week of May 6-10, 2019. The review included a series of daily interviews across all Head Start content areas. Yvette Evans and Brandan Burns represented the Policy Council on the discussion on program management systems and program governance. I believe that we will do well in terms of our report which will be sent to us in the next several weeks. A copy of the report will be shared with our Chair along with myself when it is issued, and copies will be made for all Policy Council members.

**II. Regional Office Site Visit**

Our annual Regional Office Head Start site visit was held on May 13, 2019. Our program specialist, Michelle Outlaw-Stewart and our Technical Assistance Specialist, Heidi Hagenson visited with our team along with our delegate directors from DPS, MHEL and Catholic Charities. We were asked to give an overview of our Head Start operational systems and our delegate agencies were given an opportunity to speak about what is working in our program and how the city is supporting the delegate agencies. It was a very positive visit.

**POLICY COUNCIL**  
**Meeting of May 22, 2019**  
**Junta del 22 de mayo del 2019**



# **FINANCIAL REPORT**



**GR00000689 Head Start - 2018-2019  
April 2019 Top Expense**

1 PRO CORP IMAGES INC	625 transition backpacks - royal blue \$4.15 each	\$ 2,593.75
2 PRO CORP IMAGES INC	Health Literacy kids sports bottles	\$ 1,244.00
3 MYFEDTRAINER	MYFEDTRAINER - Grant management and full year of e-mentoring and support. Monitoring and reporting requirements for federal funding for Lila and Inna	\$ 1,194.00
4 AIRBNB	AIRBNB HMA33BRMME - Lodging for Caridad for the NHSA Conference	\$ 1,160.46
5 FAMILY STAR INC	Family Star DWB Healthy - Childcare and Food	\$ 930.00

**SPENDING SUMMARY**

Beginning Balance:	9,447,615.00
April Month to Date Expenses:	977,881.30
Year to Date:	7,016,748.23
Remaining Balance	2,430,866.77

**Key Terms**

Federal Share = Funds that DGKHS receives directly from Federal Government

Non Federal = Funds that DGKHS, Vendors, and Delegate do not get reimburse by the Federal Government (examples: 5 by 5 program, voluntary hours, depreciation of buildings)

Variance = Differences between to amounts or percentages

Fiscal Year = The DGKHS grant is 7-1-2018 thru 6-30-2019

MTD = Month to Date = total for the reporting month

YTD = Year to Date = total for the fiscal year

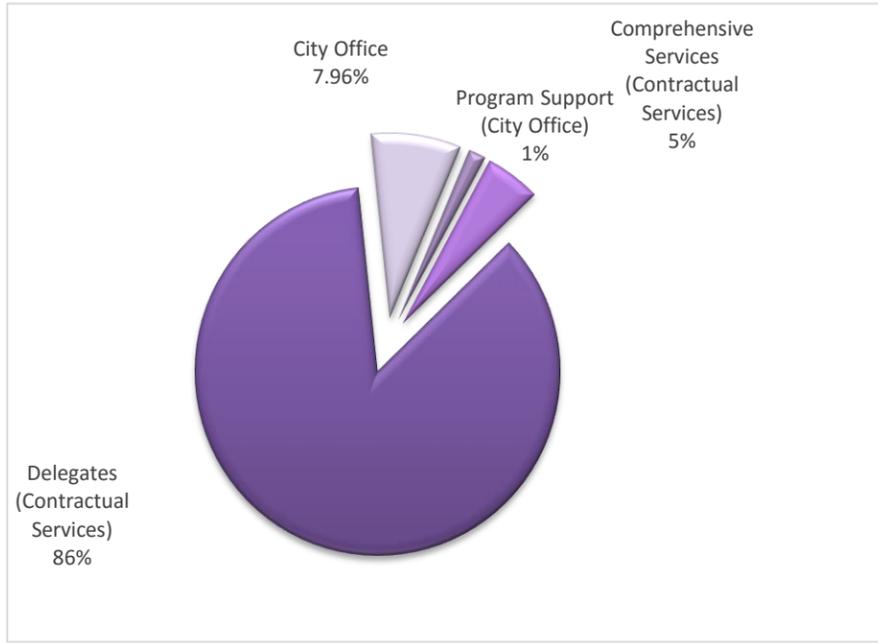


2018 - 2019 Head Start Financial Summary

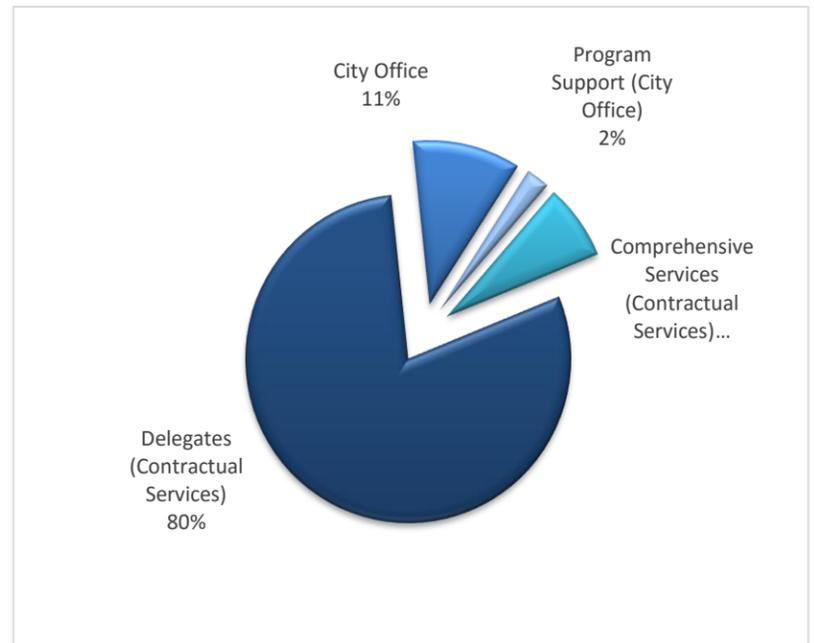
FEDERAL SHARE:

BUDGET CATEGORY	BUDGET	MTD FEDERAL SHARE EXPENDED	YTD FEDERAL SHARE EXPENDED	OVER/UNDER	% BUDGET REMAINING
City Office	963,516.12	77,849.95	752,165.11	211,351.01	21.94%
Program Support (City Office)	254,043.88	14,997.95	163,143.14	90,900.74	35.78%
Comprehensive Services (Contractual Services)	785,042.00	47,948.84	522,617.31	262,424.69	33.43%
Delegates (Contractual Services)	7,445,013.00	837,084.56	5,578,822.67	1,866,190.33	25.07%
<b>Total</b>	<b>\$ 9,447,615.00</b>	<b>\$ 977,881.30</b>	<b>\$ 7,016,748.23</b>	<b>\$ 2,430,866.77</b>	<b>25.73%</b>

% MTD FEDERAL SHARE EXPENDED



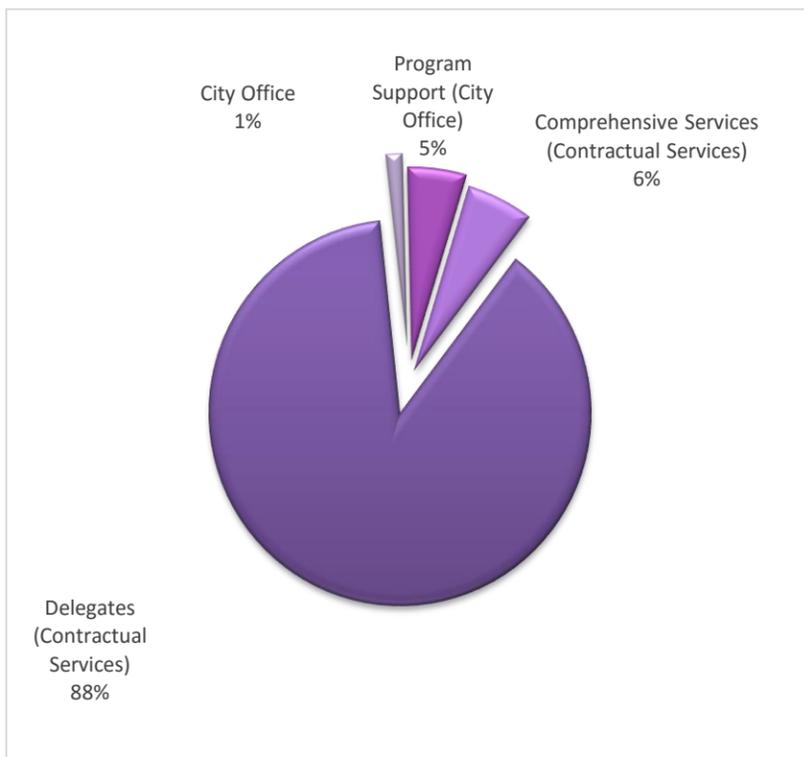
% YTD FEDERAL SHARE EXPENDED



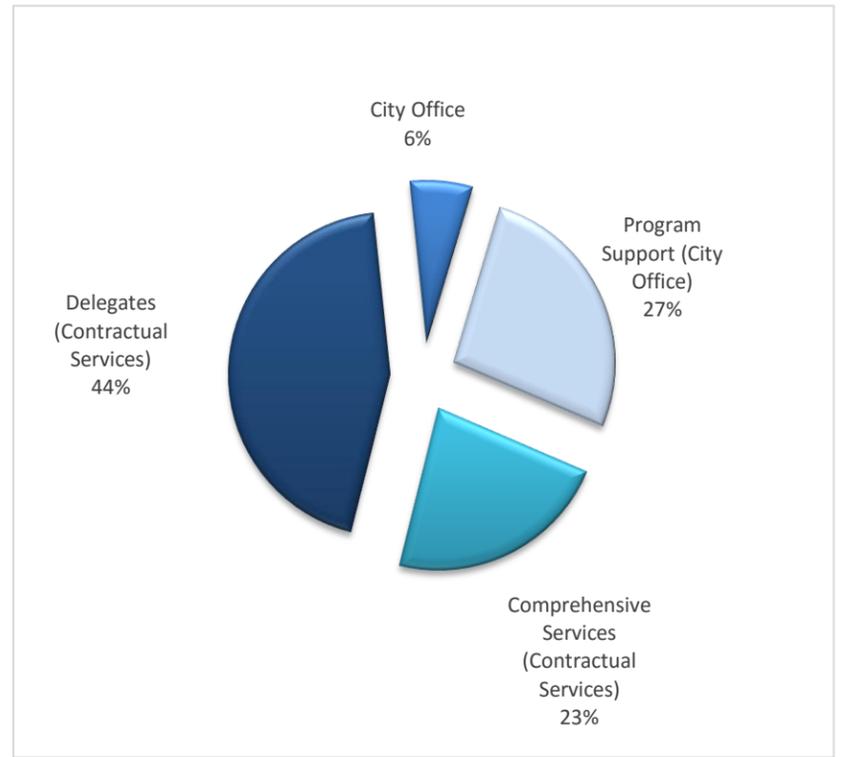
NON FEDERAL SHARE:

BUDGET CATEGORY	BUDGET	MTD_NON FEDERAL SHARE	YTD_NON FEDERAL SHARE	OVER/UNDER	% BUDGET REMAINING
City Office	51,397.50	4,456.74	42,484.03	8,913.47	17.34%
Program Support (City Office)	213,782.25	16,974.88	181,193.08	32,589.17	15%
Comprehensive Services (Contractual Services)	183,229.50	19,456.00	151,961.89	31,267.61	17.06%
Delegates (Contractual Services)	1,913,494.50	300,322.79	300,322.79	1,613,171.71	84.31%
<b>Total</b>	<b>\$ 2,361,903.75</b>	<b>\$ 341,210.40</b>	<b>\$ 675,961.78</b>	<b>\$ 1,685,941.97</b>	<b>71.38%</b>

% MTD NON FEDERAL SHARE



% YTD NON FEDERAL SHARE





Denver's Great Kids Head Start Financial Report July 1, 2018 thru June 30, 2019 Grant Award Year - April 2019

DENVER  
THE MILE HIGH CITY

	Total Budget	Aprill Expenses	YTD Expenses	Remaining Available	% Budget Spent	% Year Elapsed
Personnel	644,278.84	50,153.68	517,945.64	126,333.20	80.39%	83.33%
Fringe Benefits	204,731.28	15,753.34	160,180.55	44,550.73	78.24%	83.33%
Staff Local Travel	2,000.00	53.11	928.40	1,071.60	46.42%	83.33%
General Supplies	9,000.00	23.97	6,407.01	2,592.99	71.19%	83.33%
Disabilities Supplies	2,000.00	-	498.13	1,501.87	24.91%	83.33%
Other General Admin	15,000.00	1,706.92	11,284.73	3,715.27	75.23%	83.33%
Child Care	6,800.00	200.00	3,340.00	3,460.00	49.12%	83.33%
Mileage / Transportation	1,900.00	576.63	1,511.12	388.88	79.53%	83.33%
<b>Subtotal</b>	<b>885,710.12</b>	<b>68,467.65</b>	<b>702,095.58</b>	<b>183,614.54</b>	<b>80.81%</b>	<b>83.33%</b>
<b>Committee Support</b>						
Policy Council			-			
- Food	8,000.00	627.11	6,651.02	1,348.98	83.14%	83.33%
- Facilities	1,400.00	-	210.00	1,190.00	15.00%	83.33%
Health Services Advisory Committee - Food	1,500.00	-	618.48	881.52	41.23%	83.33%
School Readiness -Food	500.00	-	339.15	160.85	67.83%	83.33%
Health - Food	500.00	-	261.41	238.59	52.28%	83.33%
Disabilties - Food	500.00	-	474.61	25.39	94.92%	83.33%
Family Services - Food	500.00	-	457.06	42.94	91.41%	83.33%
<b>Subtotal</b>	<b>12,900.00</b>	<b>627.11</b>	<b>9,011.73</b>	<b>3,888.27</b>	<b>69.86%</b>	<b>83.33%</b>
<b>Communication &amp; Community</b>						
Translations & Interpretation	7,500.00	377.37	1,514.58	5,985.42	20.19%	83.33%
Head Start Annual Report	2,400.00	524.18	2,024.18	375.82	84.34%	83.33%
Comprehensive Community	-	-	-	-		
- Printing	1,000.00	-	-	1,000.00	0.00%	83.33%
- Recruitment	15,000.00	-	1,145.06	13,854.94	7.63%	83.33%
CCR Analytics (Family Outcomes)	6,000.00	-	1,446.75	4,553.25	24.11%	83.33%
FDC	-	-	-	-	0.00%	83.33%
<b>Subtotal</b>	<b>31,900.00</b>	<b>901.55</b>	<b>6,130.57</b>	<b>25,769.43</b>	<b>19.22%</b>	<b>83.33%</b>
<b>City Office Training and Professional Development</b>						
City Head Start Staff	14,000.00	1,160.46	5,867.77	8,132.23	41.91%	83.33%
City Controller's Office Staff	6,000.00	1,194.00	5,175.25	824.75	86.25%	83.33%
<b>Subtotal</b>	<b>20,000.00</b>	<b>2,354.46</b>	<b>11,043.02</b>	<b>8,956.98</b>	<b>55.22%</b>	<b>83.33%</b>
<b>Content Area Training</b>						
School Readiness	4,500.00	76.98	1,826.98	2,673.02	40.60%	83.33%
Health (non HSAC)	4,500.00	1,413.00	3,420.38	1,079.62	76.01%	83.33%
Disabilities	4,500.00	-	4,160.30	339.70	92.45%	83.33%
Family Services	4,500.00	-	724.00	3,776.00	16.09%	83.33%
Policy Council	11,000.00	4,009.20	6,120.79	4,879.21	55.64%	83.33%
Parent Training	12,000.00	-	7,631.76	4,368.24	63.60%	83.33%
<b>Subtotal</b>	<b>41,000.00</b>	<b>5,499.18</b>	<b>23,884.21</b>	<b>17,115.79</b>	<b>58.25%</b>	<b>83.33%</b>
<b>Program Support</b>						
5 BY 5 Program	16,456.88	-	18,596.36	(2,139.48)	113.00%	83.33%
Transitions	18,000.00	2,991.18	10,634.18	7,365.82	59.08%	83.33%
Dance & Movement (CMDance)	60,000.00	4,690.00	38,980.00	21,020.00	64.97%	83.33%



Denver's Great Kids Head Start Financial Report July 1, 2018 thru June 30, 2019 Grant Award Year - April 2019

DENVER  
THE MILE HIGH CITY

	Total Budget	Aprill Expenses	YTD Expenses	Remaining Available	% Budget Spent	% Year Elapsed
Health & Wellness (Univ of Colo)	35,585.00	3,533.45	20,958.90	14,626.10	58.90%	83.33%
Resilient Futures Passageways	22,008.00	-	22,208.00	(200.00)	101%	83.33%
CLASS Training	3,000.00	-	250.00	2,750.00	8.33%	83.33%
Math Enhancement (Erikson)	51,000.00	-	41,466.29	9,533.71	81.31%	83.33%
Family Engagement	10,000.00	-	-	10,000.00	0.00%	83.33%
Health Literacy	10,000.00	3,783.32	10,049.41	(49.41)	100.49%	83.33%
<b>Subtotal</b>	<b>226,049.88</b>	<b>14,997.95</b>	<b>163,143.14</b>	<b>62,906.74</b>	<b>84.71%</b>	<b>83.33%</b>
<b>Comprehensive Services (Contractual Services)</b>						
Disabilties (Sewall)	242,000.00	-	160,572.82	81,427.18	66.35%	83.33%
(DHHA)	460,874.00	44,894.24	292,079.42	168,794.58	63.38%	83.33%
Nutrition (Nutrition Consultants)	64,540.00	1,720.85	52,133.82	12,406.18	80.78%	83.33%
Hearing and Language (Marion Downs)	17,628.00	1,333.75	17,831.25	(203.25)	101.15%	83.33%
<b>Subtotal</b>	<b>785,042.00</b>	<b>47,948.84</b>	<b>522,617.31</b>	<b>262,424.69</b>	<b>66.54%</b>	<b>83.33%</b>
<b>Delegates (Contractual Services)</b>						
Catholic Charities	1,258,560.00	113,839.95	943,065.74	315,494.26	74.93%	83.33%
Clayton Early learning	1,297,191.00	119,180.95	950,216.16	346,974.84	73.25%	83.33%
Denver Public Schools	1,947,455.00	175,862.41	1,259,646.88	687,808.12	64.68%	83.33%
Family Star	222,000.00	70,740.06	222,000.00	-	100.00%	83.33%
Mile High Early Learning	1,812,251.00	219,148.60	1,459,289.94	352,961.06	80.52%	83.33%
Sewall Chid Development Center	389,395.00	35,355.59	287,306.95	102,088.05	73.78%	83.33%
Volunteers of America	518,161.00	102,957.00	457,297.00	60,864.00	88.25%	83.33%
<b>Subtotal</b>	<b>7,445,013.00</b>	<b>837,084.56</b>	<b>5,578,822.67</b>	<b>1,866,190.33</b>	<b>74.93%</b>	<b>83.33%</b>
<b>Grand Total</b>	<b>9,447,615.00</b>	<b>977,881.30</b>	<b>7,016,748.23</b>	<b>2,430,866.77</b>	<b>74.27%</b>	<b>83.33%</b>

NON FEDERAL SHARE

	Total Budget	April In Kind Expenses	YTD Expenses	Remaining Available	% Budget Spent	% Year Elapsed
<b>City Office (Private Grants- CHF, CFC, TGF)</b>	<b>51,397.50</b>	<b>4,456.74</b>	<b>42,484.03</b>	<b>8,913.47</b>	<b>82.66%</b>	<b>83.33%</b>
<b>Program Support (City Office)</b>	<b>213,782.25</b>	<b>16,974.88</b>	<b>181,193.08</b>	<b>32,589.17</b>	<b>84.76%</b>	<b>83.33%</b>
5 BY 5 Program	178,636.00	11,618.09	155,399.83	23,236.17	86.99%	83.33%
Dance & Movement (CM Dance)	15,000.00	890.00	9,077.50	5,922.50	60.52%	83.33%
Health & Wellness (CU-Denver)	8,896.25	1,654.29	5,465.75	3,430.50	61.44%	83.33%
Math Enhancement (Erikson)	11,250.00	2,812.50	11,250.00	-	100.00%	83.33%
-	-	-	-	-	-	-
<b>Comprehensive Services (Contractual Services)</b>	<b>183,229.50</b>	<b>19,456.00</b>	<b>151,961.89</b>	<b>25,017.11</b>	<b>82.94%</b>	<b>83.33%</b>
Disabilties (Sewell)	60,500.00	-	49,150.64	11,349.36	81.24%	83.33%
Mental Health/Health/Dental (Denver Health)	92,172.00	18,957.00	83,195.35	8,976.65	90.26%	83.33%
Nutrition (Nutrition Consultants)	19,900.00	499.00	15,208.90	4,691.11	76.43%	83.33%
Hearing and Language (Marion Downs)	4,407.00	-	4,407.00	-	345.11%	83.33%
-	-	-	-	-	-	-
<b>Delegates (Contractual Services)</b>	<b>1,913,494.50</b>	<b>300,322.79</b>	<b>300,322.79</b>	<b>1,560,930.46</b>	<b>15.69%</b>	<b>83.33%</b>
Catholic Charities	323,332.75	31,447.00	261,360.66	61,972.09	80.83%	83.33%
Clayton Early learning	333,234.25	-	256,109.83	77,124.42	76.86%	83.33%
Denver Public Schools	499,901.50	-	499,901.50	-	100.00%	83.33%
Family Star	57,655.25	-	27,750.00	29,905.25	48.13%	83.33%



Denver's Great Kids Head Start Financial Report July 1, 2018 thru June 30, 2019 Grant Award Year - April 2019

DENVER  
THE MILE HIGH CITY

	Total Budget	Aprill Expenses	YTD Expenses	Remaining Available	% Budget Spent	% Year Elapsed
Mile High Early Learning	465,247.75	268,875.79	453,062.75	12,185.00	97.38%	83.33%
Sewall	100,559.75		86,840.37	13,719.38	86.36%	83.33%
Volunteers of America	133,563.25		101,345.00	32,218.25	75.88%	83.33%
<b>Grand Total</b>	<b>2,361,903.75</b>	<b>341,210.40</b>	<b>675,961.78</b>	<b>1,627,450.22</b>	<b>29.43%</b>	<b>83.33%</b>



**GR00000689 Head Start - 2018-2019**  
**March Prelim 2019 General Ledger Transaction Summary**

Ledger Account	Transaction Number	Supplier as Worktag	Line Memo	Total	
<b>501000:Regular Compensation</b>	<b>JE-00026598</b>	PAYROLL	Inna Kuzovova 3/17-3/30/19	<b>642.95</b>	
			Lila Medina 3/17-3/30/19	<b>1,867.33</b>	
	<b>JE-00026953</b>	PAYROLL	Inna Kuzovova 3/31-4/13/19 Head Start Payroll Allocation	<b>776.44</b>	
			Lila Medina 3/31-4/13/19 Head Start Payroll Allocation	<b>1,257.99</b>	
			Michael Chandler 3/31-4/13/19 Head Start Payroll Allocation	<b>942.32</b>	
	<b>(blank)</b>	PAYROLL	Head Start Payroll PPE 4/13	<b>21,194.21</b>	
			Michael Chandler 3/17-3/30/19	<b>1,144.25</b>	
	<b>502200:Comp Time Paid</b>	<b>JE-00026953</b>	PAYROLL	Head Start Payroll PPE 4/25	<b>21,194.20</b>
				Lila Medina 3/31-4/13/19 Head Start Payroll Allocation	<b>62.90</b>
	<b>503100:Differential Pay</b>	<b>(blank)</b>	PAYROLL	Head Start Payroll PPE 4/13	<b>617.68</b>
Head Start Payroll PPE 4/25				<b>38.62</b>	
<b>503400:Premium Pay</b>	<b>(blank)</b>	PAYROLL	Head Start Payroll PPE 4/13	<b>43.61</b>	
			Head Start Payroll PPE 4/25	<b>175.00</b>	
<b>521000:Retirement Pension</b>	<b>JE-00026598</b>	FRINGE	Head Start Payroll PPE 4/13	<b>175.00</b>	
			Lila Medina 3/17-3/30/19	<b>237.49</b>	
	<b>JE-00026953</b>	FRINGE	Michael Chandler 3/17-3/30/19	<b>149.00</b>	
			Inna Kuzovova 3/17-3/30/19	<b>85.27</b>	
	<b>(blank)</b>	FRINGE	Inna Kuzovova 3/31-4/13/19 Head Start Payroll Allocation	<b>100.94</b>	
			Lila Medina 3/31-4/13/19 Head Start Payroll Allocation	<b>171.72</b>	
<b>530800:Health Savings Account</b>	<b>JE-00026598</b>	FRINGE	Michael Chandler 3/31-4/13/19 Head Start Payroll Allocation	<b>122.50</b>	
			Head Start Payroll PPE 4/13	<b>2,863.34</b>	
	<b>JE-00026953</b>	FRINGE	Head Start Payroll PPE 4/25	<b>2,805.49</b>	
			Lila Medina 3/17-3/30/19	<b>21.73</b>	
	<b>(blank)</b>	FRINGE	Lila Medina 3/31-4/13/19 Head Start Payroll Allocation	<b>15.00</b>	
			Head Start Payroll PPE 4/13	<b>101.25</b>	
<b>540100:Social Security Taxes</b>	<b>JE-00026598</b>	FRINGE	Head Start Payroll PPE 4/25	<b>101.25</b>	
			Inna Kuzovova 3/17-3/30/19	<b>49.73</b>	
	<b>JE-00026953</b>	FRINGE	Lila Medina 3/17-3/30/19	<b>136.43</b>	
			Michael Chandler 3/17-3/30/19	<b>80.23</b>	
	<b>(blank)</b>	FRINGE	Inna Kuzovova 3/31-4/13/19 Head Start Payroll Allocation	<b>58.65</b>	
			Lila Medina 3/31-4/13/19 Head Start Payroll Allocation	<b>98.45</b>	
<b>541100:Employer Paid Health Insurance</b>	<b>JE-00026598</b>	FRINGE	Michael Chandler 3/31-4/13/19 Head Start Payroll Allocation	<b>65.69</b>	
			Head Start Payroll PPE 4/13	<b>1,569.48</b>	
	<b>JE-00026953</b>	FRINGE	Head Start Payroll PPE 4/25	<b>1,584.71</b>	
			Inna Kuzovova 3/17-3/30/19	<b>60.36</b>	
	<b>(blank)</b>	FRINGE	Lila Medina 3/17-3/30/19	<b>240.28</b>	
			Inna Kuzovova 3/31-4/13/19 Head Start Payroll Allocation	<b>71.56</b>	
<b>541200:Employer Paid Dental Insurance</b>	<b>JE-00026598</b>	FRINGE	Lila Medina 3/31-4/13/19 Head Start Payroll Allocation	<b>165.85</b>	
			Head Start Payroll PPE 4/13	<b>2,086.80</b>	
<b>541200:Employer Paid Dental Insurance</b>	<b>JE-00026953</b>	FRINGE	Head Start Payroll PPE 4/25	<b>2,086.80</b>	
			Inna Kuzovova 3/17-3/30/19	<b>3.16</b>	
			Inna Kuzovova 3/31-4/13/19 Head Start Payroll Allocation	<b>3.75</b>	
			Lila Medina 3/31-4/13/19 Head Start Payroll Allocation	<b>9.50</b>	



**GR00000689 Head Start - 2018-2019**  
**March Prelim 2019 General Ledger Transaction Summary**

Ledger Account	Transaction Number	Supplier as Worktag	Line Memo	Total		
<b>541200:Employer Paid Dental</b>	<b>(blank)</b>	FRINGE	Head Start Payroll PPE 4/13	<b>116.94</b>		
			Lila Medina 3/17-3/30/19	<b>13.76</b>		
			Head Start Payroll PPE 4/25	<b>116.94</b>		
<b>541300:Employer Paid Life Insurance</b>	<b>JE-00026598</b>	FRINGE	Inna Kuzovova 3/17-3/30/19	<b>5.51</b>		
			Lila Medina 3/17-3/30/19	<b>12.75</b>		
			Michael Chandler 3/17-3/30/19	<b>9.35</b>		
<b>541400:Employer Paid Disability Insurance</b>	<b>(blank)</b>	FRINGE	Head Start Payroll PPE 4/25	<b>150.48</b>		
			<b>JE-00026953</b>	FRINGE	Inna Kuzovova 3/31-4/13/19 Head Start Payroll Allocation	<b>9.42</b>
					Lila Medina 3/31-4/13/19 Head Start Payroll Allocation	<b>4.36</b>
<b>544100:Allowance Pay</b>	<b>(blank)</b>	FRINGE	Head Start Payroll PPE 4/13	<b>155.99</b>		
			<b>JE-00026598</b>	PAYROLL	Inna Kuzovova 3/17-3/30/19	<b>6.26</b>
					Inna Kuzovova 3/31-4/13/19 Head Start Payroll Allocation	<b>7.42</b>
<b>601000:Professional Services</b>	<b>(blank)</b>	PAYROLL	Head Start Payroll PPE 4/13	<b>3.75</b>		
			<b>JE-00026953</b>	PAYROLL	Head Start Payroll PPE 4/25	<b>3.75</b>
					FAMILY STAR INC Family Star DWB Healthy - Childcare and Food	<b>288.00</b>
	<b>PC-00057138</b>	EINSTEIN BROS	EINSTEIN BROS-ONLINE CAT - Breakfast for a working meeting with the Governing Body	<b>80.23</b>		
	<b>PC-00057145</b>	FAMOUS DAVE'S	FAMOUS DAVE'S #2106 - Dinner for policy council meeting	<b>627.11</b>		
	<b>PC-00057155</b>	BLACKJACK PIZZA	BLACKJACK PIZZA 21 - Dinner for parents attending the Don't Worry Be Healthy classes at Lowry	<b>91.99</b>		
	<b>PC-00057158</b>	BLACKJACK PIZZA	BLACKJACK PIZZA 19 -Dinner for parents attending the Don't Worry Be Healthy classes at Anna Jo Center	<b>60.36</b>		
	<b>PC-00058145</b>	BLACKJACK PIZZA	BLACK JACK PIZZA CO 020 - Dinner for Don't Worry Be Healthy session at Westwood	<b>201.88</b>		
	<b>PC-00058184</b>	BLACKJACK PIZZA	BLACKJACK PIZZA - BJCO031 - Credit for taxes charged for the Food at the Don't Worry Be Healthy - Post at Rude Park	<b>(17.91)</b>		
			BLACKJACK PIZZA - BJCO031 - Food for the Don't Worry Be Healthy - Post at Rude Park	<b>94.37</b>		
	<b>SI-00177690</b>	DEBRA A SPEER	Childcare for parents at Policy Council Meetings for fiscal year 23.	<b>40.00</b>		
	<b>SI-00177692</b>	ELIZABETH PHILLIPS	Childcare for Policy Council meeting in March 2019	<b>60.00</b>		
	<b>SI-00179720</b>	MARION DOWNS CENTE	Marion Downs - Feb 2019 Invoice 20190060	<b>632.25</b>		
	<b>SI-00179750</b>	CMDANCE	CMDance March 2019 HS Inv100451 Contract 201841185	<b>4,690.00</b>		
			Contract 201840918 Head Start FY18-19 **In Kind			
	<b>SI-00181194</b>	NUTRITION CONSULTAN	Contributions for March 2019: \$499.00	<b>1,720.85</b>		
	<b>SI-00182114</b>	GREEN TRANSLATIONS LI	Green Translations	<b>49.08</b>		
			DHHA March 2019 HS InvGR14816 Contract 201842067			
	<b>SI-00183268</b>	DENVER HEALTH AND HC	Inkind \$18,957.00	<b>44,894.24</b>		
	<b>SI-00184020</b>	FAMILY STAR INC	Family Star DWB Healthy - Childcare and Food	<b>930.00</b>		
	<b>SI-00184033</b>	LANGUAGE SELECT LLC	Language Select	<b>27.65</b>		
	<b>SI-00184037</b>	LANGUAGE SELECT LLC	Language Select	<b>42.09</b>		
	<b>SI-00184039</b>	LANGUAGE SELECT LLC	Language Select	<b>6.21</b>		
	<b>SI-00184042</b>	LANGUAGE SELECT LLC	Language Select	<b>60.83</b>		
	<b>SI-00184043</b>	LANGUAGE SELECT LLC	Language Select	<b>41.45</b>		



**GR0000689 Head Start - 2018-2019**  
**March Prelim 2019 General Ledger Transaction Summary**

Ledger Account	Transaction Number	Supplier as Worktag	Line Memo	Total	
<b>601000:Professional Services</b>	<b>SI-00184045</b>	LANGUAGE SELECT LLC	Language Select	<b>22.08</b>	
	<b>SI-00184048</b>	LANGUAGE SELECT LLC	Language Select	<b>94.80</b>	
	<b>SI-00184050</b>	LANGUAGE SELECT LLC	Language Select	<b>7.11</b>	
	<b>SI-00184052</b>	LANGUAGE SELECT LLC	Language Select	<b>26.07</b>	
				Childcare reimbursement to parents at the Policy Council meeting on 01/23/2019 and Health Services Advisory meeting on 02/23/19	
	<b>SI-00184404</b>	PETTY CASH-HEAD STAR	meeting on 02/23/19	<b>420.00</b>	
				Childcare reimbursement for parents travel to San Antonio, TX to attend National Head Start Association Conference on 04/29/2019 - 05/03/2019	
	<b>SI-00184464</b>	JASMINE SHANIA WHITE	Childcare for parents to travel to San Antonio, TX to attend National Head Start Association Conference on 04/29/2019 - 05/03/2019	<b>100.00</b>	
	<b>SI-00184467</b>	BRANDAN WALTER BUR	04/29/2019 - 05/03/2019	<b>100.00</b>	
	<b>SI-00184742</b>	REGENTS OF UNIVERSITY	UCD March 2019 Hs inv GC017201 Contract 201841860 Rassman Design, term 03/11/19 - 03/30/19 to print the DGKHS Annual Report.	<b>3,533.45</b>	
	<b>SI-00185084</b>	RASSMAN DESIGN	Childcare for parents at Policy Council Meetings for fiscal year 23.	<b>524.18</b>	
	<b>SI-00186282</b>	DEBRA A SPEER	Childcare for April Policy Council	<b>40.00</b>	
	<b>SI-00186284</b>	ELIZABETH PHILLIPS	Con: 201841734 March 2019 InKind \$76.00	<b>60.00</b>	
	<b>SI-00187521</b>	MARION DOWNS CENTE	Cash tax refund \$3.79 PC-00057158 Blackjack Pizza order GR896 HS from Lori Medina Bag#53308998	<b>701.50</b>	
		<b>(blank)</b>	BLACKJACK PIZZA	MYFEDTRAINER - Grant management and full year of e-mentoring and support. Monitoring and reporting requirements for federal funding for Lila and Inna	<b>(3.79)</b>
<b>611900:Dues, Licenses and Subscriptions</b>	<b>PC-00058148</b>	MYFEDTRAINER	05_MOEAI March 2019 Wireless Billing	<b>1,194.00</b>	
<b>630100:Utilities</b>	<b>JE-00026163</b>	Tech Services	05_MOEAI March 2019 Wireless Billing	<b>39.00</b>	
	<b>JE-00027121</b>	CELL PHONE OTHER GA	Shipping 625 transition backpacks- ProCorp Images, term 02/13/19-06/30/19 for transition back packs	<b>40.00</b>	
<b>635400:Mail, Freight and Delivery</b>	<b>SI-00179357</b>	PRO CORP IMAGES INC	Lewan - March 2019 copier	<b>397.43</b>	
<b>640100:Leases and Rentals</b>	<b>SI-00184055</b>	LEWAN & ASSOCIATES	Lewan - February 2019 copier	<b>820.99</b>	
	<b>SI-00184056</b>	LEWAN & ASSOCIATES	Caridad Nevarez 720-913-0883	<b>208.54</b>	
	<b>SI-00186016</b>	LEWAN & ASSOCIATES	caridad.nevarez@denvergov.org	<b>340.26</b>	
<b>661000:Travel and Transportation Employee</b>	<b>ER-19001386</b>	Lori Medina-Anderson (2	Travel for UCLA Health Care Institute	<b>97.50</b>	
	<b>ER-19001388</b>	Liane Martinez (137383)	Air travel for UCLA Health Care Institute - per diem	<b>28.25</b>	
			Air travel for UCLA Health Care Institute -per diem	<b>41.25</b>	
			Air travel for UCLA Health Care Institute- per diem	<b>28.00</b>	
	<b>PC-00056572</b>	LYFT	LYFT -	<b>25.86</b>	
	<b>PC-00057068</b>	AIRBNB	AIRBNB HMA3BRMME - Lodging for Caridad for the NHSA Conference	<b>1,160.46</b>	
	<b>PC-00057069</b>	UNITED AIRLINES INC	United Airlines - Flight to and from the DWBH conference for Liane	<b>473.60</b>	
			United Airlines - Flight to and from the DWBH conference for Lori	<b>473.60</b>	
			United Airlines - Flight to and from the NHSA conference for Liane	<b>582.61</b>	
			United Airlines - Flight to and from the NHSA conference for Lori	<b>582.61</b>	
	<b>PC-00057127</b>	NATIONAL HEAD START	Brandan Burns	<b>639.00</b>	



**GR00000689 Head Start - 2018-2019**  
**March Prelim 2019 General Ledger Transaction Summary**

Ledger Account	Transaction Number	Supplier as Worktag	Line Memo	Total
<b>661000:Travel and Transportation Employee</b>	<b>PC-00057127</b>	NATIONAL HEAD START	NATIONAL HEAD START ASSO - Conference ticket for Jasmine White	<b>639.00</b>
	<b>PC-00057145</b>	LYFT	LYFT RIDE WED 7PM - Transportaiton for Eli from Clayton to Home.	<b>19.91</b>
	<b>PC-00058146</b>	UNITED AIRLINES INC	United Airlines - Round trip Airfare for Brandon Burns to attend NHA conference in San, Antonio, TX on April 29 - May 3, 2019	<b>592.60</b>
			United Airlines - Round trip Airfare for Jasmine White to attend NHA conference in San, Antonio, TX on April 29 - May 3, 2019	<b>592.60</b>
	<b>SI-00184404</b>	PETTY CASH-HEAD START	Mileage reimbursement to parents at the Policy Council meetings on 11/28/18, 01/23/2019 and Health Services Advisory meeting on 02/23/19	<b>110.86</b>
	<b>SI-00184464</b>	JASMINE SHANIA WHITE	Parking at DIA to travel to San Antonio, TX to attend National Head Start Association Conference on 04/29/2019 - 05/03/2019	<b>62.00</b>
			Per-diem for parents travel to San Antonio, TX to attend National Head Start Association Conference on 04/29/2019 - 05/03/2019	<b>274.50</b>
	<b>SI-00184467</b>	BRANDAN WALTER BURM	Parking at DIA to travel to San Antonio, TX to attend National Head Start Association Conference on 04/29/2019 - 05/03/2019	<b>62.00</b>
			Per-diem for parents travel to San Antonio, TX to attend National Head Start Association Conference on 04/29/2019 - 05/03/2019	<b>274.50</b>
	<b>SI-00184468</b>	ERICA JONES	Parking at DIA to travel to San Antonio, TX to attend National Head Start Association Conference on 04/29/2019 - 05/03/2019	<b>62.00</b>
			Per-diem for parents travel to San Antonio, TX to attend National Head Start Association Conference on 04/29/2019 - 05/03/2019	<b>274.50</b>
	<b>SI-00184469</b>	JENNIE MENDOZA VAZQI	Parking at DIA to travel to San Antonio, TX to attend National Head Start Association Conference on 04/29/2019 - 05/03/2019	<b>62.00</b>
			Per-diem for parents travel to San Antonio, TX to attend National Head Start Association Conference on 04/29/2019 - 05/03/2019	<b>274.50</b>
	<b>(blank)</b>	STAFF LOCAL TRAVEL	Staff Local Travel	<b>39.88</b>
			Staff local travel PPE 4/27/19	<b>13.23</b>
<b>681300:Grant Award To Subrecipient</b>	<b>SI-00178980</b>	CLAYTON EARLY LEARNIN	February 2019 Clayton invoice Contract 201840634	<b>119,180.95</b>
	<b>SI-00179346</b>	DENVER PUBLIC SCHOOL	DPS February 2019 invoice Contract 201840635	<b>175,862.41</b>
	<b>SI-00179351</b>	VOLUNTEERS OF AMERIC	VOA HS Feb 2019 HSPY22VOA Contract 201840640	<b>50,655.00</b>
	<b>SI-00183303</b>	FAMILY STAR INC	FS HS Feb 2019 Nov HSPY22FS02282019 Contract 201840637	<b>41,795.88</b>
	<b>SI-00183392</b>	FAMILY STAR INC	FS HS March 2019 HSPY22FS03312019 Contract 201840637	<b>28,944.18</b>
	<b>SI-00186018</b>	Catholic Charities	Catholic Charities HS March 2019 HSPY200319CC Contract 201840633	<b>113,839.95</b>
	<b>SI-00187516</b>	Mile High Early Learning	MHEL HS March 2019 HSPY22MHEL0319 Contract 201840638	<b>219,148.60</b>
	<b>SI-00188111</b>	(blank)	VOA HS March 2019 HSPY22VOA0319 Contract 201840640 In-kind \$13,335.00	<b>52,302.00</b>



**GR00000689 Head Start - 2018-2019**  
**March Prelim 2019 General Ledger Transaction Summary**

Ledger Account	Transaction Number	Supplier as Worktag	Line Memo	Total
<b>681300:Grant Award To Subrecipient</b>	<b>SI-00188117</b>	SEWALL delegate	Sewall April 2019 invoice Contract 201842003	<b>35,355.59</b>
<b>701200:Books and Education Materials</b>	<b>PC-00058147</b>	PRO CORP IMAGES INC	PROCORP IMAGES/LOGOSTUFF - Health Literacy kids sports bottles	<b>1,244.00</b>
	<b>SI-00179357</b>	PRO CORP IMAGES INC	625 transition backpacks - royal blue \$4.15 each	<b>2,593.75</b>
<b>701600:Food Supplies</b>	<b>PC-00058142</b>	KING SOOPERS	KING SOOPERS	<b>76.98</b>
			STAPLS7214920542000001 - Certificates for DWBH	
<b>701900:Office Supplies and Fixtures</b>	<b>PC-00057124</b>	STAPLES	Parents	<b>23.97</b>
			AMAZON.COM MW46T1211 - Certificates for parents at	
	<b>PC-00057145</b>	AMAZON	DWBH survey	<b>53.70</b>
<b>930400:Billings For Services</b>	<b>(blank)</b>	CELL PHONE OTHER GA	Cell phone	<b>124.20</b>
<b>Grand Total</b>				<b>977,881.30</b>

**Trial Balance**



**Organization** City and County of Denver  
**Periods** 2019 : Apr  
**Run** 5/8/2019 11:40

**Trial Balance**

Ledger Account	Beginning Balance	Debit Amount	Credit Amount	Ending Balance
000100:Equity In Treasury Cash & Investme	0.00	0.00	0.00	0.00
001000:Cash	(767,490.93)	1,749,672.70	1,395,116.05	(412,934.28)
020600:Undeposited Payments	0.00	1,538,695.49	1,538,695.49	0.00
022000:Grants Receivable	(447,869.47)	2,207,521.55	1,759,652.08	0.00
023100:Unbilled Grant Receivable	1,544,840.87	980,857.08	1,562,322.31	963,375.64
060300:Expenses Advance	41.25	395.50	101.25	335.50
110100:Vouchers Payable	(253,356.62)	660,108.05	902,014.23	(495,262.80)
110200:Unrecorded Liabilities	0.00	0.00	0.00	0.00
112004:Expenses Payable	0.00	93.75	93.75	0.00
121100:Year End Accrued Payroll	0.00	0.00	0.00	0.00
121600:Accrued Vacation/Sick	(70,019.72)	0.00	0.00	(70,019.72)
340000:Intergovernmental Revenue	(1,278,106.42)	33,865.99	991,096.25	(2,235,336.68)
501000:Regular Compensation	149,873.69	49,019.69	0.00	198,893.38
502200:Comp Time Paid	0.00	680.58	0.00	680.58
503100:Differential Pay	55.49	82.23	0.00	137.72
503400:Premium Pay	1,120.00	350.00	0.00	1,470.00
521000:Retirement Pension	19,588.93	6,535.75	0.00	26,124.68
530800:Health Savings Account	2,589.19	239.23	0.00	2,828.42
540100:Social Security Taxes	10,922.00	3,643.37	0.00	14,565.37
541100:Employer Paid Health Insurance	15,913.67	4,711.65	0.00	20,625.32
541200:Employer Paid Dental Insurance	893.31	264.05	0.00	1,157.36
541300:Employer Paid Life Insurance	653.92	178.09	0.00	832.01
541400:Employer Paid Disability Insurance	519.89	181.20	0.00	701.09
544100:Allowance Pay	38.95	21.18	0.00	60.13
601000:Professional Services	155,003.80	60,267.78	21.70	215,249.88
610100:Administrative Expense	733.62	0.00	0.00	733.62
611900:Dues, Licenses and Subscriptions	4,660.00	1,194.00	0.00	5,854.00
630100:Utilities	40.08	79.00	0.00	119.08
635400:Mail, Freight and Delivery	323.00	397.43	0.00	720.43
640100:Leases and Rentals	371.70	1,369.79	0.00	1,741.49
661000:Travel and Transportation Employe	4,206.44	7,486.82	0.00	11,693.26
681300:Grant Award To Subrecipient	894,925.52	837,084.56	0.00	1,732,010.08
683900:Training	0.00	0.00	0.00	0.00
701200:Books and Education Materials	8,123.33	3,837.75	0.00	11,961.08
701300:Building and Construction Supplies	0.00	0.00	0.00	0.00
701500:Cleaning Supplies and Materials	0.00	0.00	0.00	0.00
701600:Food Supplies	791.97	76.98	0.00	868.95
701900:Office Supplies and Fixtures	115.74	77.67	0.00	193.41
702500:Tools and Other Equipment	0.00	0.00	0.00	0.00
930400:Billings For Services	496.80	124.20	0.00	621.00
<b>Total</b>	<b>0.00</b>	<b>8,149,113.11</b>	<b>8,149,113.11</b>	<b>0.00</b>

**Total April Expenditures** 977,903.00 21.70 \$ **977,881.30**

**POLICY COUNCIL**  
**Meeting of May 22, 2019**  
**Junta del 22 de mayo del 2019**



# **FINANCE /PROGRAM COMMITTEE**

## **MEETING MINUTES**

## **VII. NEW BUSINESS**

- a) Mental Health Awareness and Better Hearing and Speech Presentation
- b) Five by Five Summer Updates
- c) Summer Meals
- d) Parent Leadership
- e) Delegate Agency Reports

## What is mental health?

Mental health means that young children are growing in their ability to:

- understand and share feelings
- have close and positive relationships
- explore and learn

### Why Is It Important?

*Having Positive Mental Health Makes It Easier for Children to:*

- Have close relationships with family and friends
- Do well in school
- Learn new things
- Solve tough problems

- Develop patience (or not give up)
- Focus on a task
- Ask for help

*When Young Children Are Worried, Sad, or Angry, It Can Be Hard To:*

- Make friends
- Follow directions
- Express feelings or wishes
- Follow simple directions
- Pay attention in class
- Solve problems in positive ways
- Do well in school



## Things You Can Do and Say to Help Your Child

### • For Your Infant

- Hold your baby during feedings.  
"I love cuddling when I feed you."
- Look at your baby and smile, smile, smile!  
"Hey, when I smile, you smile back."
- Talk about what you are doing.  
"I'm going to change your diaper now."
- Try to relax and have fun.  
"When I am happy, you are less fussy."
- Read and sing to your baby every day.  
"It is bedtime. Time for a story and favorite song."
- Take care of yourself.  
"When I am rested, I take better care of you."

### • For Your Toddler/Preschooler

- Make sure they always feel safe.  
"I know loud noises can be scary, but it's OK."
- Offer choices.  
"Do you want the blue shirt or the red shirt?"
- Practice patience.  
"Let's wait until the song is over and then we'll go outside."

- Show understanding.  
"You REALLY want another cookie! It is hard when you can only have one."
- Leave extra time.  
"I see you don't want to leave the playground. One more time on the slide, then we need to leave."
- Play together at least 15 minutes a day.  
"There is so much to do but it is important for us to play together."
- Follow her interest.  
"I see you want to play with the blocks. What are you going to build?"
- Praise your child when she keeps trying.  
"I love the way you keep trying to find the right piece for the puzzle."
- Practice following directions.  
"First pick up the blocks, then take out the cars."



## ¿Qué es la salud mental?

Tener salud mental significa que los niños pequeños están desarrollando su capacidad para:

- comprender y compartir sentimientos
- tener relaciones positivas y cercanas con los demás
- explorar y aprender

### ¿Por qué es importante?

*El tener una salud mental positiva facilita que los niños puedan:*

- Tener relaciones cercanas con familiares y amigos
- Desempeñarse bien en la escuela
- Aprender cosas nuevas
- Resolver problemas difíciles
- Desarrollar la paciencia (o aprender a no darse por vencidos)
- Concentrarse en una tarea
- Pedir ayuda

*Cuando los niños pequeños se encuentran preocupados, tristes o enojados, puede ser difícil para ellos el:*

- Hacer amigos
- Seguir instrucciones
- Expresar sentimientos o deseos
- Seguir instrucciones sencillas
- Prestar atención en la clase
- Resolver problemas de manera positiva
- Desempeñarse bien en la escuela



## Lo que usted puede hacer y decir para ayudar a su hijo

### ● Para su bebé

- Cargue a su bebé cuando lo alimente.
- “Me encanta abrazarte cuando te doy de comer”.
- Mire a su bebé y ¡sonría, sonría y sonría!
- “¡Mira eso! También sonríes cuando yo te sonrío”.
- Hable de lo que usted está haciendo en ese momento.
- “Te voy a cambiar el pañal ahora”.
- Trate de relajarse y disfrutar lo que está haciendo.
- “Cuando estoy contenta, tú estás menos inquieto”.
- Léale y cántele a su bebé todos los días.
- “Es hora de ir a la cama, de leerte un cuento y cantarte tu canción favorita”.
- Cuídese a sí misma.
- “Cuando estoy descansada, te cuido mejor”.

### ● Para su niño pequeño/en edad

#### preescolar

- Asegúrese de que el niño siempre se sienta seguro. “Sé que los ruidos fuertes a veces dan miedo, pero todo está bien, no pasa nada”.
- Dele opciones. “¿Quieres la camisa azul o la camisa roja?”

- Practiquen la paciencia. “Vamos a esperar hasta que se acabe la canción y luego salimos al aire libre”.
- Muéstrese comprensiva. “¡Es en SERIO que quieres otra galleta! Es difícil cuando solo te puedes comer una”.
- Dese tiempo extra. “Ya veo que no te quieres ir del campo de recreo. Súbete a la resbaladilla una vez más y luego ya nos tenemos que ir”.
- Jueguen juntos por lo menos quince minutos al día. “Hay un montón de cosas que hacer, pero es importante que nos demos tiempo para jugar tú y yo juntos”.
- Respalde lo que a ella le interesa. “Me doy cuenta que quieres jugar con los bloques de plástico. ¿Qué vas a construir?”
- Elogie a su hija cuando persevere. “Me encanta como insistes en buscar la pieza correcta para el rompecabezas”.
- Practiquen el seguir instrucciones. “Primero recoge los bloques, y luego saca los cochecitos”.



## Advocacy and Leadership— Tips for Families: Every Day Leadership Skills

You use powerful leadership skills and abilities as you manage your household every day and guide your children in the little and big tasks of life. Here are just a few of the leadership skills you use every day.

### Lead

**Lead by example.** Act as a role model and hold yourself to high standards, such as being fair and honest and following through with commitments.

### Communicate

**Communicate and actively listen.** Use two-way communication without interrupting, and make your points calmly and clearly.

### Negotiate

**Negotiate.** Include everyone in making decisions when possible, but be able to make the final decision when necessary.

### Value

**Value feelings.** Understand and manage your own emotions and recognize and value the emotions of other people.

### Motivate

**Motivate and inspire others.** Engage people in ways that boost their enthusiasm and confidence about completing a task or achieving a goal.

### Be Positive

**Be positive and flexible.** Maintain a positive attitude by staying upbeat and optimistic. Be able to adjust and adapt when things do not go as planned.

### Accept

**Accept mistakes.** See mistakes as an opportunity for growth and learning.

# Advocacy and Leadership—Tips for Families: Every Day Leadership Skills

## Reflection Activity

Review the list of leadership skills. Which ones do you use often? Which ones do you want to use more often? Write down your thoughts.

	Ways I use this skill now	What I want to do to strengthen this skill
<b>Lead</b>		
<b>Communicate</b>		
<b>Negotiate</b>		
<b>Value</b>		
<b>Motivate</b>		
<b>Be Positive</b>		
<b>Accept</b>		

For more information about this resource, please contact us:  
 PFCE@ecetta.info | 1-866-763-6481



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



NATIONAL CENTER ON  
 Parent, Family and Community Engagement



## Signs of Hearing Loss

- Does not follow simple directions.
- Shows delays in speech and language development.
- Pulls or scratches at ears.
- Parent or Teacher has a concern.

Parents can see an audiologist if you have concerns about your child's hearing. Some hearing losses begin months or years after birth.

## Signs of a Speech Sound Disorder in Children

- Says "p,b,m,h,w" incorrectly in words (1-2 years)
- Says "k,g,f,t,d,n" incorrectly in words (2-3 years)
- Produces speech that is unclear, even to familiar people (2-3 years)

Parents can see a Speech-Language Pathologist if you have concerns. Model saying the sounds correctly for the child, do not correct speech sounds, and keep your child talking.



**Please see your Family Services staff or Health staff at the site for resources.**

## Better Hearing and Speech Month



Hearing and listening to language is the primary way young children learn. Communication disorders are among the most common childhood disabilities however parents are largely unaware of the early warning signs. Parents may hear "wait and see" messages which may miss a critical developmental window of gaining important speech and language skills. These skills lay the groundwork for later success with reading and writing, academics, social interactions and career options and advancement.

## Signs of a Language Disorder

- Does not smile or interact with others.
- Does not understand what others say. (7 months -2 years).
- Does not put words together to make sentences. (1.5 – 3 years).
- Has trouble playing and talking with other children. (2 -3 years).

Parents can see a Speech-Language Pathologist if you have concerns. Talk, read, and play with your child. Talk about what you are doing and what your child is doing. Talk with your child in the language you are most comfortable using.



## Signos de pérdida auditiva

- No sigue instrucciones sencillas.
- Muestra retraso en el habla y en el desarrollo del lenguaje.
- Se tira de las orejas o las rasca.
- Los padres o profesores están preocupados.

Los padres pueden acudir a un audiólogo si les preocupa la audición de su hijo. Algunas pérdidas auditivas inician meses o años tras el nacimiento.

## Signos de un trastorno fonológico en los niños

- Pronuncia incorrectamente “p, b, m, h, w” en las palabras (1-2 años).
- Pronuncia incorrectamente “k, g, f, t, d, n” en las palabras (2-3 años).
- Habla de forma ininteligible, incluso para personas familiares (2-3 años).

Los padres pueden acudir a un terapeuta del lenguaje si tienen preocupaciones. Sirva de modelo para el niño y pronuncie correctamente los sonidos, no lo corrija al hablar y haga que hable continuamente.



**Acuda al personal de Servicios de Familia o de Salud en la oficina para recibir información sobre los recursos.**

## Mes de Mejora en la Audición y el Habla



Oír y escuchar a otros hablar es la forma principal en que los niños pequeños aprenden. Los trastornos de la comunicación están entre las discapacidades infantiles más comunes, sin embargo, la mayor parte de los padres desconocen los signos tempranos. A los padres les pueden llegar mensajes de que es mejor “esperar y ver”, por lo que pueden dejar pasar periodo crítico del desarrollo para adquirir habilidades importantes del habla y el lenguaje. Estas habilidades allanan el camino para el éxito futuro en la lectura y escritura, el desempeño académico, las interacciones sociales, y las opciones de carrera y desarrollo profesional.

## Signos de un trastorno del lenguaje

- No sonríe ni interactúa con otros.
- No entiende lo que otros dicen (7 meses-2 años).
- No junta palabras para formar oraciones (1 año y medio-3 años).
- Tiene problemas para jugar y hablar con otros niños (2-3 años).

Los padres pueden acudir a un terapeuta del lenguaje si están preocupados. Hable, lea y juegue con su hijo. Háblele sobre lo que está haciendo y sobre lo que hace su hijo. Háblele al niño en el idioma en el que se sienta más cómodo.

## **Delegate Agency Reports**



Denver Great Kids Head Start

## May 2019 Catholic Charities Policy Council Delegate Report

### Program Updates

- **Last Policy Committee Meeting Date: April 16, 2019**

Topics: Selection Criteria, Fatherhood Initiative

#### Strengths/Highlights:

ECE programs Admin offices have moved to our new offices at 4704 Harlan in the Lakeside neighborhood. We are located on the 5<sup>th</sup> floor if you need to reach us our phone numbers and email remain the same.

ECE programs are busy preparing for our End of the Year celebrations at our centers for children getting ready to transition to kindergarten. We have created wonderful transition backpacks in partnership with DGKHS, with plenty of activities and materials to allow families and children to continue with school readiness activities through the summer.

Our Annunciation Site hosted our first Family Math Night complete with homemade and store-bought games, school readiness activities, fun and resources. It was a great success and will be repeated at each of our sites in the coming months.

CC hosted a Financial Literacy class with Alta Wealth Management at our Garfield/Kentucky sites. The event involved 9 hours over three days. Thirteen families participated and created financial goals, toolkits and plans to reach goals.

#### Needs/Challenges:

Recruitment and Hiring for qualified Head Start teachers continues to be a challenge and focus for our program. This is a critical issue for our programs.

### Financial Updates

#### USDA Meals

In April 2019 we served 9768 meals and are claiming \$20,493 in reimbursement.

#### Grant Update:

As of February 28, 2019, date we expended \$943,065.74 of our total Head Start grant award of \$1,258,560 for the 2018-19 program year, this is 75%.

Next Policy Committee Meeting is scheduled for May 21, 2019 from 4:30-6:00pm



## Denver Great Kids Head Start

May 2019, Clayton Early Learning Policy Council/Committee Report

### Program Updates

**Last Policy Committee Meeting Date: 5/2/19**

- **Update on last Policy Committee meeting:**
  - ERSEA Report
  - Financial Update and Review
  - Federal Updates
    - The Early Head Start Family and Child Experiences Survey
    - Applications for New Awards; CCAMPIS
    - Residential Services for Unaccompanied Alien Children
  
- **Strengths/Highlights:**
  - Culture of wellness in Preschool classes will continue to be offered until May 15.
  - Clayton art day was celebrated on May 1<sup>st</sup> at the Children's museum.
  - May 4<sup>th</sup> was Comcast cares day. Comcast and Clayton volunteers worked together on various outdoor projects to improve the Clayton campus.
  - Family handbook is being updated for the 19-20 schoolyear.
  - On May 10, the fatherhood committee will host a breakfast for moms, grandmothers, aunts and all maternal figures.
  - Clayton Home based celebration of learning will be on May 17
  - School based celebrations of learning will be during the weeks of the 13<sup>th</sup> and the 20<sup>th</sup> of May.
  - Clayton continues to support families in partnership with Weecycle an organization that provides diapers, wipes, clothing, strollers, car seats, formula, cribs, etc.
  
- **Trainings:**
  - May 24 is Clayton Connects day, an all Clayton Professional Development day.
  - Next new staff on-boarding will be on the week of May 20.

### Financial Updates

- **USDA Meals:** For March 2019 date we claimed \$ 11,014.40 in reimbursement and served 4,821 meals and/or snacks. (No) USDA/CACFP claims reduced or rejected for any reason.



- **Financial Status:**

As of March 2019, we have expended \$1,111,861 for our total Head Start grant award of \$1,297,191 which is 86% of the total grant.

Also, we have reported \$277,965 of our non-federal share total of \$324,298 which is 25% of total non-federal share for the month of March 2019.

Next Policy Committee Meeting Date (June 6, 2019 @ 5:30 pm @ Clayton Educare Multipurpose Room).



Denver Great Kids Head Start  
**Denver Public Schools**  
**Parent Policy Council Report**  
May 2019

## Program Updates

### Last Parent Policy Committee Meeting Date:

- May 8, 2019

### Update on last Parent Policy Committee meeting:

- The meeting was well-attended.
- Council members provided a report of the last Parent Policy Council meeting.
- The Father-Figure Group meeting was discussed.
- The PPC budget was shared.
- Parents who attended the NHSA Conference presented gained knowledge and pictures from the conference.
- Family Resources for the summer were shared by a Family Liaison.
- Parents reported on their center activities and happenings.
- Recognition was given to all parents with a certificate and gift.

### Strengths/Highlights:

- A new DPS Head Start Parent Teacher Home-Visit program has started which will:
  - match the district's non-Head Start ECE classrooms for consistency; and
  - continue to meet Head Start requirements.
- Two parents and 12 staff including teachers, paras, family liaisons, & leadership represented DPS Head Start at the NHSA Conference in San Antonio this April 2019.
- The second Father-Figure Group meeting is scheduled to take place on Saturday, May 18, 2019. Home Depot has donated giveaways for participants.
- Despite cancelled classes due to snow days, teacher strike days, and an eminent threat to schools, we should be able to complete the school year by meeting the required minimum number of student contact days: 160.

### Trainings:

- DPS Head Start will have teacher, paraprofessional, family liaison, leadership & parent representation at the National Head Start Association conference in April 2019. There are plans to share learned content with each group.



- DPS Head Start teachers and paraprofessionals will have a Professional Development event. It is scheduled to take place at the Butterfly Pavilion as the program's Post-Service on Wednesday, June 5, 2019.

**Needs/Challenges:**

- PPC Meetings at Corky Gonzales present a challenge because of limited parking slots that are consistently filled with construction workers' vehicles. Some of our PPC participants received tickets after parking on the street.
- The Education Coordinator role is vacant, and the candidate recruitment, interview and final selection process will likely take place between May and July 2019.
- The Family Services Coordinator has resigned effective April 23, 2019. Candidate recruitment, interview and final selection process will likely take place between May and July 2019.

**Miscellaneous**

- The next DPS HS Parent Policy Committee is scheduled to take place in September 2019.
- The next DPS HS Father-Figure Group Meeting is scheduled to take place on May 18, 2019 from 11:30 am to 1:30 pm at EGC.



## Denver Great Kids Head Start

### May 2019 Family Star Inc. Delegate Agency Policy Council Committee Report

#### Program Updates for April 2019

Last Policy Council Committee Meeting Date: 4/9/19

**Update on last policy committee meeting:** The Policy Committee reviewed and discussed the Family Engagement Plan and the video from Dr. Bergeron on how to support families experience unstable housing.

**Strengths:** Both sites now have regular fresh and prepared food distributions every week at alternating locations. Over 70% of Family Star's families are participating and several staff also participate. The Culture of Wellness supported the kick-off event by making smoothies with the children while their parents/caregivers "shopped" for food. Parents/caregivers continue to lead this process.

**Trainings:** Family Star held its first session of the Leadership Institute, sponsored under the City and County of Denver's Quality Teaching Grant. Teaching staff attended an all-day Saturday session to learn and practices skills for supporting "challenging behaviors" and improving their overall skills as leaders. The second session will happen on July 20<sup>th</sup>.

**Needs/Challenges:** None at this time.

#### Financial Updates

USDA Meals: For 4/30/19 we claimed \$11,576.89 in reimbursement and served 7,934 meals and/or snacks. (NO or Yes) USDA/CACFP claims reduced or rejected for any reason.

Financial Status: As of 1/31/2019 we have expended \$151,259.94 of our total Head Start grant award of \$222,000 (including the COLA) which is 68% of the total grant (Federal Share portion). Also, we have reported \$27,750 of our non-federal share total of \$55,500 which is 50% of total non-federal share, with a grand total award of \$277,500.

**Next Policy Council/Committee Date (Date, Time, Location): 5/14/19; 5:30 pm – 7:00 pm;  
Northeast School**

Denver Great Kids Head Start  
May 2019

**Mile High Early Learning  
Policy Committee Report**

**Program Updates**

**Last Policy Council/Committee Meeting Date:** April 17, 2019

- **Update on last Policy Council/Committee meeting:** There was no Policy Committee meeting due to DPS being closed. The Policy Committee minutes, Variance Report, Head Start Continuation Grant Revision and Personnel Report was approved electronically on April 23, 2019.
- **Strengths/Highlights/Trainings:** The month of April included a myriad of educational activity. Our Director of Curriculum and Instruction attended the Reggio Emilia Italy tour with Boulder Journey School and returned with many ideas to expand our curriculum. We were able to use our Professional Development Day on 4/29 to have over 30 staff members complete their annual 1st Aid and CPR training. Our teachers worked tirelessly to complete the Spring Teaching Strategies Gold checkpoint on time. Our Program Directors and Coaches have been meeting together regularly to support the teachers in aligning their practices with our curriculum rubric, and we are beginning to plan our summer professional development.
- **Needs/Challenges:** We are in the process of onboarding a number of new quality teaching staff and are hopeful that we will be fully staffed by Fall 2019. We continue to support the classrooms with our internal substitutes and help from a childcare substitute agency.

**Financial Updates**

- **USDA Meals:** For March 2019 we claimed \$20,229.77 in reimbursement and served 10,648 meals and/or snacks. No USDA/CACFP claims reduced or rejected for any reason.
- **Financial Status:** As of March 2019, we have expended \$1,459,329.94 our total Head Start grant award of \$1,812,251.00 which is 81% of the total grant. Also, we have reported \$453,459.25 of our non-federal share total of \$453,063.00, which is 100% of the total non-federal share.

Next Policy Committee Meeting  
May 15, 2019  
5:30-7:30

Westwood Early Learning Center, 980 S. Lowell Blvd, Denver CO, 80219



April, 2019

Sewall Child Development Center Delegate Agency  
Policy Committee Report

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Program Updates for April, 2019

Last Policy Committee Meeting Date: April 9, 2019

**Update on Last Policy Committee Meeting:**

On April 9, 2019, The Policy Committee met with Jasmine Williams, Monique Fox, Renee Marcoux, Doris Torres, Shawn Torres, Lori Helmstetter, Michael Rovaris, Luisa Candelaria

- Introductions made for people, including Luisa Candelaria our new Family Service Worker!
- Updates from Head Start Meeting; including for money for CPR and First Aid trainings, dental screenings being a priority, focus on Culture of Wellness, Resilient Focus
- Wish for Resilient Futures to work with the Sewall programs
- Discussion around supporting teachers via breakroom updates
- Talked about how to get families information from administration like when school is closed and/or late starts or other times that communication is necessary
- 

**Strengths/Highlights:**

- Completed Food Observations
- Working with the Garden and Green House through MHCD to begin to providing some fresh foods for children and families
- Ongoing Kid's Connect with Junior League
- Culture of Wellness provided support for staff and children
- Beginning to prepare for graduation and celebrations

**Trainings:**

- Anti-Bias Curriculum training at staff development upcoming
- Month of the Young Child
- Pyramid Plus Trainings are ongoing for new staff

**Needs/Challenges:**

- Space organization for materials
- Improving family participation
- Spring Transitions, IEPs

Next Policy Committee Meeting is scheduled for May 14, 2019 from 5-6:30 at Dahlia

5/2019, Volunteers of America Policy Council/Committee Report

## Program Updates

**Last Policy Council Meeting Date: April 18, 2019**

- **Update on last Policy Council/Committee meeting:**
  - Committee discussed: Pop Up Markets, PIR Submission, Conscious Discipline, Family Partnership Agreements, CCR Surveys, Feedback on this school year and planning for next school year as it relates to: school nurse, staggered start times, parking lot, childcare times, parent and child engagement events, parent meetings, parent trainings, on site resources
  - Accepting applications for Site Director and Education and Disabilities Coordinator
- **Strengths/Highlights:**
  - Completed Home Visits
  - FSW's enrolling for next year
    - Reviewed and improving Recruitment plan
    - Reviewed and improving Enrollment paperwork
  - Parent Engagement in planning school wide picnic
  - Exploring new data base- ChildPlus
  - Summer Childcare enrollment
  - All RFO's and IEP's completed
  - Offering Free summer school option to children with identified need
  - Transitioning students to Kindergarten
- **Trainings:**
  - Teachers and Administrators engaged in HEARTS- Trauma Informed Care consultations. Increased supports underway via a staff Health and Wellness position
  - Teachers engaged in intensive coaching sessions with coach via Teacher Learning Community and video review
  - Conscious Discipline 4-week series for parents
- **Needs/Challenges:**
  - Building teacher capacity for classroom behaviors as well as staff capacity to manage personal/professional demands
  - Qualified Education and Disabilities Coordinator
  - Qualified Center Director position
  - Need for qualified and reliable substitute teachers

## **VIII. OLD BUSINESS**

a) NHSA Conference Presentation

## **IX. OTHER**

### **a) Program Content Area Reports**



**Disabilities and Mental Health Services**  
**Chris Auer, MA, PMP, Disabilities and Mental Health Director**  
**Phone: 720-913-0894 Email: [christopher.auer@denvergov.org](mailto:christopher.auer@denvergov.org)**  
**May 22, 2019**

**Disabilities and Mental Health Update:**

DGKHS received a third-year funding notice from the Tony Grampsas Youth Services program, and the award increased from approximately \$26,000 to approximately \$30,000. The increase was a result of increased state funding to the program, and scores based on timely response and follow-up from DGKHS.

Positive parenting classes concluded at Volunteers of America and Denver Public Schools. Thanks to Natalie Thomas, Liz Beindorf and Diana Cunningham for taking the lead in coordinating these trainings at the delegate level.

The federal review concluded on May 10<sup>th</sup>. Thanks to Cristina House and Rachel Harmon for their participation and support.

Support for individual children/families and classrooms is ongoing. DGKHS will be using a checklist as a framework to provide support (technical assistance, coaching, materials) to individual classrooms.

**Status of IEPs – Data Received May 10<sup>th</sup> for April 2019**

<b>Delegate</b>	<b>Number of IEPs</b>	<b>Percentage</b>
Catholic Charities	27	27/195= 14%
Clayton	27	27/201= 13%
DPS	30	30/302=10%
Family Star	9	9/34= 26%
Mile High	20	20/281= 7%
Sewall	19	19/60= 31%
VOA	9	9/80= 11%
<b>Grantee Total</b>	<b>141</b>	<b>141/1153=12%</b>



**Family Services**

**By Adella Arredondo, Head Start Family Services Director**

**Office:** 720.913.0882 **Email:** [adella.arredondo@denvergov.org](mailto:adella.arredondo@denvergov.org)

**Last meeting date:** May 9, 2019 1:00 – 3:00pm at the Blair Caldwell Library

**Next meeting date:** June 6, 2019 -1:00- 3:30pm at Denver Human Services 1200 Federal Blvd.

**Highlights from 2019 NHSA Conference:**

Immigration Meet Up | 4/30 5:00-6:00pm | Speakers: Kim Cooper & Tommy Sheridan

- Immigration is a sensitive matter- Head Start Programs are encouraged to work with religious organization in our community to leverage trust to support Head Start children and families. Despite politics Head Start believes that 3-4-year old's are only that age once and it's that time when we should serve them the best we can.
- Immigration Status question on census- final outcome expected from the supreme court on 6/30. If the immigration status question moves forward NHSA will provide resources and information to support impacted Head Start families.
- Head Start community needs to reach out to Head Start families and encourage and support families in completing Census forms. Online Census Option will be available starting April 1.
- Head Start programs are highly encouraged to make computers available for parents to use to complete census online.
- Census follow up visits will begin on 5/23/20

**Sesame Street in Communities | Closing Keynote:**

**A resource to support providers and parents with developmentally appropriate** Here, you'll bilingual multi-media tools to help kids and families. The resources will engage kids and adults in everyday moments and daily routines—from teaching early math and literacy concepts, to encouraging families to eat nutritious foods, to serious topics such as divorce and food insecurity. If parents or programs are interested in receiving resources- Sesame Street in Communities will provide them for free. New Topics coming in 2020 include: Infant Trauma, Gun Violence and Healthy Habits. Check them out online:

<https://sesamestreetincommunities.org/about-us/>

**Reminder:**

**Outstanding Head Start Parent Recognitions on 5/23/19 Don't forget to RSVP.**

A recognition breakfast event honoring 14 outstanding Head Start parents on 5/23/19 at 9:00am.



**Enrollment and Attendance:**

We are happy to report that for the month of April 2019 we reported full enrollment at 1153 kids enrolled in our Head Start program.

<b>Delegate Agency</b>	<b>Enrollment</b>	<b>Monthly Attendance Percentage</b>	<b>Drops</b>	<b>Homeless</b>	<b>Foster Care</b>
Clayton	201	85%	2	27	5
Catholic Charities	195	78%	2	45	9
Denver Public Schools	302	93%	4	23	5
Family Star Montessori	34	87%	0	12	4
Mile High Early Learning	281	88%	7	24	1
Sewall Child Development	60	80%	2	6	1
Volunteers of America	80	89%	0	11	0



### Health Services

By Lori Medina, Head Start Health Services Director

Office: 720-913-0895 Email: [lori.medina-anderson@denvergov.org](mailto:lori.medina-anderson@denvergov.org)

Last meeting date: April 26, 2019 HSAC

Next meeting date: June 28, 2019

### Health Program Updates:

- **CU Nursing Students Presentation –**

Info graph in the final stages to be used to inform parents as advocates for TB, Lead, and Anemia screenings at their well child visits. This could also be used to put an ask out to local clinics to perform these screenings as requested and mandated by EPSDT.

This was discussed at the last few Health meetings and the Nursing students worked on a project/action plan to support our efforts.

- **Denver Health Updates –**

New requirements from Public Health regarding outbreaks and exclusions. Discussed the ongoing need to communicate with DH Nursing team and the site Directors – prior to making unilateral decisions. We just want to make sure that all staff are on the same page, prior to discussing anything with the parents.

At the next management team meeting, DH will discuss the need to review policies and procedures regarding food in classrooms. It appears that it is sometimes not enforced. This is a huge health risk due to severe allergies.

DH provided resources for unhealthy days in Denver, there may be possible changes in the requirements coming.

The Health team will be reviewing the Dual Language Learners Program Assessment in the Health area and discuss ongoing improvement efforts.

- **DGKHS Updates –**

Progressing with the plan to host First Aid/CPR/AED classes for all delegate staff. It will be a combination of on-line and in-person trainings, where a delegate agency can choose.

- **NHSA Summary –**

Leading for Equity – Clear data that supports a child using/learning their home language will have positive outcomes later in life. This should be looked at as an asset.

The Team Heart Experience – Team building is all about connection, but is everyone willing? We sometimes hear words – and WE add meaning/intent to them, we do this to ourselves.

Supporting the Head Start Workforce through Staff Wellness – Not about removing the stress, but it is about dealing with it. Must integrate Mental Wellness with staff – increase their skill and ability to cope.



Social Emotional Learning to Enhance Behavior – Teachers are not judges, not police Officers, they are Teachers. We must TEACH social emotional skills, not punish or judge.

- **Important Tips for All of Us – NASP website**

High profile acts of violence, particularly in schools, can confuse and frighten children who may feel in danger or worry that their friends or loved-ones are at risk. They will look to adults for information and guidance on how to react. Parents and school personnel can help children feel safe by establishing a sense of normalcy and security and talking with them about their fears.

1. **Reassure children that they are safe.** Emphasize that schools are very safe. Validate their feelings. Explain that all feelings are okay when a tragedy occurs. Let children talk about their feelings, help put them into perspective, and assist them in expressing these feelings appropriately.
2. **Make time to talk.** Let their questions be your guide as to how much information to provide. Be patient; children and youth do not always talk about their feelings readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. Some children prefer writing, playing music, or doing an art project as an outlet. Young children may need concrete activities (such as drawing, looking at picture books, or imaginative play) to help them identify and express their feelings.
3. **Keep your explanations developmentally appropriate.**
  - *Early elementary school* children need brief, simple information that should be balanced with reassurances that their school and homes are safe and that adults are there to protect them. Give simple examples of school safety like reminding children about exterior doors being locked, child monitoring efforts on the playground, and emergency drills practiced during the school day.
  - *Upper elementary and early middle school* children will be more vocal in asking questions about whether they truly are safe and what is being done at their school. They may need assistance separating reality from fantasy. Discuss efforts of school and community leaders to provide safe schools.
  - *Upper middle school and high school* students will have strong and varying opinions about the causes of violence in schools and society. They will share concrete suggestions about how to make school safer and how to prevent tragedies in society. Emphasize the role that students have in maintaining safe schools by following school safety guidelines (e.g. not providing building access to strangers, reporting strangers on campus, reporting threats to the school safety made by students or community members, etc.), communicating any personal safety concerns to school administrators, and accessing support for emotional needs.
4. **Review safety procedures.** This should include procedures and safeguards at school and at home. Help children identify at least one adult at school and in the community to whom they go if they feel threatened or at risk.



5. **Observe children's emotional state.** Some children may not express their concerns verbally. Changes in behavior, appetite, and sleep patterns can also indicate a child's level of anxiety or discomfort. In most children, these symptoms will ease with reassurance and time. However, some children may be at risk for more intense reactions. Children who have had a past traumatic experience or personal loss, suffer from depression or other mental illness, or with special needs may be at greater risk for severe reactions than others. Seek the help of mental health professional if you are at all concerned.
6. **Limit television viewing of these events.** Limit television viewing and be aware if the television is on in common areas. Developmentally inappropriate information can cause anxiety or confusion, particularly in young children. Adults also need to be mindful of the content of conversations that they have with each other in front of children, even teenagers, and limit their exposure to vengeful, hateful, and angry comments that might be misunderstood.
7. **Maintain a normal routine.** Keeping to a regular schedule can be reassuring and promote physical health. Ensure that children get plenty of sleep, regular meals, and exercise. Encourage them to keep up with their schoolwork and extracurricular activities but don't push them if they seem overwhelmed

#### Suggested Points to Emphasize When Talking to Children

- Schools are safe places. School staff works with parents and public safety providers (local police and fire departments, emergency responders, hospitals, etc.) to keep you safe.

The school building is safe because ... (cite specific school procedures).

- We all play a role in the school safety. Be observant and let an adult know if you see or hear something that makes you feel uncomfortable, nervous or frightened.
- There is a difference between reporting, tattling or gossiping. You can provide important information that may prevent harm either directly or anonymously by telling a trusted adult what you know or hear.
- Although there is no absolute guarantee that something bad will never happen, it is important to understand the difference between the *possibility* of something happening and *probability* that it will affect you (our school community).
- Senseless violence is hard for everyone to understand. Doing things that you enjoy, sticking to your normal routine, and being with friends and family help make us feel better and keep us from worrying about the event.
- Sometimes people do bad things that hurt others. They may be unable to handle their anger, under the influence of drugs or alcohol, or suffering from mental illness. Adults



(parents, teachers, police officers, doctors, faith leaders) work very hard to get those people help and keep them from hurting others. It is important for all of us to know how to get help if we feel really upset or angry and to stay away from drugs and alcohol.

- Stay away from guns and other weapons. Tell an adult if you know someone has a gun. Access to guns is one of the leading risk factors for deadly violence.
- Violence is never a solution to personal problems. Students can be part of the positive solution by participating in anti-violence programs at school, learning conflict mediation skills, and seeking help from an adult if they or a peer is struggling with anger, depression, or other emotions they cannot control.

NASP has additional information for parents and educators on school safety, violence prevention, children's trauma reactions, and crisis response at [www.nasponline.org](http://www.nasponline.org).



**School Readiness**

**By Liane Martinez, Head Start School Readiness Director**

**Office: 720-913-0884 Email: [liane.martinez@denvergov.org](mailto:liane.martinez@denvergov.org)**

**Last meeting: May 14, 2019**

**Next meeting date: May 28, 2019**

**Education Updates:**

We had a combined Education and Disabilities meeting on 4/9/19. We had a guest speaker from Swallow Hill who said they were interested in doing some programming in interested sites. They currently provide music lessons in a few of our sites and would like to expand. We know that children have various learning styles, and this is something that would incorporate lessons through music.

Our other presenter was Vera, from the Denver Public Library who would also like to provide read aloud programming in the classrooms that are running in the summer.

We provided an update on the CPR and First Aid classes that we will offer in the next program year for our delegate agencies, this will save them some resources for programming.

The next Education Meeting will be on May 28<sup>th</sup>, 2019 at Blair Caldwell Library from 1:00-3:30. This month we were lucky to attend the National Head Start Conference in San Antonio.

A few of the workshops that I attended were:

**Heart to Heart: Connecting with the relationship resistant child.**

This session talked about the importance of relationships and connections. It is necessary to build and secure relationships with children who are impacted by adversity or trauma. Children will not learn unless they feel safe and have a connection to an adult. There were strategies given for connecting through songs, movement, strategies we conscious discipline.

**Neurologically Integrated Pictograph Mnemonics for beginning literacy.**

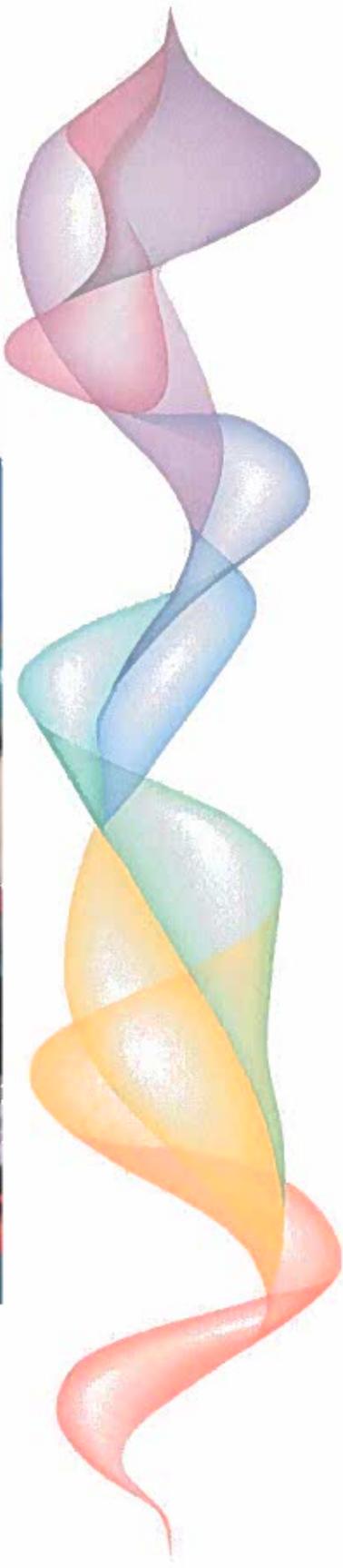
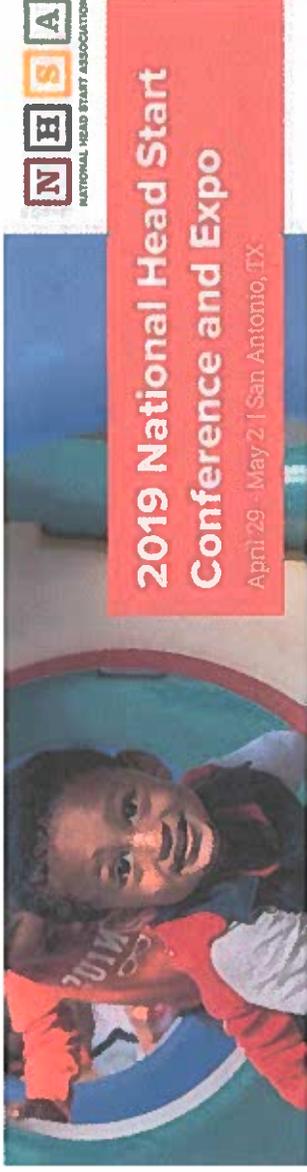
This session talked about how reading requires letter name, sound and letter memorization. Developmentally appropriate and research proven letters (with pictures) were presented. For instance, an S has the letter formed by a picture of a snake. Jasmine was in this session with me and has a sample of a letter card.

**Stress and challenging behavior- What's the connection and what's the impact?**

ACE's study has shown that stress is a significant issue in early childhood programs. The impact on adult's physical and mental well-being will affect the children. The session talked about the research and effects on the learning environment as well. Strategies for



teachers were given by noticing their triggers, having more empathy for children by knowing their story. How the teacher's value and relationships can impact stress in children. See attached handout.



# Stress and Challenging Behavior – What’s the Connection, What’s the Impact?



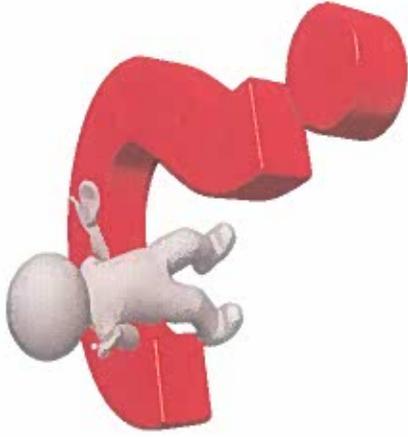
## Stress and Challenging Behavior – What’s the Connection, What’s the Impact?

**Goal:** Teachers will explore and discuss research and issues of stress that can impact the learning environment; the child’s ability to learn and participate in the classroom positively.

**Outcomes:** Teacher will be able to...

- Using the Pyramid Model to explore form and function of challenging behaviors
- Review and explore research on the impact of stress and trauma on a child’s learning.
- Identify challenges in supporting relationships with children.
- Using the Pyramid Model explore strategies to support children with challenging behavior.





What has been your most effective strategies when working with children with challenging behavior?

What questions do you have about today's topic?



## Building Positive Relationships

“We teachers must be able to catch the ball that children throw us and toss it back to them in such a way that will continue the game, perhaps developing other games as we go along” .

(Filippini 1990 as cited in Edwards, Gandini and Forman 1993, 153)

What results when we do this? Relationships



## What Behaviors Challenge You?



In small groups...

- list children's behaviors that challenge you?
- What is the child communicating?



# What is Challenging Behavior



## Challenging Behaviors

- Behaviors that.....
  - Cause **injury** to self or others
  - Cause **damage** to the physical environment
  - Interfere with learning new skills
  - Socially** isolate a child

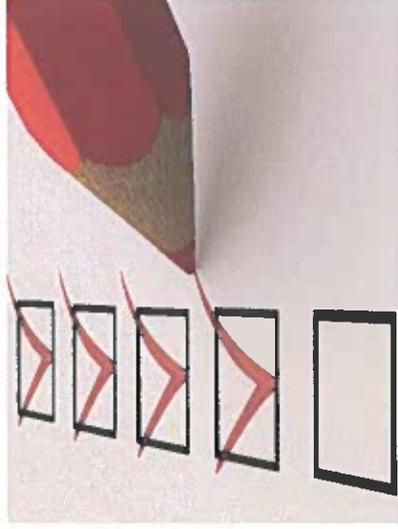
## Challenging Behaviors

- Behaviors that are inappropriate for the child's developmental level and/or cultural background

## Challenging Behaviors

- Behaviors that are a challenge for educators and family members to manage





Review your list of Behaviors  
Are all the behaviors you have listed  
**Challenging Behaviors?**

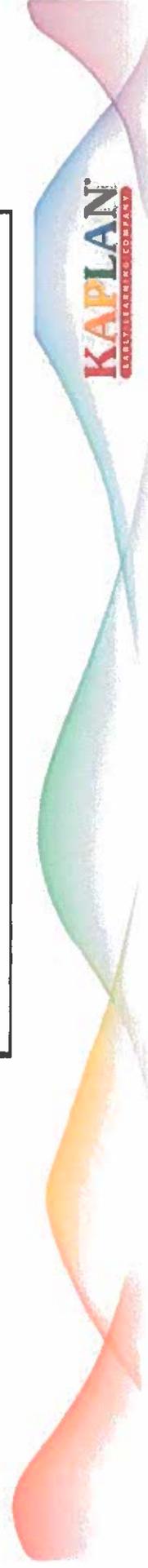


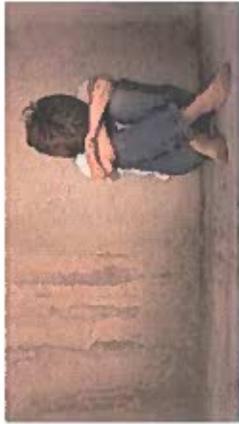
# Form & Function of Challenging Behavior



## Understanding Challenging Behavior

1. Form
  - What does the behavior look like?
2. Function
  - What is the purpose of the behavior from the child's perspective?





# Forms of Challenging Behavior



### Forms of Challenging Behavior

Social Withdrawal	Self injury/ Repetitive Behaviors	Others?
Primarily plays alone Doesn't respond to peers or adults attempts to play	Scratching self Biting self Hitting self Rocking back & forth Spinning objects	

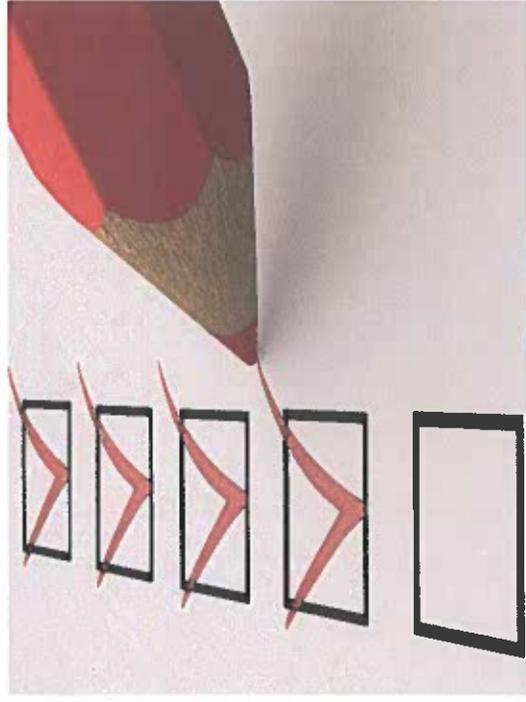
### Forms of Challenging Behavior

Aggression	Tantrum	Noncompliance
Hitting Scratching Kicking Biting Spitting Throwing things Pinching Threatening	Screaming Crying Whining Cussing	Actively refuses to respond to a request  Passive when a request is made



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 Foundations for Early Learning

Review your list of Behaviors  
Are the forms of the behaviors  
Aggression or Social Withdrawal?





# Function of Behavior



## Functions of Challenging Behaviors

- Why do children do these behaviors?
- What is the purpose or outcome for the child?



## Functions of Challenging Behaviors

	Attention	Tangible Items	Sensory Stimulation
Obtain (Get)	Adult Peer	Toys/Items Food Activity	Sensory Stimulation
Escape (Leave)	Adult Peer	Toys/Items Food Activity	Sensory Stimulation

# Function of Behavior



## Identifying Functions of Behavior

Investigate the *situations* in which the challenging behavior occurs

1. Identify and *describe* the challenging behavior
2. Identify what *events, people, activities*, are usually associated with the behavior
3. Determine if *the child* has a *performance* or *competence* deficit

## Understanding Challenging Behavior

- Competence Deficit
  - Child does *not know* the appropriate behavior
  - Need to *teach* the *child* the appropriate behavior
- Performance Deficit
  - Child knows how to respond, but is *choosing not* to
  - Need to make sure we *reinforce* the appropriate behavior



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Review your list of Behaviors?  
Think of a child who is demonstrating

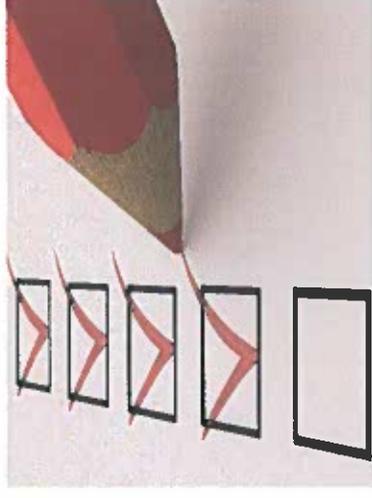
these behaviors?

Is he or she trying to **Obtain**  
something or

**Escape** something?

Do you think they know how to  
behave (**Performance Deficit**) or  
Do you think they have **NOT** learned  
this skill?

**(Competence Deficit)**



# What can make the children be aggressive or withdrawn? STRESS



## **External**

- Unexpected change
- People telling you what to do
- Dealing with irritations
- Difficult to cope with all that is going on

## **Internal**

- Feelings of being out of control
- Not sure of your abilities
- Feeling nervous, not keeping up with others
- Get angry when things do not go your way
- Problems keep piling up



## Levels of Stress



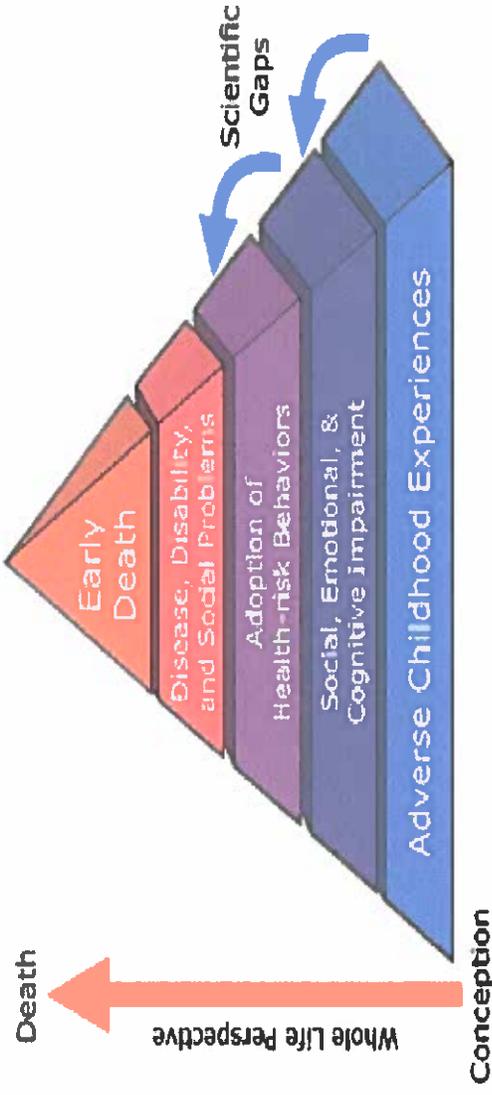
- Positive – Brief increase in heart rate, mild elevation of hormones.
- Tolerable – Serious temporary stress buffered by supportiv interactions.
- Toxic - is the strong, unrelieved activation of the body's stress management system in the absence of protective adult support.

Dr. Pat Levitt CA Head Start Zigler Institute 2/3/15

[http://developingchild.harvard.edu/resources/multimedia/videos/three\\_core\\_concepts/toxic\\_stress/](http://developingchild.harvard.edu/resources/multimedia/videos/three_core_concepts/toxic_stress/)



# Adverse Child Experiences

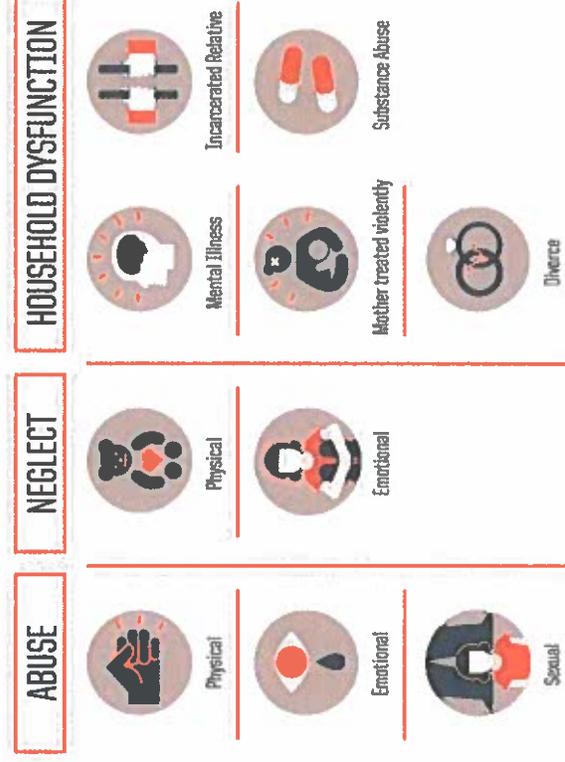


Essentials for Childhood Framework: Steps to Create Safe, Stable, and Nurturing Relationships and Environments for all Children

<https://kpirfilms.co/resilience/>



As your ACE score increases, so does the risk of disease, social and emotional problems. With an ACE score of 4 or more, things start getting serious. The likelihood of chronic pulmonary lung disease increases 390 percent; hepatitis, 240 percent; depression 460 percent; suicide, 1,220 percent.



# Children with ACEs Score 4 and over may have childhood PTSD

## Childhood PTSD

anxiety  
behavioral impulsivity  
aggressive  
hypervigilance  
hyperactivity  
apathetic or depression  
sleep difficulties  
tachycardia or hypertension

B.D. Perry, MD, PhD

The ChildTrauma Academy [www.ChildTrauma.org](http://www.ChildTrauma.org) All rights reserved © 2007 Bruce D. Perry, Stress, Trauma and Post-traumatic Stress Disorders in Children An Introduction Bruce D. Perry, M.D., Ph.D.

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## Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation

...therefore, the effects of the chronic stresses associated with economic adversity are likely to **contribute to academic, social, and behavioral problems**. These problems affect not only early learning and the development of cognitive skills (with impacts on the development of language being best documented) but also the development of **learning skills associated with self-regulation and persistence, as well as coping ability, health, and emotional well-being** (Blair and Raver, 2012; Evans and Kim, 2013).

Allen, L. and Kelly, B. (2015) Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation, The National Academies Press





## Behaviors and Stress

### Activity (Action Plan Part 1)



#### Small group:

- Review the list the behaviors that children have that challenges you
- Identify stress factors in the classroom that could cause a child to behave that way
- Identify stress factors at home that could cause a child to behave this way



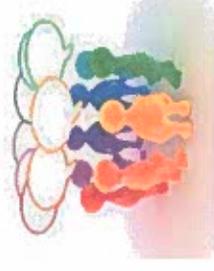


## Executive Functioning

**WORKING MEMORY** - store or process information

**INHIBITORY CONTROL** - controlling behavior

**COGNITIVE FLEXIBILITY** – solving problems

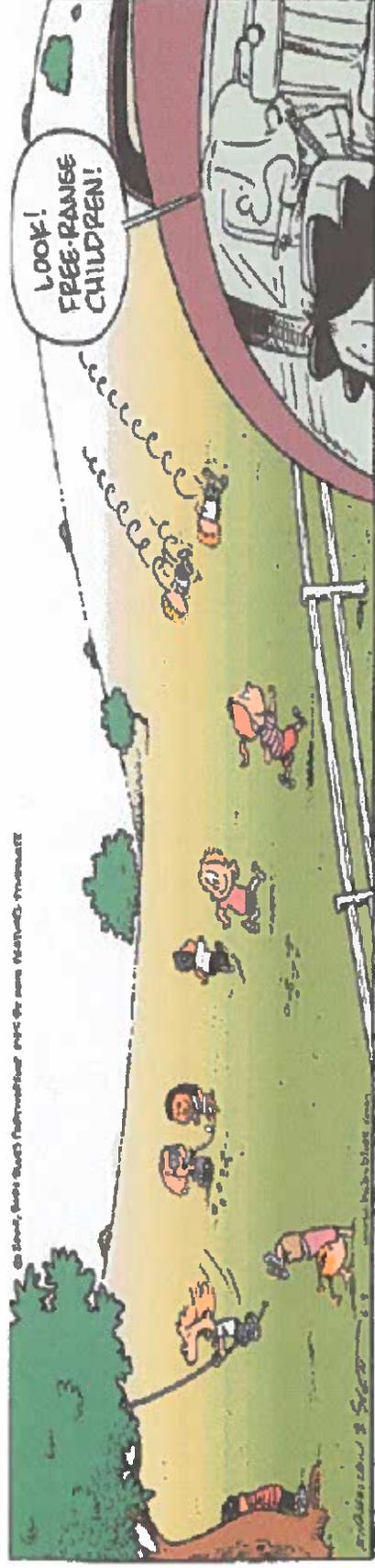


[https://www.youtube.com/watch?v=efCq\\_vHUMqg](https://www.youtube.com/watch?v=efCq_vHUMqg)

**Small Group Discussion**



# What Children Learn at Play



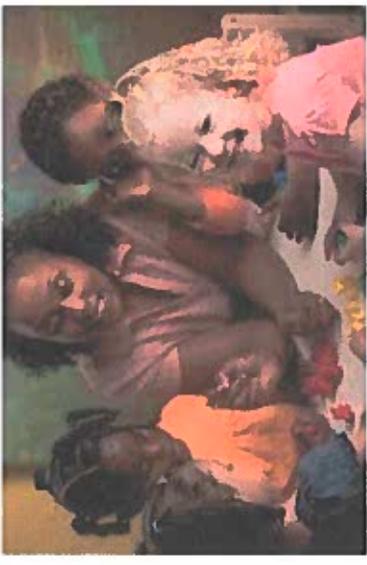
**What are the Thinking Process Children are Learning?**

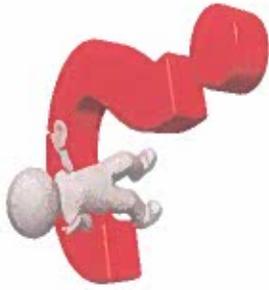




Early Childhood Education is the  
Hardest Job to do Right!

Thank you for making a  
difference at a time that  
you can make a  
Difference!!





If we can reduce stress in our classroom will this reduce the number of children who need Intensive Interventions?

# Intensive Intervention *last thought*

Building Positive Relationships



## **X. MILEAGE AND CHILD CARE REIMBURSEMENT**



## Reimbursement Form

Date: \_\_\_\_\_ Event Type: \_\_\_\_\_

Event Address: \_\_\_\_\_

### Requestor Information

Name:	Delegate Agency:
Home Address:	Phone Number:

### Reimbursement Information

Check one for each question

<b>Are you requesting reimbursement for mileage?</b> <i>Only one driver per vehicle will be reimbursed</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Are you requesting reimbursement for childcare?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Requestor signature: \_\_\_\_\_ Date: \_\_\_\_\_

### INTERNAL USE ONLY

Total miles round trip: \_\_\_\_\_  
Total amount of mileage reimbursement \_\_\_\_\_

Childcare Reimbursement total: \_\_\_\_\_ \$20.00 \_\_\_\_\_

**TOTAL REIMBURSEMENT AMOUNT:** \_\_\_\_\_

11002/0104101/GR00000896

Fund/Org/Project Grant/Account

Reimbursed by: \_\_\_\_\_ Date: \_\_\_\_\_

## **XI. MEETING ADJOURNMENT**

