
Sheridan School District 2

2020-2021

Annual Report



Aimee Marie Chapman
Director of Early Childhood Education

Sheridan Board of Education 2020-2021

Daniel Stange, President

Sally Daigle, Vice President

Maria Delgado, Secretary

Karla Najera, Treasurer

Juanita Camacho

Sheridan Head Start Agency Locations

Sheridan

4107 South Federal Boulevard
Englewood, Colorado 80110
720-833-6600
ssd2.org

Englewood

3838 South Huron Street
Englewood, Colorado 80110
303-781-7585
Englewood.k12.co.us

Littleton

1907 West Powers Avenue
Littleton, Colorado 80212
303-347-6985
Littletonpublicschools.net

History of Head Start in Sheridan

The Sheridan Head Start Program began in the summer of 1965, at the very beginning of the National Head Start Program. Originally, the Head Start program supported 60 children and families. In 1968, Sheridan Head Start became a school year program. In the 90's, Sheridan utilized Head Start expansion money to enter into a delegate relationship with Littleton, Englewood and Cherry Creek School Districts. Cherry Creek withdrew as a delegate agency of the Sheridan Head Start grant in 2017.

Sheridan and its delegate agencies have had many different program options throughout the years: half day, full day, school year and full year. Currently, Sheridan, Englewood and Littleton only offer full day opportunities for children. Sheridan has one classroom which operates year round. During the 2019-2020 school year, Sheridan requested a reduction in enrollment due to diminishing enrollment. Sheridan's enrollment changed from serving 230 students to 207 students in response to the changing community and the cost of living in Colorado. Sheridan requested to serve 101 children, Littleton 50 children and Englewood to serve 56 children and their families. All classrooms utilize funding from Head Start, Colorado Preschool Program (CPP) and Special Education Services to integrate classrooms. Littleton and Englewood also utilize tuition and Child Care Assistant Program (CCAP) as funding sources. Sheridan began to utilize tuition for the before and after school program.

Sheridan’s Changing Community

Sheridan and the delegate agencies are in declining enrollment districts. Prior to the COVID pandemic, population models developed by Economic Modeling Specialists, Inc. suggest that growth through 2020 will decelerate to 4% between 2016 and 2020 in Arapahoe County (Community Assessment 2018). A possibility for student population declining is the cost of living in Arapahoe County. The 2018 Community Assessment for the Sheridan Head Start program discussed the term “cost burden” which is defined as paying more than 30% of household income towards rent or mortgage. The data showed in 2017, the median cost for rent was \$1387 monthly in our area. According to Arapahoe County census data, in 2020 the median cost for rent in Arapahoe County was \$1452. The median household income in Arapahoe County was \$80, 291 with a poverty rate of 7%. Families who once qualified for Head Start are working more and making a higher annual income. However, they are not making enough to pay the rent, insurance, daily living expenses and child care costs. The Sheridan grant served 20 families experiencing homelessness in during the 2018-2019 school year. During the 2020-2021 school year, Sheridan served 30 families experiencing homelessness. The increase in families experiencing homelessness is a result of the increase in family living costs in Arapahoe County.

Education during the COVID Pandemic

Sheridan School District, Littleton School District and Englewood School District were able to open the 2020-2021 school year with in-person instruction. Many health and safety protocols were put into place with the guidance from district administration and TriCounty Health Department. Each program had staggered arrival and dismissal times and locations for students. Daily and weekly disinfecting and sanitizing schedules were in place. Environments were arranged to accommodate health recommendations. Each student had a technology device and learning materials to support remote learning when needed. Sheridan and Englewood programs used SeeSaw as their online learning platform. Littleton utilized Google Classroom to align with the district.

Sheridan and its delegate agencies continued to implement enrollment and selection criteria procedures. Agencies utilized technology to assist in these processes offering virtual interviews and digital student screening tools for families. Hearing and vision screenings were conducted at all locations. Although many students had delays in health exams and dental screenings, health coordinators worked with individual families to advocate for up-to-date exams.

Classroom sizes were much smaller than in years past to support social distancing suggestions by the health department and child care licensing. Additionally, School District ECC programs were experiencing lower enrollment overall. Sheridan’s Head Start grant was under enrolled for the 2020-2021 school year. Both the Sheridan agency and Littleton agency were under enrolled throughout the year. However, Englewood’s Head Start program was overenrolled through most of the school year. Englewood had a higher population of families experiencing homelessness. Sheridan and Littleton agencies transferred funding for 3 slots each to Englewood to support students at that location.

Sheridan Head Start Enrollment 2020-2021

Program	Total Allocated Slots	Enrollment Fall 2020	Enrollment Spring 2021
Englewood	56	63	63
Littleton	50	33	37
Sheridan	101	69	64
Grant	207	165	164

Another effort to minimize the spread of COVID all three agencies implemented cohorting amongst students and staff. This allowed programs to only close classrooms that were impacted by positive cases of COVID. Additionally, cohorting efforts allowed district personnel to track exposed personnel and positive cases amongst the district. The Sheridan, Englewood and Littleton School Districts were fortunate to have local COVID testing sites for staff, students and families. As vaccines became available, all agencies were fortunate enough to offer vaccinations to staff in the early months of 2021.

Goals for 2019-2024

Sheridan and its delegate agencies collaboratively worked together with families, staff and community agencies to make program goals for the 2019-2024 grant cycle. The grant goals have annual objectives and intentional outcomes to provide program quality, respond to the community and enhance sustainability.

Program Goals	Objective(s)	2020-2021 Outcomes
<p>Goal 1: The Sheridan grantee and delegate agencies will exceed quality standards for instructional staff as measured by annual Classroom Assessment Scoring System (CLASS) Head Start national average scores.</p>	<ul style="list-style-type: none"> As a grant, we will increase the Instructional Support domain by 0.2 annually. Over the 5 year grant period, we will move our average from 3.10 to 3.9 by 2024. 	<ul style="list-style-type: none"> Spring 2021 all classrooms participated in CLASS for a grant average of 3.85 Grant score increased by .82 from fall to the spring
<p>Goal 2: The Sheridan grantee and delegate agencies will continue to learn about the communities they serve; to seek a stronger understanding of the individual communities' cultures, demographics and needs to embrace all families.</p>	<ul style="list-style-type: none"> As a grant, staff will increase their knowledge of how to connect meaningfully with families based on a locally designed rubric. Over the 5 year grant cycle, 50% to 100% of the staff will have increased their knowledge and skillset to improve their connections to families in a meaningful way. As a grant, families will connect to someone in the school as measured by annual family survey's. Over the 5 year grant cycle, the families will increase from 30% connected responses to 75% connected responses. 	<ul style="list-style-type: none"> Completed cultural survey during first semester Staff participated in Cultural Competency Trainings Staff data showed <ul style="list-style-type: none"> Cultural Awareness Cultural Knowledge 43% have skill to support their individual cultural competence and their interactions with others. 97% of families who completed the survey stated they have connected to someone at school
<p>Goal 3: The Sheridan grantee and delegate agencies are committed to</p>	<ul style="list-style-type: none"> Families will be able to identify and use social emotional strategies in 	<ul style="list-style-type: none"> 59% of families are utilizing a social emotional strategy

<p>supporting families in building awareness to improve healthy living practices in relation to physical, emotional and social health.</p>	<p>partnership with the instructional staff. A smart goal will be identified after first year when an assessment is determined and baseline data is captured.</p> <ul style="list-style-type: none"> Families will have growth towards improving healthy living as they identify as individual families via locally developed rubric. Percentages of growth will be identified after baseline data is collected during the first year. 	<p>similar to the instructional team.</p> <ul style="list-style-type: none"> 78% of families know some calm down strategies 49% of families have a regular relaxing bedtime rituals, regular sleep locations and avoids stimulating activity one hour prior to bed. <ul style="list-style-type: none"> 35% of families at least 3 fruits/vegetables daily of varying colors and types 42% of families participate in at least one physical activity per week
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School Readiness Goals

Sheridan and its delegate agencies began the process of researching the 2019-2024 School Readiness Goals in the spring of 2018. The Educational Coordinators from all 3 agencies began researching student outcome data for the 2014-2019 grant cycle. They were tasked with analyzing which skills students were achieving and which skills our students were struggling with. In the fall of 2018, the Educational Coordinators discussed each school district’s priorities and the Head Start grant needs. All entering kindergarten students within the Sheridan, Englewood and Littleton school districts take a kindergarten readiness assessment upon entering kindergarten. Kindergarten entrance expectations for all three school districts are for educators to meet students where their skills are at. Our school district’s expectation of the three-year-old and pre-kindergarten students is to have students exit at the top of their developmental color band as defined by Teaching Strategies GOLD or at the highest developmentally appropriate level for the individual student. The Colorado Academic Standards for preschool align to the developmental continuum within Teaching Strategies GOLD. Teaching Strategies aligned it’s Teaching Strategies GOLD Objectives for Development & Learning: Birth *through* Kindergarten with the Head Start Early Learning Outcomes Framework-Ages *Birth to*

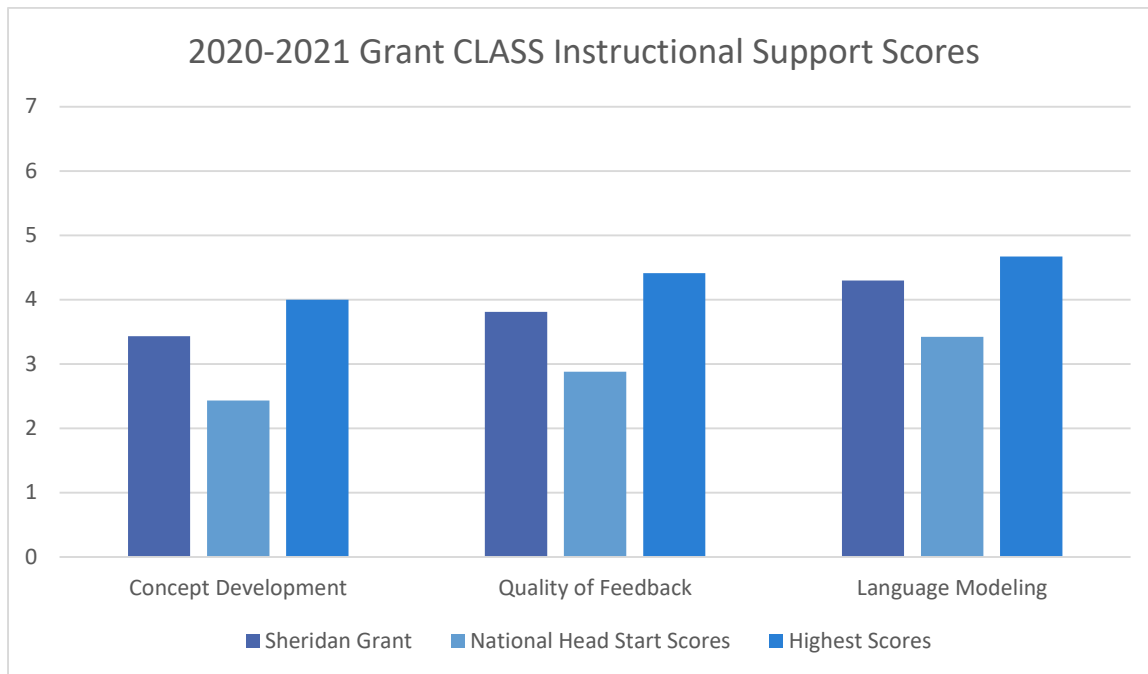
Five in 2015. Thus, Sheridan’s School Readiness Goals are aligned to our school district’s, neighboring school districts, Colorado Academic Standards and Head Start Early Learning Outcomes Framework- *Ages Birth to Five*.

A survey was developed based on the Kindergarten Entry Assessment (KEA) within Teaching Strategies GOLD by the educational coordinators. Each agency sent surveys to a sampling of district Kindergarten teachers and current preschool families to determine family and Kindergarten teachers’ perspective on what skills were most important for students to have as school readiness priorities. Based on survey results and previous student data across all agencies, the 2019-2024 School Readiness Goal skills are listed below:

Social Emotional	managing feelings and solving social problems
Physical	using fingers and hands
Language	engaging in conversation
Cognitive	persists and showing curiosity and motivation
Literacy	identifying letter sound correspondence and retelling stories
Math	connecting numerals to quantity

Classroom Assessment Scoring System (CLASS)

Sheridan and the delegate strive for high quality education. As a grant, we utilize the Classroom Assessment Scoring System (CLASS) twice a year. The instructional teams are given feedback to improve their practice. Each agency provides professional development opportunities at the site level based on agency scores. Instructional teams must complete an overview of the CLASS within the Colorado Professional Information System (PDIS) within 90 days of hire. The Sheridan Grant has a grant goal focused on the Instructional Support Domain. Below are the 2020-2021 CLASS Instructional Support scores.



Sheridan and the delegate have exceeded the mean National Head Start Scores in all three CLASS Instructional Support domains. Sheridan’s Instructional Support domain score was 3.85. The Instructional Support highest 10% score was 3.45. Sheridan’s grant goal supports gaining new strategies to improve concept development, quality feedback and advanced language modeling professional development.

Efforts to Prepare Children for Kindergarten

One of our primary goals for children is to foster the love of learning and build a strong foundation for them to grow. During the 2020-2021 school year, all educators had to be able to encourage the love learning not only within their classrooms, but through the digital world as well. Our agencies utilize best practices within early childhood to build regular structured routines for children, offer a variety of child directed activities, and small and large group experiences using instructional practices within the classroom. Our agencies used Google Classroom and SeeSaw/Zoom to connect with students virtually. The three programs continued to have regular professional learning communities in which children’s observational data is analyzed and research based strategies are discussed to assist children moving along the

developmental continuum. Each agency's early childhood instructional teams intentionally plan using curriculum, curriculum maps, Colorado State Preschool Standards and the Head Start Early Learning Outcomes Framework. Below are additional ways in which our agencies support families and children prepare for kindergarten.

- Hosting virtual family conferences three times a year with the instructional team
- At least two virtual home visits conducted with families in efforts to see the child as the family sees them and build relationships with families
- Families make individualized goals with the instructional team for their child/children at the beginning of the school year
- Parents and teachers collaboratively look at children's development and decide on next steps
- Collaborative and intentional lesson planning across all developmental domains to ensure high quality instruction in all classrooms
- Regularly analyzing children's outcome data to look for trends and individual needs
- Use of research based strategies to support student learning
- Comprehensive kindergarten transition plans
- Virtual "meet the Principal" for the spring 2021
- Kindergarten Registration support
- Comprehensive services for children with special needs
- End of year home visit focuses on child's individual overall growth and gives guidance to families on how to continue learning through the summer

Parent, Family and Community Engagement

Sheridan and its delegates hold the belief that parents and family are a child's first teacher. They provide the home environment and cultural experiences for the child long before the child begins preschool. Each agency has long standing community programs in which supportive, safe and trusting environments have been established. The enrollment team at each agency has refined the application and screening process to ensure relationship building with new families is the desired outcome from the beginning. During the family interview, resources are given to families based on conversation. Occasionally, a referral is made with the family for outside resources such as a Child Find referral for possible concerns regarding a child's development. During the COVID pandemic months, family interviews and screenings were conducted virtually

and in-person throughout the year.

Student's home language and family cultural information is gathered through the application process, screening interview and at the first home visit. This process supports our grant wide goal. Sheridan and its delegate agencies continued to utilize interpreter services during virtual meetings and conferences.

Unfortunately, our agencies paused on having in-person volunteers during this school year based on recommendations from Child Care Licensing and TriCounty Health Department. Policy Committees and Council continued to meet virtually through the end of the school year. Below are some examples of opportunities families have to participate (virtually) within our schools.

- Beginning of the year orientation events
- Two family home visits annually
- Your Journey Together – a Parenting Curriculum
- Coffee and Conversations with the Director
- Social emotional, math and literacy workshops
- Child development workshops
- Family meetings
- Policy group leadership opportunities
- End of the year events
- Guest speakers from the community
- Take home family activities
- Kindergarten transition meetings

Community Resources

- School based clinic at Sheridan location
- Free dental screenings at some locations
- Mental Health Services through Sheridan
- Arapahoe Douglas Mental Works
- Libraries in the community
- SafeCare Colorado, home based parenting classes
- MetroCaring
- LEAP
- Sheridan Dental Clinic
- Goodwill
- Arapahoe Housing Specialist

- University of Colorado Dental
- Sheridan Mental Health
- HOPE Food Bank
- Sheridan Food Bank

Head Start Families and Children

Total number of children served	198
Total number of families served	189
Percent of Head Start eligible children served in Arapahoe County:	8%
Sheridan holds 207 slots of the 2,483 estimated Head Start eligible	
Average monthly enrollment	164
Average monthly enrollment percentage (within 30 days)	79%
Total number of meals served to children	38,834
This does not reflect the months of March- August when our agencies participated in school lunches handed out in the community during months our programs were closed.	

Medical, Dental and Mental Health

Medical and dental offices also closed for many months during the 2020-2021 school year due to the COVID pandemic. Additionally, offices prioritized illnesses and emergencies. Many students did not have up-to-date physicals and dentals at the end of the year for these reasons.

Percentage of children with ongoing and accessible health care	96%
Percentage of children receiving medical exams by a physician	88%
Percentage of children immunized	95%
Percentage of children with ongoing and accessible dental care	93%
Percentage of children receiving preventative dental exams	83%

2020-2021 Sheridan Financial Budget Review

Line Item Expense	Budget	Percent to date
Personnel	\$952,415	104%
Fringe Benefits	\$367,961	104%
Educational Supplies	\$15,079	127%
Contractual	\$48,000	68%
Other —Includes delegate agencies	\$1,081,162	97%
Indirect Costs	\$97,246	100%
Technical and Training	\$28,894	84%

2020-2021 Grantee Financial Budget Review

Totals	Expected Funding	Actual Expenses	Percentage
Budget	\$2,583,739	\$2583,739	100%
In Kind	\$646,755	\$646,755	100%
PA 20	\$28,894	\$24,225	84%

**Carryover funds requested for \$3,276.51 for technical and training during the 2020-2021 school year

Additional Funding

Additional Sheridan Grantee Program Revenue

USDA	\$50,274
Colorado Preschool Program	\$501,660
Other/State/Federal Funding	\$32,022

Includes tuition for before and after school and Special Education funding

Grantee Proposed Budget for 2021-2022

Personnel	\$1,706,699
Fringe Benefits	\$671,214
Travel	\$700
Equipment	\$0
Supplies	\$29,150
Contractual	\$47,920
Construction	\$0
Other	\$25,736
Training and Technical Assistance	\$28,894
Non Federal Share	\$653,727

Federal Monitoring Review of March 2020

From March 2, 2020 to March 6, 2020, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the Sheridan School District 2 Head Start program. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

Program Design

The grantee's program design and structure takes into account community strengths and needs.

Program Management

The grantee has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.

Program Governance

The grantee maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

Alignment with School Readiness

The grantee's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

Effective and Intentional Teaching Practices

The grantee has strategies to ensure teaching practices promote progress toward school readiness.

Supporting Teachers in Promoting School Readiness

The grantee has an approach for ensuring teachers are prepared to implement the curriculum and support children’s progress toward school readiness.

Home-based Program Services

Not Applicable.

Child Health Status and Care

The grantee has an approach for ensuring the delivery of high-quality health services.

Safety Practices

The grantee implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks

Family Well-being

The grantee has an approach for collaborating with families to support family well-being.

Strengthening Parenting and Parent-Child Supports

The grantee has an approach for providing services that strengthen parenting skills.

Eligibility, Recruitment, Selection, Enrollment, and Attendance

The grantee enrolls children or pregnant women who are categorically eligible or who meet defined income-eligibility requirements.

At least 10% of the grantee’s total funded enrollment is filled by children eligible for services under IDEA or the grantee has received a waiver.

Enrollment Verification

The grantee maintains and tracks full enrollment.

Fiscal Infrastructure, Capacity, and Responsiveness

The grantee’s fiscal staff have the qualifications needed to provide oversight of the grant.

The grantee has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

Federal Monitoring Review of April 2016

Sheridan and its delegate agencies participated in three federal monitoring reviews conducted by the Administration for Children and Families (ACF) from September 2015 through April 2016. The Environmental Health and Safety (EnvHS) and Fiscal/ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) each had no areas of noncompliance. Thus, there is no corrective action needed.

The Classroom Assessment Scoring System (CLASS) scores collected from ACF in April 2016 were above the national levels and above the DRS levels as designated by the Office of Head Start (OHS). CLASS scores range from 1-7. 1 is a low score and 7 is a high score. Negative climate is opposite, a 1 is a perfect score.

Grantee CLASS scores April 2016

· Domains

Emotional Support 6.2826

Positive Climate 6.41

Negative Climate 1.11

Teacher Sensitivity 6.02

Regard for Student Perspective 5.80

Classroom Organization 5.8551

Behavior Management 5.98

Productivity 5.98

Instructional Learning Formats 5.61

Instructional Support 3.8188

Concept Development 3.13

Quality of Feedback 4.02

Language Modeling 4.30

Financial Audit

Sheridan School District 2 Financial Audit is available for review at ssd2.org under Financial Information, Audited Financial Records section located on the left.

Resources

“Assessment Scoring System™.” *Curry School of Education and Human Development | University of Virginia*, 7 Aug. 2018, curry.virginia.edu/classroom-assessment-scoring-system.

“FIND A PROGRAM ONLINE Contact the Program or Call the Colorado Shines Child Care Referral Line at 877.338.2273 for More Information.” *Colorado Shines | Programs | Overview of the Ratings Process*, www.coloradoshines.com/programs?p=Overview-of-the-ratings-process.

<https://www.census.gov/quickfacts/arapahoecountycolorado>

