
Sheridan School District 2

2019-2020

Annual Report



Aimee Marie Chapman
Director of Early Childhood Education

Sheridan Board of Education 2019-2020

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Sheridan Head Start Agency Locations

Sheridan

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

Englewood

700 West Mansfield Avenue
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 are committed to support the Head Start Program Performance Standards new student contact hours regulations stating children would need to attend to a minimum of 1020 hours annually.

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 has the capacity to serve 101 children, Littleton 50 children and Englewood serves 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

During the 2019-2020 school year, the Sheridan Policy Council and Advisory Council discussed the dramatic social economic changes occurring within Sheridan and the surrounding communities. Sheridan and the delegate agencies are in declining enrollment districts. 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.

Colorado has experienced a dramatic increase in housing prices and the cost of living. The 2018 Community Assessment for the Sheridan Head Start program brought some interesting statistics to the Policy Council and Advisory Council specifically around the social economics. Discussions were had around “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. This means a household income would have to be \$55,000 per year in order to not be “cost-burdened”. 41.9% of occupied units had gross rents equaling 35% or more of household income in Arapahoe County. 24.1% were paying more than 50% of household income. In Arapahoe County, a family of four would need to make \$75,000 annually to be self-sufficient. This far exceeds the federal poverty guidelines of \$26,200 for a family of four.

As the cost of living continues to rise, Denver is increasing the minimum wage. Families in the Denver metro area will be less likely to qualify for the Head Start program per financial poverty guidelines, especially if they have a small family size. The conversation of federal guidelines for poverty vs. self-sufficient in Arapahoe County, Colorado continues. Families will continue to migrate out of the Sheridan, Englewood and Littleton communities to find affordable housing and the household will not be as cost –burdened.

Responding to the COVID Pandemic

In March of 2020, Sheridan, Englewood and Littleton School Districts followed their district's and CDC's guidelines and closed in-person learning programs for the duration of the 2019-2020 school year. Each school district had a remote learning platform for the preschool children and families. Sheridan and Englewood conducted remote learning opportunities through Zoom and Seesaw, an online learning platform. Littleton utilized Google platforms for remote learning options. All three agencies offered "learning packets" with materials for children to utilize at home. Unfortunately, due to all three agencies shutting down, we were unable to collect end of the year learning outcomes for students. In addition to educational resources, all three agencies supported families with resources such as technology, low cost internet options, hot spots and meals for students. Sheridan and its delegate agencies reached out to families on a weekly basis have conversation and offer resources.

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)
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.	<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.
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,	<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.

demographics and needs to embrace all families.	<ul style="list-style-type: none"> 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.
Goal 3: The Sheridan grantee and delegate agencies are committed to supporting families in building awareness to improve healthy living practices in relation to physical, emotional and social health.	<ul style="list-style-type: none"> Families will be able to identify and use social emotional strategies in partnership with the instructional staff. A smart goal will be identified after first year when an assessment is determined and baseline data is captured. 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.

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 its 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

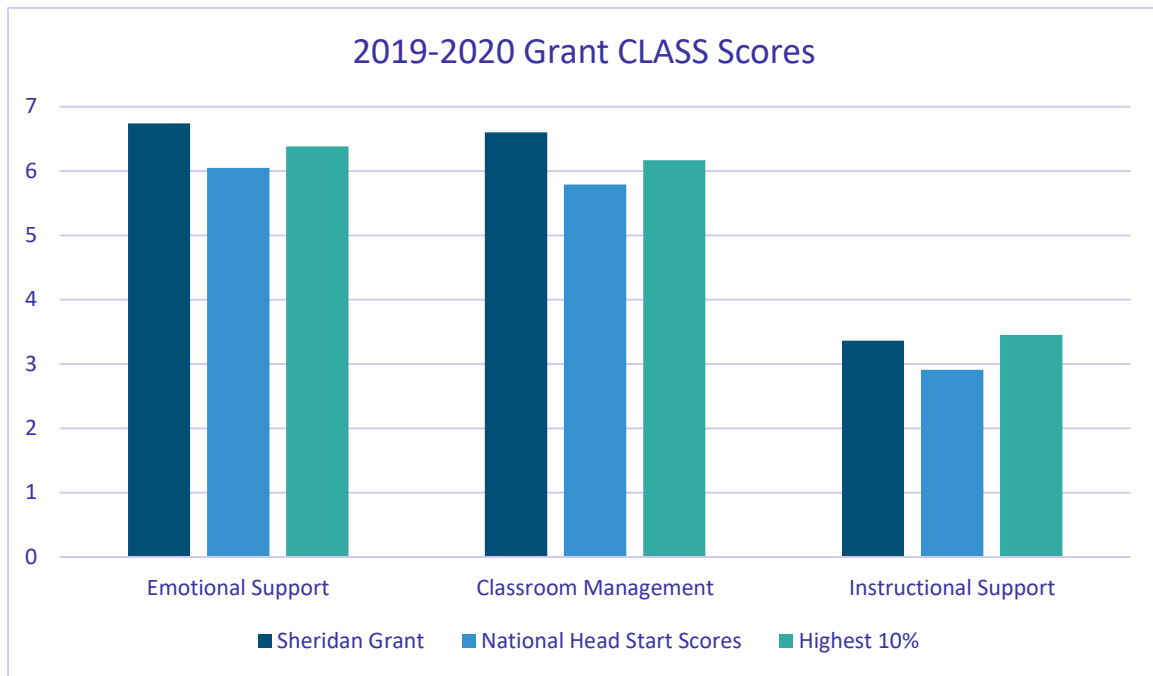
school districts, Colorado Academic Standards and Head Start Early Learning Outcomes Framework-*Ages Birth to Five*.

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	persistence 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. Below are the 2019-2020 CLASS scores.



Sheridan and the delegate have exceeded the mean National Head Start Scores in all three CLASS domains. Additionally, Sheridan has exceeded the top 10% National Head Start Scores in Emotional Support and Classroom Management domains. Sheridan’s Instructional Support domain score was 3.36. 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. 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. All three agencies 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 family conferences three times a year with the instructional team
- At least two 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 2020
- 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.

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. During the COVID pandemic months of March, April and May, agencies regularly had conversations with families to socialize, check on the health of the family and offer resources as families needed.

Parents and families were invited and encouraged to participate in the variety of activities, volunteer experiences and meetings until March of 2019. 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 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
- Pedestrian safety and car seat safety classes
- Social emotional, math and literacy workshops
- Child development workshops
- Family meetings
- Grandparent workshops
- Policy group leadership opportunities
- End of the year events
- Guest speakers from the community
- Evening family events with educational activities
- Nutrition, cooking, health and wellness classes
- Classroom participation – reading to children, art projects with children
- Kindergarten transition meetings
- Family classroom celebrations

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	249
Total number of families served	242
Percent of Head Start eligible children served in Arapahoe County:	9%
Sheridan holds 218 slots of the 2,483 estimated Head Start eligible	
Average monthly enrollment	221
Average monthly enrollment percentage (within 30 days)	55%
Total number of meals served to children	41,679
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 2019-2020 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	95%
Percentage of children receiving medical exams by a physician	81%
Percentage of children immunized	91%
Percentage of children with ongoing and accessible dental care	94%
Percentage of children receiving preventative dental exams	92%

2019-2020 Sheridan Financial Budget Review

Line Item Expense	Budget	Percent to date
Personnel	\$941,028	91%
Fringe Benefits	\$334,316	96%
Educational Supplies	\$11,362	528%
Administrative Supplies <small>new equipment purchased with contract</small>	\$3,000	4%
Contractual	\$27,476	87%
Other <small>—Includes delegate agencies</small>	\$1,030,343	105%
Indirect Costs	\$97,246	100%
Technical and Training	\$28,894	89%

2019-2020 Grantee Financial Budget Review

Totals	Expected Funding	Actual Expenses	Percentage
Budget	\$2,473,665	\$2,470,388	100%
In Kind	\$618,416	\$618,416	100%
PA 20	\$28,894	\$25,617	89%

**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	\$627,732
Other/State/Federal Funding	\$32,022

Includes tuition for before and after school and Special Education funding

Grantee Proposed Budget for 2020-2021

Personnel	\$1,604,863
Fringe Benefits	\$631,522
Travel	\$200
Equipment	\$0
Supplies	\$25,653
Contractual	\$53,150
Construction	\$0
Other	\$32,147
Training and Technical Assistance	\$28,894
Non Federal Share	\$618,423

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.

