
ADAMS COUNTY
Head Start
2024–2025 ANNUAL REPORT



Adams County Head Start

The mission of Adams County Head Start (ACHS) is to provide high-quality, early childhood education for children in partnership with their families and the community. This is accomplished by offering services that provide and build a foundation for children to grow and develop skills for school success by improving the ability of families to be self-sufficient and promoting the healthy development of children and families.





Program Overview

Adams County Head Start is a federally funded, comprehensive preschool program serving children 3–5 years of age and is a division under the Adams County Human Services Department. In the 2024–2025 program year, Adams County Head Start provided 256 slots in the county.

VISION

Every child enrolled in Head Start will enter kindergarten with the competencies necessary to succeed in school, and parents/caregivers will be empowered to be their child's most important teacher.


MISSION

To provide high-quality, early childhood education for children in partnership with their families and the community.

PHILOSOPHY

All children are born ready to learn; therefore, the quality of their earliest experiences is critical for future school success.

LONG-TERM GOALS

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- **Goal 1:** Enhance staff skill and knowledge specific to their role.
 - **Goal 2:** Connect parents/guardians with services and skill-building opportunities that lead to improved financial well-being.

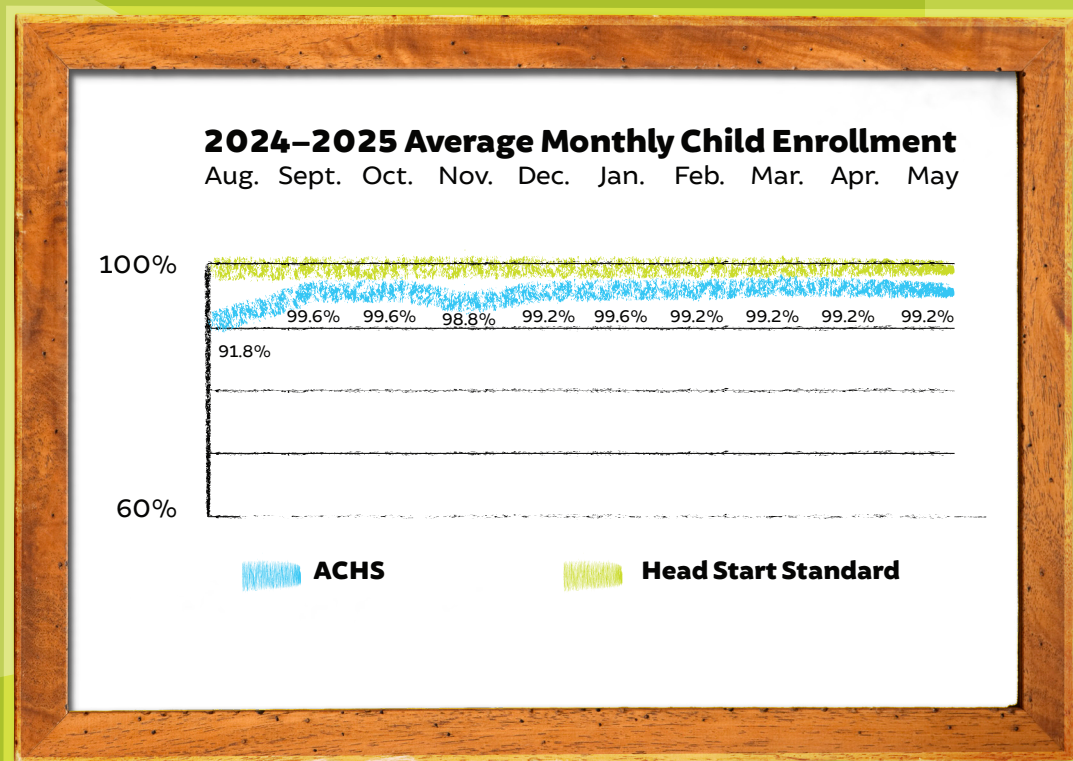


Enrollment

ACHS LOCATIONS, FULL FUNDING

Center	Number of Slots	Program Options	Communities Served
Brighton HS	48	FD and 1020 sessions	Brighton
Creekside HS	32	1020 sessions	Federal Heights, Northglenn, Thornton
Little Star HS	16	FD and 1020 sessions	Federal Heights, Westminster
Northglenn HS	64	FD and 1020 sessions	Northglenn, Thornton, Westminster
Rainbow HS	48	FD and 1020 sessions	Federal Heights, Unincorporated Adams County, Westminster
Sunshine HS	48	FD and 1020 sessions	Commerce City
Total	256		

FD= Full-Day Sessions (Monday – Thursday) 1020= Full-Day Sessions (Monday – Friday)



Head Start's monthly enrollment goal is 100%.

ACHS 2024-2025 FAMILY INFORMATION

- 287 Head Start accumulative enrollment.
- One over-income child was enrolled.
- 287 families served.
- 10 families with income between 100% and 130% of the Federal Poverty Guideline were enrolled.
- 34.84% of families served were two-parent families, and 61.67% were single-parent families.
- 74% of ACHS-enrolled families had at least one employed parent/guardian.
- 23% of families had less than a high school diploma.
- 37% of families had a high school diploma or GED.
- 34% of families had an advanced degree, vocational school, or some college.
- Approximately 239 families were referred to community resources throughout the year. The most common resource provided to ACHS families included adult education, basic needs (such as clothing resources, home repair assistance, and food banks), employment services, health education (including nutrition classes and wellness education), and housing assistance. These referrals helped ensure families had access to essential supports that promote stability, self-sufficiency, and overall family well-being.

Demographics of Demographics of Enrolled Children

Of the total population of enrolled children, 82.23% were Hispanic or of Latino origin, while 17.7% were of non-Hispanic or non-Latino origin, as self-reported by families.

The race of enrolled children was as follows: White (73.5%), Black (5.2%), Bi-racial/Multiracial (5.2%), American Indian or Alaska Native (0.7%), other (2.5%), unspecified (10.8%), Asian (3.1%), and Native Hawaiian or Pacific Islander (0.4%), also self-reported by families.

Wellness

In the 2024–2025 program year, Adams County Head Start (ACHS) remained committed to supporting children's health by helping families stay connected to preventive and primary health care services. The program demonstrated strong outcomes in several key health areas, including all enrolled children having both a dental home and a medical home, as well as all children receiving a professional dental exam. Most children also maintained active health insurance coverage. In addition, nearly all enrolled children were current on state-required immunizations, reflecting strong collaboration between families, health care providers, and the ACHD health team.

Although the majority of children had ongoing access to health care, some families faced challenges scheduling annual physical exams and

maintaining timely hearing and vision screenings in accordance with the recommended preventive care schedule. Limited appointment availability and long wait times with primary care providers created barriers for some families. Despite these challenges, the health team continued to provide support through reminders, follow-up communication, and coordination with community providers to help families complete required preventive health services.

Throughout the 2024–2025 program year, ACHS maintained full enrollment of 256 children. The health team remained focused on assisting families with maintaining required health documentation and strengthening connections with medical and dental providers to ensure children met Head Start health requirements.

Health Metrics

At the End of the 2024–2025 School Year*

Completed Annual Physical Exam	80.1%	230
Completed a Professional Dental Exam	100%	287
Maintained a Current Schedule of Preventive and Primary Health Care (EPSDT) - Hearing & Vision	79.4%	228
Current in State-Mandated Immunizations	99.7%	285
Maintains Health Insurance Coverage	97.2%	279
Maintains a Dental Home	100%	285
Maintains a Medical Home	100%	285

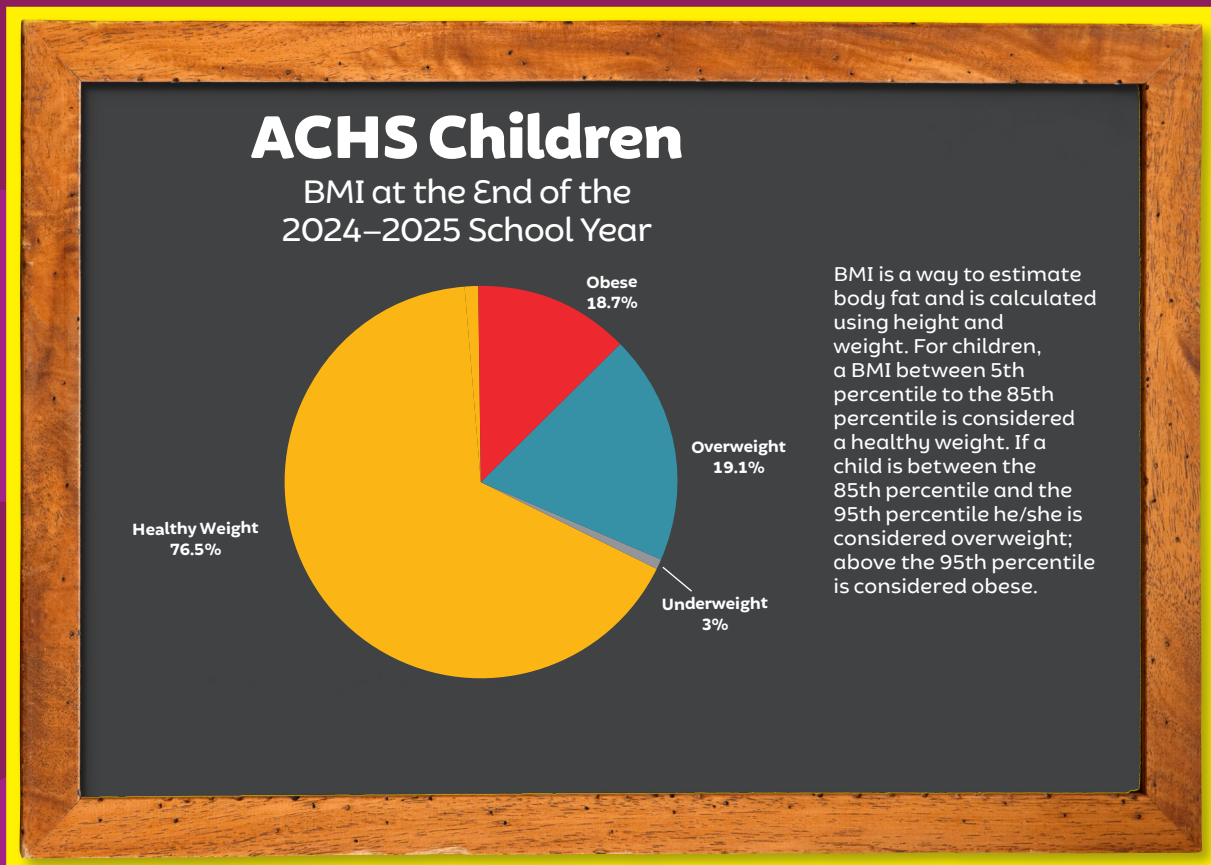
**These metrics represent all children enrolled at any time during the year, or "actually enrolled." These numbers include both children who dropped out of the program as well as children who stayed in the program.*

Wellness

In the 2024–2025 program year, ACHS analyzed Body Mass Index (BMI) information for 230 children at the time of enrollment. The majority of children were within a healthy weight range, while a small number were identified as underweight. Some children were identified as overweight or obese, with 87 children measuring above the 85th percentile for BMI. This reflects a slight increase of 1.8% compared to the prior program year.

ACHS continues to promote healthy growth and development through its partnership with the Culture of Wellness Program (COWP). Through

this partnership, lessons on healthy nutrition and opportunities for physical activity are incorporated into classroom routines and shared regularly with enrolled children. In addition, ACHS emphasizes a neutral approach to eating, helping preschool-aged children build healthy relationships with food and encouraging lifelong positive eating habits. The program also works closely with a registered dietitian, providing families with referrals and individualized guidance on nutrition, healthy eating patterns, and lifestyle choices when concerns related to a child's growth or BMI are identified.



Preparing for School Success

ACHS' focus is to prepare children for kindergarten and their school success. ACHS provides a high-quality, full-day preschool experience utilizing and implementing research-based curriculum elements. The curriculum elements cover all developmental areas to prepare children for kindergarten. A social-emotional curriculum is implemented to support children's social-emotional skill and focuses on problem solving, self-monitoring emotions, anger management, and how to make friends.



Another program effort that supports school readiness is partnering with the families to establish goals for their children for preschool or kindergarten readiness. Parents are encouraged to engage in their child's development as they are their child's first teacher. Each month, children are given a literacy book. A total of 3,337 books were given to children during the 2024–2025 school year.




Teaching Strategies GOLD (TSG) Report

Teaching Strategies GOLD is an assessment tool used in our classrooms to observe and track children's growth and development in the areas of language, cognition, literacy, mathematics, physical development, and social-emotional skills. This assessment helps teachers understand where children are in their learning and identify opportunities for continued growth.

ACHS' goal is to support all children in progressing toward meeting or exceeding widely held expectations for their age group. These expectations reflect typical developmental milestones and help ensure all children are on a path toward success. Assessments occur three times each year (fall, winter, and spring), and results are shared with parents and guardians. Teachers and families can then work together to provide the best support for each child's learning and development.

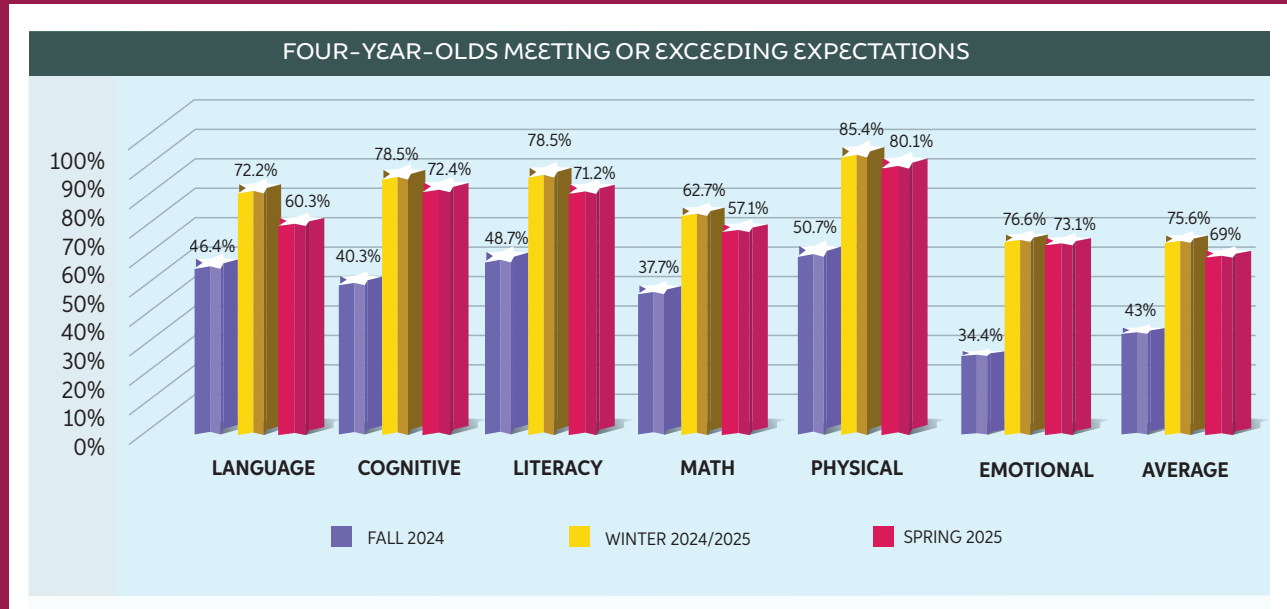
During the 2024–2025 school year, education staff received multiple trainings focused on high-quality teacher-student interactions and effective observation note-taking. Between the winter and spring checkpoints, all teachers also received training on the assessment process and accurately leveling their students. We found this training was impactful, as teachers developed a stronger understanding of how to differentiate between skills children are currently developing and skills they have already mastered, as well as what accurate documentation looks like.

During the spring 2024–2025 checkpoint, we observed a slight decrease in the percentage of children meeting widely held expectations. However, we believe this reflects teachers' improved understanding of the assessment process. With increased knowledge and training, teachers were able to level students more accurately based on documented observations and the specific skills children were actively developing.



All Four-Year-Olds

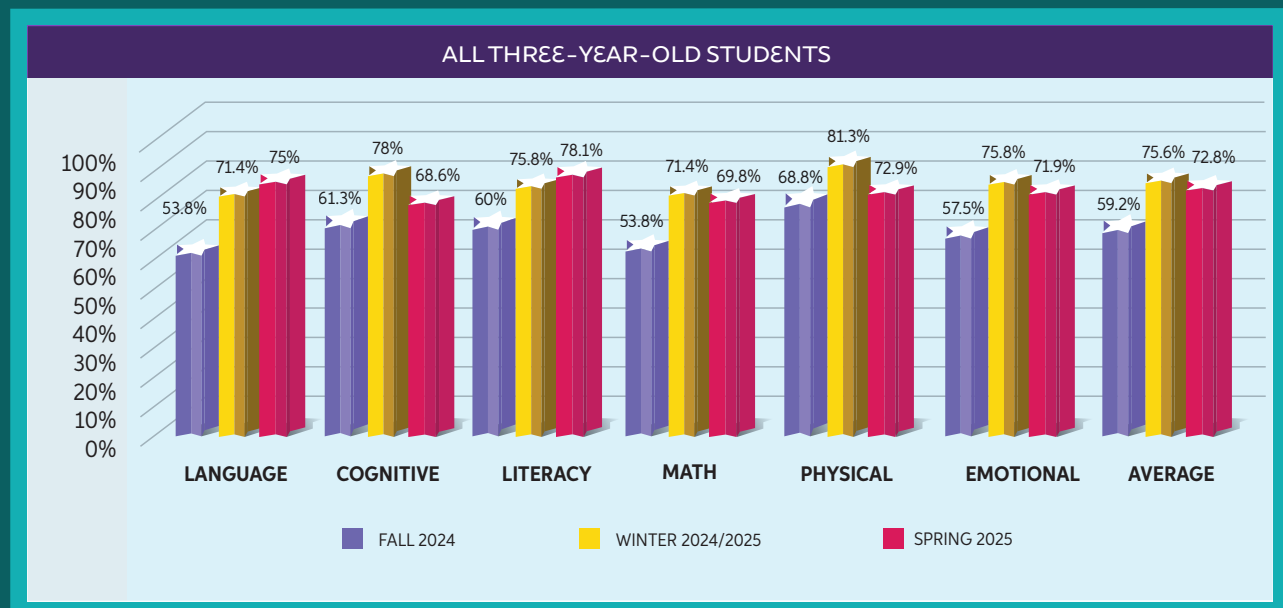
During the 2024–2025 school year, four-year-old students demonstrated overall progression throughout the year. There was a slight decrease in the spring of 2025 in the areas of language, cognition, literacy, mathematics, and social-emotional development. The program believes the training provided to classroom teachers on accurate leveling and documentation contributed to teachers assessing students more precisely based on demonstrated skills.



2024-2025 TSG Report (continued)

Three-Year-Old Students Meeting or Exceeding Expectations

Three-year-old students also showed progression during the 2024-2025 school year. Students demonstrated growth across the three assessment checkpoints, with a slight decrease in language, cognition, mathematics, physical development, and social-emotional development in the spring checkpoint. As with the four-year-old group, the program believes training on accurate leveling and documentation helped teachers assess students more accurately based on the skills children were demonstrating.

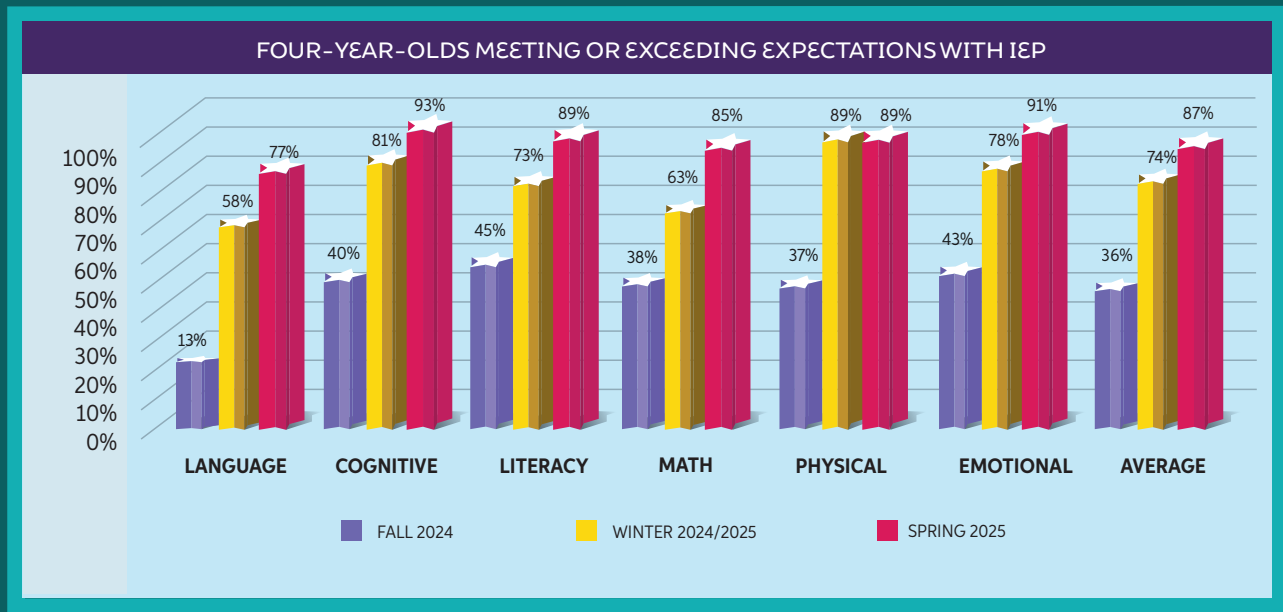


Children with Individualized Education Programs (IEPs)

Children with IEPs demonstrated steady growth throughout the 2024–2025 school year. Teachers received a range of professional development opportunities in both large- and small-group settings, led by specialists in occupational therapy, mental health, and speech-language pathology. These trainings supported educators effectively tailoring instructions to meet each child's individual needs and developmental progress. During the 2024–2025 school year, 16.7% of children received services through an IEP.

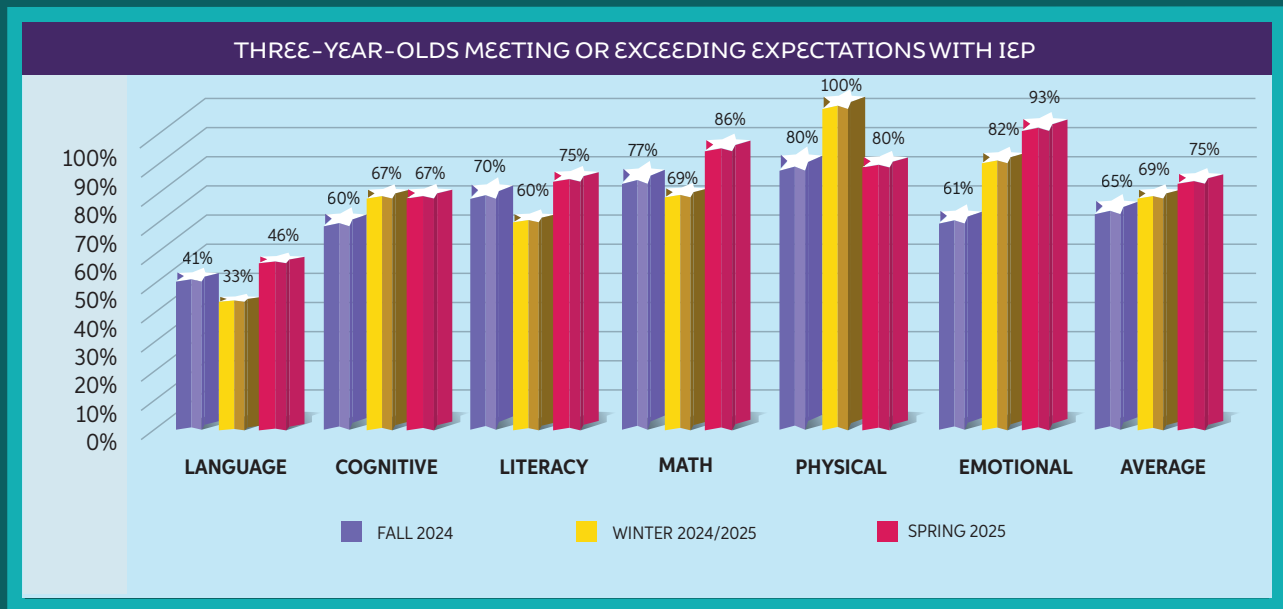
Four-Year-Old Children with IEPs

Four-year-old children with IEPs showed overall progression throughout the school year. Notable gains were observed between winter and spring in physical development, as well as in language, cognition, literacy, mathematics, and social-emotional development by spring 2025. The program attributes this progress to targeted small-group support from occupational therapists, mental health consultants, and speech-language pathologists. Additionally, professional development focused on providing teachers with strategies to support children with disabilities in the classroom and to individualize instruction that promotes each child's continued skill development and overall growth.



Three-Year-Old Children with IEPs

Three-year-old children with IEPs also demonstrated consistent progress throughout the school year. By spring 2025, growth was evident in language, cognition, literacy, mathematics, and social-emotional development. Like the four-year-old group, this progress is attributed to both large- and small-group professional development focused on special education practices and individualized instruction. These supports enhanced the teachers' ability to accurately assess and respond to each child's demonstrated skills and developmental needs.



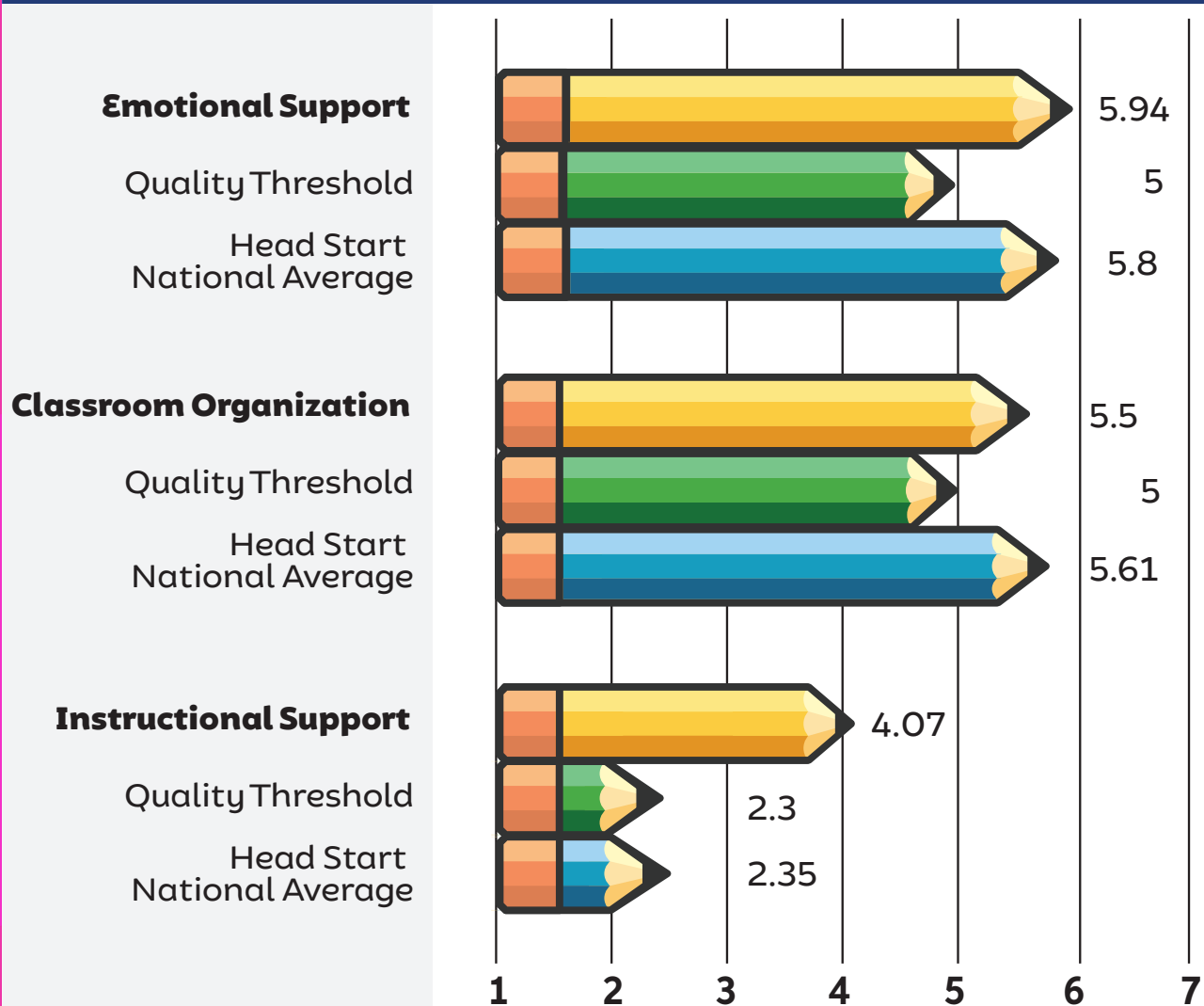
ACHS 2024–2025 Class Summary

The Class Assessment Scoring System (CLASS) focuses on interactions in three different domains: emotional support, classroom organization, and instructional support. CLASS focuses on high-quality interactions and creating a shared understanding of quality in a program. It measures the quality of interactions to continue enhancing a system that enables data-driven improvement which supports tailored and individualized professional development for teachers.



Both the fall (5.94) and spring (6.36) **Emotional Support** scores exceeded the Office of Head Start (OHS), 5.8, and Quality Threshold (5) scores. Additionally, the fall (5.5) and spring (5.59) **Classroom Organization** scores exceeded the OHS (5.61) and Quality Threshold (5) scores. In the Instructional Support Domain, both the fall (4.07) and spring (4.75) **Emotional Support** scores exceeded the OHS (2.35) and Quality Threshold (2.3) scores.

ACHS Spring Average

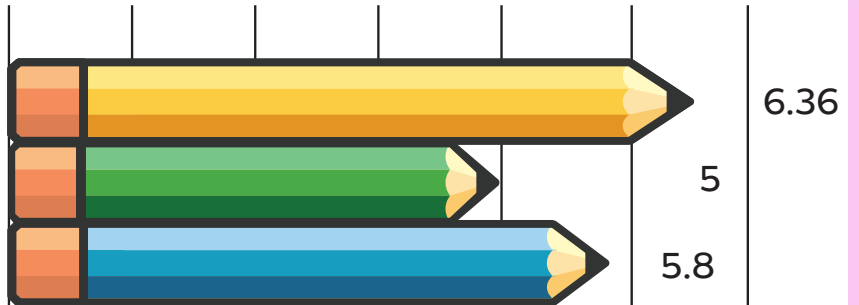


ACHS Spring Average

Emotional Support

Quality Threshold

Head Start
National Average



Classroom Organization

Quality Threshold

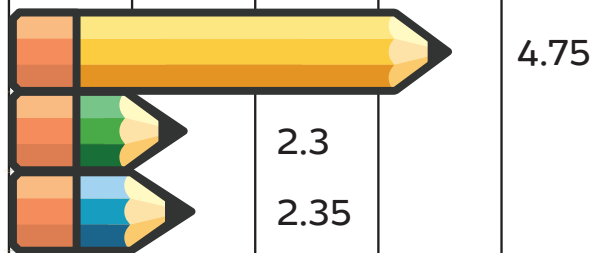
Head Start
National Average



Instructional Support

Quality Threshold

Head Start
National Average



Parent Engagement

Parents are included in all aspects of our program. Teachers complete two home visits a year to learn the goals parents have for their child and encourage them to be as involved as they can. Parents support the program in different ways, such as serving on the Head Start Policy Council, serving on the center committee, or volunteering in the classroom. serving on the center committee, or

volunteering in the classroom. In the role of policy council members, they participate in the program decision-making, program self-assessment, hiring and termination of staff, and strategic planning for the program. In additions, parents who serve on the parent committee can contribute to the planning of program events.



THERE ARE OTHER OPPORTUNITIES FOR PARENTS TO BE INVOLVED:

- *Invest in Play Parent Group*
- *Classroom Orientation/Open House*
- *Parent Café*
- *Policy Council*
- *Home Visits*
- *Parent Surveys*
- *Parent/Teacher Conferences*
- *Classroom Volunteering*
- *Literacy Festival Event*
- *Health Advisory Meetings*
- *Collaboration Meetings*
- *Parent/Guardian Days*
- *Parent Wellness Workshop*
- *Special Education Workshops*

Financials

Monitoring Review and Financial Audits

Independent auditors reviewed the Head Start program as part of the county audit process, per the Single Audit Act. There were no audit findings.

Federal Review

The program completed year five of the five-year grant cycle.

Revenue and Expenses

The actual operating budget for the 2024–2025 program year was \$6,792,244.

Head Start 2024–2025 Revenue: \$6,792,244

	2024–2025 Projected	2024–2025 Actual	2025–2026 Projected
Health and Human Services Grants (HHS)	\$5,230,599	\$5,230,599	\$5,230,599
Universal Pre-K	\$913,296	\$1,016,464	\$1,483,635
Child and Adult Care Food Program (CACFP)	\$220,727	\$242,221	\$197,979
Temple Buell	\$32,787	\$50,000	\$50,000
Adams County	\$877,214	\$230,791	\$322,583
CDHS-Incredible Years	\$12,500	\$22,169	\$12,500
Total	\$7,287,123	\$6,792,244	\$7,297,296

Head Start 2024–2025 Expenses: \$6,792,244

	2024–25 Projected	2024–25 Actual	2025–26 Projected
Personnel Costs	\$5,921,848	\$5,725,554	\$5,921,848
Other	\$568,267	\$460,715	\$573,267
Supplies	\$102,604	\$294,801	\$107,777
Contractual	\$645,597	\$261,108	\$645,597
Education & Training	\$48,807	\$50,067	\$48,807
Total	\$7,287,123	\$6,792,244	\$7,297,296

Child and Adult Care Food Program (CACFP) Department of Agriculture Information:

Number of breakfasts served	28,901
Number of snacks served	29,462
Number of lunches served	27,648
Total number of meals served	86,011
Total CACFP Funds Received	\$242,221

Council Members

HEAD START POLICY COUNCIL MEMBER ROSTER 2024-2025

Role	Name
Brighton Representative	Maria Rodriguez Gomez
Brighton Representative	Yadmira Saldana Jara
Brighton Alternate	Maria Hinojos
Community Representative (BOCC Appointed) Historian; Executive	Stephanie A. Mirelez
Community Representative (Fiscal) Treasurer; Executive	Justin Mason
Community Rep (At-Large)	None
Creekside Representative Alternate	Laura Orozco
Little Star Representative	Leidy Maldonado
Little Star Representative	Anyorbelis Rodriguez Telles
Northglenn Representative Chairperson; Executive	Yolanda Landa
Northglenn Representative	Sarah Ortega
Northglenn Alternate	Dyvante Furley
PC Representative Secretary; Executive	Luis Rois
Rainbow Representative	None
Rainbow PC Alternate Vice-Chairperson; Executive; Budget/Finance	Ashley Samora
Sunshine Representative	Taylor Flores
Sunshine Alternate	Cecilia Lemus

Adams County Commissioners



ADAMS COUNTY HEAD START CHILDREN

THE 2024 ADAMS COUNTY BOARD OF COMMISSIONERS SERVED AS THE HEAD START GOVERNING BOARD

Kathy Henson

Emma Pinter

Lynn Baca

Julie Duran Mullica

Steve O'Dorisio

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