



**Thompson School District  
Integrated Early Childhood Program  
Head Start Annual Report  
2025-2026  
June**

***Empower to Learn ~ Challenge to Achieve ~ Inspire to Excel***

The mission of the Integrated Early Childhood Program is to provide high-quality, developmentally appropriate education and family-centered services that value and respect the diversity of individual children and families. Through collaboration with community and educational resources, we will strive to identify and alleviate barriers that interfere with the ability of families and children to reach their full potential.

**Head Start Financial Information  
Fiscal Year 2025-2026**

Federal Head Start Grant	\$2,355,677
Non-Federal Share	\$588,920

**Additional Program Revenue:**

USDA Head Start Portion	***\$0
UPK	\$2,474,722.45
IDEA Preschool	\$84,750
Tuition Program	\$160,035

**Proposed Head Start Budget for 2026-2027**

	<b>Budget for 26-27</b>	<b>**Actuals for 25-26</b>
Personnel	\$1,380,711.66	\$1,027,033.85
Fringe Benefits	\$639,300.61	\$401,444.09
Travel	\$39,660.06	\$13,525.77
Supplies	\$53,445.17	\$26,503.01
Other	\$136,750.50	\$1,512.87
T/TA	\$ 17,079	\$1,253.92
<u>Indirect Costs</u>	<u>\$120,659</u>	<u>\$40,759.06</u>
<b>Total Budget</b>	<b>\$2,370,527</b>	<b>\$1,512,032.57</b>
<b>Non-Federal</b>	<b>\$592,633</b>	<b>\$231,055.86</b>

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### **Enrollment Information**

The Thompson School District serves 139 children in the Head Start program. Children must turn 3 or 4 by October 1. Students and families are eligible based on the identified factors on our eligibility form. We maintained full enrollment during the 2025-2026 school year.

### **Medical and Dental Information**

We worked with our families to reach compliance with each student receiving a physical and dental exam during the school year. For the 2025-2026 school year, we had 100% of our students receive a medical exam, and 80% of our students received a dental exam.

### **Program Design and Curriculum**

We offered 5 full-day class options for our Head Start families and have several half-day programs for those families who choose to send their student part-time. Our classrooms are staffed with an Early Childhood Special Educator and a paraprofessional daily, and a Speech Language Pathologist and an Occupational Therapist one day each week. We continue to use the Creative Curriculum CLOUD, ReadyRosie, and Second Step.

### **Family Engagement Activities 2025-2026**

We offered regular family visits, conducted by Family Engagement Specialists (FES) to Head Start families every 4-6 weeks. In-person visits included visits in the home or at our preschool sites, as well as community visits at the public library. Families were also offered virtual visits if in-person visits were not feasible. FESs spent approximately 10% of their time in classrooms in order to bring more individualized learning at-home activities to families based on teacher and parent input and classroom observations.

In working toward family outcomes, the tool used to assess family needs reflected the Head Start Parent, Family, and Community Engagement outcomes as well as the parenting curriculum. FESs connected families to community resources based on the information gathered from the interests and needs assessment tool. In addition, the assessment tool was a starting point for

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families to set meaningful family engagement goals, using the Family Partnership Agreement.

Families were encouraged to participate in learning at home activities with their children, using Creative Curriculum CLOUD. These tools allowed parents and teachers to engage in 2-way communication about the child's participation in the learning activities. FESs shared activities from the parenting curriculum, Positive Solutions for Families, while on family visits. Families were given a pre-assessment to determine which parenting strategies they were already using at home. At the end of the school year, parents were given a post-assessment to determine which strategies shared by the FESs were most effective. Families were encouraged to engage in their child's learning by volunteering in classrooms after registering for a background check through our school district. Ft. Collins Museum of Discovery and the Gardens on Spring Creek supported additional learning activities by offering free annual memberships to our families.

We held multiple family engagement events throughout the year. Our fall program-wide event focused on health, mental health, safety, and positive behavior support. Our spring program-wide event focused on literacy and was held in individual classrooms. At both events, we provided learning activities, toys, and books for families to use at home. We received contributions from community partners such as the Early Childhood Council, Loveland Read Aloud, and Philo for these events. In addition, families were invited to participate in math and literacy events at their child's individual preschool sites during the school year.

Policy Council, known as Families Partnering In Education (PIE), met in person each month and provided program governance in partnership with the Thompson School District's Board of Education. Parents are elected representatives and staff provided mini-trainings, such as fiscal operations, family goal setting, and education. Our program offered free dinner and childcare during the meetings.

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## **Goals and Objectives for 2025-2026**

The specific objectives for the **2025-2026** school year are:

### ***Social Emotional Objectives:***

By the end of the 2026 school year, at least 85% of 4-year-old children will attain a level 6 on Objective 2c: Interacts with Peers, as measured by the spring checkpoint of the Teaching Strategies GOLD assessment.

#### **Fall 2025 Data:**

15% of four-year-olds were at or above a level 6 on TS GOLD Objective 2c

#### **Winter 2026 Data:**

39% of four-year-olds were at or above a level 6 on TS GOLD Objective 2c

#### **Spring 2026 Data:**

64% of four-year-olds were at or above a level 6 on TS GOLD Objective 2c

By the end of the 2026 school year, at least 85% of 4-year-old children will attain a level 6 on Objective 3b: Solves Social Problems, as measured by the spring checkpoint of the Teaching Strategies GOLD

#### **Fall 2025 Data:**

18% of four-year-olds were at or above a level 6 on TS GOLD Objective 3b

#### **Winter 2026 Data:**

50% of four-year-olds were at or above a level 6 on TS GOLD Objective 3b

#### **Spring 2026 Data:**

71% of four-year-olds were at or above a level 6 on TS GOLD Objective 3b

### ***Approaches to Learning Objectives:***

By the end of the 2026 school year, at least 85% of 4-year-old children will attain a level 6 on Objective 11c: Solves Problems, as measured by the spring checkpoint of the Teaching Strategies GOLD assessment.

#### **Fall 2025 Data:**

37% of four-year-olds were at or above a level 6 on TS GOLD Objective 11c

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**Winter 2026 Data:**

59% of four-year-olds were at or above a level 6 on TS GOLD Objective 11c

**Spring 2026 Data:**

77% of four-year-olds were at or above a level 6 on TS GOLD Objective 11c

By the end of the 2026 school year, at least 85% of 4-year-old children will attain a level 6 on Objective 11e: Flexibility and Inventiveness in Thinking, as measured by the spring checkpoint of the Teaching Strategies GOLD assessment.

**Fall 2025 Data:**

13% of four-year-olds were at or above a level 6 on TS GOLD Objective 11e

**Winter 2026 Data:**

43% of four-year-olds were at or above a level 6 on TS GOLD Objective 11e

**Spring 2026 Data:**

62% of four-year-olds were at or above a level 6 on TS GOLD Objective 11e

***School Readiness Objectives******Language and Literacy Objectives:***

By the end of the 2026 school year, at least 85% of 4-year-old children will attain a level 6 on Objective 9a: Uses an Expanding Expressive Vocabulary, as measured by the spring checkpoint of the Teaching Strategies GOLD assessment.

**Fall 2025 Data:**

55% of four-year-olds were at or above a level 6 on TS GOLD Objective 9a

**Winter 2026 Data:**

71% of four-year-olds were at or above a level 6 on TS GOLD Objective 9a

**Spring 2026 Data:**

78% of four-year-olds were at or above a level 6 on TS GOLD Objective 9a

By the end of the 2026 school year, at least 80% of 4-year-old children will attain a level 4 on Objective 18 c: Retells Stories, as measured by the spring checkpoint of the Teaching Strategies GOLD assessment.

**Fall 2025 Data:**

33% of four-year-olds were at or above a level 4 on TS GOLD Objective 18c

**Winter 2026 Data:**

53% of four-year-olds were at or above a level 4 on TS GOLD Objective 18c

**Spring 2026 Data:**

70% of four-year-olds were at or above a level 4 on TS GOLD Objective 18c

**Cognition-Mathematics:**

By the end of the 2026 school year, at least 77% of 4-year-old children will attain a level 5 on Objective 20c: Connects Numerals and Quantities, as measured by the spring checkpoint in the Teaching Strategies GOLD assessment.

**Fall 2025 Data:**

49% of four-year-olds were at or above a level 5 on TS GOLD Objective 20c

**Winter 2026 Data:**

64% of four-year-olds were at or above a level 5 on TS GOLD Objective 20c

**Spring 2026 Data:**

82% of four-year-olds were at or above a level 5 on TS GOLD Objective 20c

The objectives and levels selected align with the Colorado Preschool Academic Standards. Teaching staff engage in Professional Learning Communities as part of a district initiative. These teams meet several times each month to write student goals, examine data, and collaborate on strategies for instruction. This school year, the three primary focus areas for these teams are Literacy, Math, and Social Emotional Learning. Staff spent time calibrating how they observe and mark specific objectives on the Teaching Strategies GOLD Assessment tool, in order to ensure consistency across the program. In addition, there was a focus on creating quality preschool environments that support learning. The ECERS (Early Childhood Rating Scale) was used as a guide to measure

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classroom environments and support coaching staff in educating classroom teams.

## Head Start Grant 2025-2030 Goals and Objectives

### Program Goals

**Goal 1: Attendance** - By the end of the 5-year grant period, the program will maintain an average daily attendance rate of at least 85% for all Head Start students, supporting consistent participation through family engagement, targeted outreach, and ongoing attendance monitoring.

**Goal 2: Family Engagement:** Children are engaged in positive relationships with family members, caregivers, and other children. Thompson Integrated Early Childhood will create opportunities for families to partner with staff in supporting their child's social competence. This goal is tied to the following family outcomes of the PFCE Framework: positive parent-child relationships, families as learners, and families as lifelong educators.

*Objective 1:* 100% of families will be offered the opportunity to participate in the parenting curriculum, Positive Solutions for Families. Families who choose to participate will demonstrate increased knowledge of social-emotional strategies to use at home, resulting in positive parent-child relationships

- PFCE Program Impact Area: Teaching and Learning
- Method for tracking progress: Positive Solutions For Families Post-Assessment tool

### School Readiness Goals:

*Approaches to Learning:* By the end of the 2030 school year, the program will maintain an average of 92% of 4-year-olds meeting or exceeding Widely Held Expectations in the area of Approaches to Learning within the central preschool domain of Cognition, as measured by the spring Teaching Strategies GOLD assessment over the 5-year period.

- By the end of the 2027 school year, 95% of 4-year-old children will meet or exceed widely held expectations in attending/engaging and persisting, as measured by Teaching Strategies GOLD Objectives 11a (attends and engages) and 11b (persists) on the spring checkpoint.

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*Social and Emotional Development:* By the end of the 2030 school year, the program will maintain an average of 90% of 4-year-olds meeting or exceeding Widely Held Expectations in the area of Social and Emotional domain, as measured by the Spring Teaching Strategies GOLD assessment over the 5-year period.

- By the end of the 2027 school year, 90% of 4-year-old children will meet or exceed widely held expectations in social-emotional development, as measured by Teaching Strategies GOLD Objectives 2b (responds to emotional cues) and 3b (solves social problems) on the spring checkpoint.

*Language and Literacy:* By the end of the 2030 school year, the program will maintain an average of 90% of 4-year-olds meeting or exceeding Widely Held Expectations in the central preschool domain of Language and 92% of the central domain in Literacy, as measured by the spring Teaching Strategies GOLD assessment over the 5-year period.

- By the end of the 2027 school year, 75% of 4-year-old children will reach Level 6 or *higher* in expressive language, as measured by Teaching Strategies GOLD Objective 9a (uses an expanding expressive vocabulary) on the spring checkpoint.
- By the end of the 2027 school year, 80% of 4-year-old children will reach Level 4 or higher in early literacy, as measured by Teaching Strategies GOLD Objective 16a (letter identification) on the spring checkpoint.

*Cognition:* By the end of the 2030 school year, the program will maintain an average of 85% of 4-year-olds meeting or exceeding Widely Held Expectations in the central area of Cognition within the Counting and Cardinality sub-domain, as measured by the spring Teaching Strategies GOLD assessment over the 5-year period.

- By the end of the 2027 school year, 85% of 4-year-old children will reach Level 6 or higher in early mathematics, as measured by Teaching

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Strategies GOLD Objective 20c (connects numerals and quantities) on the spring checkpoint.

*Perceptual Motor, and Physical Development:* Goal: By the end of the 2030 school year, all early childhood classrooms will demonstrate active supervision 100% of the time as evidenced by watchful monitoring and effective teaching of classroom routines and safety expectations.

### **Kindergarten Transition Activities and Child Outcomes**

During the school year, every child is assessed three times using Teaching Strategies GOLD. This assessment is ongoing, authentic, observation-based, as well as formative and summative. It gives the teacher and family information on a child's progress throughout the year.

We have developed school readiness goals with a focus beyond "widely held age expectations." Using Teaching Strategies GOLD objectives as our Readiness Goals, we aligned our goals with both the Colorado Preschool Academic Standards and the Head Start Early Learning Outcomes Framework.

We do a variety of things to support our students and our families with the transition into kindergarten from Head Start/Early Childhood:

- Our school district provided a district-wide Kindergarten Open House, highlighting the programs offered at each elementary school.
- Each educator provides a "transition form" for each student into kindergarten, which highlights each child's strengths, needs, learning styles, and other relevant information to support the kindergarten teacher. This form is part of the student's educational record and can be accessed by Kindergarten teachers. If additional conversation is needed, kindergarten teachers have the ability to contact the early childhood teacher for further information.
- Students with special needs who are in Head Start have a transition meeting with the receiving school in the spring of the prior year.
- Kindergarten Kickstart is offered at different sites to help familiarize students and families with the kindergarten classroom and elementary school building.
- Families are provided a Kindergarten School Readiness pamphlet to help parents support the transition between preschool and kindergarten.
- The elementary schools host a Back to School Night/Open House prior to the school year as an additional opportunity.

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## **Volunteers and Community Partners**

*A cornerstone of Head Start is our community partnerships. Thank you to the following community partners who help us provide a high-quality program that meets the needs of children and families.*

Thompson School District Board of Education  
Loveland Public Library  
Berthoud Community Library District  
Teaching Strategies/ReadyRosie  
Loveland Parks and Recreation  
Foothills Gateway  
Lakeshore Learning  
Pediatric Dentistry of Loveland  
Life Center of Loveland  
Early Childhood Council of Larimer County  
Fort Collins Museum of Discovery & Gardens at Spring Creek  
Larimer County Health and Human Services  
Poudre School District Early Head Start  
Larimer County Department of Health and Environment  
WIC - Women, Infants, and Children  
KidsPak  
House of Neighborly Service  
Salvation Army  
Food Bank for Larimer County  
Serve 6.8  
Family Housing Network  
Homeward Alliance  
Neighbor to Neighbor  
Sunrise-Loveland Community Health Center  
Safe Kids Worldwide  
Loveland Fire Department  
Loveland Police Department  
Health District of Northern Larimer County  
Alternatives to Violence  
Crossroads Safehouse  
ChildSafe  
Thompson Valley Preschool  
Loveland Lions Club  
Read Aloud Loveland  
PHILO Club  
Boys and Girls Club

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Larimer Connect  
Summitstone Health Partners  
Willow Collective  
KidStuff Counseling  
Specialty Counseling  
Loveland-Thompson Valley Kiwanis Club  
Integrated Nutrition Education Program  
TSD Clothing Closet  
Family Center at Stansberry  
Sunrise-Thompson Health Clinic  
Larimer County Association of Grandfamilies

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