



Boulder County Head Start
Monthly Report to Boulder County Board of Commissioners and Policy Council
November 18, 2025
Boulder County Courthouse 3rd Floor & The Dagny School
AGENDA

1. Meal Service

- Head Start meals are reimbursed by [CFP](#), with any difference in reimbursement due to student absences.
- If available, children are provided seconds during the meal service and leftover, intact foods (i.e., individually packaged items, whole fruits, milk gallons) are given to families to take home.

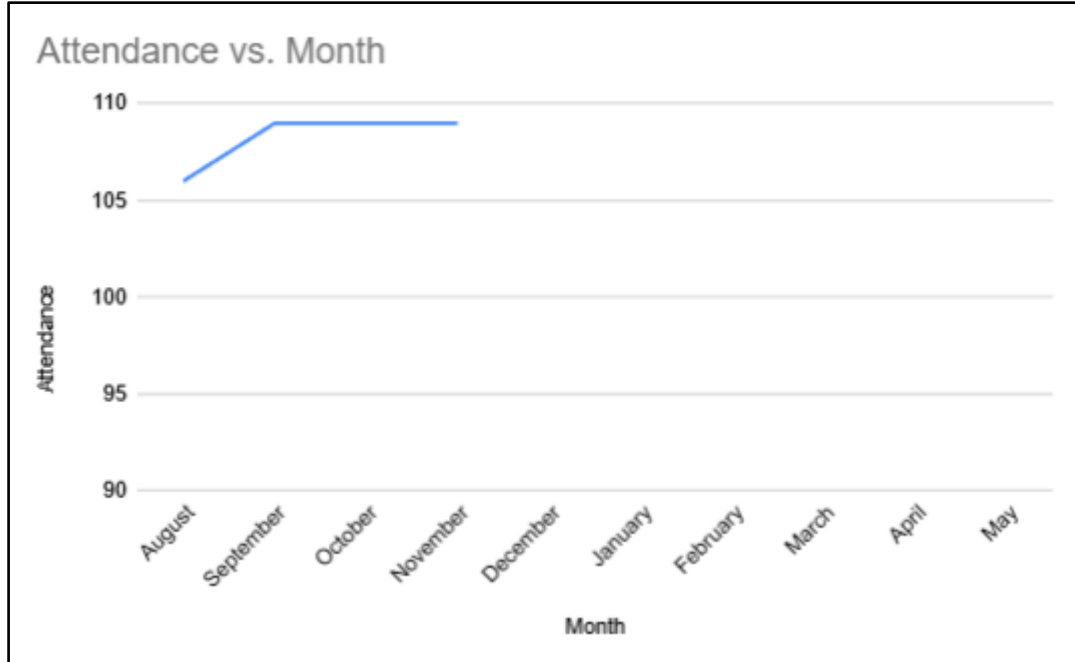
	AUG	SEP	OCT
Total Meals Delivered:	3330	6084	6660
Total Meals Served:	2387	4506	4888
BVSD Invoice for Meals:	\$9573.75	\$17,491.50	\$19,147.50
CACFP Reimbursement:	\$7007.96	\$13,375.80	\$14,476.13
Cost to BCHS:	\$2465.80	\$4155.70	\$4671.38
Average Monthly BCHS Cost for Meals	\$2465.80	\$3310.75	\$3764.29

2. Attendance (20 Days of School in October)

- Dagny (Lafayette): 75%
- Woodlands (Boulder): 73%
- Mapleton-Y (Boulder): 90%
- **Average Program Attendance for August through October: 79%**

3. Program Enrollment

- Overall Program Slots Available: 110
- August Enrollment: 106
- September Enrollment: 109
- October Enrollment: 109
- **Current Enrollment: 109**



4. Monthly Budget - Grant Year Ends June 30, 2026

- As of 11/13/25, updated figures - through October 2025 - are not yet available. As soon as revenue and expenses have been reconciled for the month, an updated report and graph will be presented to the BOCC and PC.

5. Ongoing Monitoring & Communication (Regional & OHS, BOCC, and Policy Council)

- **Government Shutdown** – The Region 8 Training and Technical Assistance (T/TA) team is returning to work. Coaching and support for Head Start staff will resume.
- **Risk Assessment Notifications (RAN)** – The Dagny playground incident from October 1, 2025 was reported to the Office of Head Start as required; however, a response from OHS is still pending.
- **2025 Competition Grant** – As of 11/13/25, the competition grant has still not opened; however, we continue to be prepared to proceed as soon as it becomes available.

6. School Readiness Goals

- In October, baseline [Teaching Strategies GOLD \(TS GOLD\)](#) assessment data and [CLASS](#) scores provided the foundation for developing meaningful, evidence-based School Readiness Goals for our Head Start program. TS GOLD gives us a clear



picture of children’s growth across all developmental domains, while CLASS observations help us understand the quality of teacher–child interactions that support that growth. By analyzing trends and needs from both data sources, priority areas were identified that directly align with the [Head Start Early Learning Outcomes Framework \(ELOF\)](#). This ensures our goals are not only rooted in children’s actual progress, but also connected to the research-based domains and sub-domains that define high-quality early learning. The following school readiness goals were identified to improve outcomes for every child during this school year:

Goal 1	Goal 2	Goal 3
<p><i>SE Goal: Children will strengthen their ability to form and maintain positive relationships with peers and adults.</i></p>	<p><i>LL Goal: Children will expand their expressive language by engaging in back-and-forth conversations, using new vocabulary to describe experiences, and effectively communicate needs with peers and adults.</i></p>	<p><i>C Goal: Children will enhance their use of number concepts and operations by verbally counting to 20, quantifying objects, and connecting numerals with their quantities.</i></p>
<p>Checkpoint data indicates 22–35% of children are below expectations in peer and adult interactions, and 18-31% in friendship skills and solving social problems. Supporting positive interactions and cooperative play with children and adults align with the ELOF domains of Social and Emotional Development and the PFCE outcome Positive Parent-Child Relationships.</p>	<p>Checkpoint data indicates 38–46% of children are below expectations in expressive language (objectives 9a–10a). Increasing expressive vocabulary supports communication, literacy readiness, and family engagement in language-rich activities. This goal aligns with the ELOF domain of Language and Communication and supports the PFCE</p>	<p>Checkpoint data indicates 42-51% of children are below expectations in number concepts and operations (Objectives 20a-20c). Increasing these skills builds the foundation for deeper understanding of more complex mathematical concepts and problem-solving while connecting math to everyday life. This goal supports the ELOF domains Cognition and Approaches to Learning</p>



	outcome Families as lifelong educators and Family	and aligns with the PFCE outcome Families as Lifelong Educators through home learning extensions.
Example Strategies: <ul style="list-style-type: none">• Model and narrate emotional language• Implement predictable routines and visual supports	Example Strategies: <ul style="list-style-type: none">• Utilize a variety of storytelling strategies to model language (puppetry, storytelling, flannel boards, etc.).• Allow appropriate wait time for children to respond during conversations and group discussions.	Example Strategies: <ul style="list-style-type: none">• Use counting and quantity language during transitions and routines• Ask open-ended math reasoning questions• Use real objects and hands-on manipulatives to match numerals to quantities

- **Assessment Schedule** – TS GOLD and CLASS assessments will be conducted again in the winter and spring to monitor progress toward meeting goals.