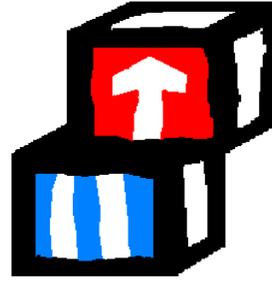


**SEVCA**

# Windsor County Head Start



# Annual Report 2017-2018



# **SEVCA Windsor County Head Start**

## **Annual Report 2017-2018**



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**Southeastern Vermont Community Action (SEVCA)  
Head Start Annual Report  
June 2017**

**GENERAL PROGRAM OVERVIEW**

Southeastern Vermont Community Action (SEVCA) Head Start is funded to serve 87 children. Any child living in Windsor County that turns 3 years old by September 1<sup>st</sup> may be eligible for the program if they meet other program requirements, notably income eligibility. Windsor County consists of the following towns: Andover, Baltimore, Barnard, Bethel, Bridgewater, Cavendish, Chester, Hartford (incl. White River Junction), Hartland, Ludlow, Norwich, Plymouth, Pomfret, Reading, Rochester, Royalton, Sharon, Springfield, Stockbridge, Weathersfield, Weston, Windsor, West Windsor, and Woodstock.

There are currently 7 classrooms at 4 different sites:

**Chester** ~ Chester Community Preschool has two collaborative Head Start classrooms in partnership with the Windsor Southwest Supervisory Union, serving 37 children, of which at least 22 are Head Start eligible.

**Springfield** ~ Pine Street Preschool has three Head Start classrooms with ten spaces available for child care, serving 45 children..

**White River Junction** ~ Northwoods Head Start Center has one Head Start classroom serving 15 children.

**Windsor** ~ The Children’s Place Preschool has one Head Start classroom and serves 15 children. (This center was not open this program year as we are still trying to locate a new building, so children had the option of attending our WRJ center.)

**FUNDING AND BUDGET**

**Public & Private Funds** ~ In 2017-2018, SEVCA Head Start received a federal grant of \$753,255. A matching non-federal share of \$191,677, in cash and in-kind donations was also generated, in addition to \$13,451 in training and technical assistance funds for a total of \$958,383 in program resources.

**Summary**

Personnel:	\$470,414
Fringe Benefits:	\$155,365
Travel:	\$ 5,300
Supplies:	\$ 45,800
Other:	\$ 76,376
<b>Total Operations Budget:</b>	<b>\$753,255</b>
Training & Technical Assistance:	\$ 13,451
Non-Federal Share / In-Kind:	\$191,677
<b>Total Grant Budget:</b>	<b>\$958,383</b>

**Budget Narrative**

**Personnel:** \$470,414 – staff salaries and wages (See attached spreadsheet)

**Fringe Benefits:** \$155,365 – required payroll costs and employee benefits (See attached spreadsheet)

**Travel:** \$5,300 – out-of-town staff travel for attending a training / conference, etc. not offered locally.

**Supplies:** \$45,800

*Office Supplies:* \$15,000 – paper, pens, copier rental, printing needs, etc. for operating the program.

*Child & Family Services Supplies:* \$30,000 – includes monthly budgets for curriculum enhancement (3,000), classroom materials (20,500), replacement of classroom manipulatives (1,500), pull-ups, wipes, sunscreen (1,000), and paper supply products (4,000)

*Food Service Supplies:* \$800 – cost of monthly nutrition projects for each classroom and other needed kitchen supplies

**Other:** \$76,376

*Rent:* \$26,232 – rent and/or utilities for one classroom and administrative office space

*Depreciation:* \$1,768 – depreciation for the Pine Street Preschool building.

*Telephone / Utilities:* \$11,000 – telephone, fuel oil, electricity, & internet service for classroom sites and administrative office

*Liability Insurance:* \$4,000 – required coverage to be licensed and protect against liability

*Building Maintenance:* \$8,500 –anticipated building maintenance needs

*Local Travel:* \$5,300 – reimbursement for an estimated 10,600 miles of local work-related travel at .50 cents per mile

*Child Services Consultants:* \$6,500 – cost of contracts with Mental Health Consultant – to observe the classrooms, support staff and see families as needed (6,000); and Nutrition Consultant – to meet with families and review menus as needed (500)

*Volunteers:* \$449 – volunteer-related expenses, including Volunteer Appreciation Dinner, volunteer packets, training, etc.

*Substitutes:* \$5,000 – coverage when classroom / kitchen staff are absent due to illness or other reason

*Parent Services:* \$1,860 – fatherhood initiatives and other parent group activities (e.g., train rides, field trips, picnics, \$900 for parents to attend conferences, etc.); travel & child care reimbursements for policy council meetings, etc.

*Accountant & Legal Services:* \$4,750 – Head Start’s share of annual audit cost and other accounting and legal costs incurred by Head Start

*Advertising:* \$1,017 – for classified ads to fill open positions within the Head Start program

**Training & Technical Assistance (T&TA):** \$13,451 – staff training and development costs (See T&TA Plan & Budget Narrative)

**OTHER FUNDING SOURCES:**

**Act 166: \$248,452.20**

**CACFP: \$ 28,825.58**

**Child Care Subsidy: \$127,500**

**SOUTHEASTERN VERMONT COMMUNITY ACTION, INC.**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
FOR THE YEAR ENDED SEPTEMBER 30, 2017**

**SUMMARY OF AUDITORS' RESULTS**

1. The auditors' report expresses an unmodified opinion on whether the financial statements of Southeastern Vermont Community Action, Inc. were prepared in accordance with GAAP.
2. No significant deficiencies disclosed during the audit of the financial statements are reported in the *Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards*. No material weaknesses are reported.
3. No instances of noncompliance material to the financial statements of Southeastern Vermont Community Action, Inc., which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.
4. No significant deficiencies in internal control over major federal award programs are reported in the *Independent Auditors' Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance*. No material weaknesses are reported.
5. The auditors' report on compliance for the major federal award programs for Southeastern Vermont Community Action, Inc. expresses an unmodified opinion on all major federal programs.
6. There were no audit findings that are required to be reported in accordance with 2 CFR section 200.516(a).
7. The program tested as major was:  
93.600 Head Start
8. The threshold for distinguishing Type A and B programs was \$750,000.
9. Southeastern Vermont Community Action, Inc. was determined to be a low risk auditee.

**FINDINGS - FINANCIAL STATEMENTS AUDIT**

None

**FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARD PROGRAMS AUDIT**

None

**SOUTHEASTERN VERMONT COMMUNITY ACTION, INC.**

**SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
FOR THE YEAR ENDED SEPTEMBER 30, 2017**

**U.S. Department of Health and Human Services**

**2016-001 Community Services Block Grant – CFDA No. 93.569**

**Condition:** During the year ended September 30, 2016, the Agency did not meet the compliance requirement that at least one third of its members of the Board of Directors be representatives of the low-income community required under the Community Services Block Grant Act.

**Auditors' Recommendation:** It was recommended that the Agency recruit additional members of the low-income community to serve as members of the Board of Directors.

**Current Status:** The Agency is in compliance with the requirement that at least one third of its members of the Board of Directors be representatives of the low-income community required under the Community Services Block Grant Act.

## ENROLLMENT & PERCENT OF ELIGIBLE CHILDREN SERVED

### Total Number of Children and Families Served:

This program year we served 78 families and 87 children. Of these, 41 were three-year-olds, 43 were four-year-olds and 3 were 5 years old at enrollment. 24 children were enrolled for their second year in Head Start and 0 children were enrolled for their third year. There were 5 children that left the program throughout the year, 1 of whom left before the first 45 days of the program. There were 18 children that were enrolled, but never actually started the program. Of the 78 families served, 41 were two-parent families, 23 were single-parent and of these 1 child was living with their grandparents in foster care and three were living with someone other than their grandparent.

### Average Monthly Enrollment / Percent of Eligible Children Served:

Children were eligible according to the following categories during the September 2017 to May 2018 Program Year:

Center	100% of Federal Poverty Level	130% of Federal Poverty Level	Over Income	Homeless	Other (TANF, Foster care, SSI, CC Subsidy, Declaration of No Income)	Total
Chester	9	6	6	0	3	24
Springfield	18	14	3	0	10	45
White River Junction/Windsor	7	1	0	0	7	15
Total	34	21	9	0	20	<b>84</b>

## HEALTH OUTCOMES

### Medical & Dental Care:

At Parent Orientation, parents received information regarding medical and dental exams. They also received information about our medical screenings (height, weight, hearing and vision).

Of the 87 children that we served, all of them came into the program and left the program with a medical home. All but 6 of these children are up to date with their annual physical.

79 children are up-to-date on their immunizations, as required by Vermont State EPSDT. 5 are on a catch up schedule to complete the required immunizations, 3 have signed Religious Exemptions on file and 76 have been vaccinated against HepA as well.

Our program contracts a "Tooth-Tutor". Her name is Eileen Holmes. She is a dental hygienist. Eileen visited all the centers in the fall and conducted dental screenings on children who were present who did not have a dental home. She was able to provide each child who came to the screening a new toothbrush as well as a mirror. During the program year, she contacted families, upon the request of the Health and Nutrition Manager, who had no dental home or were missing appointments to offer support and information on local dentists. The Health and Nutrition Manager continued to track the outcomes of children's appointments and when their check-ups were due and asked the Family Partners and the Tooth Tutor to help in contacting parents for needed information. Of the 87 children that were enrolled in the program, 70 children had continuous accessible dental care provided to them by a dentist by the end of the program year. When the program ended, 60 children had received dental exams and preventative care. 18 children needed dental care throughout the program year and of

those, 9 have received the treatment needed, leaving 9 without the treatment completed. Of those 9, 5 have been referred to either a pediatric dentist or a hospital, 2 have appointments scheduled for a later date and 1 child's behavior did not allow the doctor to complete the treatment, they have another appointment scheduled for a cleaning and they will work with the child to make him more comfortable.

Of the 17 children still needing an established dental home, 15 were children who were new this year. 1 was a child who returned from last year, and 1 withdrew from the program in less than 45 days. 6 of the 15, were children who started mid-March in the new Rock Star classroom.

**Percentage of Children Who Received Medical & Dental Exams**

Center	Total Children	Medical Exams	% per Center	Dental Exams/ Preventative Care	% per Center	Children who needed treatment	Children who received treatment	% per Center who received needed treatment
Chester	24	24	100%	18	86%	7	4	57%
Springfield	47	44	94%	30	86%	8	3	38%
White River Junction	16	14	88%	12	86%	3	2	66%
Windsor	0	0	0%	0	0%	0	0	0%
Total	87	82	94%	60	86%	18	9	50%

The 5 children who are missing a medical exam are overdue. All parents have been made aware on several occasions and have not made appointments. 3 Were due in April 2018, 1 was due in September 2017 and 1 was due in October 2017, but also just started in our program.

This year, Chester had 3 children who did not receive dental treatment. These children have a dental home and have been referred to either a Pediatric Dentist or a hospital for treatment.

In Springfield, there were 5 children who needed treatment but did not receive it. Of these 5, 1 has an appointment scheduled for a future date, 1 has been referred to a pediatric office and 1 child's behavior did not allow the dentist to complete the treatment needed. The dentist is going to be working with the child to help him become more comfortable and will try again at a later date, he has an appointment for a cleaning scheduled. White River Junction, had 1 child who has not received treatment yet, this child is scheduled for a future appointment.

Families are reminded of their child's dental recall dates in advance of the due date via letter, PTC, Family Partners or phone calls. Families who need dental homes are sent several letters with information with local dentists on them, the Family Partners have offered support in finding a dental home and the Tooth Tutor has contacted many of the families to discuss dental homes with them.

**Family Engagement Activities**

The 2017-2018 program-year continued to provide a variety of opportunities for parents to become involved in the program and with their child's development. Classrooms provided field trip opportunities to apple orchards, a maple sugar house, the Montshire Museum, local libraries, a bakery, a farm and walks around their

communities. In addition to our traditional Buddy Breakfast and Ladies Luncheon, staff began offering monthly Family Breakfast opportunities. Several families loved this opportunity and looked forward to it monthly.

Parent meeting's consisted of Family Craft nights, Positive Solution tool kit making, Nutrition Information, Visit from the Librarian (with free books), Technology usage "warnings" for children, Gardening and Transition information. We also invited our partners at SEVCA to share information about:, Economic Development, 3-Squares and Tax Preparation.

This program year we incorporated our parent curriculum, "Positive Solutions". We had a total of eight parents attend over a six week period.

Below is a chart with various activities and the number of parent participants:

<i>Parent Involvement Activity</i>	<i>Participants</i>
Parent Orientation	43
Buddy Breakfasts/Ladies Luncheons ( 6 of each) Monthly average	28 ladies, 32 dads
3-Open Houses	29
CPR/First Aid Certification	2
Family Breakfast's	38
Apple Orchard field trip	32
Transition Meetings	32
Gardening	16
Week of the Young Child Event	31
Year End Breakfast celebration	137
Parent Teacher Conferences/Home Visits/Family Meetings at the centers	477
Resources and referrals provided	71
Total Parent volunteer hours	1006.5

- **We also had Community Members volunteer 1837.95 hours .**

**In 2017-2018, 78 families had children in our Head Start program. During the program year the following families reported that they used services in the charted area. Many of these supports were facilitated and/or supported by Head Start staff during our presentations, Home Visits, Parent/Teacher Conferences and monthly family check-ins.**

<b>TYPES OF FAMILY SERVICES</b>	<b># OF FAMILIES RECEIVED THE FOLLOWING SERVICES</b>
<b>Adult Education such as GED programs and college selection</b>	<b>10</b>
<b>Child Abuse and Neglect Services</b>	<b>5</b>
<b>Child Support Assistance</b>	<b>11</b>
<b>Domestic Violence services</b>	<b>6</b>
<b>Emergency/crisis intervention such as meeting immediate needs for food, clothing or shelter</b>	<b>8</b>
<b>Health Education</b>	<b>39</b>
<b>Housing assistance such as subsidies, utilities, repairs, etc.</b>	<b>14</b>
<b>Job Training</b>	<b>5</b>
<b>Mental Health services</b>	<b>10</b>
<b>Parenting Education</b>	<b>46</b>
<b>Relationship/Marriage Education</b>	<b>2</b>
<b>Substance Abuse Prevention</b>	<b>4</b>
<b>Substance Abuse Treatment</b>	<b>8</b>

#### **TOBACCO CESSATION SURVEY RESULTS**

<b>Information Collected</b>	<b>54 participants</b>
<b>Tobacco Use</b>	<b>24</b>
<b>No Tobacco Use</b>	<b>30</b>
<b>Allows smoking in Vehicle with a child</b>	<b>2</b>
<b>Allows smoking in the home with a child</b>	<b>1</b>

- **All families were aware of the Vermont Law that does not allow smoking in the vehicle if children under the age of 8 are present.**

**EFFORTS FOR PREPARING CHILDREN FOR KINDERGARTEN**

**Child Outcomes Analysis for Children Transitioning to Kindergarten-Spring 2017**

[F=Fall Assessment Period      W=Winter Assessment Period      S=Spring Assessment Period]

Teaching Strategies GOLD Developmental Areas	Below Expectations	Meets Expectations	Exceeds Expectations	Comments
Social/Emotional Development		F W S		Shows progress from winter to spring, with children exceeding expectations increasing from 7 to 15
Physical Development-Gross Motor		F W S		Shows progress from winter to spring, with children exceeding expectations increasing from 1 to 8
Physical Development-Fine Motor		F W S		Area of strength for the program, with 12 of 71 children exceeding expectations, 53 children meeting expectations, and 6 children below expectations
Language Development	F	W S		Area of strength for the program, with 18 of 71 children exceeding expectations, 39 children meeting expectations, and 12 children below expectations
Cognitive Development	F	W S		Shows progress from winter to spring, with children exceeding expectations increasing from 5 to 17, and children below expectations decreasing from 19 to 15
Literacy Development	F W	S		Area to focus on, with 19 of 70 children below expectations, 39 children are meeting expectations, and 12 children are exceeding expectations
Mathematics Development	F W	S		Area to focus on, with 20 of 70 children below expectations, 39 children are meeting expectations, and 11 children are exceeding expectations

Teaching Strategies GOLD Developmental Areas (Not on progression level)	Not Yet Observed	Emerging	Meeting Expectations	Comments
Science and Technology		F W	S	28 of 71 children are meeting expectations, 39 children are emerging, and 4 children have not yet been observed demonstrating these skills
Social Studies		F W	S	28 of 71 children are meeting expectations, 39 children are emerging, and 4 children have not yet been observed demonstrating these skills
The Arts		F W	S	35 of 71 children are meeting expectations, 34 children are emerging, and 2 children have not yet been observed demonstrating these skills

# SEVCA Windsor County Head Start Child Outcomes Analysis Spring 2018

## Overview of Classroom and Program Outcomes Report:

The Outcomes Report is based on the use of the Teaching Strategies GOLD Assessment System for all classrooms within the program. Teachers observe and document children's daily activities and keep a running record of these observations. The assessment is completed three times per year-November (fall), February (winter) and April (spring). Teachers use observations and documentation recorded to complete the Child Portfolio. This portfolio focuses on nine developmental areas-Social/Emotional Development, Cognitive Development, Physical Development, Literacy Development, Mathematics, The Arts, Social Studies, Science, and Language Development. Within these developmental areas are 36 objectives that teachers must observe and document for each child. The teacher must then rate the child on these objectives using a development progression of nine total levels.

Once the teacher has entered this data into Teaching Strategies GOLD Online, the program generates a report showing the progress of the classroom as a whole. This report shows progress of each developmental area in Teaching Strategies GOLD, which align with the Head Start Early Learning Framework and the Vermont Early Learning Standards.

The Education and Disabilities Services Manager then takes the reports and creates an Outcomes Review for each classroom. Areas of strength, as well as areas to focus on are discussed with teachers, and an action plan is generated to improve these areas within the classroom. Data from all classrooms is combined together to create the Program Outcomes Report to show the progress of the Head Start Program as a whole.

This report includes children enrolled in the Head Start program. We have 83 Head Start children enrolled, but only 71 children were counted on this report, as 12 children did not attend enough to gather observations or enrolled after the spring observations ended.

Of the 37 children included in this report that will be transitioning to Kindergarten, 22 of them are returning children experiencing their second year of Head Start. This leaves 15 children who may be experiencing their first preschool experience. 42 children are in their first year of Head Start, and will be returning to the program next year.

It is also important to note that 20 of the 71 reported children have been diagnosed with a disability, whether is be a developmental delay or a speech and language delay.

51% of enrolled children are female and 49% are male. 93% are white, 1% are Black or African American, and 6% are all other combinations. 100% of the enrolled children have a primary language of English.

Looking at trends from previous years, Literacy and Mathematics were the areas of focus for the program in 2014-2015, as well 2015-2016. For the 2016-2017 school year, the focus at the beginning of the year was Literacy and Mathematics, but by the end of the school year it was Physical Gross Motor Development and Mathematics. For the middle and end of the 2017-2018 school year, the focus returns to Mathematics and Literacy.

**Areas of Strength for the Program:**

Particular areas of strength include Physical Fine Motor Development, with 65 of 71 children meeting/exceeding expectations, and 6 children below expectations; and Language Development, with 57 of 71 children meeting/exceeding expectations, and 12 children below expectations.

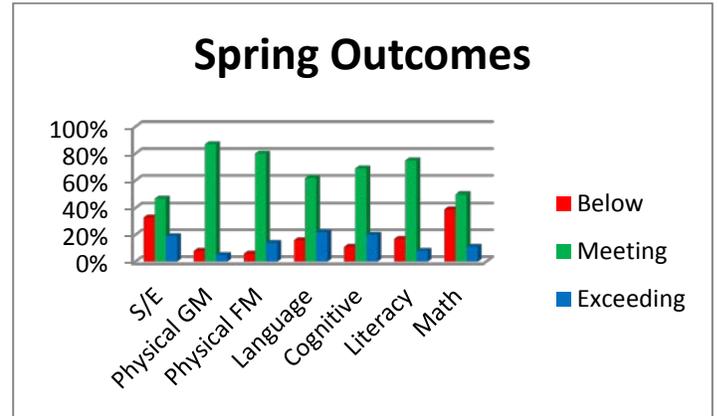
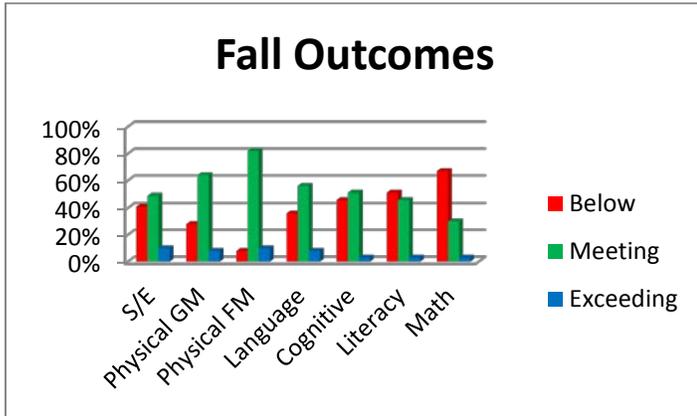
**Areas to Focus on for the Program:**

Particular areas to focus on include Mathematics, with 20 of 70 children below widely held expectations and 50 children meeting/exceeding expectations; and Literacy Development, with 19 of 70 children below widely held expectations and 51 children meeting/exceeding expectations.

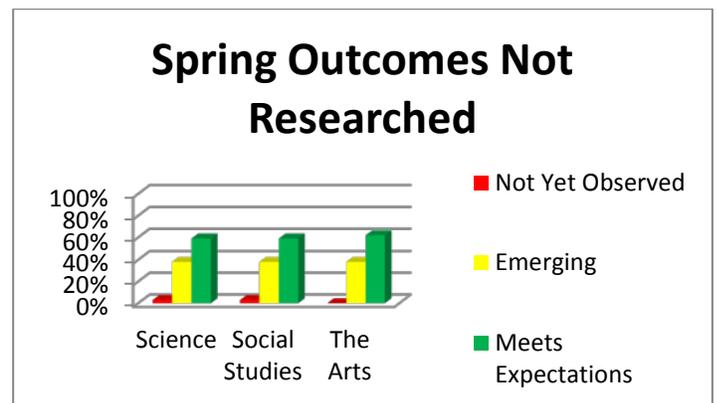
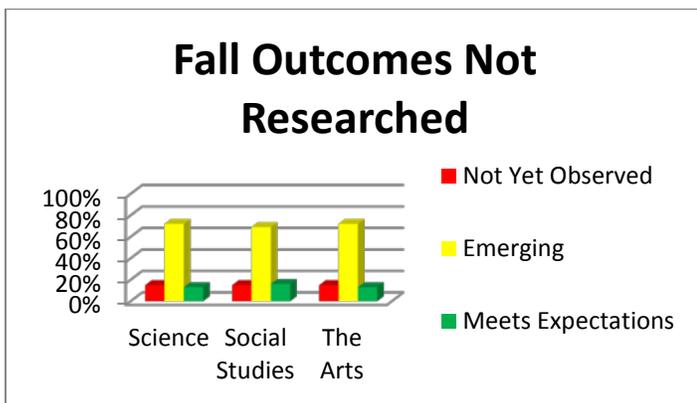
**Action Plan for the Program:**

The Education and Disabilities Services Manager will look at trends in outcomes from the previous years, and plan trainings accordingly. Teachers will be encouraged to look for materials to be purchased with their monthly education budget to help support these areas of focus. These areas will be considered high priority when scheduling Education Services Meetings and In-Service Trainings.

## SEVCA Windsor County Head Start 2017-2018 Child Outcomes-Children Transitioning to Kindergarten 37 Children



## SEVCA Windsor County Head Start 2017-2018 Child Outcomes-Children Transitioning to Kindergarten 37 Children



## **TRANSITION PLAN**

Transition is an important part of the Head Start program. Transitioning families and children to and from the program is an ongoing process with specific events and activities planned throughout the year to help families feel comfortable.

Transition plans may be as simple as making two or three visits to the next setting or as complex as any individual child may need. It is important to be guided by the needs and comfort level of the child.

### **Transition Goals:**

The transition process shall consider the following goals:

- Continuity of services and care
- Minimal disruption of the family system
- Enhanced child development from one environment to the next
- Planning, preparation, implementation and evaluation within and between programs and with the family

### **Tips for transition:**

- Prepare children for new experiences by talking about it before it happens.
- Read books about making changes.
- Involving parents in the transition process.

### **Transitioning into Head Start:**

When families enroll their child into Head Start, they are given the opportunity to bring their child to the center to become familiar with the environment and teachers. If children are transitioning from another preschool program into Head Start, we often times get permission to speak with the sending preschool for academic record and any screenings that may have been done. All children entering Head Start receive a home visit from the teachers before they start in the classroom, so that children have the opportunity to meet the teachers and begin to form a secure relationship with them in their own home environment. Teachers take pictures of children and their families to have in the classroom for comfort. Children's pictures are displayed in the classroom so that the child feels welcome, and there is a family board with pictures of the child's family that the child can look at to help comfort them and feel secure in the classroom environment. Teachers form relationships with the families by communicating on a daily basis either at pickup, or through communication logs and activity sheets. By creating these relationships with families, children receive a consistent message between home and school from parents and teachers.

## TRANSITION ACTIVITIES/EVENTS

### Ongoing activities:

- Enrollment: All children who are three years old by September 1, and meet other necessary Head Start guidelines are enrolled in the program throughout the year.
- Transition Books: Each classroom has books available about public school in the area, discussing what kindergarten will be like in the fall.
- Reading Books: About growing older, Kindergarten experiences, and the feelings around transition from one place to another.
- Daily Discussion: Teachers encourage children to talk about going to the "Big School", becoming familiar with what the experience will be like, and with whom they will be spending their day.
- School Visits: Teachers will make arrangements with the area elementary schools for children to visit.
- Visitors: Throughout the year visitors from the elementary school will visit the classroom to meet the children and spend time with them. These include the principal, Kindergarten teacher, school nurse, librarian, etc.

### August:

- Enrollment of children into the program
- Teaching Team send letter to Kindergarten students.
- New families that are interested in the program are encouraged to come and visit the classroom.
- Transition Plan is discussed with families during the first home visit.

### September:

- Courtesy call made by Head Start teachers to Kindergarten teachers to about how former Head Start children are doing. (If new teacher, former teacher can make the call and introduce new teacher.)
- Open House/Community Event held at each center inviting all school personnel, former and present Head Start families and children, and community volunteers.

### October:

- Parent Meeting: Staff and Parents can invite former Head Start parents to their meeting to discuss their experience with the transition process, possibly becoming, "Parent Mentors."
- Lead Teachers will observe Kindergarten classrooms within their community

### November:

- Invite the school nurse to come and visit the classroom(s) and possibly read a story.

**January:**

- Contact local PTA groups and invite them to come to a Head Start Parent Meeting, so that transiting parents can get to know how they can be involved in public school PTA
- Invite school principal to visit the classroom

**February:**

- Invite Kindergarten teachers to share a meal at Head Start
- Registration for Kindergarten usually announced for all towns
- Call Kindergarten teachers to set up Kindergarten Pen pals to begin in March

**March:**

- Head Start teachers will contact Kindergarten teachers about scheduling times to visit the classroom, and discuss dates for the Head Start~ Kindergarten Connection Meeting
- List of each child eligible for Kindergarten will be returned to the corresponding Kindergarten teacher with registration forms sent to all centers by participating schools.
- Provide interaction between children that are attending the same public school, but are not in the same classroom
- Begin Kindergarten Pen pals

**April:**

- Head Start children will start making visits to the Kindergarten classrooms and tour the school.
- Head Start/Kindergarten Connection Meeting/Recruitment and Open House will be held at each center and or participating school.
- Teaching Teams will complete the Teacher Observation Form for Transition on children moving on to Kindergarten and send to the corresponding schools.
- Transition meetings will be scheduled in collaboration with EEE and school districts for children with IEPs.
- Schedule a visit from the school bus driver for children so explore a school bus.

**May:**

- Head Start children will finish making visits to the Kindergarten classrooms and a tour of the school.
- Food Service Providers will work with teaching teams to provide "cafeteria style" meals to children for the last two weeks of school.
- Teaching Teams will provide activities to families to do at home over the summer.

The Vermont Head Start Association created statewide School Readiness Goals to be used and measured by each Head Start program in the state. These goals include:

- Social Emotional Development
- Approaches to Learning
- Literacy/Language Development
- Physical Health and Development
- Cognitive Development

See attached sheet which explains these school readiness goals in detail.