

SEVCA

Windsor County Head Start



Annual Report

2023-2024



SEVCA Windsor County Head Start

Annual Report 2023-2024



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Southeastern Vermont Community Action (SEVCA)
Head Start Annual Report
June 2023

GENERAL PROGRAM OVERVIEW

Southeastern Vermont Community Action (SEVCA) Head Start is funded to serve 83 children. Any child living in Windsor County that turns 3 years old by September 1st 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 5 classrooms at 4 different sites:

Chester ~ Chester Community Preschool has one Head Start classroom, serving 17 children.

Springfield ~ Pine Street Preschool has two Head Start classrooms with twenty spaces available for child care, serving 34 children.

White River Junction ~ Northwoods Head Start Center has one Head Start classroom serving 15 children. (This center was not able to open this program year due to not being able to find staff to hire.)

Windsor ~ The Children's Place Preschool has one Head Start classroom and serves 17 children.

FUNDING AND BUDGET

Public & Private Funds ~ In 2023-2024, SEVCA Head Start received a federal grant of \$970,920. A matching non-federal share of \$246,093, in cash and in-kind donations was also generated, in addition to \$13,451 in training and technical assistance funds for a total of \$1,230,464 in program resources.

Budget Narrative

Personnel: \$530,159 – staff salaries and wages (See attached spreadsheet)

Fringe Benefits: \$213,475 – required payroll costs and employee benefits (See attached spreadsheet)

Travel: \$2,500 – out-of-town staff travel for attending a training / conference, etc. not offered locally.

Supplies: \$53,150

Office Supplies: \$17,500 – paper, pens, copier rental, printing needs, etc. for operating the program.

Child & Family Services Supplies: \$32,650 – includes monthly budgets for curriculum enhancement (4,050), classroom materials (19,100), replacement of classroom manipulatives (3,000), pull-ups, wipes, sunscreen (1,500), and paper supply products (5,000).

Food Service Supplies: \$3,000 – cost of monthly nutrition projects for each classroom and other needed kitchen supplies

Other: \$101,484

Rent / Utilities / Other Occupancy Costs: \$46,884 – rent, utilities, and/or other occupancy costs for classrooms and administrative office space

Telephone / Internet: \$17,000 – telephone & internet service for classroom sites and administrative office

Liability Insurance: \$3,900 – required coverage to be licensed and protect against liability

Building Maintenance: \$9,000 – anticipated building maintenance needs

Local Travel: \$3,500 – reimbursement for an estimated 6,500 miles of local work-related travel at .54 cents per mile for weekly staff meetings, supervision meetings, home visits, and shopping trips.

Child Services Consultants: \$7,500 – cost of contracts with Mental Health Consultant – to observe the classrooms, support staff and see families as needed (7,000); and Nutrition Consultant – to meet with families and review menus as needed (500)

Volunteers: \$500 – cost of volunteer dinner and background checks

Substitutes: \$6,000 – coverage when classroom / kitchen staff are absent due to illness or other reason

Parent Services: \$5,700 – parent curriculum training offered twice a year, 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.

Advertising: \$1500 – for classified ads to fill open positions within the Head Start program

Indirect Costs: \$70,152- (Indirect cost rate for the agency)

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

Summary

| | | |
|----------------------------------|------------|--------------------|
| Personnel: | \$530,159 | |
| Fringe Benefits: | \$213,475 | |
| Travel: | \$ 2,500 | |
| Supplies: | \$ 53,150 | |
| Other: | \$ 101,484 | |
| Indirect Cost Rate: | \$ 70,152 | |
| Total Operations Budget: | | \$ 970,920 |
| Training & Technical Assistance: | \$ 13,451 | |
| Non-Federal Share / In-Kind: | \$ 246,093 | |
| Total Grant Budget: | | \$1,230,464 |

SOUTHEASTERN VERMONT COMMUNITY ACTION, INC.

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED SEPTEMBER 30, 2023**

1. The auditors' report expresses an unmodified opinion on the financial statements of Southeastern Vermont Community Action, Inc.
2. No significant deficiencies relating to 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*.
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*.
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 programs.
6. No audit findings that are required to be reported in accordance with 2 CFR 200.516(a) are reported in this Schedule.
7. The programs tested as major programs included:
 - U.S. Department of Treasury, Emergency Rental Assistance Program – ALN 21.023
 - U.S. Department of Treasury, Coronavirus State & Local Fiscal Recovery Funds– ALN 21.027
 - U.S. Department of Health & Human Services, Head Start Cluster – ALN 93.600
 - U.S. Department of Homeland Security, Disaster Grants - Public Assistance– ALN 97.036
8. The threshold for distinguishing Type A and B programs was \$750,000.
9. Southeastern Vermont Community Action, Inc. was determined not to be a low-risk auditee.

FINDINGS - FINANCIAL STATEMENTS AUDIT

None

FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARD PROGRAMS AUDIT

None

ENROLLMENT & PERCENT OF ELIGIBLE CHILDREN SERVED

Total Number of Children and Families Served:

This program year we served 61 families and 63 children. Of these, 26 were three-year-old's, 36 were four-year-old's and 1 was 5 years old at enrollment. 28 children were enrolled for their second year in Head Start and zero was enrolled for their 3rd year. There were 5 children that left the program throughout the year, 2 of whom left before the first 45 days of the program. There were 12 children that were enrolled, but never actually started the program. Of the 61 families served, 31 were two-parent families, 26 were single-parent and of these 4 children were living with their grandparents in foster care.

Average Monthly Enrollment / Percent of Eligible Children Served:

Children were eligible according to the following categories during the September 2023 to May 2024 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 | 4 | 5 | 5 | 4 | 11 | 29 |
| Springfield | 0 | 1 | 1 | 1 | 22 | 25 |
| White River Junction | 0 | 0 | 0 | 0 | 0 | 0 |
| Windsor | 2 | 2 | 1 | 2 | 2 | 9 |
| Total | 6 | 8 | 7 | 7 | 35 | 63 |

HEALTH OUTCOMES

Nutrition, 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). Information about WIC and the Tooth Tutor/802 SMILES is also shared with families at Parent Orientation.

Of the 63 children that we served, 62 of them came into the program with a medical home. 63 children left the program with a medical home. 49 children were up to date with their annual well child exams, at the end of their enrollment, this Program Year. This leaves 14 children not up to date, these are all children who are considered overdue, however, 7 of these children have an appointment scheduled in June and July 2024, six withdrew before the follow-up was completed, and one child left overdue with another reminder. All parents receive reminders for when their child is due for their annual well child visit.

62 children are up-to-date on their immunizations, as required by Vermont State EPSDT. Two children were enrolled needing immunization and they obtained them during the program year. One of the children is in compliance with their immunization due to a medical exemption.

Head Start has a tooth tutor who works with the families to help them find a dental home. Our Tooth Tutor was able to provide referrals to families who were looking to change dentist, as well as calls to families to remind them of their children's need for a dental follow-up appointment, or a six month check-up. In April she provided a very informative

presentation at our Health Advisory Meeting around the various fluoride options available to children. The plan is to have her be able to go to the classrooms next program year and apply fluoride to children to help prevent cavities and/or halt any decay. This procedure will be completed with the signed permission of parents and the advice of the children’s dentist.

Of the 63 children, 59 started the program with a dental home. Two children had dental homes, but had not been seen by the dentist in two years. Two children did not have dental homes. At the end of the program year, the two children who had not been to a dentist, left with appointments, including rides to get to the dentist. One of the children without a dental home, now has a dental home and an appointment. The other child without a dental home withdrew before we could get an appointment, but left with dental home information.

There are six dental offices within our service area. Four are strictly pediatrics. They are located in Norwich, VT, Claremont, NH, Keene, NH and Lebanon, NH. The closest is within 30 minutes. Two of the dental offices, within about 20 minutes, are family dental care offices who take children under five. They are located in Chester, VT and Ludlow, VT.

PARENT INVOLVEMENT ACTIVITIES

Family Engagement Activities

The 2023-2024 program-year actually was a very non-traditional year, to say the least. We were unable to use the Chester site for Family Engagement activities, however families did receive virtual opportunities, coffee clutches at a local coffee shop, and opportunities to family breakfast and lunch opportunities.

Springfield and Windsor sites also had many “dudes donuts” and luncheons, as well as workshops at their sites.

We were unable to open our WRJ site, but our Family Partner was very helpful in the classroom at the Windsor site, while the Lead Teacher was doing a dual role as Practice Based Coach.

We continued to recruit families by attending community events. We had another successful turnout at the annual Week of the Young Child event in April. Staff also attended three trunk or treat events in October and a fall festival. We have sent posters and postcards to community partners and hung them in various community businesses. The centers are filling up fast for the fall. Our goal is to open fully enrolled!!

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

Parent Involvement Activity

| | |
|---|-----------------|
| Parent Orientation (Video provided to all families) | 54 |
| Overview of Policy Council and Parent Meetings | 46 |
| Winter Craft Evening | 16 |
| CPR/First Aid | 1-participant |
| Gardening (All Centers) | 38 participants |
| Positive Solutions | 6 -participants |
| Parent Teacher Conferences/Home Visits/Family Meetings at the centers | 362 -meetings |
| Resources and referrals provided | 131 |
| Parent Volunteer hours | 197.75 |
| Community Volunteers hours | 58.25 |
| Year-end celebration’s | 102 |

In 2023/2024, 61 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 virtual presentations, Home Visits, Parent/Teacher Conferences and monthly family check-ins.

| TYPES OF FAMILY SERVICES | # OF FAMILIES RECEIVED THE FOLLOWING SERVICES |
|---|---|
| Asset Building | 3 |
| Assistance in Enrolling into an Education or Job Training program | 3 |
| Education on Preventative Medical and Oral Health | 61 |
| English As a Second Language (ESL) | 1 |
| Emergency/crisis intervention such as meeting immediate needs for food, clothing or shelter | 9 |
| Housing Assistance | 16 |
| Involvement in discussing their child/ren's screening and assessments | 59 |
| Mental Health services | 16 |
| Researched-based Parenting curriculum | 6 |
| Substance Misuse Prevention | 4 |
| Substance Misuse Treatment | 3 |
| Supporting Kindergarten Transitioning | 37 |
| Education on health and developing uses of tobacco use | 14 |

**SEVCA Windsor County Head Start
Child Outcomes Analysis for Transitioning Children
Spring 2024**

| Teaching Strategies GOLD Developmental Areas | Below Expectations | Meets Expectations | Exceeds Expectations | Comments |
|--|--------------------|--------------------|----------------------|---|
| Social/Emotional Development | | F W S | | Stronger area for the program, with 4 of 33 children exceeding expectations, 24 children meeting expectations, and 5 children below expectations. |
| Physical Development-Gross Motor | | F W S | | Stronger area for the program, with 32 of 33 children meeting expectations, and 1 child below expectations |
| Physical Development-Fine Motor | | F W S | | Stronger area for the program, with 3 of 33 children exceeding expectations, 27 children meeting expectations, and 3 children below expectations |
| Language Development | | F W S | | 2 of 33 children exceeding expectations, 26 children meeting expectations, and 5 children below expectations |
| Cognitive Development | | F W S | | Shows progress from Winter to spring, with children exceeding expectations increasing from 0 to 1, and children below expectations decreasing from 5 to 3 |
| Literacy Development | F | W S | | Area of focus, with 6 of 33 children below expectations, and 26 children meeting expectations |
| Mathematics Development | F | W S | | Area of focus, with 6 of 33 children below expectations, 25 children meeting expectations, and 2 children exceeding expectations |

| Teaching Strategies GOLD Developmental Areas (Not on progression level) | Not Yet Observed | Emerging | Meeting Expectations | Comments |
|---|------------------|----------|----------------------|--|
| Science and Technology | | F W | S | 18 of 33 children are meeting expectations, and 15 children are emerging |
| Social Studies | | | F W S | 25 of 33 children are meeting expectations, and 8 children are emerging |
| The Arts | | | F W S | 25 of 33 children are meeting expectations, and 8 children are emerging |

SEVCA Windsor County Head Start Child Outcomes Analysis for Transitioning Children Spring 2024

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), January (winter) and April (spring). Teachers use observations and documentation recorded to complete the Child Profile. This profile 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 only includes children enrolled in the Head Start program. We have 33 transitioning children, and 33 children included in this report.

Of the 33 children enrolled that will be transitioning to Kindergarten, 24 of them are returning children experiencing their second year of Head Start. This leaves 9 children who may be experiencing their first preschool experience.

It is also important to note that 14 of the 33 enrolled children have been diagnosed with a disability, whether is be a developmental delay or a speech and language delay.

48% of enrolled children are female and 52% are male. 76% are white, and 24% are unknown/not specified. 97% of the enrolled children have a primary language of English, and 3% have a primary language of Spanish.

Areas of Strength for the Program:

Particular areas of strength include Physical Gross Motor Development, with 32 of 33 children meeting expectations, Physical Fine Motor Development, with 30 of 33 children

meeting/exceeding expectations, and Social/Emotional Development, with 28 of 33 children meeting widely held expectations.

Areas to Focus on for the Program:

Particular areas to focus on include Literacy Development, with 6 of 33 children falling below widely held expectations, and Mathematics, with 6 of 33 children falling below widely held expectations.

Action Plan for the Program:

The Education and Disabilities Services Manager will look at trends in outcomes from the previous year, 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.

Comments:

Although Mathematics continues to be an area of focus, there has been progress from fall to winter. Children below expectations decreased from 8 to 6, and children exceeding expectations increased from 1 to 2.

Prepared By:

Jodi C. Farashahi
Education and Disabilities Services Manager
SEVCA Windsor County Head Start
May 14, 2024

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 a 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 ECSE and school districts for children with IEPs.
- Schedule a visit from the school bus driver for children so explore a school bus.

May:

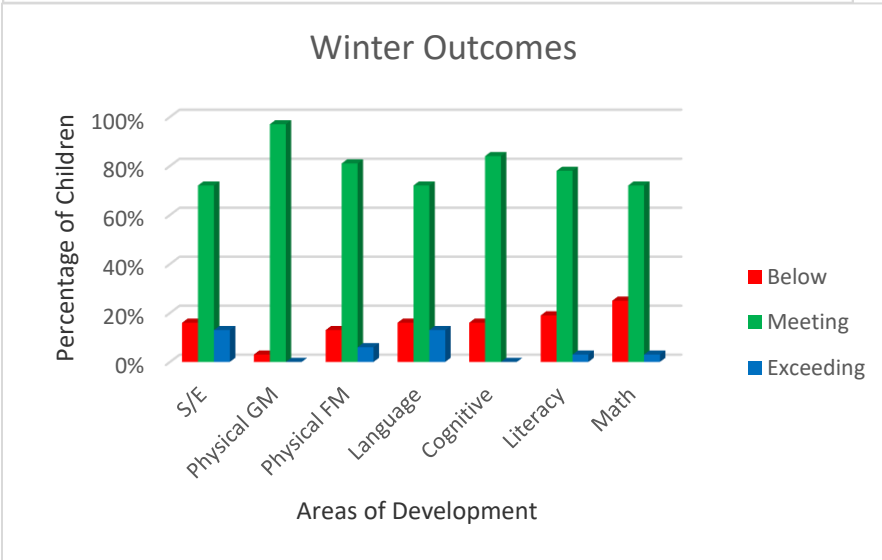
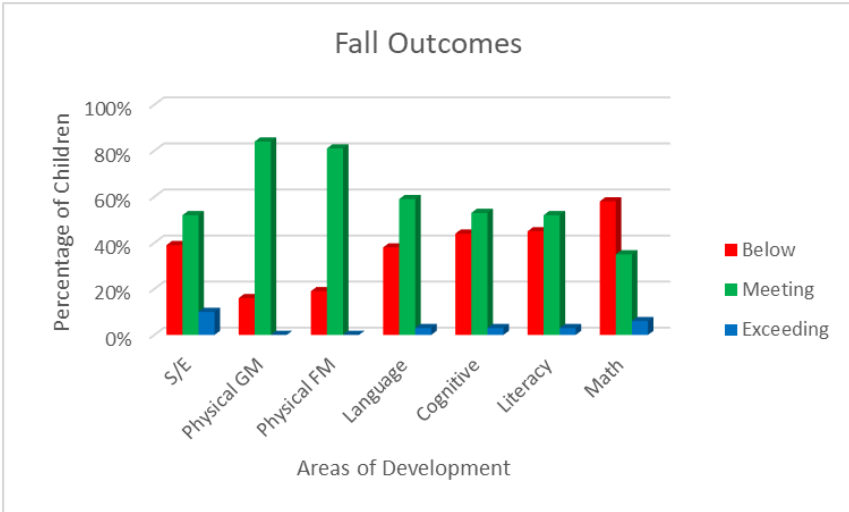
- Head Start children will finish making visits to the Kindergarten classrooms and a tour of the school.
- Food Service Providers will work with teaching teams to provide "cafeteria style" meals to children for the last two weeks of school.
- Teaching Teams will provide activities to families to do at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

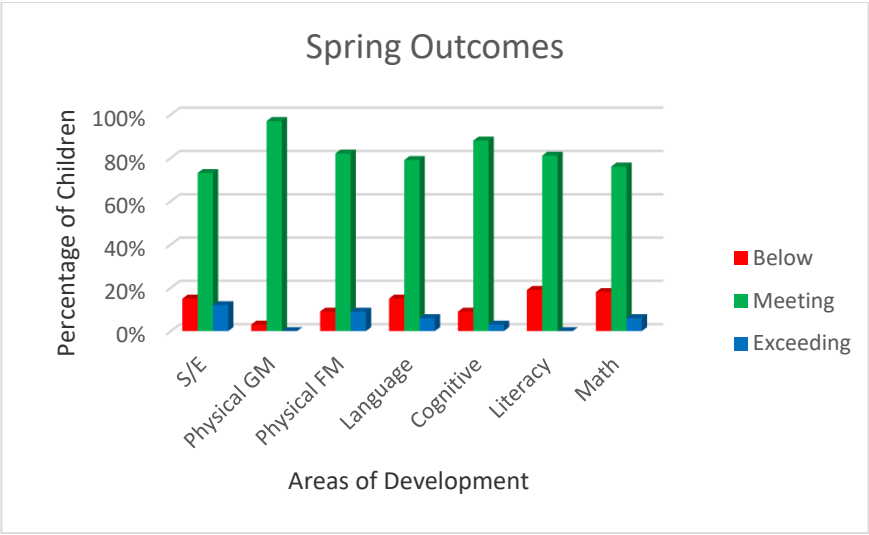
The Vermont Head Start Association created statewide School Readiness Goals to be used and measured by each Head Start program in the state. These goals include:

- 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.

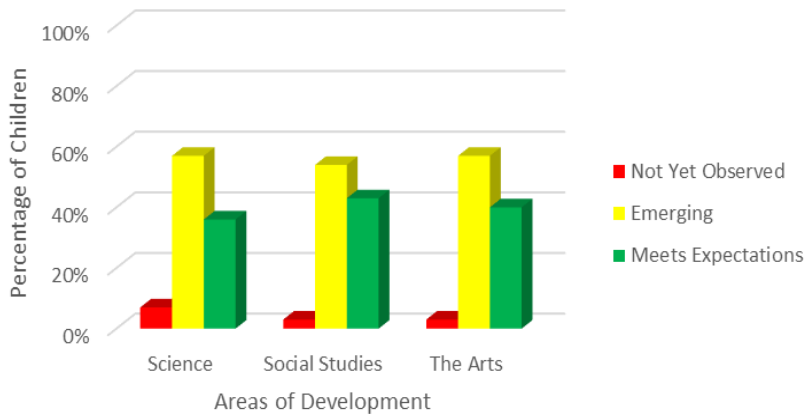
SEVCA Windsor County Head Start 2023-2024 Child Outcomes-Children Transitioning to Kindergarten 33 Children



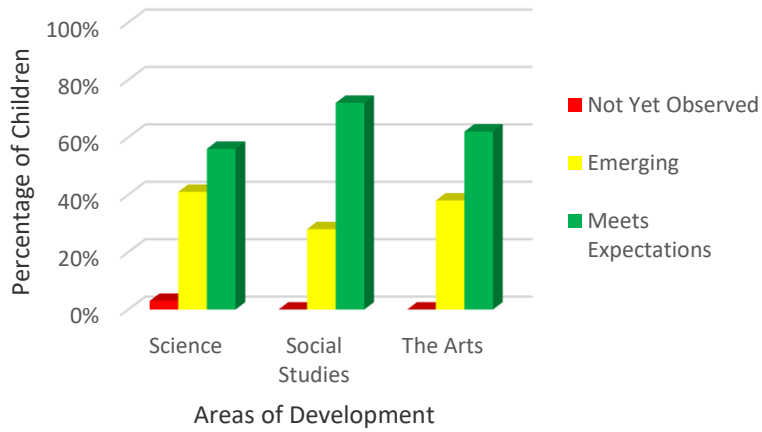


SEVCA Windsor County Head Start
2023-2024 Child Outcomes-Children Transitioning to Kindergarten
33 Children

Fall Outcomes Not Researched



Winter Outcomes Not Researched



Spring Outcomes Not Researched

