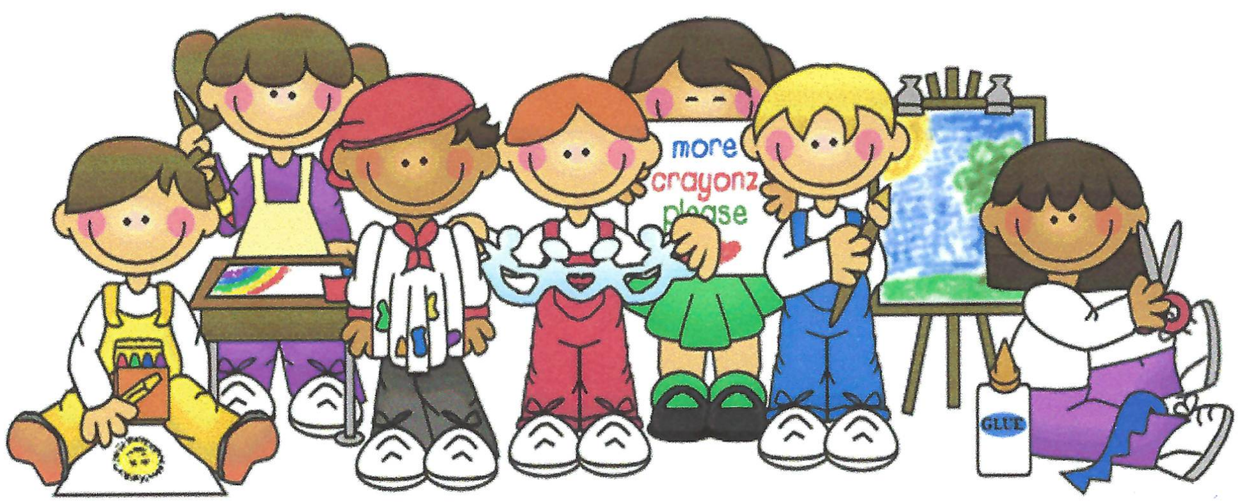
SEVCA

Windsor County Head Start

Annual Report

2025-2026



SEVCA Windsor County Head Start
Annual Report 2025-2026

Table of Contents:

Southeastern Vermont Community Action (SEVCA)
Head Start Annual Report
May 2026

GENERAL PROGRAM OVERVIEW

Southeastern Vermont Community Action (SEVCA) Head Start is funded to serve 45 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 4 classrooms at 2 different sites:
Chester ~ Chester Community Preschool has one Head Start classroom, serving 15 children and one Child Care classroom serving 15 children.

Springfield ~ Pine Street Preschool has two Head Start classrooms with 15 spaces available for child care, serving 30 children.

We submitted a Change of Scope (COP) proposal in January 2024, which asked for a reduction in enrollment from 83 children to 45. This closed the WRJ and Windsor classrooms and reallocated those funds to address the wage parity that exists between Head Start programs and public schools. This also reduced the number of children in a classroom from 17 to 15. This was approved in June 2024 by the Office of Head Start.

FUNDING AND BUDGET

Public & Private Funds ~ In 2025-2026, SEVCA Head Start received a federal grant of $1,073,429. A matching non-federal share of $271,720, in cash and in-kind donations was also generated, in addition to $13,451 in training and technical assistance funds for a total of $1,358,600 in program resources.

Budget Narrative

Personnel: $604,868 – staff salaries and wages (See attached spreadsheet)
Fringe Benefits: $132,656 – required payroll costs and employee benefits (See attached spreadsheet)
Travel: $4,000 – out-of-town staff travel for attending a training / conference, etc. not offered locally.
Supplies: $33,839

- *Office Supplies*: $12,500 – paper, pens, copier rental, printing needs, etc. for operating the program.
- *Child & Family Services Supplies:* $20,000 – includes monthly budgets for curriculum enhancement (4,050), classroom materials (7,950), replacement of classroom manipulatives (3,000), pull-ups, wipes, sunscreen (1,500), and paper supply products (3,500).
- *Food Service Supplies:* $1,339 – cost of monthly nutrition projects for each classroom and other needed kitchen supplies

Other: $95,984

- *Rent:* $46,884 – occupancy costs (plowing, mowing, heating, and electricity.
- *Utilities / 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:* $8,000 –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:* $6,500 – 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)
- *Substitutes:* $5,000 – coverage when classroom / kitchen staff are absent due to illness or other reason

Parent Services: $4,700 – 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.

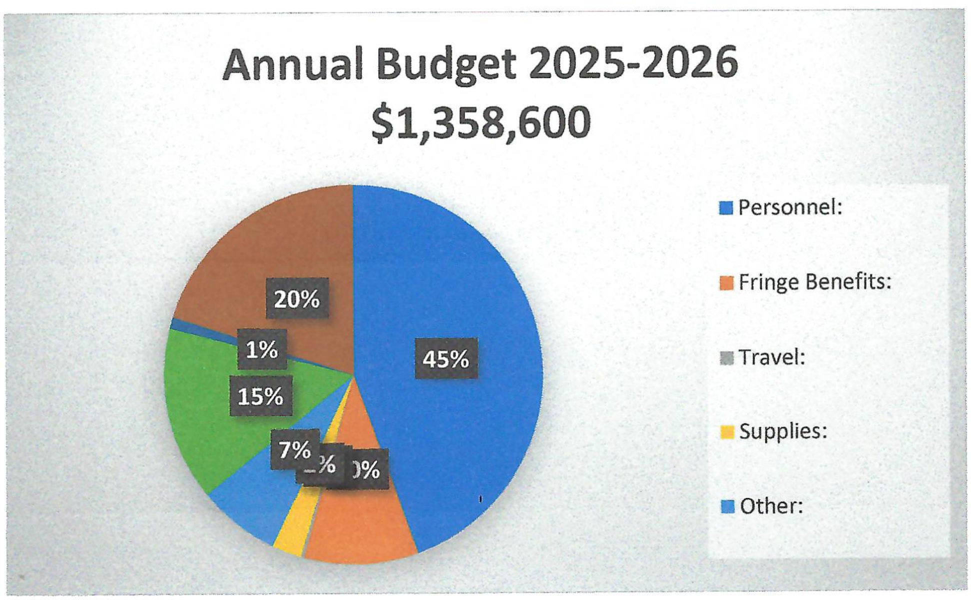
Advertising: $500 – for classified ads to fill open positions within the Head Start program

Indirect Costs: $202,082- (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:	$604,868	
Fringe Benefits:	$132,656	
Travel:	$ 4,000	
Supplies:	$ 33,839	
Other:	$ 95,984	
Indirect Cost Rate:	$202,082	
Total Operations Budget:		**$ 1,073,429**
Training &Technical Assistance:		$ 13,451
Non-Federal Share / In-Kind:		$ 271,720
Total Grant Budget:		**$1,358,600**



SOUTHEASTERN VERMONT COMMUNITY ACTION, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED SEPTEMBER 30, 2024

1. The auditors' report expresses an unmodified opinion on the financial statements of Southeastern Vermont Community Action, Inc.

2. Two" material weaknesses 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 fe.deral 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. 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, Coronavirus State & Local Fiscal Recovery Funds-
    ALN 21.027

    U.S. Department of Health & Human Services, Low Income Home Energy As.sistance Program -
    ALN 93.568

    U.S. Department of Energy, Weatherization Assistance for Low Income Persons - ALN 81.042

8. The threshold for distinguishing Type A and 8 programs was $750,000.

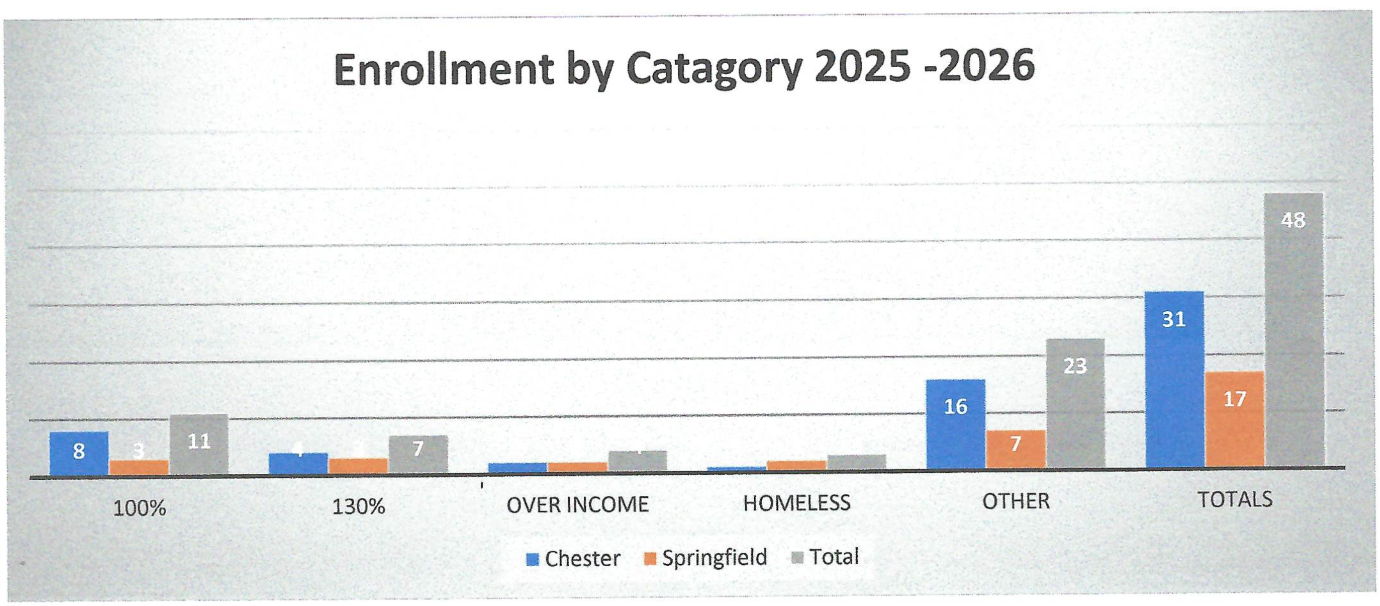
9. Southeastern Vermont Community Action, Inc. was determined not to be a low-risk auditee.

ENROLLMENT & PERCENT OF ELIGIBLE CHILDREN SERVED

Total Number of Children and Families Served:
This program year we served 46 families and 48 children. Of these, 23 were three-year-old's, 24 were four-year-old's and 1 was 5 years old at enrollment. There are 17 children who were enrolled for their second year in Head Start and zero were enrolled for their 3rd year. There were 8 children that left the program throughout the year, 2 of whom left before the first 45 days of the program. There were 6 children that were enrolled, but never actually started the program. Of the 46 families served, 28 were two-parent families, 19 were single-parent and of this 1 child was living in foster care.

Average Monthly Enrollment / Percent of Eligible Children Served:
Children were eligible according to the following categories during the September 2025 to May 2026 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	8	4	2	1	16	31
Springfield	3	3	2	2	7	17
Total	**11**	**7**	**4**	**3**	**23**	**48**



HEALTH OUTCOMES

Nutrition, Medical & Dental Care:

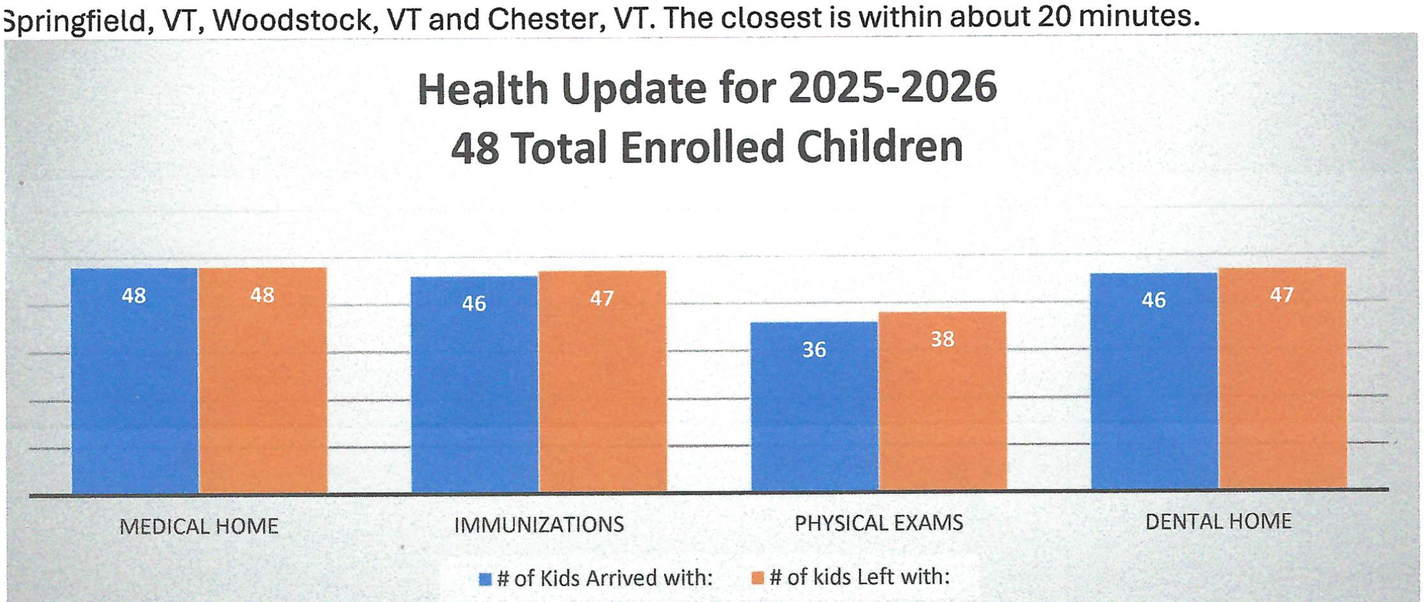
At Parent Orientation, parents received information regarding medical and dental exams. They also received information about our medical screenings (height, weight, hearing and vision). Information about WIC and the Head Start Dental Hygienist/802 SMILES is also shared with families at Parent Orientation.

Of the 48 children that we served, 48 of them came into the program with a medical home. 48 children left the program with a medical home. 38 children were up to date with their annual well child exams, at the end of their enrollment, this program year. This leaves 10 children listed as "not up to date". One child was enrolled in the program for 10 days, and a physical was not obtained. 5 of these children had an appointment scheduled for after the program year ended. 4 children ended the program year overdue, with each of these families getting written reminders and check-ins with their family partner. All parents receive reminders for when their child is due for their annual well child visit.

Of the 48 children that we served, 46 children began the program year with the required immunizations. The remaining 2 children began the program year with catch-up schedules. 1 child received all vaccines listed on their catch-up schedule. 1 child had has one remaining vaccine on their catch-up schedule; as they had to reschedule. There were no medical/religious exemptions.

Head Start has begun collaborating more with their Dental Hygienist, who will continue to work with the families to help them find a dental home in the future. Our Head Start Dental Hygienist was able to enter the classrooms to educate children on the importance of dental care. In the future, the Dental Hygienist will provide referrals to families who are looking to change dentists, or establish a dental home. The Dental Hygienist can also make calls to families to remind them of their children's need for a dental follow-up appointment, or a six-month check-up. In February, she provided a very informative presentation at both of our Head Start sites for the monthly family engagement activity. In April, she attended our Health Advisory Meeting and discussed the importance of dental care, and 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. We are also inviting her to our parent orientation, which is the foundation for starting to build relationships with families.

Of the 48 children, 46 started the program with a dental home. One child ended the program year with an appointment date set for August 2026. One family never established a dental home for their child, and they will be returning in the fall. This family has been given resources, and we will continue to meet with and educate the family next program year. There are eleven dental offices within our service area. Five are strictly pediatrics. They are located in Norwich, VT, Claremont, NH, Keene, NH and Lebanon, NH. The closest is within 30 minutes. Six of the dental offices are family dental care offices who take children under five, located in White River Junction, VT, Springfield, VT, Woodstock, VT and Chester, VT. The closest is within about 20 minutes.



PARENT INVOLVEMENT ACTIVITES

Family Engagement Activities

In 2025-2026 program-year, families really embraced coming to engagement activities, including monthly Family Breakfast and Family Lunches.

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 two trunk or treat events in October and the Apple 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 (packets provided to all families)	36
Financial Empowerment	2
Pumpkin Painting Event	29
Art Walk	6
Mac and "Squeeze"	16
Taco Night	6
Dudes Night out	9
Ladies Night	3
Positive Solutions	6 -participants
Health Advisory	3
Families (cumulative)attended lunches/breakfast	179
Parent Teacher Conferences/Home Visits/Family Meetings at the centers	282-meetings
Resources and referrals provided	53
Parent Volunteer hours	647.6
Community Volunteers hours	40
Year-end celebration's	84

In 2025/2026, 47 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
Budgeting	**3**
Assistance in Enrolling into an Education or Job Training program	**3**

Education on Preventative Medical and Oral Health	**12**
English As a Second Language (ESL)	**1**
Emergency/crisis intervention such as meeting immediate needs for food, clothing or shelter	**10**
Housing Assistance	**11**
Involvement in discussing their child/ren's screening and assessments	**47**
Mental Health services	**18**
Researched-based Parenting curriculum	**6**
Substance Misuse Prevention	**3**
Education on Nutrition	**11**
Education on Postpartum care	**7**
Education on Relationship and Marriage	**2**
Substance Misuse Treatment	**3**
Supporting Kindergarten Transitioning	**11**
Education on health and developing uses of tobacco use	**3**

EFFORTS FOR PREPARING FOR KINDERGARTEN

SEVCA Windsor County Head Start

Child Outcomes Analysis for Transitioning Children

Spring 2026

Teaching Strategies GOLD Developmental Areas	Below Expectations	Meets Expectations	Exceeds Expectations	Comments
Social/Emotional Development	F	W S		Area of strength for the program, with 3 of 16 children exceeding expectations, 12 children meeting expectations, and 1 child below expectations
Physical Development-Gross Motor		F W S		16 of 17 children are meeting expectations, and 1 child is below expectations
Physical Development-Fine Motor		F W S		Stronger area for the program, with 3 of 17 children exceeding expectations, and 14 children meeting expectations
Language Development		F W S		16 of 17 children are meeting expectations and 1 child is below expectations
Cognitive Development	F	W S		Shows progress from winter to spring, with children below expectations decreasing from 2 to 1
Literacy Development		F W S		Area of focus, with 1 of 16 children below expectations, and 15 children meeting expectations
Mathematics Development	F	W S		Area of focus, with 3 of 17 children below expectations, and 14 children meeting expectations

Teaching Strategies GOLD Developmental Areas (Not on progression level)	Not Yet Observed	Emerging	Meeting Expectations	Comments
Science and Technology		F W	S	7 of 16 children are meeting expectations, and 9 children are emerging
Social Studies		F W	S	8 of 17 children are meeting expectations, and 9 children are emerging
The Arts		F	W S	10 of 17 children are meeting expectations, and 7 children are emerging

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 analyzes 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 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 17 children transitioning to Kindergarten.

Of the 17 children included in this report that will be transitioning to Kindergarten, 13 of them are returning children experiencing their second year of Head Start. This leaves 4 children who may be experiencing their first preschool experience. 22 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 5 of the 17 enrolled children have been diagnosed with a disability, whether it be a developmental delay or a speech and language delay.

Areas of Strength for the Program:

Particular areas of strength include Social/Emotional Development, with 15 of 16 children meeting/exceeding expectations, and Physical Fine Motor Development, with all 17 children meeting/exceeding widely held expectations.

Areas to Focus on for the Program:

Particular areas to focus on include Literacy Development, with 1 of 16 children falling below widely held expectations, and Mathematics, with 3 of 17 children falling below widely held expectations.

Comments:

Social/Emotional Development had much progress from winter to spring, with children below expectations decreasing from 6 to 1. The area moved from one of focus to an area of strength.

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.

Prepared By:

Jodi C. Farashahi
Education and Disabilities Services
Manager SEVCA Windsor County
Head Start
May 13, 2026

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 them before they happen.
- 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 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 can 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 daily 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 schools 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 plan 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 sends 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 families can invite former Head Start parents/guardians to their meeting to discuss their experience with the transition process, possibly becoming, "Family 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 is 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.

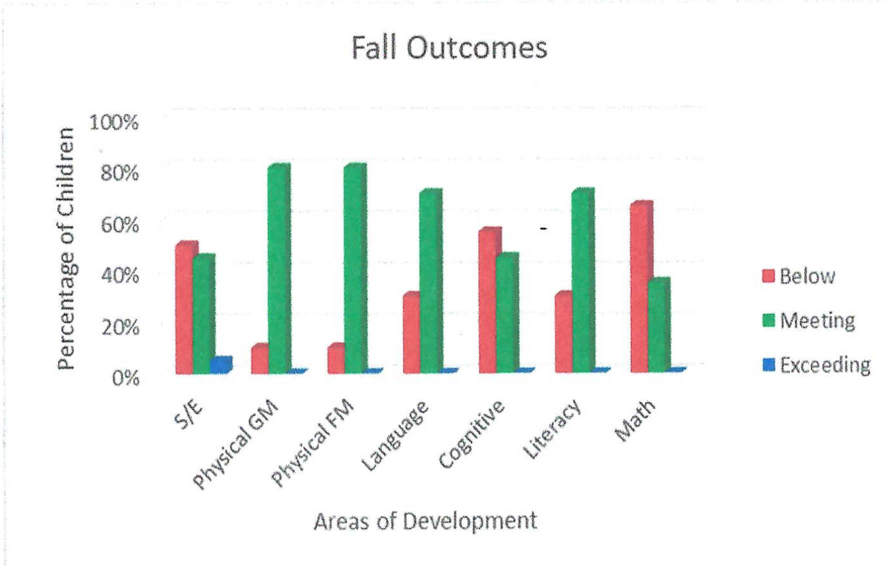
The Vermont Head Start Association created statewide School Readiness Goals to be used and measured by each Head Start program in the state. These goals include:

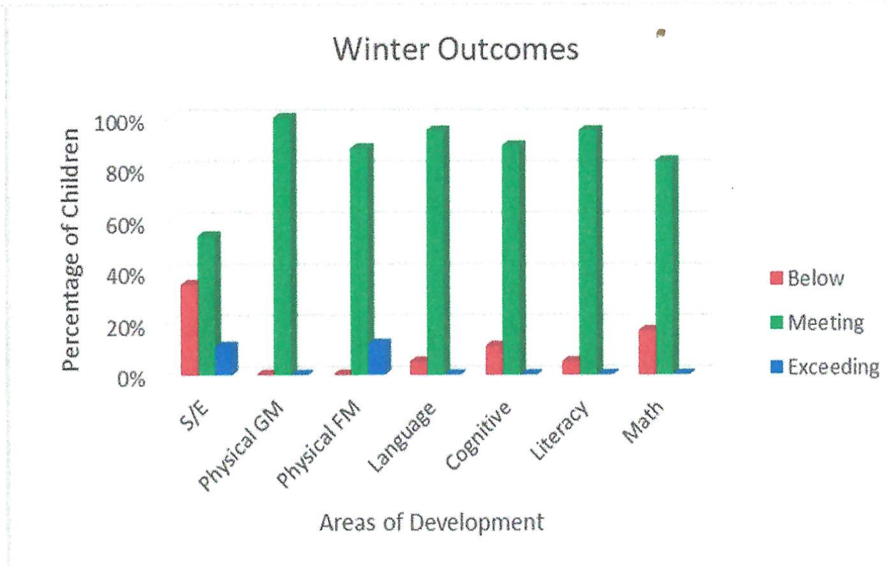
1. Social Emotional Development
2. Approaches to Learning
3. Literacy/Language Development
4. Physical Health and Development
5. Cognitive Development

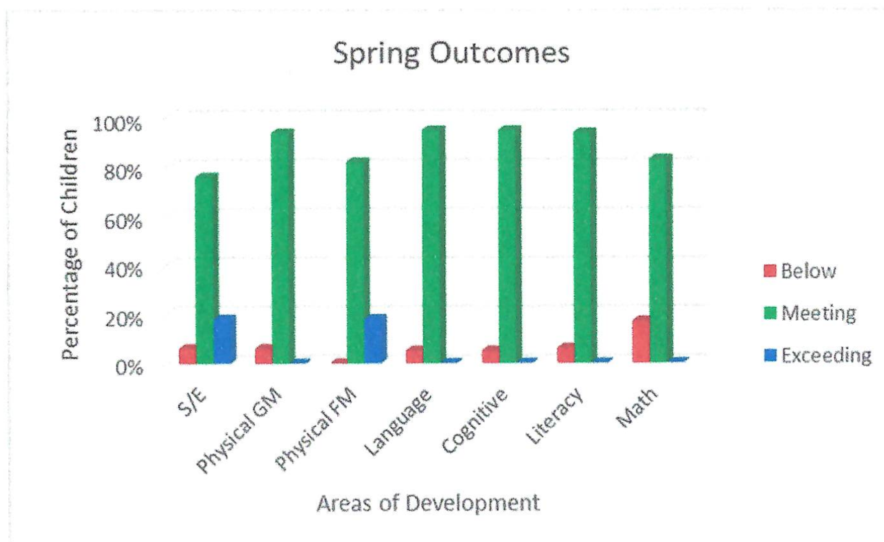
See attached sheet which explains these school readiness goals in detail.

SEVCA Windsor County Head Start

2025-2026 Child Outcomes-Children Transitioning to Kindergarten 17 Children







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2025-2026 Child Outcomes-Children Transitioning to Kindergarten 17 Children