

**SEVCA**

Windsor County Head Start



Annual Report  
2018-2019



**SEVCA Windsor County Head Start**  
**Annual Report 2018-2019**



**Table of Contents:**

- I. Public & Private Funds
- II. Budget Expenditures
- III. Proposed Budget for 2018-2019
- IV. Financial Audit Results
- V. Total Enrollment, Average Monthly Enrollment, Percent of Eligible Children Served
- VI. Dental & Medical Exam Results
- VII. Parent Involvement Activities
- VIII. Efforts for Preparing Children for Kindergarten

**Southeastern Vermont Community Action (SEVCA)**  
**Head Start Annual Report**  
**June 2019**

**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 6 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. We did purchase a building in February, and it will be opening in the Fall of 2019!)

**FUNDING AND BUDGET**

**Public & Private Funds** ~ In 2018-2019, SEVCA Head Start received a federal grant of \$819,849. A matching non-federal share of \$208,325, in cash and in-kind donations was also generated, in addition to \$13,451 in training and technical assistance funds for a total of \$1,041,625 in program resources.

**Budget Narrative**

**Personnel:** \$463,895 – staff salaries and wages (See attached spreadsheet)

**Fringe Benefits:** \$147,792 – required payroll costs and employee benefits (See attached spreadsheet)

**Travel:** \$7,300 – out-of-town staff travel for attending a training / conference, etc. not offered locally.

**Supplies:** \$48,300

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

*Child & Family Services Supplies:* \$32,300 – includes monthly budgets for curriculum enhancement (3,600), classroom materials (18,200), replacement of classroom manipulatives (1,500), pull-ups, wipes, sunscreen (1,000), and paper supply products (4,000).

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

**Other:** \$66,419

*Rent:* \$20,432 – rent and/or utilities for one classroom and administrative office space

*Telephone / Utilities:* \$12,000 – telephone, fuel oil, electricity, & internet service for classroom sites and administrative office

*Liability Insurance:* \$1,200 – required coverage to be licensed and protect against liability

*Building Maintenance:* \$7,000 – 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: \$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)

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

Parent Services: \$7,770 – 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: \$217 – 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)

**Summary**

Personnel:	\$463,895
Fringe Benefits:	\$147,792
Indirect Cost:	\$ 86,143
Travel:	\$ 7,300
Supplies:	\$ 48,300
Other:	\$ 66,419

**Total Operations Budget: \$819,849**

Training & Technical Assistance: \$ 13,451

Non-Federal Share / In-Kind: \$208,325

**Total Grant Budget: \$1,041,625**

**ANNUAL FINANCIAL AUDIT RESULTS**

**SOUTHEASTERN VERMONT COMMUNITY ACTION, INC.**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED SEPTEMBER 30,  
2018**

**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:
  - 93.568 Low-Income Home Energy Assistance Program, U.S. Department of Health and Human Services
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

## ENROLLMENT & PERCENT OF ELIGIBLE CHILDREN SERVED

### Total Number of Children and Families Served:

This program year we served 76 families and 83 children. Of these, 45 were three-year-olds, 38 were four-year-olds and 0 were 5 years old at enrollment. 26 children were enrolled for their second year in Head Start and 0 children were enrolled for their third year. There were 4 children that left the program throughout the year, 1 of whom left before the first 45 days of the program. There were 19 children that were enrolled, but never actually started the program. Of the 76 families served, 41 were two-parent families, 35 were single-parent and of these 1 child was 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 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	12	5	4	2	2	25
Springfield	12	10	5	1	15	43
White River Junction/Windsor	10	0	0	0	5	15
Total	34	15	9	3	22	<b>83</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). Information about WIC and the Tooth Tutor is also share with families at Parent Orientation.

Of the 83 children that we served, all of them came into the program and left the program with a medical home. 71 children were up to date with their annual well child exams, at the end of their enrollment, this Program Year.

79 children are up-to-date on their immunizations, as required by Vermont State EPSDT. 2 are on a catch up schedule to complete the required immunizations, 2 have signed Religious Exemptions on file and 76 have been fully vaccinated against HepA as well. 2 children need one more HepA vaccine to be fully immunized against HepA.

Program wide, there were 6 children who are missing a well child visit, these children are overdue. All parents have been made aware on several occasions and have not made appointments. 1 child switched doctors and hasn't had an appointment with the new doctor yet, 1 child's family had moved away for a year and has returned but has not taken the child back to the doctor for a Well Child Visit. 1 child's parent has made many appointments but no shows them or cancels them. All, but 1 child is a new child to the program this year. The 1 returning child, has had very sporadic attendance.

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 83 children that were enrolled in the program, 66 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/or preventative care. 14 children needed dental care throughout the program year and of those, 9 have received the treatment needed, leaving 5 without the treatment completed. Of those 5, 4 have been referred to either a pediatric dentist or a hospital, 1 child has been discharged from their dental home because they have had too many no shows, they will take them back after a year.

Of the 17 children still needing an established dental home, 10 were children who were new this year. 5 were children returning from last year. 6 were siblings. 1 of the new children had just started the program when her school building was evacuated due to a serious threat to the school and the parent has decided she is not comfortable having her attend, however, we have left her space available if she wanted to return. 1 of the new children also withdrew. We have had 2 of the 15 children start just recently, and 1 child moved here from Alaska where he did have an established dental home, the family needs to find a dental home here.

This year, Chester had 2 children who did not receive dental treatment. These children have a dental home, 1 child has been referred to a Pediatric Dentist and 1 child has been dismissed from their dental home for a year due to too many missed appointments. In Springfield, there were 3 children who needed treatment but did not receive it. Of these 3, 1 child is on the waiting list at Dartmouth Hitchcock Medical Center and 2 have been referred to a Pediatric Dentist.

White River Junction, had 1 child needing treatments completed.

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.

This year, for the first time, the Tooth Tutor, with parental permission was able to apply fluoride to children who did not have an established dental home.

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

Center	Total Children	Children who have had an Well Child Visit	% per Center	Number of Children with an established Dental Home	Dental Exams/ Preventative Care	% per of Children with an Exam/ Preventative Care	Children who needed treatment	Children who received treatment	% per Center who received needed treatment
Chester	25	25	100%	23	21	91%	4	2	50%
Springfield	43	39	91%	32	31	97%	9	6	67%
WRJ	15	13	87%	11	8	73%	1	1	100%
Windsor	0	0	0%	0	0	0%	0	0	0%
Total	83	77	93%	66	60	91%	14	9	64%

## Family Engagement Activities

The 2018-2019 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, the Montshire Museum, local libraries and walks around their communities. In addition to our traditional Buddy Breakfast and Ladies Luncheon, staff continued to offer Family Breakfast opportunities. Several families loved this opportunity and looked forward to it monthly.

Parent meeting’s consisted of Family Craft nights, Technology usage tips for children, Gardening/Composting, a STEAM workshop day, a Building Buddies day and Transition information meeting. We also invited our partners at SEVCA to share information about Economic Development, 3-Squares and Tax Preparation.

We offered a “Positive Solutions” (parenting workshop) again. We had a total of 10 parents attend over a six week period. We hope to offer this workshop next year with a ZOOM option for families.

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

<i>Parent Involvement Activity</i>	<i>Participants</i>
Parent Orientation	38
Buddy Breakfasts/Ladies Luncheons ( 6 of each) Monthly average	12 ladies, 17 dads
Family Breakfast’s	41
Apple Orchard field trip	29
Transition Meetings	11
Gardening/Composting (facilitated by a parent!)	16
Week of the Young Child Event	31
Paint and Sip	13
Building Buddies (dad activity)	10
STEAM	10
Year End Breakfast celebration	141
School to home activities	15
Parent Teacher Conferences/Home Visits/Family Meetings at the centers	447
Resources and referrals provided	130
Total Parent volunteer hours	1150.5

- **Community Members volunteered 246 hours**

**In 2018-2019, 76 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>17</b>
<b>Child Abuse and Neglect Services</b>	<b>4</b>
<b>Child Support Assistance</b>	<b>16</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>12</b>
<b>Health Education</b>	<b>12</b>
<b>Housing assistance such as subsidies, utilities, repairs, etc.</b>	<b>20</b>
<b>Job Training</b>	<b>5</b>
<b>Mental Health services</b>	<b>23</b>
<b>Parenting Education</b>	<b>10</b>
<b>Relationship/Marriage Education</b>	<b>4</b>
<b>Substance Abuse Prevention</b>	<b>5</b>
<b>Substance Abuse Treatment</b>	<b>7</b>

## TOBACCO CESSATION SURVEY RESULTS

<b>Information Collected</b>	<b>62 participants</b>
<b>Tobacco Use</b>	<b>19</b>
<b>No Tobacco Use</b>	<b>43</b>
<b>Allows smoking in Vehicle with a child</b>	<b>0</b>
<b>Allows smoking in the home with a child</b>	<b>0</b>

- **58 families were aware of the Vermont Law that does not allow smoking in the vehicle if children under the age of 8 are present.**
- **Two people reported that they quit smoking this program year.**

**SEVCA Windsor County Head Start  
Child Outcomes Analysis for Transitioning Children  
Spring 2019**

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 meeting/exceeding expectations increasing from 23 to 28, and children below expectations decreasing from 10 to 3
Physical Development-Gross Motor		F W S		Shows progress from winter to spring, with children below expectations decreasing from 5 to 2
Physical Development-Fine Motor		F W S		Area of strength for the program, with 29 of 36 children meeting/exceeding expectations, and 2 children below expectations
Language Development		F W S		Area to focus on, with 4 of 36 children below expectations, and 27 children meeting/exceeding expectations
Cognitive Development		F W S		Area of strength for the program, with 29 of 36 children meeting/exceeding expectations, and 2 children below expectations
Literacy Development	F	W S		Shows progress from winter to spring, with children meeting/exceeding expectations increasing from 18 to 28, and children below expectations decreasing from 15 to 3.
Mathematics Development	F W	S		Area to focus on, with 5 of 36 children below expectations, and 26 children meeting/exceeding expectations

Teaching Strategies GOLD Developmental Areas (Not on progression level)	Not Yet Observed	Emerging	Meeting Expectations	Comments
Science and Technology		F W	S	Shows progress from winter to spring, with children meeting expectations increasing from 8 to 15 and children not yet demonstrating skills decreasing from 2 to 1
Social Studies		F W	S	Shows progress from winter to spring, with children meeting expectations increasing from 8 to 20 and children not yet demonstrating skills decreasing from 3 to 1
The Arts		F	W S	Shows progress from winter to spring, with children meeting expectations increasing from 14 to 22 and children not yet demonstrating skills decreasing from 2 to 1

# **SEVCA Windsor County Head Start Child Outcomes Analysis for Transitioning Children Spring 2019**

## **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 36 transitioning children enrolled and 31 counted in this report.

Of the 31 children that were assessed that will be transitioning to Kindergarten, 21 of them are returning children experiencing their second year of Head Start. This leaves 11 children who may be experiencing their first preschool experience.

It is also important to note that 6 of the 36 children have been diagnosed with a disability, whether is be a developmental delay or a speech and language delay.

52% of enrolled children are female and 48% are male. 90% are white, 3% are Black or African American, 7% are unknown/not specified. 100% of the enrolled children have a primary language of English.

## **Areas of Strength for the Program:**

Particular areas of strength include Physical Fine Motor Development, with 29 of 36 children meeting/exceeding expectations and Cognitive Development, with 29 of 36 children meeting/exceeding widely held expectations.

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

Particular areas to focus on include Language Development, with 4 of 36 children falling below widely held expectations, and Mathematics, with 5 of 36 children falling below widely held expectations.

**Action Plan for the Program:**

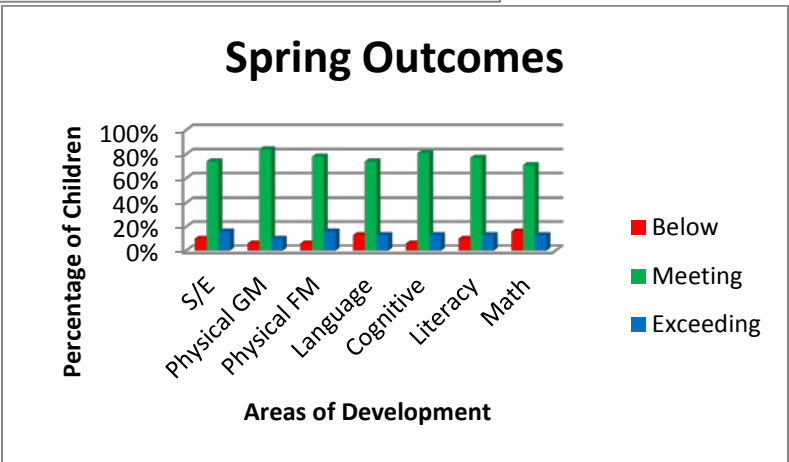
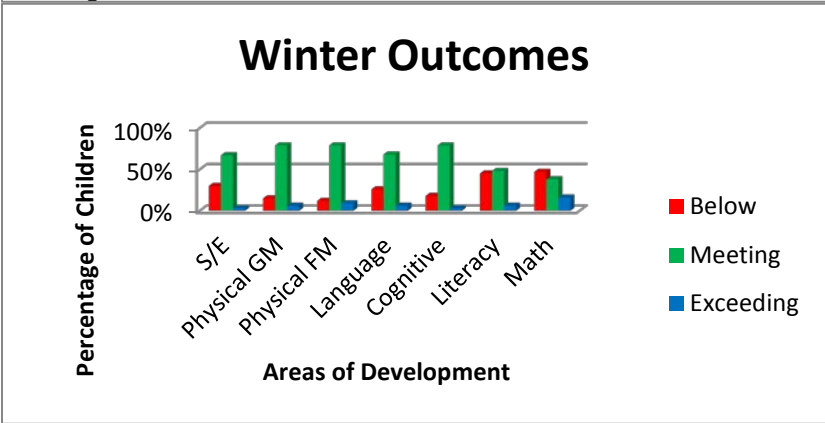
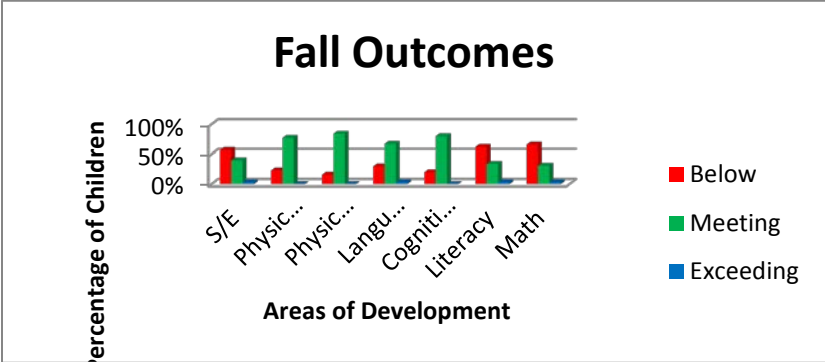
The Education and Disabilities Services Manager will look at trends in outcomes from the previous year, and plan trainings accordingly. Teachers will be encouraged to look for materials to be purchased with their monthly education budget to help support these areas of focus. These areas will be considered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

**Comments:**

While Mathematics is still an area of focus, there has been progress from winter to spring. The number of children below expectations decreased from 15 to 5, and children meeting/exceeding expectations increased from 17 to 26.

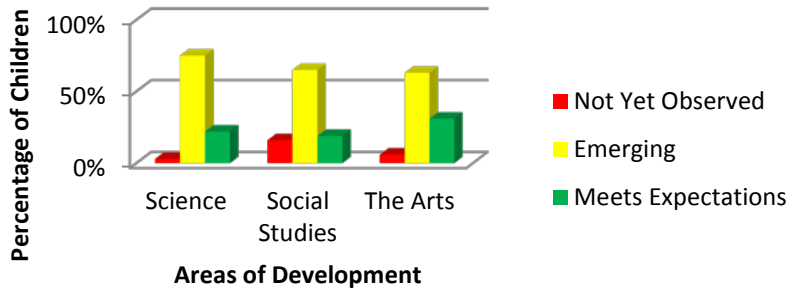
While Language is an area of focus, there has been progress from winter to spring. The number of children below expectations decreased from 9 to 4, and children meeting/exceeding expectations increased from 25 to 27.

# SEVCA Windsor County Head Start 2018-2019 Child Outcomes-Children Transitioning to Kindergarten 34 Children

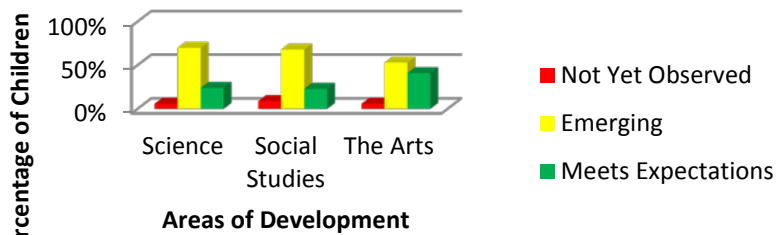


# SEVCA Windsor County Head Start 2018-2019 Child Outcomes-Children Transitioning to Kindergarten 34 Children

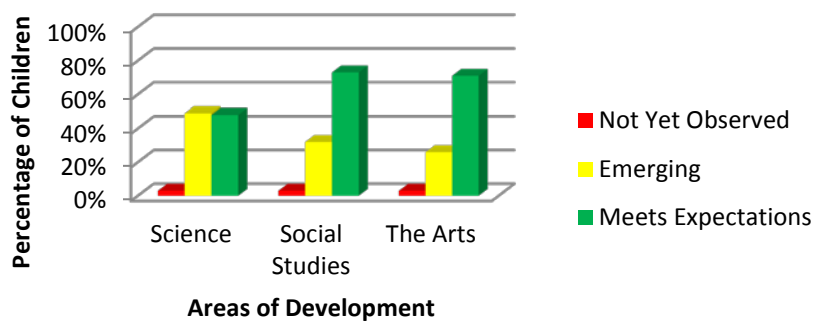
## Fall Outcomes Not Researched



## Winter Outcomes Not Researched



## Spring Outcomes Not Researched



## **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 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.