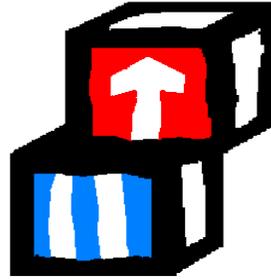


SEVCA

Windsor County Head Start



Annual Report 2016-2017



SEVCA Windsor County Head Start
Annual Report 2016-2017



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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 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 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 home-based services were offered to these families.)

FUNDING AND BUDGET

Public & Private Funds ~ In 2016-2017, 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
Total Operations Budget:	\$753,255
Training & Technical Assistance:	\$ 13,451
Non-Federal Share / In-Kind:	\$191,677
Total Grant Budget:	\$958,383

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)

ANNUAL FINANCIAL AUDIT RESULTS

SOUTHEASTERN VERMONT COMMUNITY ACTION, INC.

SCHEDULE OF FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED SEPTEMBER 30, 2016

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. Audit findings that are required to be reported in accordance with 2 CFR section 200.516(a) are reported in this Schedule.
7. The program tested as major was:
93.569 Community Services Block Grant
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

U.S. Department of Health and Human Services

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

ENROLLMENT & PERCENT OF ELIGIBLE CHILDREN SERVED

Total Number of Children and Families Served:

This program year we served 71 families and 77 children. Of these, 31 were three-year-olds, 46 were four-year-olds and 0 were 5 years old at enrollment. 31 children were enrolled for their second year in Head Start and 1 child was enrolled for their third year. There were 6 children that left the program throughout the year, 1 of whom left before the first 45 days of the program. There were 14 children that were enrolled, but never actually started the program. Of the 71 families served, 45 were two-parent families, 26 were single-parent and of these 2 children were living with their grandparents in foster care and one was 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 2016 to May 2017 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	9	4	0	4	25
Springfield	7	7	5	1	20	40
White River Junction/Windsor	7	1	1	0	3	12
Total	22	17	10	1	27	77

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 77 children that we served, of them either came into the program or left the program with a medical home. All but 3 of these children are up to date with their annual physical during the program year.

All 77 children are up-to-date on their immunizations, as required by Vermont State EPSDT.

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 77 children that were enrolled in the program, 63 children had continuous accessible dental care provided to them by a dentist. When the program ended, 51 children had received dental exams and preventative care. 31 children needed dental care throughout the program year and of those 24 have received the treatment needed, leaving 7 without the treatment completed. Of those 7, 3 are needing to have oral surgery and

are waiting for a date in the OR, 1 has an appointment scheduled for a later date and 3 need to make an appointment.

Of the 13 children still needing an established dental home, 7 were children who were new this year. 2 were children who returned from last year, 2 returning child lost her dental home during this program year due to not making appointments and 2 have withdrawn from the program.

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	25	25	100%	22	88%	10	7	70%
Springfield	40	38	95%	21	53%	17	14	82%
White River Junction	12	11	92%	8	67%	4	3	75%
Windsor	0	0	0%	0	0%	0	0	0%
Total	77	74	96%	51	66%	31	24	77%

The 2 children who are missing a medical exam from Springfield are sisters, they were new to our program this year, they were due for their Well Child Check in March of 2017. The child from WRJ, who is missing a medical exam is overdue, dad is aware but has not made an appointment, he was due in October. The Family Partner has been working with dad to help him make an appointment as the child will not be able to attend Kindergarten without his vaccines being updated, etc. Family has been homeless and is now missing their insurance card.

This year, Chester had 3 children who did not receive dental care. These children have a dental home but are overdue for their recall and 1 of those just lost their dental home due to not making an appointment in the allotted time frame.

In Springfield, there were 11 children who were not up to date on dental exams and preventative care. 9 children are overdue and do not have appointments scheduled, of these 9 children 1 has been referred to a pediatric dentist for restorative work and 4 are siblings (2 families).

8 children do not have an established dental home, of these children 2 were siblings who had a dentist but lost it due to too many cancellations and no shows, another child lost their dental home for the same reason and 2 child have withdrawn.

White River Junction, had 1 child who was not up to date with their dental and preventative care. This child had been seeing a dentist who just recently retired, his patients were transferred to another dentist, however this mom has not yet made an appointment for her child.

3 children need to establish a dental home.

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 2016-2017 program-year continued to provide a variety of opportunities for parents to become involved in the program and their child’s development. Several classrooms had plays and other celebrations that families were invited to during the program hours. These activities did lead to more parent engagement in the classroom. Head Start continued to offer families opportunities to be involved at the centers by assisting in the classroom, going on field trips or bringing projects home to prepare for the children. We held open houses, buddy breakfast and ladies luncheons in addition to workshops and presentations at our Parent Meeting nights.

Parent meeting’s consisted of Family Fun nights, Stress Reduction Tips, Nutrition Information Technology usage “warnings” for children, gardening and transition information. We also invited our partners at SEVCA to share information about: Weatherization, Economic Development, 3-Squares and Tax Preparation.

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

<i>Parent Involvement Activity</i>	<i>Participants</i>
Parent Orientation	49
Buddy Breakfasts/Ladies Luncheons (6 of each) Monthly average	39 ladies, 27 dads
3-Open Houses	34
CPR/First Aid Certification	1
Stress reduction/Meditation	14
Horse Farm field trip	27
3-Apple orchard field trips	43
Transition Meeting	11
Gardening	13
Family Circus event	27
Year End Breakfast celebration	105
Parent Teacher Conferences/Home Visits	488
Resources and referrals provided	123
Total Parent volunteer hours	991.5 hours

- We also had Community Members volunteer 1223.25 hours .

In 2016, 71 families had children in our Head Start program. During the program year the following families reported that they used services in the chartered 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.

TYPES OF FAMILY SERVICES	# OF FAMILIES RECEIVED THE FOLLOWING SERVICES
Adult Education such as GED programs and college selection	14
Asset building services	2
Child Abuse and Neglect Services	17
Child Support Assistance	7
Domestic Violence services	7
Emergency/crisis intervention such as meeting immediate needs for food, clothing or shelter	11
Health Education	43
Housing assistance such as subsidies, utilities, repairs, etc.	14
Job Training	4
Mental Health services	18
Parenting Education	50
Substance Abuse Prevention	4
Substance Abuse Treatment	10

TOBACCO CESSATION SURVEY RESULTS

Information Collected	Fall Results	Spring Results
	69 participants	59 participants
Tobacco Use	33	28
No Tobacco Use	36	31
Allows smoking in Vehicle with a child	5	1
Allows smoking in the home with a child	4	2

- **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 2015

[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		Area of strength for the program, with 22 of 83 children exceeding expectations, 53 children meeting expectations, and 8 children below expectations
Physical Development-Gross Motor		F W S		Area to focus on, with 13 of 83 children below expectations, 66 children are meeting expectations, and 4 children exceeding expectations
Physical Development-Fine Motor		F W S		Shows progress from winter to spring, with children exceeding expectations increasing from 4 to 8, and children below expectations decreasing from 7 to 5
Language Development		F W S		Shows progress from winter to spring, with children exceeding expectations increasing from 7 to 13 and children below expectations decreasing from 13 to 8
Cognitive Development		F W S		Area of strength for the program, with 15 of 83 children exceeding expectations, 62 children meeting expectations, and 6 children below expectations
Literacy Development		F W S		Shows progress from winter to spring, with children exceeding expectations increasing from 8 to 15 and children below expectations decreasing from 17 to 14
Mathematics Development	F	W S		Area to focus on, with 17 of 81 children below expectations, 52 children are meeting expectations, and 12 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	Shows progress from winter to spring, with children meeting expectations increasing from 20 to 33, and children not yet demonstrating skills decreasing from 3 to 1
Social Studies		F W	S	Shows progress from winter to spring, with children meeting expectations increasing from 20 to 33, and children not yet demonstrating skills decreasing from 2 to 0
The Arts		F W	S	Shows progress from fall to winter, with children meeting expectations increasing from 22 to 37

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		Area of strength for the program, with 29 of 69 children exceeding expectations, 32 children meeting expectations, and 8 children below expectations
Physical Development-Gross Motor		F W S		Area to focus on, with 7 of 69 children below expectations, 53 children are meeting expectations, and 9 children are exceeding expectations Shows progress from fall to winter, with children exceeding expectations increasing from 2 to 5, and children below expectations decreasing from 16 to 11
Physical Development-Fine Motor		F W S		Shows progress from winter to spring, with children exceeding expectations increasing from 4 to 13, and children below expectations decreasing from 6 to 4
Language Development		F W S		Shows progress from winter to spring, with children exceeding expectations increasing from 6 to 14, and children below expectations decreasing from 10 to 8
Cognitive Development		F W S		Area of strength for the program, with 23 of 69 children exceeding expectations, 47 children meeting expectations, and 6 children below expectations
Literacy Development		F W S		Shows progress from winter to spring, with children exceeding expectations increasing from 4 to 16, and children below expectations decreasing from 16 to 6
Mathematics Development	F	W S		Area to focus on, with 18 of 69 children below expectations, 34 children are meeting expectations, and 17 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	33 of 69 children are meeting expectations, 35 children are emerging, and 1 child has not yet been observed demonstrating these skills
Social Studies		F W	S	32 of 69 children are meeting expectations, 36 children are emerging, and 1 child has not yet been observed demonstrating these skills
The Arts		F W	S	39 of 69 children are meeting expectations, 29 children are emerging, and 1 child has not yet been observed demonstrating these skills

SEVCA Windsor County Head Start Child Outcomes Analysis Spring 2017

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 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 on children enrolled in the Head Start program. We have 73 Head Start children enrolled. This report only includes 69 children, as 3 children have either recently enrolled, or absences have affected the ability to collect data.

Of the 39 children included in this report that will be transitioning to Kindergarten, 25 of them are returning children experiencing their second year of Head Start. This leaves 14 children who may be experiencing their first preschool experience. 31 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 15 of the 73 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. 88% are white, 3% are American Indian or Alaska Native, 4% are Biracial, 1% are some other race, and 3% are all other combinations. 90% of the enrolled children have a primary language of English, and 10% are Unknown.

Looking at trends from previous years, Physical Gross Motor and Mathematics were the areas of focus for 2013-2014. Literacy and Mathematics were the areas of focus for the

program in 2014-2015, as well 2015-2016. These areas continue to trend for the 2016-2017 school year. For 2017-2018 Physical Gross Motor and Mathematics will be the focus, as well as Literacy.

Areas of Strength for the Program:

Particular areas of strength include Social/Emotional Development, with 29 of 69 children exceeding expectations, 32 children Meeting Widely Held Expectations and 8 children below expectations, and Cognitive Development, with 23 of 69 children exceeding expectations, 47 children Meeting Widely Held Expectations and 6 children below expectations.

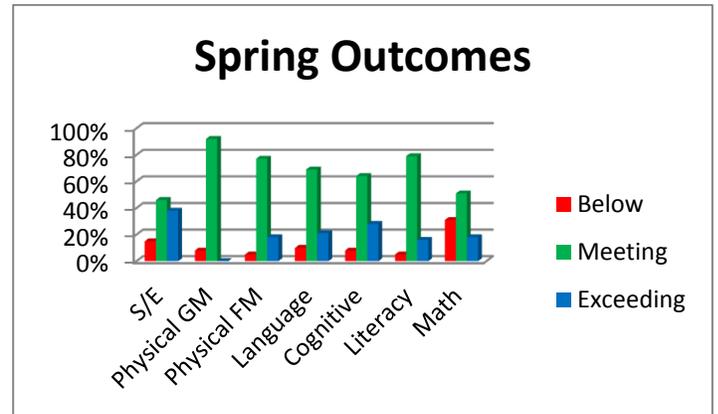
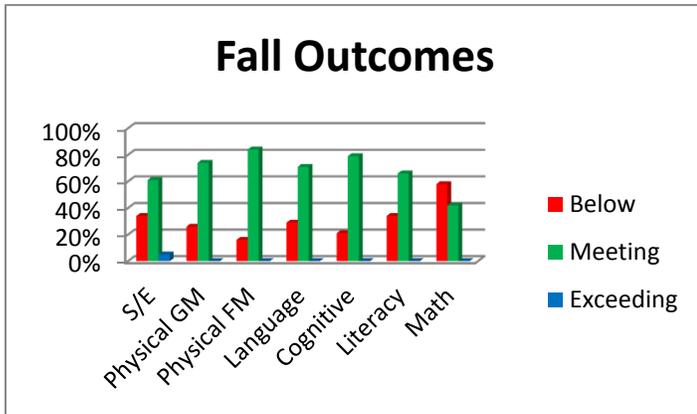
Areas to Focus on for the Program:

Particular areas to focus on include Mathematics, with 18 of 69 children below widely held expectations 34 children meeting expectations, and 17 children exceeding expectations, and Physical Gross Motor Development, with 7 of 69 children below widely held expectations 53 children meeting expectations, and 9 children exceeding expectations.

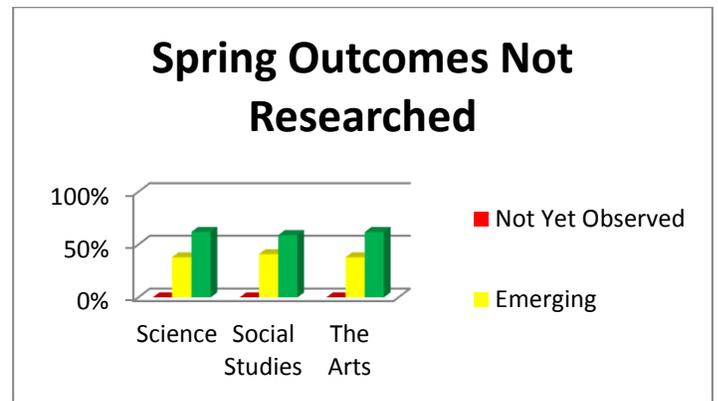
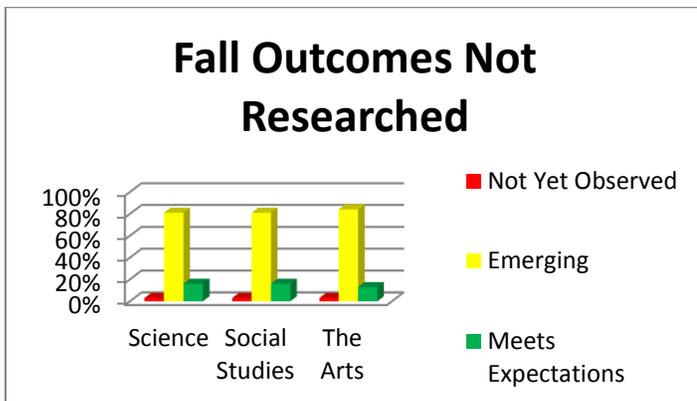
Action Plan for the Program:

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 for the coming school year.

SEVCA Windsor County Head Start 2016-2017 Child Outcomes-Children Transitioning to Kindergarten 39 Children



SEVCA Windsor County Head Start 2016-2017 Child Outcomes-Children Transitioning to Kindergarten 39 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