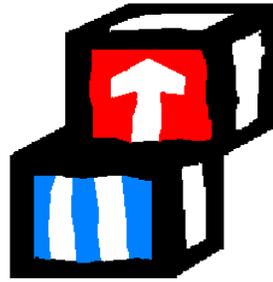


**SEVCA**

Windsor County Head Start



Annual Report  
2020-2021



# SEVCA Windsor County Head Start

## Annual Report 2020-2021



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**Southeastern Vermont Community Action (SEVCA)  
Head Start Annual Report  
June 2021**

**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 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 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.

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

**FUNDING AND BUDGET**

**Public & Private Funds** ~ In 2020-2021, SEVCA Head Start received a federal grant of \$856,054. A matching non-federal share of \$217,376, in cash and in-kind donations was also generated, in addition to \$13,451 in training and technical assistance funds for a total of \$1,086,881 in program resources.

**Budget Narrative**

**Personnel:** \$469,007 – staff salaries and wages (See attached spreadsheet)

**Fringe Benefits:** \$155,881 – required payroll costs and employee benefits (See attached spreadsheet)  
(Please note: \$22,431 was added to this budget to help cover health care increases as of January 1, 2021)

**Travel:** \$5,000 – 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:** \$77,770

*Rent / Utilities / Other Occupancy Costs:* \$24,000 – rent, utilities, and/or other occupancy costs for classrooms and administrative office space

*Telephone / Internet:* \$16,000 – telephone & internet service for classroom sites and administrative office

*Liability Insurance:* \$1,500 – required coverage to be licensed and protect against liability

*Building Maintenance:* \$7,000 – anticipated building maintenance needs

Local Travel: \$6,500 – reimbursement for an estimated 12,500 miles of local work-related travel at .50 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: \$1000 – 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: \$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: \$500 – for classified ads to fill open positions within the Head Start program

**Indirect Costs:** \$95,246.(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:	\$469,007
Fringe Benefits:	\$155,881
Travel:	\$ 5,000
Supplies:	\$ 53,150
Other:	\$ 77,770
Indirect Cost Rate:	\$ 95,246
<b>Total Operations Budget:</b>	<b>\$ 856,054</b>
Training & Technical Assistance:	\$ 13,451
Non-Federal Share / In-Kind:	\$ 217,376
<b>Total Grant Budget:</b>	<b>\$1,086,881</b>

## ANNUAL FINANCIAL AUDIT RESULTS

### **SOUTHEASTERN VERMONT COMMUNITY ACTION. INC. SCHEDULE OF FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED SEPTEMBER 30, 2020 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 programs tested as major were:  
U.S. Department of the Treasury, Coronavirus Relief Fund, CFDA 21.019; and U.S. Department of Health and Human Services, Head Start, CFDA 93.600.
8. The threshold for distinguishing Type A and B programs was \$750,000.
9. Southeastern Vermont Community Action, Inc. was determined to be a high-risk auditee.

#### **FINDINGS - FINANCIAL STATEMENTS AUDIT**

None

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

None

### **SOUTHEASTERN VERMONT COMMUNITY ACTION. INC. SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS FOR THE YEAR ENDED SEPTEMBER 30, 2020**

#### **2019-001 MATERIAL WEAKNESS**

Condition: The financial statements required significant adjusting entries. These entries fell into two categories: 1) costs not being appropriately capitalized in accordance with GAAP, which included the construction of solar panels and a Head Start building and 2) the over allocation of expenses to the indirect cost pool being recorded to the Statement of Financial Position.

Recommendation: Controls need to be in place, during the financial closing process, to ensure the correct posting of financial transactions. Further, controls need to be in place to better assess the allocation of expenses in the indirect cost pool; the Agency cannot exceed the allowed rate; however, the trend of over allocation can be adjusted down to a more accurate amount.

Current Status: In response to an unexpected and lengthy medical leave of absence of the Executive Director right at the 2019 fiscal year-end, the Finance Director assumed significant additional responsibilities that diverted attention from the financial closing

process. Corrective action to remedy that contingency in the future has already taken place via the updating and strengthening of the Emergency Succession Plan for the Executive Director, and a similar process to be undertaken for the Finance Director.

Additionally, Management is currently assessing the allocation of roles and responsibilities within the Finance department, including reorganization and the addition of an Assistant Finance Director position, which was implemented during the year ended September 30, 2020. Management believes that these changes will ensure that key controls are in place where and when they're needed to support the financial reporting of the Agency.

Regarding the indirect cost rate, Management has reviewed its assumptions with respect to the annual over- or under- allocation of the indirect cost allocation pool and is in agreement with the adjustment to the financial statements. Corrective action has already been taken to report the over- or under- allocation of the indirect cost pool for the year ended September 30, 2020 to be consistent with for the year ended September 30, 2019.

**ENROLLMENT & PERCENT OF ELIGIBLE CHILDREN SERVED**

**Total Number of Children and Families Served:**

This program year we served 59 families and 61 children. Of these, 25 were three-year-olds, 36 were four-year-olds and 0 were 5 years old at enrollment. 26 children were enrolled for their second year in Head Start. There were 8 children that left the program throughout the year, 0 of whom left before the first 45 days of the program. There were 14 children that were enrolled, but never actually started the program or moved at some point in the year. Of the 61 families served, 38 were two-parent families, 21 were single-parent and of these 0 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 2020 to May 2021 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	3	4	0	2	1	10
Springfield	10	11	1	1	6	29
White River Junction	4	1	3	0	2	10
Windsor	3	0	1	0	8	12
Total	20	16	5	3	17	<b>61</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 shared with families at Parent Orientation.

Of the 61 children that we served, 56 of them came into the program with a medical home. 60 children left the program with a medical home. 1 child moved here from out of state and have not yet established a medical home. 56 children were up to date with their annual well child exams, at the end of their enrollment, this Program Year. This leaves 5 children not up to date, these are all children who are considered overdue. All parents have been made aware on several occasions and have not made appointments.

58 children are up-to-date on their immunizations, as required by Vermont State EPSDT. 0 are on a catch up schedule to complete the required immunizations, 3 have signed Religious Exemptions on file. 54 have been fully vaccinated against HepA as well with 2 children needing one more HepA vaccine to be fully immunized against HepA, only 2 children have no vaccines against HepA.

Our program contracts a “Tooth-Tutor”. Her name is Eileen Holmes. She is a dental hygienist. Eileen was not able to visit centers in the fall to conduct dental screenings on children 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 61 children that were enrolled in the program, 48 children had continuous accessible dental care provided to them by a dentist by the end of the program year. When the program ended, 32 children had received dental exams and/or preventative care. 11 children needed dental care throughout the program year and of those, 10 have received the treatment needed, leaving 1 without the treatment completed, as the parent did not keep the scheduled appointment.

Of the 13 children still needing an established dental home, 9 were children who were new this year, 4 were children returning from last year.

In Chester, Springfield and Windsor, all children who needed treatment received it. In WRJ, there is 1 child who has not received the treatment they require as the appointment was not kept by the parent.

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.

### Children Who Received Well Child Visits

Center	Total Children	Children who are up to date with their well child visits	% per Center	Children who are overdue
CCP	10	10	100%	0
PSP	29	25	86%	4
Windsor	12	11	100%	1
WRJ	10	10	81%	0
Total	61	56	78%	5

### Child Dental Information per Center

Center	Total Children	Number of Children with an established Dental Home	Dental Exams/ Preventive Care	% per of Children with an Exam/ Preventive Care	Children who needed treatment	Children who received treatment	% per Center who received needed treatment
CCP	10	9	4	44%	1	1	100%
PSP	29	22	15	68%	3	3	100%
Windsor	12	9	7	78%	4	4	100%
WRJ	10	8	6	75%	3	2	67%
Total	61	48	32	67%	11	10	91%

## Family Engagement Activities

The 2020-2021 program-year brought many challenges to what we knew as our “norm”. None the less, the Family Partners for Head Start faced the obstacles of involving families with innovation and perseverance.

They began their year with formatting the forms that are necessary for family services, to PDF. Families were able to complete and sign forms electronically. Each center’s Family Partner created a FACEBOOK group for the families to provide communication about the centers updates, activities, parent groups, Policy Council dates, community resources such as Veggie-Van-Go, Smoking Cessation classes, Parenting Workshops, Free Meal services, Vaccination sites, and many other opportunities. We also continued to provide nutritional activities, educational opportunities and health and wellness tips.

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

<i>Parent Involvement Activity ( All Virtual)</i>	<i>Participants</i>
Parent Orientation (Video provided to all families)	59
Policy Council/3 Squares	11
Virtual Paint and Sips	8
Coffee Clutch	9
SeeSaw presentation	19
Recruitment/Open House ideas	3
Strawberry Planting Presentation	49
Parent Teacher Conferences/Home Visits/Family Meetings at the centers	370
Resources and referrals provided	145
Parent Volunteer hours ( total of 78.75	53
Community Volunteers (total of 69 hours)	8

**In 2020/2021, 59 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.**

<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>16</b>
<b>Child Abuse and Neglect Services</b>	<b>3</b>
<b>Child Support Assistance</b>	<b>11</b>
<b>Domestic Violence services</b>	<b>5</b>
<b>Emergency/crisis intervention such as meeting immediate needs for food, clothing or shelter</b>	<b>8</b>
<b>Health Education</b>	<b>11</b>
<b>Housing assistance such as subsidies, utilities, repairs, etc.</b>	<b>14</b>
<b>Job Training</b>	<b>5</b>
<b>Mental Health services</b>	<b>16</b>
<b>Parenting Education</b>	<b>7</b>
<b>Relationship/Marriage Education</b>	<b>1</b>
<b>Substance Abuse Prevention</b>	<b>8</b>
<b>Substance Abuse Treatment</b>	<b>8</b>

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

<b>Information Collected</b>	<b>42 participants</b>
<b>Tobacco Use</b>	<b>14</b>
<b>No Tobacco Use</b>	<b>28</b>
<b>Allows smoking in Vehicle with a child</b>	<b>1</b>
<b>Allows smoking in the home with a child</b>	<b>1</b>

**SEVCA Windsor County Head Start  
Child Outcomes Analysis for Transitioning Children  
Spring 2021**

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 8 of 30 children exceeding expectations, 17 children meeting expectations, and 5 children below expectations
Physical Development-Gross Motor		F W S		Shows progress from winter to spring, with children exceeding expectations increasing from 1 to 3, and children below expectations decreasing from 5 to 4
Physical Development-Fine Motor		F W S		Shows progress from winter to spring, with children exceeding expectations increasing from 3 to 4
Language Development		F W S		Area of strength for the program, with 8 of 30 children exceeding expectations, 17 children meeting expectations, and 5 children below expectations
Cognitive Development		F W S		Shows progress from winter to spring, with children below expectations decreasing from 10 to 4, and children exceeding expectations increasing from 2 to 6
Literacy Development	F W	S		Area of focus for the program, with 8 of 29 children below expectations, 15 children meeting expectations, and 6 children exceeding expectations
Mathematics Development	F W	S		Area of focus for the program, with 8 of 30 children below expectations, 14 children meeting expectations, and 8 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 2 to 15, and children not yet observed demonstrating skills decreasing from 2 to 1
Social Studies		F W	S	Shows progress from winter to spring, with children meeting expectations increasing from 3 to 12, and

				children not yet observed demonstrating skills decreasing from 3 to 2
The Arts		F W	S	Shows progress from winter to spring, with children meeting expectations increasing from 3 to 10, and children not yet observed demonstrating skills decreasing from 1 to 0

## SEVCA Windsor County Head Start Child Outcomes Analysis for Transitioning Children Spring 2021

### 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 30 transitioning children enrolled and counted in this report.

Of the 30 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 9 children who may be experiencing their first preschool experience.

It is also important to note that 12 of the 30 children have been diagnosed with a disability, whether is be a developmental delay or a speech and language delay. Two children have been referred to Early Childhood Special Education.

53% of enrolled children are female and 47% are male. 80% are white, 3% are Black or African American, 3% had no response, and 16% are unknown. 93% of the enrolled children have a primary language of English, and 7% are unknown/unspecified.

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

Particular areas of strength include Social/Emotional Development, with 25 of 30 children meeting/exceeding expectations and Language Development, with 25 of 30 children meeting/exceeding widely held expectations.

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

Particular areas to focus on include Literacy Development, with 8 of 29 children falling below widely held expectations, and Mathematics, with 8 of 30 children falling below widely held expectations. Although these areas are still an area of focus for the program, there has been improvement from fall to winter. For Literacy Development, children exceeding expectations has increased from 3 to 6. For Mathematics, children below expectations has decreased from 13 to 8.

### **Action Plan for the Program:**

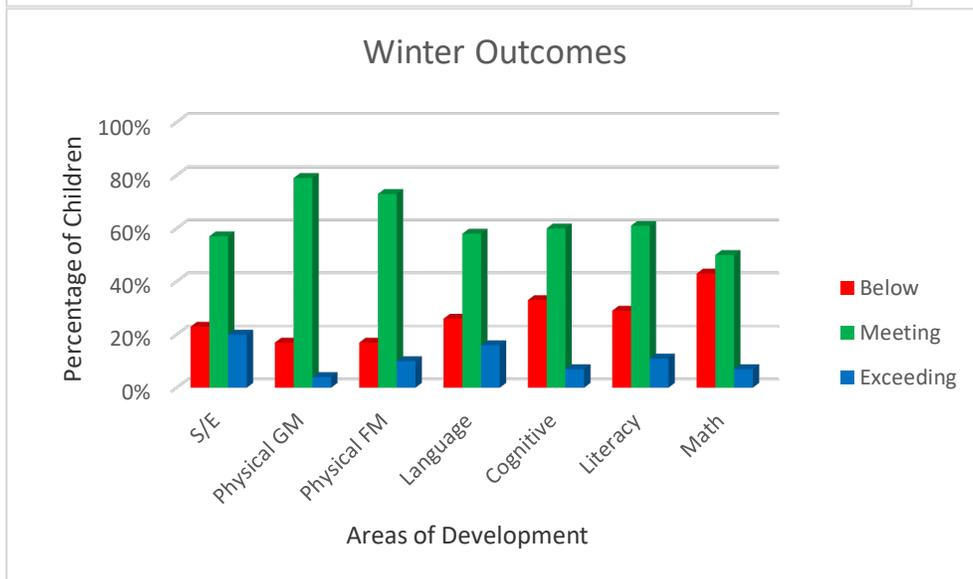
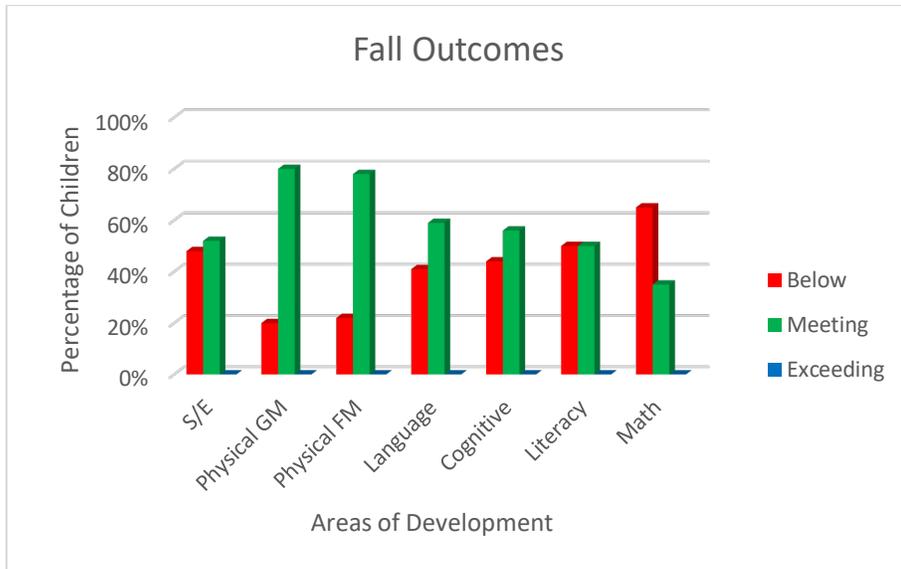
The Education and Disabilities Services Manager will look at trends in outcomes from the previous year, and plan trainings accordingly. Teachers will be encouraged to look for materials to be purchased with their monthly education budget to help support these areas of focus. These areas will be considered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

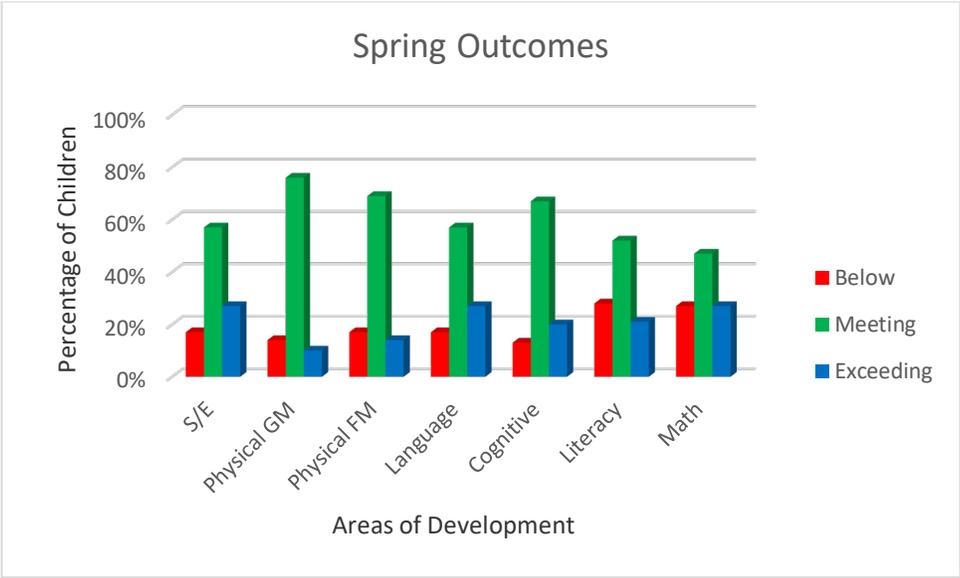
### **Prepared By:**

Jodi C. Farashahi

Education and Disabilities Services Manager

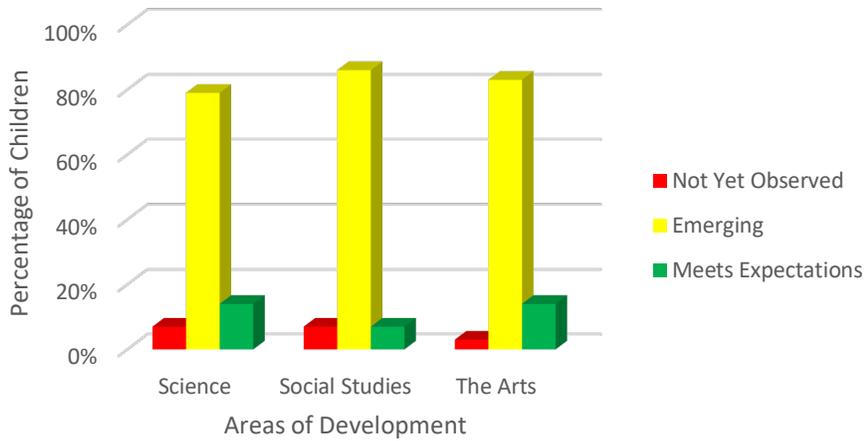
## SEVCA Windsor County Head Start 2020-2021 Child Outcomes-Children Transitioning to Kindergarten 30 Children



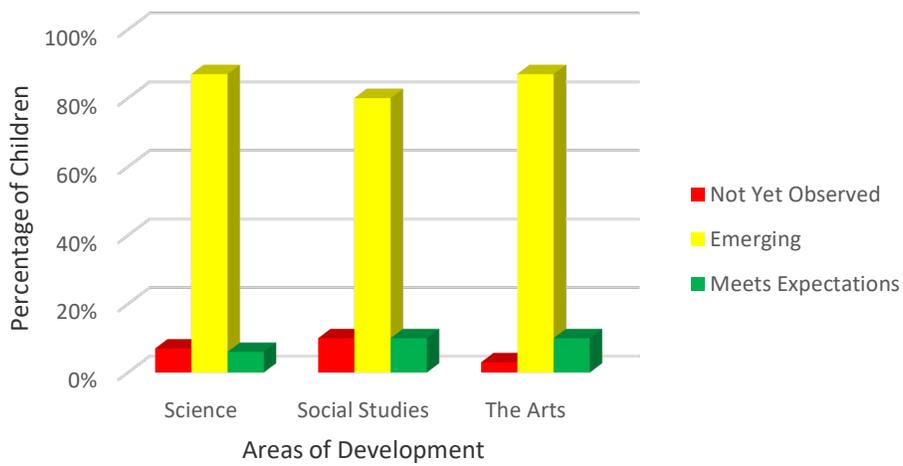


**SEVCA Windsor County Head Start  
2020-2021 Child Outcomes-Children Transitioning to Kindergarten  
30 Children**

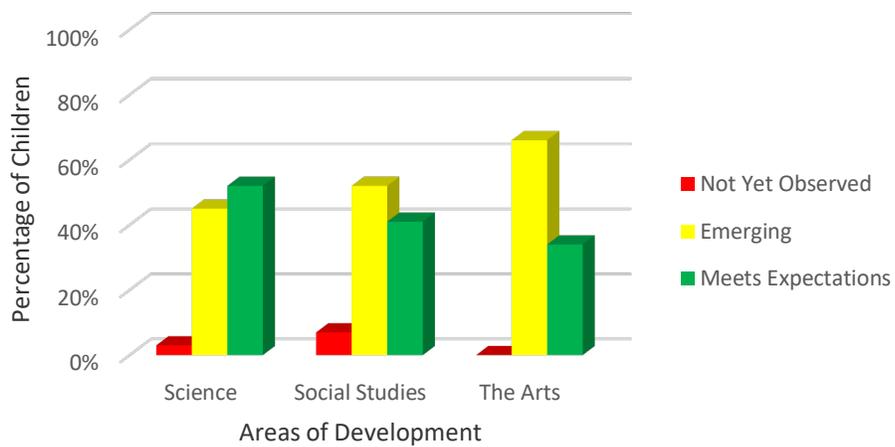
### Fall Outcomes Not Researched



### 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 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.