

# Southwestern Community Services, Inc. Head Start Annual Report 2017-2018

## ***Program Overview – Enrollment***

Southwestern Community Services Head Start, Inc. (SCS Head Start) serves 170 children and families in the southwestern corner of New Hampshire in both Sullivan and Cheshire Counties. The program provides part-day, part-year services five days a week at seven NAEYC-accredited Head Start Centers in two counties. These centers are located in *Ashuelot, Claremont, Drewsville, Jaffrey, Keene, Newport, and Swanzey*.

SCS Head Start began offering extended hours of services in the 2017-2018 school year to the 40% of its funded enrollment at *Claremont, Jaffrey, and Newport* centers after the grant was award received from the Office of Head Start.

## ***Budget Breakdown***

### **Revenues:**

HS Grant Funds	\$2,291,853.00
USDA/CACFP Funds	121,328.00
Miscellaneous Income	3,000.00
Non-Federal Share	579,107.00

### **Expenditures:**

Personnel	\$1,141,534.00
Fringe	568,501.00
Travel	6,000.00
Other	700,146.00
Non-Federal Share	579,107.00

**Total Revenue** **\$2,995,288.00**

**Total Expenditures** **\$2,995,288.00**

The above revenues also include the additional funds received to extend the duration of the services delivered for children and families for SCS Head Start's 40 percent of the funded enrollment, as well as funding received for COLA.

SCS Head Start also provides Parent and Family Engagement opportunities that are offered at each center and these activities are above and beyond the parent trainings and other supports provided to families for family empowerment and self-sufficiency.

## **Proposed Budget Expenditures for 2018-2019**

Personnel	\$1,150,207.00
Fringe	576,788.00
Travel	3,000.00
Supplies	23,000.00
Contractual	14,000.00
Other	329,910.00
Indirect Cost	254,520.00
Non- Federal Share	594,886.00
USDA/CACFP Funds	121,328.00
Training and Technical Assistance	28,101.00
	<b>\$3,095,740.00</b>
<b>Federal Share</b>	<b>\$2,379,542.00</b>
Non- Federal Share	594,886.00
USDA/CACFP Funds	121,328.00

**TOTAL**

**\$3,095,740.00**

## ***Program Highlights***

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Southwestern Community Services Head Start completed its annual 2017-2018 Self- Assessment in November 14<sup>th</sup>, 2017. Many areas were identified as strengths as well as areas that we could raise the bar for quality by the program managers, staff, families, and the Self Assessment Leadership Team (SALT). The following areas are highlights of some exceptional program activities:

***I Am Moving I Am Learning (IMIL):*** In September 2007, all staff were introduced to the IMIL project and were given classroom materials to implement activities as soon as school started. The songs and activities from the IMIL curriculum are now an integral part of the daily routine in SCS Head Start classrooms.

Since then SCS Head Start continues with its efforts to offer refresher training periodically for all staff.

***Early Sprouts Nutrition and Gardening Program:*** SCS Head Start began implementing the *Early Sprouts Nutrition and Gardening Program* in three of its centers in 2007. *Early Sprouts* started as a three-year research project developed by Dr. Karrie Kalich at Keene State College to measure the impact of frequent exposure of vegetables on children's eating habits, and ultimately on the incidence of childhood obesity. This innovative and intensive program incorporates weekly sensory/science and cooking activities for 22 weeks, focusing on six target vegetables that the children and teachers have planted in raised bed vegetable gardens in the spring. In addition, once a month families receive a take home kit with a pound of vegetables, a fact sheet, and recipes to prepare the vegetable at home. Currently SCS Head Start is implementing the *Early Sprouts* curriculum in all ten classrooms of the seven Head Start Centers. Annual surveys and parent and teacher feedback show that this is an effective program that enhances the science, math and literacy as well as clearly teaching children to enjoy a variety of vegetables.

***Child and Family Care System:*** In response to results of the 2007-2008 Self Assessment, which showed some gaps in the care planning process, SCS Head Start strengthened its Child and Family Care System. This system is a case management approach that ensures that the needs of Head Start children and families are met in a timely manner. Through intensive staff training and management support over the past two years, all SCS Head Start Centers now utilize this system that includes weekly care planning meetings attended by classroom staff, family advocates, and cooks. Staff use an established referral process through the Child and Family Care system to immediately identify children and families in need of more intensive support and follow-up in order to meet their individual needs, and maintain a tracking system to track progress.

***Community Outreach and Collaborations:*** SCS Head Start, although spread out geographically through seven communities, has a unique, strong, and positive presence in each community. The collaborations that the program has established are long-lasting, and they impact not just current Head Start families, but also the greater school systems, local social service agencies, charitable groups, businesses and organizations.

*Keene State College, Colby Sawyer College, Franklin Pierce, River Valley Community College, Antioch Graduate School* are the area higher institutions that we work together with. We open our classrooms for to the future teachers, counselors, and registered dieticians to complete their methods, internship, and practicum requirements of their degrees.

## ***Dental and Medical Care***

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***Dental Health Partnerships:*** SCS Head Start has an exceptional partnership in both Sullivan and Cheshire County with a network of dentists, dental hygienists, and dental programs. Six-seven years ago, the dental hygienist from the Monadnock Healthy Teeth Program, a school-based dental health program, recognized that public dental care needed to start even earlier than kindergarten. She wrote a grant to bring services to preschool programs, including SCS Head Start in Jaffrey, and has been doing dental cleanings and screenings on site since then. Her efforts sparked a similar effort in Cheshire County, where the school-based program, Cheshire Smiles, began working with Head Start four-five years ago. In Sullivan County, the Community Dental Care of Claremont offers free dental services to low income families. The goal is to ensure that every child enrolled in SCS Head Start receives a dental exam and establishes a dental home. Volunteer dentists visit each classroom and provide dental health education in addition to the dental exam.

***Meeting Individual Health Needs:*** SCS Head Start made a commitment to ensure that there were procedures and systems to support all children with health needs and that follow up is done timely and consistently. The program implemented **Individual Health Plans**, supported by each child's health provider, to meet individual health needs.

## ***Child Outcomes and Kindergarten Readiness***

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Southwestern Community Services, Inc. Head Start ensures positive child outcomes in variety of ways.

***SCS Head Start Kindergarten Readiness Goals:*** SCS Head Start developed Kindergarten Readiness Goals in collaboration with the staff, parents, school partners, and the Policy Council members to promote readiness and to ensure future success upon entry into kindergarten. ***Please click on and see the program's Readiness Goals.***

***Staff Qualifications and Development:*** At SCS Head Start, the majority of teachers have BA/BS degrees in Early Childhood Education (ECE) or related degrees with the required credits in ECE. Out of ten teachers, only two veteran teachers have their Associate degrees in ECE; one teacher with a BA degree took and passed her PRAXIS II exam in ECE and the remaining seven teachers had their BA/BS in ECE.

Most of the (full time) teacher assistants have at least Associate degrees in ECE or related degrees. Four teacher assistants have BA in ECE or related degrees and one teacher assistant with Associate degree is working towards BA in ECE and one teacher assistant is working towards her AA degree in ECE. The rest of the teacher assistants have AA in ECE or related degree.

In addition to the (full time) teacher assistants, we also hired four (part time) teacher assistants for the Duration centers mostly where children are provided extended hours of services. However, also hired were additional part time teacher assistants for the classrooms that had high needs.

***Early Learning Outcomes Framework (ELOF) and Curriculum Connection:*** SCS Head Start Curriculum is comprehensive, developmental, and individualized. It reflects the integration of other content areas and the community at large. SCS Head Start Curriculum values parents as the primary educators of their children and partners with them as the most important collaborators of the program. SCS Head Start uses the CREATIVE CURRICULUM as a guide to design the physical environment and utilizes EMERGENT approaches to build on the emerging interest of the children.

SCS Head Start utilizes “Work Sampling for Head Start Developmental Guidelines” which is also known as “Curriculum Imbedded Assessment” for assessing children three times a year, in the fall, in the winter, and in the spring in the required domains, domain elements, and domain indicators.

Children tell us a great deal of information about who they are, what they know, and how they think by their actions and language. Careful observations over time can reveal important information about children’s individual strengths, skills, knowledge, behavior, accomplishments, and difficulties. It can reveal not only what they know but also how they came to know it – their processes for thinking and learning.

SCS Head Start Data Collection System is designed to provide one unified approach for Teaching Teams to collect their observations of children Early Learning Outcomes Framework and to assist the Teaching Teams to accurately assess children in 11 Domain areas including language and literacy, science, and numeracy skills.

SCS Head Start utilizes Child Outcomes information for making ongoing quality improvements and making plans for staff training and development.

**Positive Solutions for Children and Families (Pyramid Model or CSEFEL Center for Social and Emotional Foundations for Early Learning):** SCS Policy Council and SCS Board of Directors utilized the Community Assessment to its fullest extent when SCS Head Start faced sequestration in 2013 that led to reducing the programs funded enrollment numbers in two county service areas. Later, when restoration of the lost funds became a reality, SCS Policy Council and SCS Board of Directors used the program data and data presented in the Community Assessment once more to focus on the priority areas. They made a determination to go with a “quality over quantity” plan, which also ensured future financial stability for the program. The plan included to extend the day of services for 170 children and families, elongating the program year by three weeks as well as providing ongoing Parent and Family Engagement opportunities that were in addition to what is currently offered to families, such as parent training or any family engagement activities. With that in mind, SCS Head Start made a commitment to bring CSEFEL Family Training program and began a pilot program to offer the program for selected families in each center this year with the plan to roll it out to all families at each site, program wide next school year.

Positive Solutions for Children and Families or Pyramid Model or CSEFEL is an evidence-based set of training materials for scientific approaches and practices that focuses upon increasing intentionality in teaching of the desirable social behaviors to young children. It is also known as Pyramid Model for supporting social and emotional development of children birth-five. The Center for Social and Emotional Foundation for Early Learning (CSEFEL) is a national center that focuses on promoting the social and emotional development and school readiness of young children and offers resources and tools. It is a comprehensive classroom management system that is based on brain research, developmentally appropriate, best practices and on child development information. Because this approach is so effective and is backed by the research, many states have become Pyramid/CSEFEL States, meaning that at the state level there exists financial back up, support, and expectations for programs implementing Pyramid Model/CSEFEL approaches. New Hampshire became the 28<sup>th</sup> Pyramid State in 2016.

After piloted Positive Solutions for Families, we moved forward with the full implementation with families at each site as well as in the classrooms for supporting the social and emotional development of children to its full capacity.

As a part of our efforts to promote healthy social skills and to proactively teach safe, appropriate behaviors to children, the SCS Head Start also developed “The Cool Rules” to teach children the desirable social behaviors. They are:

1. Be Safe
2. Be kind
3. Take Care of Our Things
4. Make it Better

### ***Parent and Male Involvement***

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***Fathering Initiatives:*** SCS Head Start has recognized the importance of father and male involvement and, for the last 16-17 years, actively recruited men to be part of the everyday school environment.

From this first awareness SCS Head Start has reached a point today where male involvement is expected in our classrooms.

### ***Transition Activities***

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Southwestern Community Services, Inc. Head Start has been implementing a successful transition plan with public school partners in seven communities. The transition plan is implemented starting in September and is ongoing as it brings public school teachers and principals together with Head Start teachers of graduating students and their parents to ensure a smooth transition to public school. This year SCS renewed its commitment to school readiness goals reaching out to our local school partners to align the goals with local school requirements and State of New Hampshire Early Learning Standards. Some of the highlights of the activities include:

- Transition Breakfast and Luncheon – Individual centers invite principals, kindergarten teachers, school nurse, guidance counselors to have breakfast and lunch at the Head Start centers with the children.
- Kindergarten teachers are invited to visit Head Start centers to read to the children.
- Kindergarten enrollment and Screening information are shared with families.
- Transition Meetings for Parents - Kindergarten teachers are invited to the Head Start centers to meet with parents and talk about expectations and give information.
- Visits scheduled to the Kindergartens
- Individual Head Start centers host Kindergarten Connection nights for Head Start parents, children and school partners.

### ***Federal Review & Financial Audit***

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***Federal Review:*** The Administration for Children and Families (ACF) conducted an on-site Environmental Health and Safety Review of the Southwestern Services (SCS) Head Start on May 3-4 2016. SCS Head Start was in compliance with all the regulations related with this Review.

***Federal Review:*** On 1/9/2017, the Administration for Children and Families (ACF) conducted a monitoring review of the Southwestern Community Services, Inc. Head Start program. Based on the information gathered, a determination was made that Southwestern Community Services, Inc. had one area of deficiency in its Head Start program, however immediate action was taken to make the necessary corrections to ensure compliance with the Head Start regulations, which resulted in correcting the deficiency. SCS Head Start used this experience as an opportunity to improve program policies and procedures as well as delivery systems and practices.

***Financial Audit:*** On March 8, 2017, the Administration for Children and Families (ACF) submitted its decision to accept the Organizations corrective action and considered the finding to be resolved regarding a Single Audit finding for 6/1/2014-5/31/2015 year.

Agency auditing report for the 2016-2017 showed “no findings”.  
Agency auditing for the 2017-2018 is in progress and the report will not be completed until after November of 2018.

### *Additional Information*

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- SCS Head Start employs 48 individuals.
- SCS Head Start received “the Centers of Excellence” nomination by the Governor of New Hampshire in the school year of 2009-2010.
- All seven SCS Head Start centers are accredited by the National Association for the Education of Young Children (NAEYC).
- SCS Head Start was awarded the “Early Learning Mentor/Coaching” a competitive Grant from the Office of Head Start in 10/2012.
- 100% of all 10 teachers have degrees. 80% of all SCS Head Start teachers (8 out of 10) have Bachelor Degrees in Early Childhood Education or related field with PRAXIS II of Early Childhood Content Knowledge and 20% (2 out of 10) have Associate Degrees in Early Childhood Education.
- Enrollment Information; Funded enrollment is 170. Total cumulative enrollment is 206.  
84% Income below 100% of federal poverty line (143 families).  
11% Receipt of public assistance such as TANF and SSI (19 families).  
0% Status as a foster child (0 children)  
11% Status as homeless families (19 families)  
8.8% Over-income (15 families). Enrollees exceeding the allowed over income enrollment with family incomes between 100% and 130% of the federal poverty line
- The average daily attendance in percentages for each month is as follows.  
September 87%, October 83.5% November 81%, December 81%, January 75%, February 75.5%, March 80%, April 77%, May 87%.  
The reasons for the lower daily attendance were mostly due to the severe long New England winter that didn’t end until the end of April as well as various upper respiratory and stomach flues reported by the families.
- 100% of the children are up-to-date on a schedule of age appropriate Preventative and primary health care according to state's EPSDT schedule for well child care.
- 112% of the children received oral health examination. (190 children before reduction)
- 7% diagnosed as needing dental treatment.(12 children)
- 7% received dental treatment.(12 children)
- 100% of all enrolled children completed all Medical Screenings.
- 100% of the children were covered by Health Insurance at the end of the enrollment Year.

- 100% of children had continuous accessible health care at the end of the enrollment year.
- 24% of the total enrollment (41 children) served at SCS Head Start were children with identified disabilities who had Individual Education Plans (IEP'S) and received related services and supports.
- SCS Head Start has worked to maintain signed Interagency Agreements with all School Administrative Units to work in collaboration with for supporting and identifying children with disabilities and also transitioning children to kindergartens. These School Administrative Units are:

SAU 1-Conval Regional School District	SAU 60- Fall Mountain School District
SAU 6-Claremont School District	SAU 91- Surry School District
SAU 29- Keene School District	SAU 92- Hinsdale School District
SAU 43 – Newport School District	SAU 93- Monadnock School District
SAU 47- Jaffrey/Rindge School District	SAU 94- Winchester School District
SAU 71- Goshen/Lempster School District	

***Please click on the SCS Head Start Kindergarten Readiness Goals and 2017-2018 Child Outcomes Reports to see the Child Assessment result for the year for four and three year old children who attended SCS Head Start and how far they have come achieving their Kindergarten Readiness Goals.***

***Also please see the programs five year goals, objectives, and the outcomes to be achieved in the program's five year grant cycle beginning with the 2018-2019 funding year.***

***Respectfully Submitted***



***Bagdat Caglar  
Director of Child Development Services  
SCS Head Start***

## SCS Head Start Program Information & Kindergarten Readiness

SCS Head Start is a well-established early childhood education program with seven NAEYC (National Association for the Education of Young Children) accredited Head Start Centers in two counties, a public school collaboration, and a widely recognized and respected partnership with many community agencies including school partners. SCS Head Start is committed to meeting the diverse learning needs of all 190 children and getting them ready for kindergarten.

SCS Head Start assesses children in 11 domain areas three times a year and aggregates and analyzes the assessment data at multiple points in combination with other program data and in partnership with parents and families to help each child in the program learn and reach his or her potential.

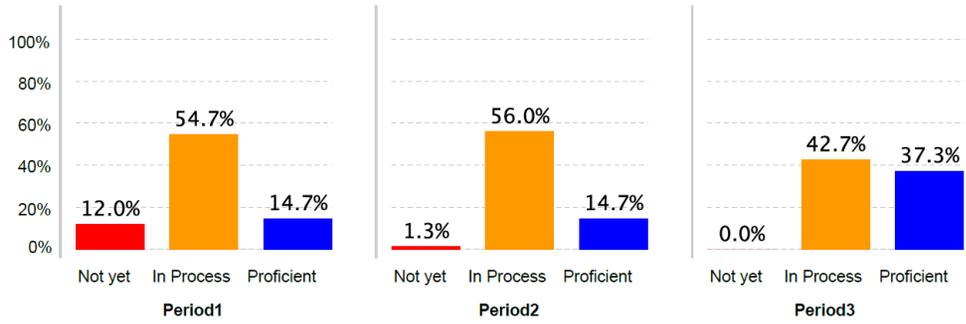
SCS Head Start aggregates and analyzes data for three year olds and also four year olds in each classroom as well as program-wide in order to make the necessary program improvements needed to better support school readiness. SCS Head Start is committed to putting continuous efforts into improving teacher-child interactions in each classroom and determining priorities for improvement as well as putting extensive efforts into providing opportunities for engaging parents and families in supporting each child's school readiness.

All children who are five years old before September 30<sup>th</sup> are eligible to enter kindergarten in the State of New Hampshire as determined by the local school districts. SCS Head Start has identified expected attributes/milestones for children to achieve at the point of kindergarten entry.

Southwestern Community Services Head Start has developed the following School Readiness Goals using guidance provided by the Office of Head Start and input from staff, families, and community and school partners. The goals are reflective to five essential domain areas of the Head Start Child Development and Early Learning Framework and will serve as a guide for SCS Head Start educators and families to provide the best experiences for our young children and to help them get ready for kindergarten.

**SCS Head Start Kindergarten Readiness Goals**

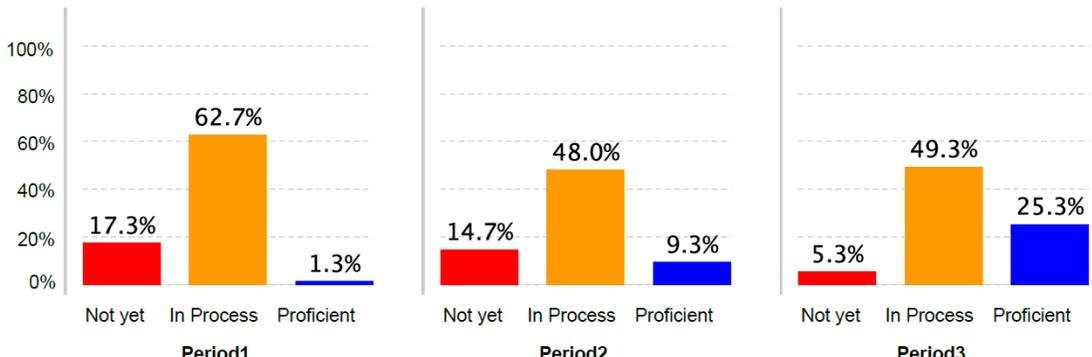
<u>School Readiness Goals (HS)</u>	<u>Work Sampling Alignment</u>	<u>Strategies and Implementation</u>	<u>Notes and Progress</u>															
<p><b>Domain (s): Physical Development and Health</b></p> <ul style="list-style-type: none"> <li><i>Children will identify health and safety practices and demonstrate increasing independence with basic self care tasks.</i></li> <li><i>Children will demonstrate large muscle control and coordination to move in space with balance, flexibility, and control.</i></li> <li><i>Children will demonstrate small muscle control and coordination to perform variety of tasks.</i></li> </ul>	<p>IA1 Self care tasks IA2 Health and safety Rules</p> <p>IB1 Balance and control IB2 Coordination</p> <p>IC1 Strength and control IC2 Eye hand IC3 Various tools</p>	<p>Teachers will teach, model and remind children about Toileting, handwashing, toothbrushing, dressing, and eating.</p> <p>Teachers will provide opportunities inside and outside the classroom for gross motor development such as skipping, jumping, hopping, and balance.</p> <p>Teachers will provide opportunities inside and outside the classroom for fine motor development such as catching a ball and assistance in holding pencils, crayons, markers, and scissors.</p>	<p align="center">(Outcomes)</p> <p>VII Perceptual, Motor, and Physical Development</p> <table border="1"> <thead> <tr> <th>Gain Summary</th> <th>Gains</th> <th>Percent Gain</th> </tr> </thead> <tbody> <tr> <td>Collection Period</td> <td></td> <td></td> </tr> <tr> <td>Period 1-2</td> <td>0.08</td> <td>3.57%</td> </tr> <tr> <td>Period 1-3</td> <td>0.29</td> <td>12.95%</td> </tr> <tr> <td>Period 2-3</td> <td>0.21</td> <td>9.05%</td> </tr> </tbody> </table>	Gain Summary	Gains	Percent Gain	Collection Period			Period 1-2	0.08	3.57%	Period 1-3	0.29	12.95%	Period 2-3	0.21	9.05%
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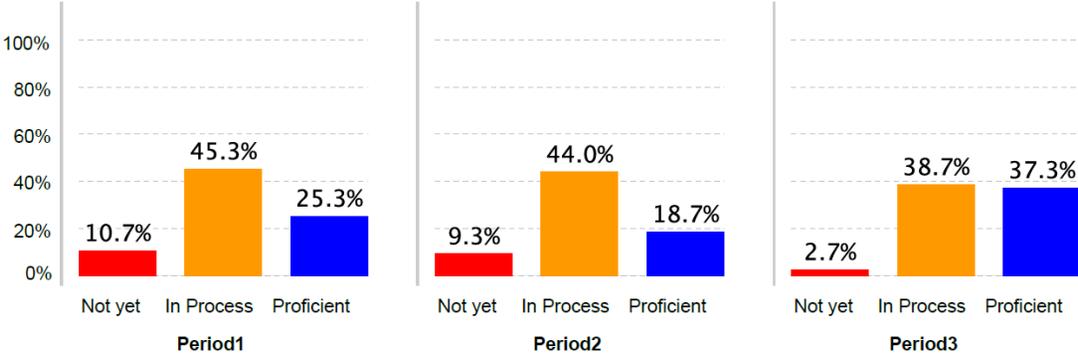
School Readiness Goals (HS)	Work Sampling Alignment	Strategies and Implementation	Notes and Progress															
<p><b>Domain (s):Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li><i>Children will interact with peers and adults in socially acceptable ways; share, take turns, and seek assistance when needed.</i></li> <li><i>Children will express his or her wants, needs, thoughts, and ideas, and self direction.</i></li> <li><i>Children will recognize, regulate, and name their own emotions.</i></li> </ul>	<p>IIA1 Interaction with children/peers IIA2 Interaction with adults IIA3 Empathy IIA4 Communication</p> <p>IB1 Self Confidence IB2 Self Direction</p> <p>IIC1 Rules and Routines IIC2 Materials IIC3 Transitions VB1 Receptive VB2 Expressive</p>	<p>Teachers will build positive relationships with each child to teach, model, and remind each child about caring for others as well as to communicate with an adult about a conflict, want or need.</p> <p>Teachers will encourage and provide opportunities inside and outside the classroom for each child to feel good about themselves and help build on small successes (i.e. to pick out the activities they want to engage in.</p> <p>Teachers will provide opportunities to follow simple rules and routines such as take turns, share, and regulate behaviors; use classroom materials respectfully and carefully; and to manage transitions daily.</p>	<p>(Outcomes)</p> <p>   Social and Emotional Development</p>  <table border="1" data-bbox="1123 787 1711 958"> <thead> <tr> <th>Gain Summary</th> <th>Gains</th> <th>Percent Gain</th> </tr> </thead> <tbody> <tr> <td>Collection Period</td> <td></td> <td></td> </tr> <tr> <td>Period 1-2</td> <td>.08</td> <td>3.85%</td> </tr> <tr> <td>Period 1-3</td> <td>.32</td> <td>15.38%</td> </tr> <tr> <td>Period 2-3</td> <td>.24</td> <td>11.11%</td> </tr> </tbody> </table>	Gain Summary	Gains	Percent Gain	Collection Period			Period 1-2	.08	3.85%	Period 1-3	.32	15.38%	Period 2-3	.24	11.11%
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<p><b>Domain (s): Approaches to Learning</b></p> <ul style="list-style-type: none"> <li><i>Children will show eagerness and curiosity as learners and approach activities with flexibility and independence.</i></li> <li><i>Children will begin and complete activities with attention and persistence.</i></li> <li><i>Children will feel part of the group life of the class.</i></li> </ul>	<p>IIIA1 Eagerness IIIA2 Inventive</p> <p>IIIB1 Persistence</p> <p>IIIC1 Cooperation IIA1 Interaction with Children/peers IIA2 Interaction with adults IXA1 Music IXB1 Dance IXC1 Art Creations IXC2 Tactile Art IXD1 Dramatic Play</p>	<p>Teachers will provide multiple learning activities in each center of the classroom to promote eagerness and curiosity for each child to learn independently or cooperatively with others.</p> <p>Teachers will provide opportunities for children to participate in activities and seek help when encountering problems.</p> <p>Teachers will provide opportunities for children to be included in the life of class by giving a child the chance to have a job, a chance to respond at choice time, circle time, through music, art, dance and dramatic play experiences and transitions.</p>	<p style="text-align: center;">(Outcomes)</p> <p>I Approaches to Learning</p> <table border="1" data-bbox="1226 753 1675 880"> <thead> <tr> <th>Gain Summary</th> <th>Gains</th> <th>Percent Gain</th> </tr> </thead> <tbody> <tr> <td>Collection Period</td> <td></td> <td></td> </tr> <tr> <td>Period 1-2</td> <td>.03</td> <td>1.4%</td> </tr> <tr> <td>Period 1-3</td> <td>.27</td> <td>12.56%</td> </tr> <tr> <td>Period 2-3</td> <td>.24</td> <td>11.01%</td> </tr> </tbody> </table>	Gain Summary	Gains	Percent Gain	Collection Period			Period 1-2	.03	1.4%	Period 1-3	.27	12.56%	Period 2-3	.24	11.01%
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<p><b>Domain(s): Language and Literacy Development</b></p> <p>● <i>Children will recognize their name, write their name, and recognize the letters at least in his or her name and more in addition to those in their first name.</i></p> <p>● <i>Children will understand the connection between spoken language and written language and will write or scribble notes, letters, and stories.</i></p>	<p>VIA Book Appreciation VIC1 Alphabet Knowledge VIDI Print Knowledge IC Fine Motor</p> <p>VB Expressive VID1 Print VIE1 Symbolism VIE2 Representation</p>	<p>Teachers will ask children to recognize letters in their first names especially in books, visually around the classroom and within their environments.</p> <p>Teachers will provide opportunities for children to write and identify letter like symbols, and make letter like shapes especially those in their first name and help children represent ideas and stories with pictures, dictation and play.</p>	<p style="text-align: center;">(Outcomes)</p> <p>IV Literacy</p> <table border="1" data-bbox="1213 870 1726 1019"> <thead> <tr> <th>Gain Summary</th> <th>Gains</th> <th>Percent Gain</th> </tr> </thead> <tbody> <tr> <td>Collection Period</td> <td></td> <td></td> </tr> <tr> <td>Period 1-2</td> <td>0.01</td> <td>0.52%</td> </tr> <tr> <td>Period 1-3</td> <td>0.34</td> <td>17.80%</td> </tr> <tr> <td>Period 2-3</td> <td>0.33</td> <td>17.19%</td> </tr> </tbody> </table>	Gain Summary	Gains	Percent Gain	Collection Period			Period 1-2	0.01	0.52%	Period 1-3	0.34	17.80%	Period 2-3	0.33	17.19%
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<p>• <i>Children will explore the world of people, family, community, and culture through observation, questioning, discussions, and engagement.</i></p>	<p>XA1 Identification XA2 Understanding XA3 Describe Jobs XA4 Awareness of Rules XA5 Leadership XB1 Location</p>	<p>about similarities and differences of family characteristics and describe people’s jobs. Children will demonstrate awareness of group rules, leadership and location of items in the environment.</p>	<p>VI Scientific Reasoning</p>  <table border="1" data-bbox="1140 662 1640 805"> <thead> <tr> <th>Gain Summary</th> <th>Gains</th> <th>Percent Gain</th> </tr> </thead> <tbody> <tr> <td>Collection Period</td> <td></td> <td></td> </tr> <tr> <td>Period 1-2</td> <td>-0.01</td> <td>-47%</td> </tr> <tr> <td>Period 1-3</td> <td>0.29</td> <td>13.68%</td> </tr> <tr> <td>Period2-3</td> <td>0.30</td> <td>14.22%</td> </tr> </tbody> </table>	Gain Summary	Gains	Percent Gain	Collection Period			Period 1-2	-0.01	-47%	Period 1-3	0.29	13.68%	Period2-3	0.30	14.22%
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## SCS Head Start Program Information & Kindergarten Readiness

SCS Head Start is a well-established early childhood education program with seven NAEYC (National Association for the Education of Young Children) accredited Head Start Centers in two counties, a public school collaboration, and a widely recognized and respected partnership with many community agencies including school partners. SCS Head Start is committed to meeting the diverse learning needs of all 190 children and getting them ready for kindergarten.

SCS Head Start assesses children in 11 domain areas three times a year and aggregates and analyzes the assessment data at multiple points in combination with other program data and in partnership with parents and families to help each child in the program learn and reach his or her potential.

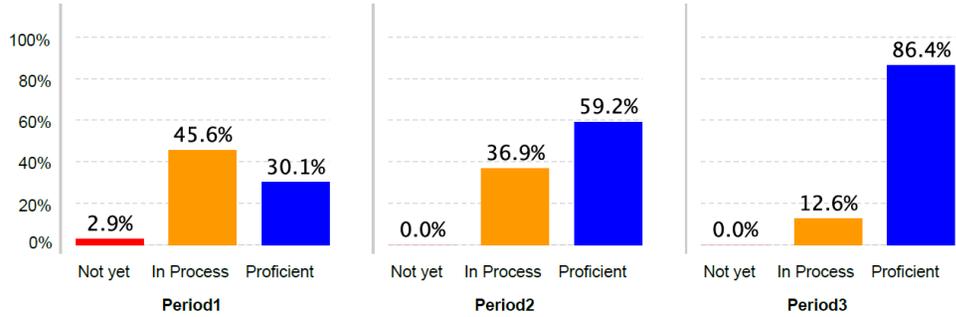
SCS Head Start aggregates and analyzes data for three year olds and also four year olds in each classroom as well as program-wide in order to make the necessary program improvements needed to better support school readiness. SCS Head Start is committed to putting continuous efforts into improving teacher-child interactions in each classroom and determining priorities for improvement as well as putting extensive efforts into providing opportunities for engaging parents and families in supporting each child's school readiness.

All children who are five years old before September 30<sup>th</sup> are eligible to enter kindergarten in the State of New Hampshire as determined by the local school districts. SCS Head Start has identified expected attributes/milestones for children to achieve at the point of kindergarten entry.

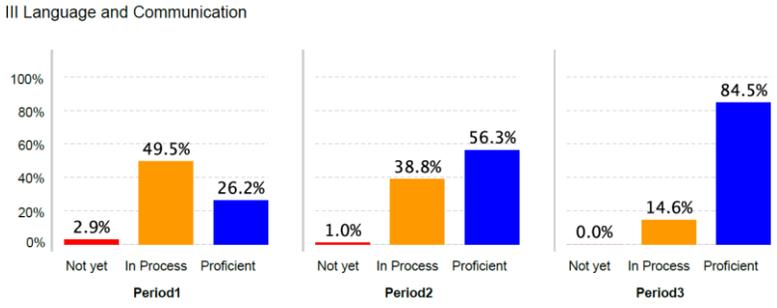
Southwestern Community Services Head Start has developed the following School Readiness Goals using guidance provided by the Office of Head Start and input from staff, families, and community and school partners. The goals are reflective to five essential domain areas of the Head Start Child Development and Early Learning Framework and will serve as a guide for SCS Head Start educators and families to provide the best experiences for our young children and to help them get ready for kindergarten.

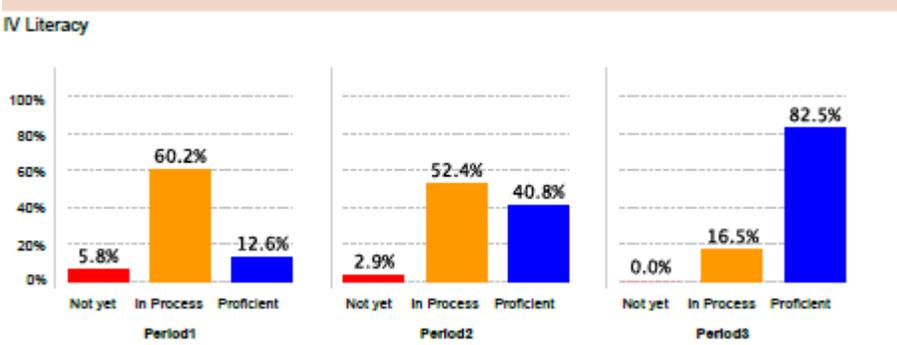
### SCS Head Start Kindergarten Readiness Goals

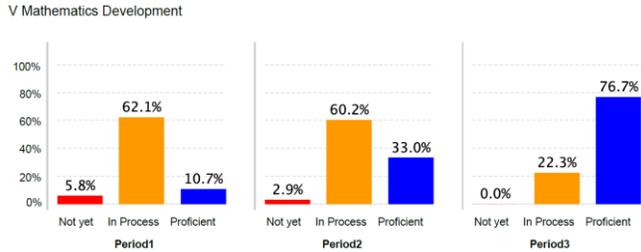
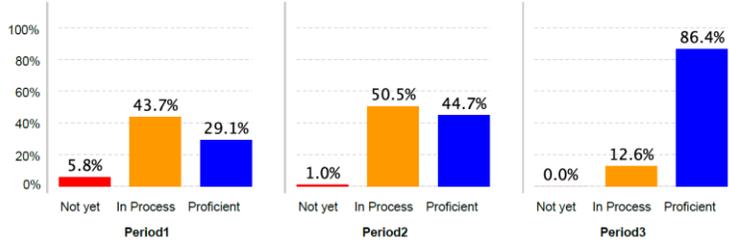
<u>School Readiness Goals (HS)</u>	<u>Work Sampling Alignment</u>	<u>Strategies and Implementation</u>	<u>Notes and Progress</u>															
<p><b>Domain (s): Physical Development and Health</b></p> <ul style="list-style-type: none"> <li>● <i>Children will identify health and safety practices and demonstrate increasing independence with basic self care tasks.</i></li> <li>● <i>Children will demonstrate large muscle control and coordination to move in space with balance, flexibility, and control.</i></li> <li>● <i>Children will demonstrate small muscle control and coordination to perform variety of tasks.</i></li> </ul>	<p>IA1 Self care tasks IA2 Health and safety Rules</p> <p>IB1 Balance and control IB2 Coordination</p> <p>IC1 Strength and control IC2 Eye hand IC3 Various tools</p>	<p>Teachers will teach, model and remind children about Toileting, handwashing, toothbrushing, dressing, and eating.</p> <p>Teachers will provide opportunities inside and outside the classroom for gross motor development such as skipping, jumping, hopping, and balance.</p> <p>Teachers will provide opportunities inside and outside the classroom for fine motor development such as catching a ball and assistance in holding pencils, crayons, markers, and scissors.</p>	<p style="text-align: center;">(Outcomes)</p> <p style="text-align: center;">VII Perceptual, Motor, and Physical Development</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Gain Summary</th> <th>Gains</th> <th>Percent Gain</th> </tr> </thead> <tbody> <tr> <td>Collection Period</td> <td></td> <td></td> </tr> <tr> <td>Period 1-2</td> <td>.11</td> <td>4.38%</td> </tr> <tr> <td>Period 1-3</td> <td>.36</td> <td>14.34%</td> </tr> <tr> <td>Period 2-3</td> <td>.25</td> <td>9.54%</td> </tr> </tbody> </table>	Gain Summary	Gains	Percent Gain	Collection Period			Period 1-2	.11	4.38%	Period 1-3	.36	14.34%	Period 2-3	.25	9.54%
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<p><b>Domain (s):Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li><i>Children will interact with peers and adults in socially acceptable ways; share, take turns, and seek assistance when needed.</i></li> <li><i>Children will express his or her wants, needs, thoughts, and ideas, and self direction.</i></li> <li><i>Children will recognize, regulate, and name their own emotions.</i></li> </ul>	<p>IIA1 Interaction with children/peers IIA2 Interaction with adults IIA3 Empathy IIA4 Communication</p> <p>IB1 Self Confidence IB2 Self Direction</p> <p>IIC1 Rules and Routines IIC2 Materials IIC3 Transitions VB1 Receptive VB2 Expressive</p>	<p>Teachers will build positive relationships with each child to teach, model, and remind each child about caring for others as well as to communicate with an adult about a conflict, want or need.</p> <p>Teachers will encourage and provide opportunities inside and outside the classroom for each child to feel good about themselves and help build on small successes (i.e. to pick out the activities they want to engage in. Teachers will provide opportunities to follow simple rules and routines such as take turns, share, and regulate behaviors; use classroom materials respectfully and carefully; and to manage transitions daily.</p>	<p>(Outcomes)</p> <p>II Social and Emotional Development</p>  <table border="1" data-bbox="1239 885 1753 1047"> <thead> <tr> <th>Gain Summary</th> <th>Gains</th> <th>Percent Gain</th> </tr> </thead> <tbody> <tr> <td>Collection Period</td> <td></td> <td></td> </tr> <tr> <td>Period 1-2</td> <td>.22</td> <td>9.61%</td> </tr> <tr> <td>Period 1-3</td> <td>.05</td> <td>22.27%</td> </tr> <tr> <td>Period 2-3</td> <td>.29</td> <td>11.55%</td> </tr> </tbody> </table>	Gain Summary	Gains	Percent Gain	Collection Period			Period 1-2	.22	9.61%	Period 1-3	.05	22.27%	Period 2-3	.29	11.55%
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<p><b>Domain (s): Approaches to Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Children will show eagerness and curiosity as learners and approach activities with flexibility and independence.</i></li> <li>• <i>Children will begin and complete activities with attention and persistence.</i></li> <li>• <i>Children will feel part of the group life of the class.</i></li> </ul>	<p>IIIA1 Eagerness IIIA2 Inventive</p> <p>IIIB1 Persistence</p> <p>IIIC1 Cooperation IIA1 Interaction with Children/peers IIA2 Interaction with adults IXA1 Music IXB1 Dance IXC1 Art Creations IXC2 Tactile Art IXD1 Dramatic Play</p>	<p>Teachers will provide multiple learning activities in each center of the classroom to promote eagerness and curiosity for each child to learn independently or cooperatively with others.</p> <p>Teachers will provide opportunities for children to participate in activities and seek help when encountering problems.</p> <p>Teachers will provide opportunities for children to be included in the life of class by giving a child the chance to have a job, a chance to respond at choice time, circle time, through music, art, dance and dramatic play experiences and transitions.</p>	<p>(Outcomes)</p> <p>I Approaches to Learning</p> <table border="1" data-bbox="1318 630 1885 797"> <thead> <tr> <th>Gain Summary</th> <th>Gains</th> <th>Percent Gain</th> </tr> </thead> <tbody> <tr> <td>Collection Period</td> <td></td> <td></td> </tr> <tr> <td>Period 1-2</td> <td>.20</td> <td>8.55%</td> </tr> <tr> <td>Period 1-3</td> <td>.46</td> <td>19.66%</td> </tr> <tr> <td>Period 2-3</td> <td>.26</td> <td>10.24%</td> </tr> </tbody> </table>	Gain Summary	Gains	Percent Gain	Collection Period			Period 1-2	.20	8.55%	Period 1-3	.46	19.66%	Period 2-3	.26	10.24%
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<p><b>Domain (s): Language and Literacy Development</b></p> <ul style="list-style-type: none"> <li><i>Children will comprehend and use increasingly complex oral language and vocabulary (Dual language learners will demonstrate competency in their home language while demonstrating progress in being able to understand and speak English)</i></li> <li><i>Children will hear letter sounds, word syllables, recognize and say simple rhymes</i></li> </ul>	<p>VA1 Receptive VB Expressive VC1 English Literacy</p> <p>VIB1 Phonological</p>	<p>Teachers will provide opportunities for reading and comprehending books, give children opportunities to ask questions. Short visual stories for Dual language learners with visuals posted in home language as well as English.</p> <p>Teachers will provide opportunities for rhyming games, stories and silly songs to help children identify sounds. Teachers will ask children to repeat songs, stories and rhymes to help them identify sounds of letters and word phrases.</p>	<p>(Outcomes)</p> <p>III Language and Communication</p>  <table border="1" data-bbox="1333 714 1890 885"> <thead> <tr> <th>Gain Summary</th> <th>Gains</th> <th>Percent Gain</th> </tr> </thead> <tbody> <tr> <td>Collection Period</td> <td></td> <td></td> </tr> <tr> <td>Period 1-2</td> <td>.22</td> <td>9.40%</td> </tr> <tr> <td>Period 1-3</td> <td>.49</td> <td>20.94%</td> </tr> <tr> <td>Period 2-3</td> <td>.27</td> <td>10.55%</td> </tr> </tbody> </table>	Gain Summary	Gains	Percent Gain	Collection Period			Period 1-2	.22	9.40%	Period 1-3	.49	20.94%	Period 2-3	.27	10.55%
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## Southwestern Community Services, Inc. Head Start

**Program Mission Statement:** Southwestern Community Services, Inc.(SCS) Head Start program provides a supportive and consistent preschool educational environment for all children and families through open communication, exceptional resources, and positive role modeling to help children and adults become successful and self-sufficient.

**Program Goal 1:** Here at SCS Head Start, we will enhance the program planning process in order to improve child and family outcomes.

**Objective:** Develop and implement plans and strategies to improve practices and to increase skills and knowledge of staff and families that would create positive child outcomes as measured by CLASS Observations and improved child assessment scores.

**Year 1:** By the end of year one:

- Identify a research based curriculum, train staff, and start with the implementation
- Review the wage scale each year with the intent to increase salaries for all staff
- Utilize the SCS Head Start Family Needs Assessment to plan Family Well Being parent trainings at each center with the goal of 100% of our families achieving one of the goals identified in the Family Well Being of the PFCE Framework
- Examine data for patterns, progress, and trends in order to revise, develop, and implement plans across content areas
- Increase the ability of the leadership team, teachers, assistants, advocates, and cooks in order to support individual children and families
- With the Policy Council and Board involvement, conduct a comprehensive Self Assessment to identify program strengths and areas for program improvement
- Plan the implementation of the Practice Based Coaching
- Develop plans to successfully orient all new staff in their new roles and veteran staff in new initiatives and quality teaching
- Provide orientation to educate SCS Board and the Policy Council members to be in compliance with the five year grant expectations/regulations
- Plan specific systems and procedures with the intent of expanding teacher s and families understanding of the importance of asking appropriate follow up questions that are intentional when interacting with children in order to expand and build on their knowledge

**Year2:** By the end of year two:

- Review the wage scale each year with the intent to increase salaries for all staff
- Increase the ability of the leadership team, teachers, assistants, advocates, and cooks in order to support individual children and families
- Utilize new data, Policy Council, the Board and staff input as going forward with program planning and implementation
- Implement of the Practice based Coaching (PBC) Model
- Use the plans to orient all new staff successfully in their new roles and veteran staff in new initiatives and quality teaching
- Utilize the SCS Head Start Family Needs Assessment to plan trainings for families at each center with the goal of 100% of our families will achieve one goal under the Family Well Being and one goal Parent Child Development PFCE Framework

- Determine effectiveness of the year one planning and adjust as necessary to support comprehensive planning that also addresses Self Assessment findings
- Implement the plan developed for expanding teacher s and families understanding of the importance of asking appropriate follow up questions that are intentional when interacting with children in order to expand and build on their knowledge
- Implement the Practice Based Coaching Model

**Year 3:** By the end of year three:

- Review the wage scale each year with the intent to increase salaries for all staff
- Increase the ability of the leadership team, teachers, assistants, advocates, and cooks in order to support individual children and families
- Utilize the SCS Head Start Family Needs Assessment to plan trainings for families at each center with the goal of 100% of our families will achieve one goal under the Family Well Being, one goal Parent Child Development, and one goal under Family Engagement in Transitions of the PFCE Framework
- Implement of the Practice based Coaching (PBC) Model
- Implement the plan developed for expanding teacher s and families understanding of the importance of asking appropriate follow up questions that are intentional when interacting with children in order to expand and build on their knowledge
- Determine effectiveness of the year two planning and adjust as necessary to support comprehensive planning

**Year 4:** By the end of year four:

- Review the wage scale each year with the intent to increase salaries for all staff
- Increase the ability of the leadership team, teachers, assistants, advocates, and cooks in order to support individual children and families
- We will review the Family Needs Assessment to ensure that it is updated based on the needs of our changing families and update our parent workshop and trainings to support the changing needs, which will help parents to continue to achieve their goals of the PFCE Outcomes Framework.
- Implement of the Practice based Coaching (PBC) Model
- Implement the plan developed for expanding teacher s and families understanding of the importance of asking appropriate follow up questions that are intentional when interacting with children in order to expand and build on their knowledge
- Determine effectiveness of the year three planning and adjust as necessary to support comprehensive planning

**Year 5:** By the end of year five:

- Review the wage scale each year with the intent to increase salaries for all staff
- Increase the ability of the leadership team, teachers, assistants, advocates, and cooks in order to support individual children and families
- Implement of the Practice based Coaching (PBC) Model
- Determine effectiveness of the year four planning and adjust as necessary to support comprehensive planning
- Implement the plan developed for expanding teacher s and families understanding of the importance of asking appropriate follow up questions that are intentional when interacting with children in order to expand and build on their knowledge
- 50 % of our families will achieve one goal from all seven PFCE Outcomes Framework.

**Expected Outcome:** The implementation of the management systems will lead to sustaining high quality services delivery for the children and families. Families and staff will work in partnership to get children ready for kindergarten.

**Program Goal 2: SCS Head Start will strengthen and strive to support emotional wellness and physical well-being of our children, families and staff.**

**Objective 1:** SCS Head Start will use CSEFEL Framework and Tools to increase social and emotional well-being of our children, families, and staff.

**Objective 2:** SCS Head Start will utilize Health Literacy Training to increase basic health and wellness knowledge of families and staff.

**Year 1:** By the end of year one:

- Train all teachers and teacher assistants in CSEFEL Framework and Tools to increase their ability to support social /emotional development of children
- They will begin with the implementation of all aspects of CSEFEL Framework and Tools
- FA will complete the CSEFEL “train the trainer” Framework and Tools
- FA’s will begin holding parent trainings on CSEFEL Framework and Tools
- Orient all new staff in their job competencies
- Provide support groups at each center as a pilot project, utilizing community resources such as mental health agencies as well as graduate schools to support family wellness
- Coordinate with the staff and community health professionals to provide health literacy trainings to all Head Start families
- Implement IMIL initiative to support the physical health of children
- Strengthen tracking and follow up to improve oral health.
- Plan to integrate homemade recipes and fresh food, fruit, and vegetables in order to reduce process foods within monthly menu

**Year 2:** By the end of year two:

- All classrooms will reflect the highest implementation of the CSEFEL Framework and Tools
- Each center will hold series of training on CSEFEL Framework and Tools in order to help parents gain better parenting skills
- Incorporate individual staff professional development needs around CSEFEL expectations in Professional Development Plans of the staff
- Hold parent trainings at each center utilizing the Needs Assessments
- Coordinate with the staff and community health professionals to provide health literacy trainings to all Head Start families.
- Implement IMIL initiative to support the physical health of children
- Strengthen tracking and follow up to improve oral health
- Integrate homemade recipes and fresh food, fruit, and vegetables in order to reduce process foods within monthly menu
- Provide support groups at each center, utilizing community resources such as mental health agencies as well as graduate schools to support family wellness
- Orient all new staff in their job competencies

**Year 3:** By the end of year three:

- We will evaluate year one and two objectives and adjust and revise Professional Development Plans of staff as needed
- Orient all new staff in their job competencies
- Each center will hold series of training on CSEFEL Framework and Tools in order to help parents gain better parenting skills

- Poll staff on most effective ways to support wellness of staff
- Provide support groups at each center, utilizing community resources such as mental health agencies as well as graduate schools to support family wellness
- Coordinate with the staff and community health professionals to provide health literacy trainings to all Head Start families.
- Implement IMIL initiative to support the physical health of children
- Strengthen tracking and follow up to improve oral health
- Integrate homemade recipes and fresh food, fruit, and vegetables in order to reduce process foods within monthly menu

**Year 4:** By the end of year four:

- We will monitor professional development plans for training quality, implementation of new knowledge
- Each center will hold series of training on CSEFEL Framework and Tools in order to help parents gain better parenting skills
- Provide ongoing training for individualized staff development
- Provide support groups at each center, utilizing community resources such as mental health agencies as well as graduate schools to support family wellness
- Increase the ability of children to self regulate, to be safe, and problem solve
- Orient all new staff in their job competencies
- Coordinate with the staff and community health professionals to provide health literacy trainings to all Head Start families.
- Implement IMIL initiative to support the physical health of children
- Strengthen tracking and follow up to improve oral health
- Integrate homemade recipes and fresh food, fruit, and vegetables in order to reduce process foods within monthly menu

**Year 5:** By the end of year five:

- All classrooms will reflect the highest implementation of the CSEFEL Framework and Tools
- Each center will hold series of training on CSEFEL Framework and Tools in order to help parents gain better parenting skills
- Through the use of CSFEL practices, increase the ability of children to self regulate, to be safe, and problem solve
- Provide support groups at each center, utilizing community resources such as mental health agencies as well as graduate schools to support family wellness
- Coordinate with the staff and community health professionals to provide health literacy trainings to all Head Start families.
- Implement IMIL initiative to support the physical health of children
- Strengthen tracking and follow up to improve oral health
- Integrate homemade recipes and fresh food, fruit, and vegetables in order to reduce process foods within monthly menu
- Orient all new staff in their job competencies

**Expected Outcome:** Staff and families will have increased ability to support all children in the classroom and at home. As a result, they will experience positive relationships with children, they will feel empowered, they will have increased satisfaction with their jobs as teachers, and families as their child's first teachers and children will feel good about themselves entering Kindergarten equipped with the mastery of the milestones in the social and emotional developmental areas.

**Program Goal 3:** SCS Head Start will develop and implement strategies to ensure our enrolled children enter Kindergarten with a solid foundation to excel.

**Objective 1:** SCS Head start will improve timely data aggregation and analysis of child outcomes and CLASS data for developing effective systems that sustain quality.

**Objective 2:** SCS Head Start will develop strategies to plan home-school activities in order to strengthen parent/family ability to be the best teacher for their children.

**Year 1:** By the end of year one:

- Strengthen CLASS scores in three domain areas including in ten dimensions, review and revise yearly to assess areas in need of improvement.
- Assess teacher skills in order to provide individualized support on teaching strategies (NCQTL15 minute suits)
- Plan to provide individualized support for families using mentoring model
- Strengthen communication with families in order to improve attendance
- Hold parent trainings at each center utilizing the Needs Assessments
- Implement Positive Behavioral Interventions and Supports (PBIS) initiative
- Provide “READY” Kindergarten training for families in order to help them support their child’s literacy and numeracy skills through purposeful play

**Year 2:** By the end of year two:

- Strengthen CLASS scores in three domain areas including in ten dimensions, review and revise yearly to assess areas in need of improvement.
- Assess teacher skills in order to provide individualized support on teaching strategies (NCQTL15 minute suits)
- Plan to provide individualized support for families using mentoring model
- Implement Positive Behavioral Interventions and Supports (PBIS) initiative
- Provide “READY” Kindergarten training for families in order to help them support their child’s literacy and numeracy skills through purposeful play
- Strengthen communication with families in order to improve attendance

**Year 3:** By the end of year three:

- Strengthen CLASS scores in three domain areas including in ten dimensions, review and revise yearly to assess areas in need of improvement.
- Assess teacher skills in order to provide individualized support on teaching strategies (NCQTL15 minute suits)
- Plan to provide individualized support for families using mentoring model
- Provide “READY” Kindergarten training for families in order to help them support their child’s literacy and numeracy skills through purposeful play
- Hold parent trainings at each center utilizing the Needs Assessments
- Implement Positive Behavioral Interventions and Supports (PBIS) initiative
- Strengthen communication with families in order to improve attendance

**Year 4:** By the end of year four:

- Strengthen CLASS scores in three domain areas including in ten dimensions, review and revise yearly to assess areas in need of improvement.
- Assess teacher skills in order to provide individualized support on teaching strategies (NCQTL15 minute suits)
- Provide “READY” Kindergarten training for families in order to help them support their child’s literacy and numeracy skills through purposeful play

- Plan to provide individualized support for families using mentoring model
- Hold parent trainings at each center utilizing the Needs Assessments
- Implement Positive Behavioral Interventions and Supports (PBIS) initiative
- Strengthen communication with families in order to improve attendance
- Strengthen tracking and follow up to improve oral health

**Year 5:** By the end of year five:

- Strengthen CLASS scores in three domain areas including in ten dimensions, review and revise yearly to assess areas in need of improvement.
- Assess teacher skills in order to provide individualized support on teaching strategies (NCQTL15 minute suits)
- Provide “READY” Kindergarten training for families in order to help them support their child’s literacy and numeracy skills through purposeful play
- Hold parent trainings at each center utilizing the Needs Assessments
- Plan to provide individualized support for families using mentoring model
- Implement Positive Behavioral Interventions and Supports (PBIS) initiative
- Strengthen communication with families in order to improve attendance

**Expected Outcome:** Children will enter kindergarten with skills and attitudes necessary to succeed.