Southwestern Community Services, Inc. Head Start
Annual Report 2020-2021

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 six NAEYC-accredited Head Start Centers in two counties. These centers are located in *Ashuelot, Claremont, Jaffrey, Keene, Newport, and Swanzey*.

SCS Head Start began offering increased hours of services in the 2017-2018 school year to the 40% of its funded enrollment at *Claremont, Jaffrey, and Newport* centers.

Also, after the grant award received from the Office of Head Start in March of 2019, SCS Head Start began to serve increased hours of services for 17 additional children at the **Swanzey center** starting 2019-2020 school year in August. With this change, SCS Head Start began serving increased hours for the 50% of the funded enrollment.

On February 1, 2021, SCS Head Start utilized the Supplemental Covid-19 related funding received to increase the hours of services for the rest of the 50% of the children, ensuring that 100% of the children received increased hours of services until the end of the school closing on June 11, 2021.

SCS Head Start also provided four weeks of Summer School at Ashuelot, Claremont,Jaffrey, Keene, and Swanzey centers open for all three and four year old children.

Budget Breakdown for 2020-2021 School Year

Revenues:		Expenditures:	
HS Grant Funds	$2,604,955.00	Personnel	$1,347,573.00
USDA/CACFP Funds	143,899.00	Fringe	538,019.00
		Travel	12,000.00
Non-Federal Share	651,239.00	Other	851,262
		Non-Federal Share	651,239.00
Total Revenue	**$3,400,093.00**		**$3, 400,093.00**

In addition to the above funding, SCS Head Start received Covid-19 Care Act Funds in the amount of $149,397 for providing five-weeks of Summer Program (June 29-July 31) for 40 mostly four-year old's but also a few for three-year old, most vulnerable children, when the slots became available at the Claremont, Keene, and Swanzey Head Start centers.

Additionally, SCS Head Start was awarded Cost of Living Adjustment (COLA) and QUALITY funding in the amount of $106,537. it is gratifying to know that here at SCS Head Start, we have been able to focus and have been steadily move forward with a commitment for increasing quality in service delivery for children and families, increasing compensation for staff, and valuing child, family, and staff wellness past year and half despite the unprecedented times experienced due to Covid-19 pandemic.

Budget Breahdown for 2021-2022 School Year:

Revenues:

Federal Share	**$2,711,492.00**
Non- Federal Share	677,873.00
USDA/CACFP Funds	121,328.00
Donations/other Grant Funding	
TOTAL REVENUE:	**$3,510,693.00**

Expenditures:

Personnel	$1,447,010.00
Fringe	511,745.00
Travel	12,000.00
Supplies	25,600.00
Contractual	10,000.00
Other	389,490,00
Indirect Cost	287,506.00
USDA/CACFP Funds	121,268.00
Non- Federal Share	677,973.00
Training and Technical Assistance	28,101.00
TOTAL EXPENSES:	**$3,389,365.00**

Additionally, SCS Head Start was awarded Cost of Leaving Adjustment (COLA) in the amount of $32,737 to increase staff wages and Supplemental- American Rescue Plan (ARP) funding in the amount of $203,405 to continue supporting children and families and investing high quality and safe early childhood learning opportunities for children.

Program Highlights

Southwestern Community Services Head Start completed its annual 2020-2021 Self- Assessment on April 23, 2021. 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 that SCS Head Start has been implementing

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.

The Adult and Child Care Food Program (CACFP): The Child and Adult Care Food Program (CACFP) is a federal program that provides reimbursements for nutritious meals and snacks to eligible children and adults. SCS Head Start children are provided a free breakfast, lunch, and snack. CACFP contributes to the wellness, healthy growth, and development of young children and adults in the United States.

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 innovate 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 showed 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

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. About nine-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 six- seven 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 and Nutrition Needs: SCS Head Start made a commitment to ensure that there were procedures and systems to support all children with health and nutrition needs and that follow up is done timely and consistently. The program implemented **Individual Health Plans or Individual Nutrition Plans**, supported by each child's health provider before children start school. This is ensured through collaboration and engagement of families.

Child Outcomes and Kindergarten Readiness

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 the SCS Head Start Kindergarten Readiness Goals for Four Year Old children and SCS Head Start Kindergarten Readiness Goals for Three Year Old children to review the programs' goals set for kindergarten readiness, as well as the child assessment data, showing program wide progress made by children before they enter kindergarten. SCS Head Start Uses TS GOLD to assess children three times a year; in the fall, in the winter, and in the spring. The data is analyzed and is presented under each goal. Please review the charts for child progress made from fall to spring.

Staff Qualifications and Development: At SCS Head Start, most teachers have BA/BS degrees in Early Childhood Education (ECE) or related degrees with the required credits in ECE or with her PRAXIS II in ECE, except one veteran teacher, who has an Associate degree in ECE.

Most of the full time or part time teacher assistants have at least an Associate degree in ECE or related degrees. Four teacher assistants have BA in ECE or related degrees and the rest of the teacher assistants have AA degrees in ECE or enrolled in a degree program to earn their degrees.

In addition to the (full time) teacher assistants, we also could hire nine (part time) teacher assistants however due to staffing shortage observed in the State of New Hampshire, we only had two teacher assistants actually worked at the centers.

Early Learning Outcomes Framework (ELOF) and Curriculum Connection: SCS Head Start Curriculum is research-based, comprehensive, developmental, and individualized. SCS Head Start uses the CREATIVE CURRICULUM as a guide to design the physical environment and also uses CREATIVE CURRICULUM, "topic of studies" for supporting child growth and development.

SCS Head Start utilizes "TS GOLD", 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. TS GOLD is aligned with Creative Curriculum and Early Learning Framework (ELOF).

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. The annual charts are created to demonstrate how SCS Head Start achieves the SCS Head Start Kindergarten Readiness Goals.

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 decided 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 28th Pyramid State in 2016.

After piloting 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.

In the beginning of the 2019-2020 school year, SCS Head Start hired an in-house, Behavior Specialist, who supports the social, emotional, and behavioral health of all 170 children enrolled in the program through providing observations and developing Individual Behavior Plans for children with intense behavioral needs. This also includes in-house play-therapy for those children, who may benefit from such intervention ans support.

In the 2020-2021school year, under the Behavior Specialist/Disabilities Services Manager's responsibility, two Social and Emotional Coaches supported all teaching teams' efforts to support the Head Start children and help them to implement the CSFEL Framework (Pyramid Model) to fidelity. All three will also, work closely with families and support the family's efforts to support the social and emotional development of their children.

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

Fathering Initiatives: SCS Head Start has recognized the importance of father and male involvement and, for the last 18-19 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.

Family Engagement Opportunities: SCS Head Start offers Parent and Family Engagement opportunities at each center. These activities are above and beyond the parent trainings and other supports provided for parents and families for family empowerment and self-sufficiency.

Transition Activities

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 kindergarten center.
- Individual Head Start centers host Kindergarten Connection nights for Head Start parents, children and school partners.

Federal Review & Financial Audit

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 Head Start regulations related with this Review.

On April 28, 2017, the Administration for Children and Families (ACF) conducted a monitoring review of the Southwestern Community Services, Inc. to determine if a previously identified

finding was corrected. Based on the information gathered during that review, ACF has closed the previously identified finding.

Also, on-site CLASS Review was conducted between September10-14,2018. Below are the SCS Head Start's scores which was based on the 7-point scale.

Emotional Support:6.4375
Classroom Organization: 5.9833
Instructional Support: 3.4000

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 June 1, 2014-May 31/2015.

Agency Independent Auditor's Report for the years ended May31, 2019 and 2018 showed "no findings".

Agency Independent Auditor's Report ended for the year May 31, 2020 also found no audit findings that are required to be reported in accordance with 2 CFR section 200.516(a).

Additional Program Information

- After a competitive process, SCS Head Start was awarded the Five-Year Head Start Continuation Grant in May 2020.

- SCS Head Start employed 49 individuals for 2020-2021 school year.

- All seven SCS Head Start centers are accredited by the National Association for the Education of Young Children (NAEYC). The seventh center had been accredited for many years, however currently it is waiting for its validation-visit to complete the accreditation process.

- SCS Head Start was awarded the "Early Learning Mentor/Coaching" a competitive Grant from the Office of Head Start in 10/2012.

- SCS Head Start received "the Centers of Excellence" nomination by the Governor of New Hampshire in the school year of 2009-2010.

- 100% of all 10 teachers have bachelor or master's degrees. 80% of all SCS Head Start teachers (8 out of 10) have bachelor's degrees in early childhood education. One teacher has bachelor in non-related degree, however with PRAXIS II of Early Childhood Content Knowledge and one veteran teacher have Associate Degrees in Early Childhood Education.

- Enrollment Information: Funded enrollment is 170. Total cumulative enrollment is 146.

51% of families are income below of 100% of the federal poverty line (74 families).

26% of families (38) are in receipt of public assistance such as TANF and SSI.

1% of children are in foster care (2 children).

4% of families have status as homeless families (6 families).

6.8% of families are over-income (10 families).

11% of families'(16) incomes are between 100% and 130% of the federal poverty line.

- The average "Daily Attendance" in percentages for each month is as follows.

  August 82%
  September 93%
  October 91%
  November 94%,
  December 85%
  January 83%
  February 83%
  March 86%
  April 86%
  May 87%
  June 87%

  The reasons for the lower daily attendance were mostly due to the harsh and long New England winter conditions that continued until the end of April but also included various upper respiratory and stomach flues reported by the families.

- 84% of children (122) who are up to date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well childcare

- Of these, 9% (11) of children was diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed.

- Of these, 100% (11) of children who received medical treatment for their diagnosed chronic health condition

- 94% of the children (136) received with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment.

- 46% of the children (67) who received preventive care during the program year.

- 22% diagnosed as needing dental treatment. (4 children)

- 50% received dental treatment. (2 children)

- 100% of all enrolled children completed all Medical Screenings.

- 99% of the children (145) were covered by Health Insurance at the end of the enrollment Year.

- 100% of children (145) had continuous accessible health care at the end of the enrollment year.

- 17.12% of the total cumulative enrollment (146), 25 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 14 School Administrative Units are:

SAU 1- Conval Regional School District	SAU 71- Lempster School District
SAU 6- Claremont School District	SAU 91- Surry School District
SAU 24- Stoddard School District	SAU 92- Hinsdale School District
SAU 29- Keene, Chesterfield, Harrisville, Marlborough, Marlow, Nelson, and Westmorland	SAU 93 Monadnock Regional
SAU 43 – Newport School District	SAU 94- Winchester School District
SAU 47- Jaffrey/Rindge School District	SAU 96- Sullivan school District
SAU 60- Fall Mountain School District	SAU 102 Goshen School District

SCS Head Start completed a comprehensive Community Assessment in February 2015 and completed another one in 2019. Both assessments incorporated information derived from local municipality, county, state, and federal sources in the program's service areas in both Cheshire and Sullivan counties. The subject areas included population profile, employment, education, housing, income, nutrition, and healthcare. Additionally, Head Start families and staff were surveyed regarding their opinions and thoughts around what they perceived as to be working well for them in their communities as well as any gaps of services, resources, and community needs. [**The analysis of the information collected from various data sources was then used to draw the picture of the community needs in the two-county areas. This process once more reinforced the need for comprehensive child and family services that SCS Head Start provides for eligible families within its' service area.**]

2019 Cheshire County and Sullivan County Community Needs Assessment captures the health, demographics, needs, and trends of its 38 municipalities. Compiling data from multiple sources and surveying stakeholders, this report provides information on significant economic and social issues. It is intended as a resource for improving health, education, and overall well-being in Cheshire and Sullivan counties.

Three major themes emerge from the data collected. First, poverty is increasing in both counties. Second, our population is aging rapidly, and, finally, mental health has emerged as a growing problem.

According to the data source, the total population has increased by 4.29% in the report area.

According to the data source, American Community Survey 5 year data, an average of 16.6% children (ages 0-4) lived in the state of poverty during the survey calendar year in the report area. The poverty rate for children living in the report area is also more than the State of New Hampshire average.

The poverty rate according to the same data source estimates for children (ages 5-17) living in poverty was 11.7%, which was also higher than State of New Hampshire average of 9.40%, however less than national average of 19.50%. Total population in the SCS's report area for ages 5-17 was 16,311.

According to the same data source utilized for the 2019 SCS Community Assessment, the total population for children, ages 0-4 in the report area was 5, 441. The total number of children in poverty living in the two-county area was 903. Out of 903, 616 of lived in the rural communities of Cheshire County. 287 of the children in poverty lived in Sullivan County.

Out of 400 surveys sent out, 200 responses were received when conducting the SCS Community Assessment. The survey work included SCS' Board of Directors, clients, Head Start families, and consumers, funders and community partners, and SCS' staff. The survey began with a core question regarding the most pressing needs facing our communities. Each respondent was asked to mark the top three needs. Sixteen community needs were listed.

The top identified community needs, in order, included the following:
- Enhanced Mental Health Services
- Safe, Adequate, and Affordable Housing
- Living Wage and Adequate Employment
- Affordable Health Care
- Substance Use Recovery Programs
- Affordable and quality early care and education

Respectfully Submitted

Bagdat Caglar
Director of Child Development Services
SCS Head Start

SCS Head Start Program Information & Kindergarten Readiness 2020-2021

3-Year-Old Report

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 170 children and getting them ready for kindergarten.

SCS Head Start assesses children in 5 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-old and four-year-old children 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 30th 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

School Readiness Goals (HS)	TS Gold Objectives	Strategies and Implementation	Outcomes
Domain (s): Physical Development and Health ● *Children will identify health and safety practices and demonstrate increasing independence with basic self-care tasks.* ●*Children will demonstrate large muscle control and coordination to move in space with balance, flexibility, and control.* ● *Children will demonstrate small muscle control and coordination to perform variety of tasks.*	**1** Regulates own emotions and behaviors **1c** Takes care of own needs appropriately **4.** Demonstrates Traveling Skills **5.** Demonstrates Balancing Skills **7.** Fine Motor **7a** Uses fingers and hands.	Teachers will teach, model, and remind children about Toileting, handwashing, toothbrushing, dressing, and eating. Teachers will provide opportunities inside and outside the classroom for gross motor development such as skipping, jumping, hopping, and balance. 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.	<table><tr><td>Count</td><td>TS Gold Objective 1c</td><td>Spring 2020-2021</td></tr><tr><td>9</td><td>Emerging</td><td>21 %</td></tr><tr><td>32</td><td>Accomplished</td><td>78.05%</td></tr></table> <table><tr><td>Count</td><td>TS Gold Objective 4, 5</td><td>Spring 2020-2021</td></tr><tr><td>10</td><td>Emerging</td><td>24.39%</td></tr><tr><td>32</td><td>Accomplished</td><td>75.61%</td></tr></table> <table><tr><td>Count</td><td>TS Gold Objective 7a</td><td>Spring 2020-2021</td></tr><tr><td>1</td><td>Emerging</td><td>2.38%</td></tr><tr><td>41</td><td>Accomplished</td><td>97.62%</td></tr></table>

School Readiness Goals (HS)	TS Gold Objectives	Strategies and Implementation	Notes and Progress
Domain (s): Social and Emotional Development ● *Children will interact with peers and adults in socially acceptable ways; share, take turns, and seek assistance when needed.* ●*Children will express his or her wants, needs, thoughts, and ideas, and self-direction.* ● *Children will recognize, regulate, and name their own emotions*.	**2.** Establishes and sustains positive relationships. **2a** Form's relationships with adults **2c** Interacts with Peers **1.** Regulates own emotions and behaviors **1c** Take care of own needs appropriately **1a** Manages feelings	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. 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.	Outcomes

Outcomes tables:

Count	TS Gold Objective 2a	Spring 2020-2021
2	Emerging	4.88%
39	Accomplished	95.12%

Count	TS Gold Objective 2c	Spring 2020-2021
9	Emerging	21.95 %
32	Accomplished	78.05%

Count	TS Gold Objective 1c	Spring 2020-2021
41	Emerging	100 %
	Accomplished	0%

Count	TS Gold Objective 1c	Spring 2020-2021
23	Emerging	43.9%
23	Accomplished	43.9%

School Readiness Goals (HS)	TS GoldObjectives	Strategies and Implementation	Notes and Progress
Domain (s): Approaches to Learning ● *Children will show eagerness and curiosity as learners and approach activities with flexibility and independence.* ●*Children will begin and complete activities with attention and persistence.* ● *Children will feel part of the group life of the class.*	11. Demonstrates Positive Approaches to Learning 11d. Show's curiosity and motivation 11e. Show's flexibility and inventiveness in thinking 11b. Persists 30 Shows basic understanding of people and how they live	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. Teachers will provide opportunities for children to participate in activities and seek help when encountering problems. 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.	(Outcomes)

Outcome tables in the Notes and Progress column:

Count	TS Gold Objective 11 d and 11e	Spring 2020-2021
41	Emerging	100%
0	Accomplished	0%

Count	TS Gold Objective 11b	Spring 2020-2021
41	Emerging	100%
0	Accomplished	0%

Count	TS Gold Objective 30	Spring 2020-2021
19	Emerging	54.76%
19	Accomplished	54.76%

School Readiness Goals (HS)	TS Gold Objectives	Strategies and Implementation	Notes and Progress
Domain(s): Language and Literacy Development ● *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.* ●*Children will understand the connection between spoken language and written language and will write or scribble notes, letters, and stories.*	16. Demonstrates knowledge of the alphabet 16a. Identifies names and letters 17. Demonstrates Knowledge of print and its uses 17b. Uses print concepts	Teachers will ask children to recognize letters in their first names especially in books, visually around the classroom and within their environments. 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.	(Outcomes) <table><tr><td>Count</td><td>TS Gold Objective 16a</td><td>Spring 2020-2021</td></tr><tr><td>9</td><td>Emerging</td><td>21.43%</td></tr><tr><td>33</td><td>Accomplished</td><td>78.57%</td></tr></table> <table><tr><td>Count</td><td>TS Gold Objective 17b</td><td>Spring 2020-2021</td></tr><tr><td>2</td><td>Emerging</td><td>4.88%</td></tr><tr><td>39</td><td>Accomplished</td><td>95.12%</td></tr></table>

School Readiness Goals (HS)	Work Sampling Alignment	Strategies and Implementation	Notes and Progress
Domain (s): **Cognition and General Knowledge** ● *Children will use math in everyday routines to solve problems using the principles of mathematics to count, sort by color, shape, category, measure, and identify pattern* ● *Children will show curiosity and interest in exploration, using simple tools for investigation, and show understanding of comparative and positional words* ● *Children will explore the world of people, family, community, and culture through observation, questioning, discussions, and engagement.*	20. Uses number concepts and operations 20a. Counts 21.Explores and describes spatial relationships 21b. Understands shapes 24. Uses scientific inquiry skills 30. Shows basic understanding of people and how they live	Teachers will provide opportunities for children to use math in everyday routines to count and understand quantity and use simple strategies to solve mathematical problems. Teachers will provide exploration of living things, opportunities for classification and tools such as magnifying glasses . Teachers will teach children 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.	(Outcomes) | Count	TS Gold Objective 20a	Spring 2020-2021
---	---	---
17	Emerging	41.46%
24	Accomplished	58.54% | | Count	TS Gold Objective 21b	Spring 2020-2021
---	---	---
13	Emerging	31.71%
28	Accomplished	62.29% | | Count	TS Gold Objective 24	Spring 2020-2021
---	---	---
18	Emerging	42.86%
24	Accomplished	57.14% | | Count	TS Gold Objective 30	Spring 2020-2021
---	---	---
19	Emerging	44.24%
23	Accomplished	54.76%	
School Readiness Goals (HS)	Work Sampling Alignment	Strategies and Implementation	Notes and Progress

SCS Head Start Program Information & Kindergarten Readiness 2020-2021

4-Year-Old Report

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 170 children and getting them ready for kindergarten.

SCS Head Start assesses children in 5 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-old's and four-year-old children in each classroom as well as program-wide 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 30th 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, 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

School Readiness Goals (HS)	TS Gold Objectives	Strategies and Implementation	Notes and Progress		
Domain (s): Physical Development and Health ● *Children will identify health and safety practices and demonstrate increasing independence with basic self care tasks.* ●*Children will demonstrate large muscle control and coordination to move in space with balance, flexibility, and control.* ● *Children will demonstrate small muscle control and coordination to perform variety of tasks.*	1 Regulates own emotions and behaviors 1c. Takes care of own needs appropriately **5**. Demonstrates balancing skills 4. Demonstrates Traveling skills 7. Demonstrates fine motor strength and coordination 7a Uses fingers and hands 7b Uses writing and drawing tools	Teachers will teach, model and remind children about Toileting, handwashing, toothbrushing, dressing, and eating. Teachers will provide opportunities inside and outside the classroom for gross motor development such as skipping, jumping, hopping, and balance. 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.	<table><tr><td>Count</td><td>TS Gold Objective 1c</td><td>Spring 2020-2021</td></tr><tr><td>9</td><td>Emerging</td><td>9.57%</td></tr><tr><td>85</td><td>Accomplished</td><td>90.43%</td></tr></table> <table><tr><td>Count</td><td>TS Gold Objective 5</td><td>Spring 2020-2021</td></tr><tr><td>78</td><td>Emerging</td><td>82.98%</td></tr><tr><td>16</td><td>Accomplished</td><td>17.02</td></tr></table> <table><tr><td>Count</td><td>TS Gold Objective 4</td><td>Spring 2020-2021</td></tr><tr><td>76</td><td>Emerging</td><td>80.85%</td></tr><tr><td>18</td><td>Accomplished</td><td>19.15%</td></tr></table> <table><tr><td>Count</td><td>TS Gold Objective 7a &b</td><td>Spring 2020-2021</td></tr><tr><td>94</td><td>Emerging</td><td>97.92%</td></tr><tr><td>2</td><td>Accomplished</td><td>2.08%</td></tr></table>		

School Readiness Goals (HS)	TS GOLD	Strategies and Implementation	Notes and Progress
Domain (s): Social and Emotional Development ● *Children will interact with peers and adults in socially acceptable ways; share, take turns, and seek assistance when needed.* ●*Children will express his or her wants, needs, thoughts, and ideas, and self-direction.* ● *Children will recognize, regulate, and name their own emotions*.	2. Establishes and sustains positive relationships 2c Interacts with Peers 2a Forms relationships with adults 1 Regulates own emotions and behaviors 1c. Takes care of own needs appropriately 1a Manages feelings	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. 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.	**(Outcomes)** | Count	TS Gold Objective 2c	Spring 2020-2021
---	---	---
77	Emerging	81.91%
17	Accomplished	18.09% | | Count	TS Gold Objective 2A	Spring 2020-2021
---	---	---
71	Emerging	75.53%
23	Accomplished	24.47% | | Count	TS Gold Objective 1c	Spring 2020-2021
---	---	---
94	Emerging	97.92%
2	Accomplished	2.08% | | Count	TS Gold Objective 1a	Spring 2020-2021
---	---	---
94	Emerging	100%
0	Accomplished	0%

School Readiness Goals (HS)	Work Sampling Alignment	Strategies and Implementation	Notes and Progress
Domain (s): Approaches to Learning ● *Children will show eagerness and curiosity as learners and approach activities with flexibility and independence.* ●*Children will begin and complete activities with attention and persistence.* ● *Children will feel part of the group life of the class.*	11. Demonstrates positive approaches to learning 11e Show flexibility and inventiveness in thinking 11d Shows curiosity and motivation 11b Persists 11a Attends and engages 2 Establishes and sustains positive relationships 2d Makes friends	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. Teachers will provide opportunities for children to participate in activities and seek help when encountering problems. 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.	(Outcomes)

Notes and Progress column tables:

Count	TS Gold Objective 11e	Spring 2020-2021
67	Emerging	71.28%
27	Accomplished	28.72%

Count	TS Gold Objective 11d	Spring 2020-2021
40	Emerging	42.55%
54	Accomplished	57.45%

Count	TS Gold Objective 11a	Spring 2020-2021
43	Emerging	45.75%
51	Accomplished	52.26%

Count	TS Gold Objective 11b	Spring 2020-2021
59	Emerging	62.77%
35	Accomplished	2.08%

Count	TS Gold Objective 2d	Spring 2020-2021
77	Emerging	81.91%
17	Accomplished	18.09%

School Readiness Goals (HS)	Work Sampling Alignment	Strategies and Implementation	Notes and Progress
Domain (s): Language and Literacy Development ● *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)**	9. Uses language to express thoughts and needs 9a Uses and expanding expressive vocabulary 38 Demonstrates progress in speaking English	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.	(Outcomes) 	Count	TS Gold Objective 9a	Spring 2020-2021
---	---	---
89	Emerging	94.68%
5	Accomplished	5.32%	
● *Children will hear letter sounds, word syllables, recognize and say simple rhymes* 15a Notices and Discriminates simple rhyme		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.		Count	TS Gold Objective 15a	Spring 2020-2021
---	---	---
94	Emerging	100%
	Accomplished	0%	

School Readiness Goals (HS)	Work Sampling Alignment	Strategies and Implementation	Notes and Progress
Domain(s): **Language and Literacy Development** ● *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.*	19 Demonstrates writing skills 19a Writes name	Teachers will ask children to recognize letters in their first names especially in books, visually around the classroom and within their environments.	(Outcomes) <table><tr><td>Count</td><td>TS Gold Objective 19a</td><td>Spring 2020-2021</td></tr><tr><td>77</td><td>Emerging</td><td>81.05%</td></tr><tr><td>18</td><td>Accomplished</td><td>18.95%</td></tr></table>
●*Children will understand the connection between spoken language and written language and will write or scribble notes, letters, and stories.*	19b Writes to convey ideas and information	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.	<table><tr><td>Count</td><td>TS Gold Objective 19b</td><td>Spring 2020-2021</td></tr><tr><td>94</td><td>Emerging</td><td>97.92%</td></tr><tr><td>2</td><td>Accomplished</td><td>2.08%</td></tr></table>

School Readiness Goals (HS)	Work Sampling Alignment	Strategies and Implementation	Notes and Progress

| **Domain (s):** **Cognition and General Knowledge** ● *Children will use math in everyday routines to solve problems using the principles of mathematics to count, sort by color, shape, category, measure, and identify pattern* ● *Children will show curiosity and interest in exploration, using simple tools for investigation, and show understanding of comparative and positional words* ● *Children will explore the world of people, family, community, and culture through observation, questioning, discussions, and engagement.* | 20 Uses number concepts and operations
20a Counts
21 Explores and describes special relationships and shapes
21b Understands shapes
23 Demonstrates knowledge of patterns

24 Uses scientific inquiry skills

30. Shows a basic understanding of people and how they live. | Teachers will provide opportunities for children to use math in everyday routines to count and understand quantity and use simple strategies to solve mathematical problems.

Teachers will provide exploration of living things, opportunities for classification and tools such as magnifying glasses.

Teachers will teach children 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. | (tables below) |

Count	TS Gold Objective 20a	Spring 2020-2021
90	Emerging	95.74%
4	Accomplished	4.26%

Count	TS Gold Objective 21b	Spring 2020-2021
71	Emerging	75.53%
23	Accomplished	24.47%
Count	TS Gold Objective 23	Spring 2020-2021
94	Emerging	100%
0	Accomplished	0%
Count	TS Gold Objective 24	Spring 2020-2021
54	Emerging	56.84%
41	Accomplished	43.16%

Count	TS Gold Objective 30	Spring 2020-2021
54	Emerging	56.84
41	Accomplished	43.16%