

Southwestern Community Services, Inc. Head Start Annual Report 2021-2022

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. 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 ended with a commitment to allocate more of the supplemental funding to continue serving 100% of the children increased hours of services in the 2021-2022 school year.

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 in the summer of 2021.

Budget Breakdown for 2021-2022 School Year

Revenues:

HS Grant Funds	\$2,711,492.00
USDA/CACFP Funds	121,328.00
Non-Federal Share	677,873.00

Expenditures:

Personnel	\$1, 447,010.00
Fringe	511,745.00
Other	437,130;00
Non-Federal Share	677,873.00
USDA/CACFP Funds	121,328.00
Indirect Cost	287,506.00
T/TA	28,101.00

Total Revenue	<u>\$3,510,693.00</u>
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<u>\$3,510,693.00</u>

In addition to the above program operation funding, SCS Head Start also received the following funding.

1. \$203,405 Covid 19 One-Time American Rescue Plan, ARP

2. \$51,165 One-Time CRRSA Covid-19 Funding
3. \$71,928 COLA and Quality Improvement Funding

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 Breakdown for 2023-2022 School Year:

Revenues:

Federal Share	\$2,744,229.00
Non- Federal Share	0.00
USDA/CACFP Funds	143,899.00
Donations/other Grant Funding	
TOTAL REVENUE:	\$2,888,128.00

Expenditures:

Personnel	\$1 537,394.00
Fringe	432,940.00
Supplies	24,600.00
Contractual	10,000.00
Other	420,180.00
Indirect Cost	291,014.00
USDA/CACFP Funds	143,899.00
Non- Federal Share	0.00
Training and Technical Assistance	28,101.00
TOTAL EXPENSES:	\$2,888.128.00

Additionally, SCS Head Start was awarded Supplemental Funding for Cost of Leaving Adjustment (COLA) and Quality in the amount of \$ 71,928.00 to increase staff wages o 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 2021-2022 Self- Assessment on May 9, 2021. Many areas were identified as strengths as well as areas to make quality improvements. SCS Head Start was in-compliance with all performance Standards.

The following areas are highlights of some exceptional program activities 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 IMIL songs and activities.

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 innovative and intensive program incorporated 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, families receive a take home kit with the target vegetables by monthly with 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 program's 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 years, all SCS Head Start Centers now utilize this system that includes weekly care planning meetings attended by classroom staff, family advocates, and cooks as needed base. 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 six 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 communities.

New Hampshire has divided the state into 7 early childhood regions to enhance connections between early childhood care and education, schools and family supports. The 7 regions are working to enhance cross-sector collaboration and alignment to coordinate resources and services. The goal is to strengthen the early childhood system to better support young children (prenatal through age 8) and their families.

Region 1 encompasses the Monadnock region, Greater Sullivan County, and the Upper Valley. Currently, Region 1 is working to determine the assets and gaps within the region to leverage existing strengths and set priorities for moving forward together. We anticipate that as opportunities become available, we will be prepared to respond collaboratively to meet the needs of children and families of our region. SCS Head Start Education Services Manager participates on the Leadership Team as a representative of Head Start for Region 1.

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.

Last spring, SCS Head Start embarked on a wonderful opportunity to take on the Dental Program with the funding received from the Monadnock United Way to provide dental services to its Head Start children in greater Cheshire County Head Start centers located in Ashuelot, Jaffrey, Keene, and Swanzey. In collaborating with the Cheshire Smiles, SCS Head Start will provide education to the children on oral health and hygiene, will complete screening of children's teeth, will conduct oral exams to identify dental needs and will assist families to establish dental homes. SCS Head Start will also provide emergency treatment- filling cavities, provide cleaning and fluoride treatment only for those children who do not have an established dental home.

In Sullivan County, the Community Dental Care of Claremont that offers free dental services to low-income families is the SCS's dental partner to ensure that every child enrolled in SCS Head Start centers in Sullivan County receives a dental exam and establishes a dental home.

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 2021-2022 SCS Head Start Kindergarten Readiness Goals and Outcomes document to review the programs' goals set for kindergarten readiness, as well as the child***

assessment data, for three and four-year-old children. The data is 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 children's 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.

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 and also nationwide , 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 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 content areas of literacy, mathematics, science and technology, social studies, and arts as well as developmental domains including social emotional, physical, language, and cognitive development. The annual charts are created to demonstrate how SCS Head Start achieves the SCS Head Start Kindergarten Readiness Goals in each of those areas.

SCS Head Start utilizes Child Outcomes information for making ongoing quality improvements and planning 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 and support.

In the 2020-2021 school 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.

In the 2021-2022 school year, SCS Head Start began using the TPOT, which is a Pyramid Model imbedded Assessment Tool to support teachers and improve their competencies.

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.

- Kindergarten Readiness/Home School Connections are sent home bi-monthly with curriculum related activities, books about transitions (many about going to a new school) and parent education

Federal Review & Financial Audit

Federal Review: From November 15, 2021 to November 19, 2021, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the Southwestern Community Services, Inc. Head Start program. The OHS Monitoring Review Report pointed out that SCS Head Start was in compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

Financial Audit:

Agency Independent Auditor's Report for many years consistently years showed "no 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 2021-2022 school year.
- All six 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.
- 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 8 teachers have bachelor or master's degrees. 7 out of 8 SCS Head Start teachers 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.
- Enrollment Information: Funded enrollment is 170. Total cumulative enrollment is 143.

48% of families are income below of 100% of the federal poverty line (81 families).

14% of families (20) are in receipt of public assistance such as TANF and SSI.

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

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

5% of families are over-income (8 families).

18% of families' (27) incomes are between 100% and 130% of the federal poverty line.

- The average “Daily Attendance” in percentages for each month is as follows.
August 66%
September 76%
October 75%
November 77%,
December 64%
January 70%
February 71%
March 77%
April 79%
May 79%
June 84%

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.

- 66% of children (95) 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, 100% (15) of children was diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed.
- Of these, 100% (15) of children who received medical treatment for their diagnosed chronic health condition
- 90% of the children (128) received with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment.
- 69% of the children (99) who received preventive care during the program year.
- 2% diagnosed as needing dental treatment. (3 children)
- 2% received dental treatment. (3 children)
- 100% of all enrolled children completed all Medical Screenings.
- 99% of the children (143) were covered by Health Insurance at the end of the enrollment Year.

- 100% of children (143) had continuous accessible health care at the end of the enrollment year.
- 17.12% of the total cumulative enrollment (143), 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 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 Community Assessment Summary:

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 2021-2022

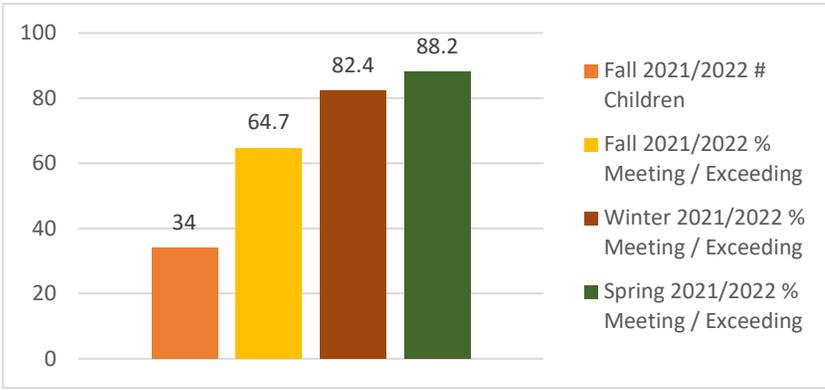
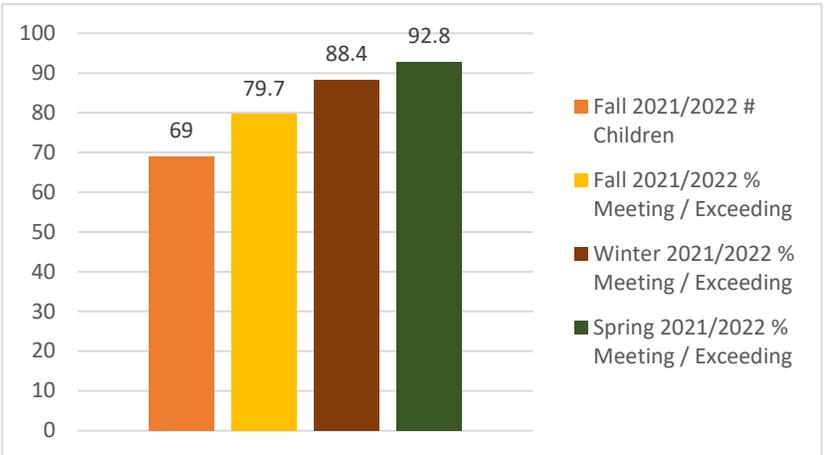
SCS Head Start is a well-established early childhood education program with seven NAEYC (National Association for the Education of Young Children) accredited Head Start Centers in two counties, a public-school collaboration, and a widely recognized and respected partnership with many community agencies including school partners. SCS Head Start is committed to meeting the diverse learning needs of all 170 children and getting them ready for kindergarten.

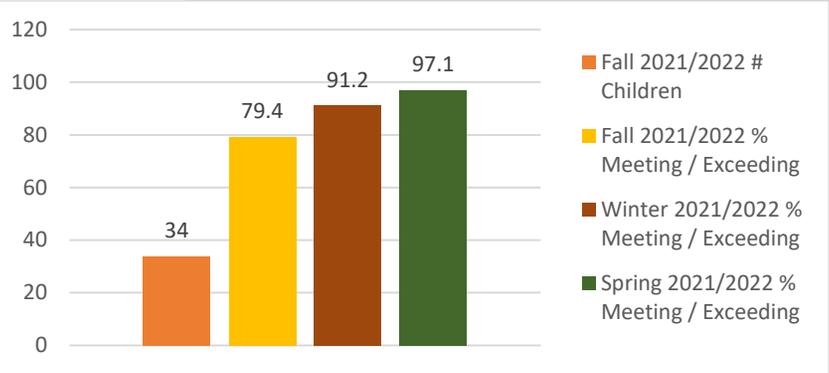
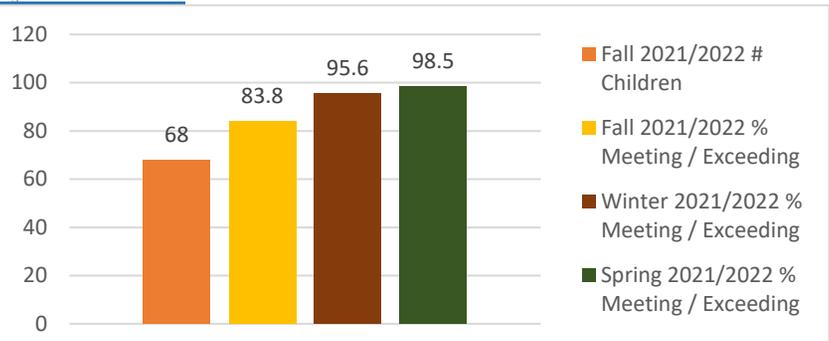
SCS Head Start assesses children in 5 domain areas three times a year and aggregates and analyzes the assessment data at multiple points in combination with other program data and in partnership with parents and families to help each child in the program learn and reach his or her potential.

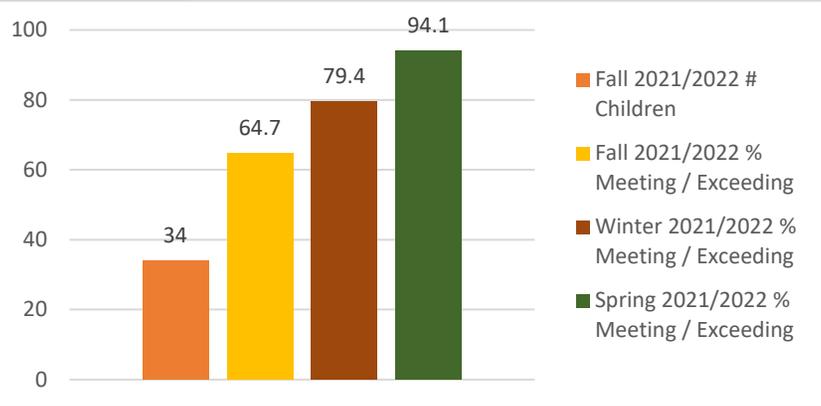
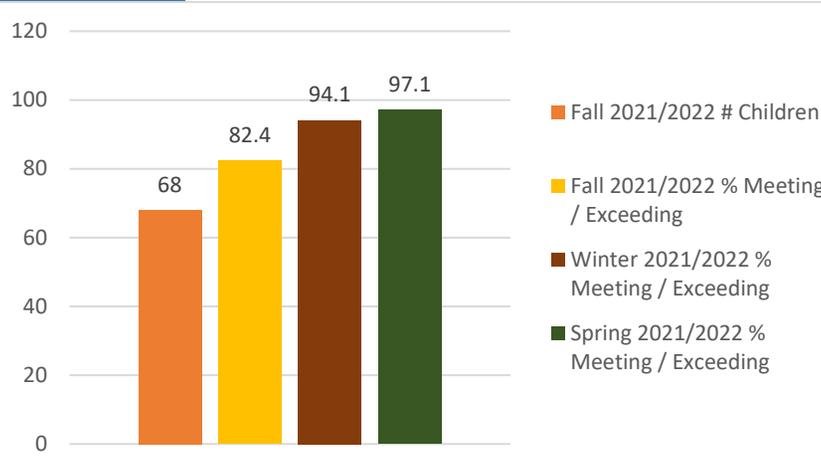
SCS Head Start aggregates and analyzes data for three-year-old and four-year-old children in each classroom, as well as program-wide to make the necessary program improvements needed to better support school readiness. SCS Head Start is committed to putting continuous efforts into improving teacher-child 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.

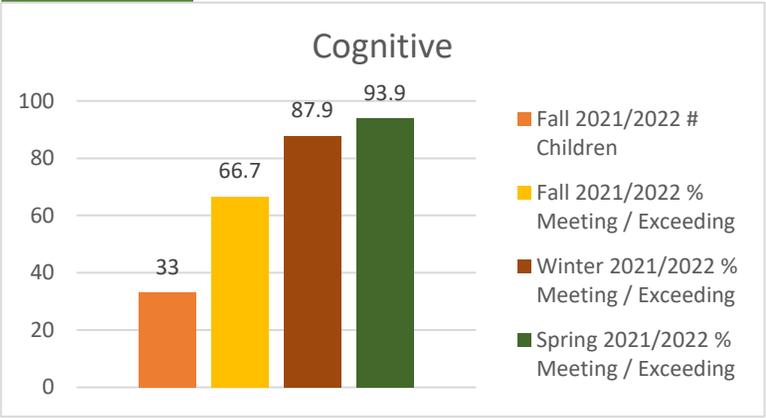
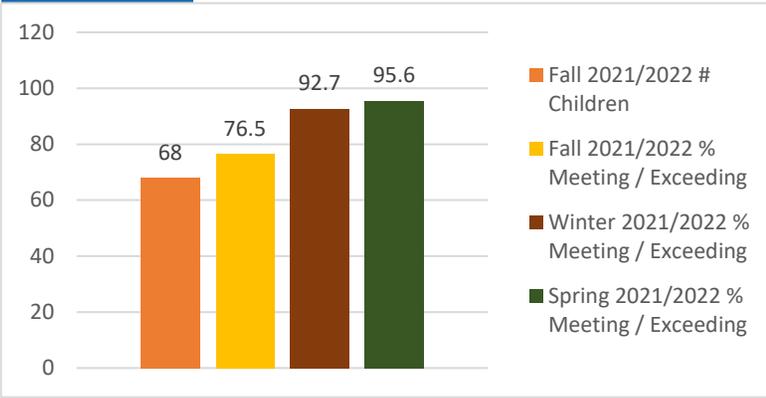
All children who are five years old before September 30th are eligible to enter kindergarten in the State of New Hampshire as determined by the local school districts. SCS Head Start has identified expected attributes/milestones for children to achieve at the point of kindergarten entry.

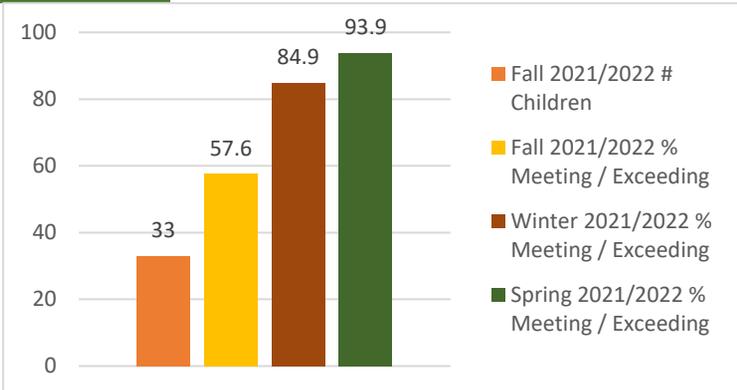
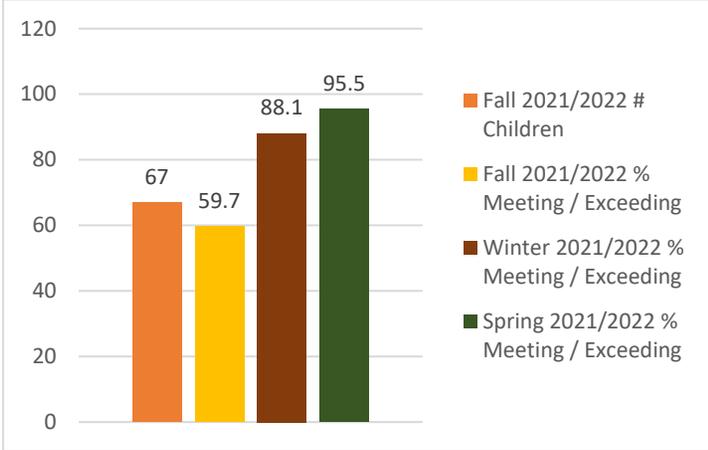
Southwestern Community Services Head Start has developed the following School Readiness Goals using guidance provided by the Office of Head Start and input from staff, families, and community and school partners. The goals are reflective to five essential domain areas of the Head Start Child Development and Early Learning Framework as aligned with Teaching Strategies GOLD™ formative assessment 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.

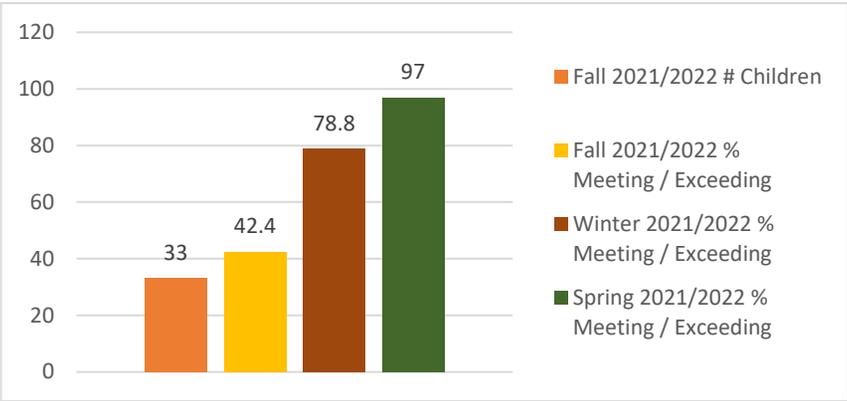
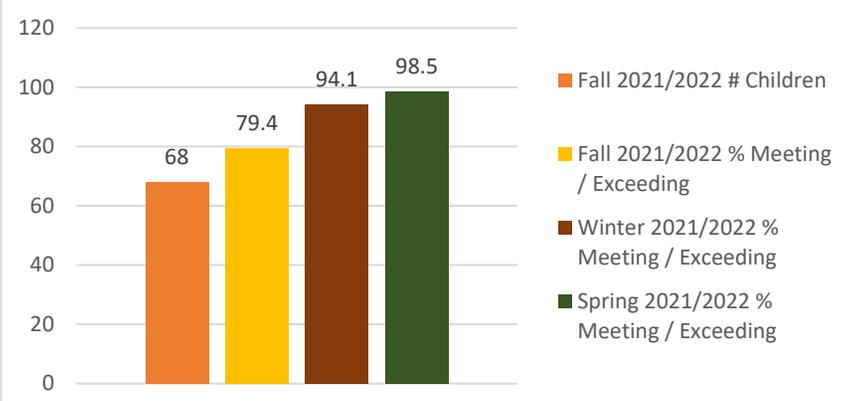
<u>School Readiness Goals (HS)</u>	<u>TS Gold Objectives</u>	<u>Strategies and Implementation</u>	<u>Outcomes</u>																				
<p>Domain: SOCIAL-EMOTIONAL</p> <ul style="list-style-type: none"> ● <i>Children will interact with peers and adults in socially acceptable ways; share, take turns, and seek assistance when needed.</i> ● <i>Children will express his or her wants, needs, thoughts, and ideas, and self-direction.</i> ● <i>Children will recognize, regulate, and name their own emotions.</i> ● <i>Children will identify health and safety practices and demonstrate increasing independence with basic self-care tasks.</i> 	<p>2. Establishes and sustains positive relationships.</p> <p>2a Form's relationships with adults</p> <p>2c Interacts with Peers</p> <p>1. Regulates own emotions and behaviors</p> <p>1a Manages feelings</p> <p>1c Take care of own needs appropriately</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>Teachers will teach, model, and remind children about Toileting, handwashing, toothbrushing, dressing, and eating.</p>	<p>4yo Outcomes</p>  <table border="1"> <caption>4yo Outcomes Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 2021/2022 # Children</td> <td>34</td> </tr> <tr> <td>Fall 2021/2022 % Meeting / Exceeding</td> <td>64.7</td> </tr> <tr> <td>Winter 2021/2022 % Meeting / Exceeding</td> <td>82.4</td> </tr> <tr> <td>Spring 2021/2022 % Meeting / Exceeding</td> <td>88.2</td> </tr> </tbody> </table> <p>3yo Outcomes</p>  <table border="1"> <caption>3yo Outcomes Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 2021/2022 # Children</td> <td>69</td> </tr> <tr> <td>Fall 2021/2022 % Meeting / Exceeding</td> <td>79.7</td> </tr> <tr> <td>Winter 2021/2022 % Meeting / Exceeding</td> <td>88.4</td> </tr> <tr> <td>Spring 2021/2022 % Meeting / Exceeding</td> <td>92.8</td> </tr> </tbody> </table>	Category	Value	Fall 2021/2022 # Children	34	Fall 2021/2022 % Meeting / Exceeding	64.7	Winter 2021/2022 % Meeting / Exceeding	82.4	Spring 2021/2022 % Meeting / Exceeding	88.2	Category	Value	Fall 2021/2022 # Children	69	Fall 2021/2022 % Meeting / Exceeding	79.7	Winter 2021/2022 % Meeting / Exceeding	88.4	Spring 2021/2022 % Meeting / Exceeding	92.8
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<p>Domain: PHYSICAL</p> <ul style="list-style-type: none"> • <i>Children will demonstrate large muscle control and coordination to move in space with balance, flexibility, and control.</i> • <i>Children will demonstrate small muscle control and coordination to perform variety of tasks.</i> 	<p>4. Demonstrates Traveling Skills</p> <p>5. Demonstrates Balancing Skills</p> <p>6. Demonstrates gross-motor, manipulative skills</p> <p>7. Fine Motor 7a Uses fingers and hands.</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>4yo Outcomes</p>  <table border="1"> <caption>4yo Outcomes Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 2021/2022 # Children</td> <td>34</td> </tr> <tr> <td>Fall 2021/2022 % Meeting / Exceeding</td> <td>79.4</td> </tr> <tr> <td>Winter 2021/2022 % Meeting / Exceeding</td> <td>91.2</td> </tr> <tr> <td>Spring 2021/2022 % Meeting / Exceeding</td> <td>97.1</td> </tr> </tbody> </table> <p>3yo Outcomes</p>  <table border="1"> <caption>3yo Outcomes Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 2021/2022 # Children</td> <td>68</td> </tr> <tr> <td>Fall 2021/2022 % Meeting / Exceeding</td> <td>83.8</td> </tr> <tr> <td>Winter 2021/2022 % Meeting / Exceeding</td> <td>95.6</td> </tr> <tr> <td>Spring 2021/2022 % Meeting / Exceeding</td> <td>98.5</td> </tr> </tbody> </table>	Category	Value	Fall 2021/2022 # Children	34	Fall 2021/2022 % Meeting / Exceeding	79.4	Winter 2021/2022 % Meeting / Exceeding	91.2	Spring 2021/2022 % Meeting / Exceeding	97.1	Category	Value	Fall 2021/2022 # Children	68	Fall 2021/2022 % Meeting / Exceeding	83.8	Winter 2021/2022 % Meeting / Exceeding	95.6	Spring 2021/2022 % Meeting / Exceeding	98.5
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<p>Domain: LANGUAGE</p> <ul style="list-style-type: none"> • <i>Children will be able to follow 1 or 2 step directions</i> • Children will comprehend and use increasingly complex oral language and vocabulary <i>(Dual language learners will demonstrate competency in their home language while demonstrating progress in being able to understand and speak English)</i> 	<p>8.Listens to and understands increasingly</p> <p>8b. Follows directions</p> <p>9. Uses language to express thoughts and needs</p> <p>9a Uses and expanding expressive vocabulary</p> <p>38 Demonstrates progress in speaking English</p>	<p>Through, books, visuals and oral communication teachers will guide children through the daily routines that require following directions.</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>4yo Outcomes</p>  <table border="1"> <caption>4yo Outcomes Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 2021/2022 # Children</td> <td>34</td> </tr> <tr> <td>Fall 2021/2022 % Meeting / Exceeding</td> <td>64.7</td> </tr> <tr> <td>Winter 2021/2022 % Meeting / Exceeding</td> <td>79.4</td> </tr> <tr> <td>Spring 2021/2022 % Meeting / Exceeding</td> <td>94.1</td> </tr> </tbody> </table> <p>3yo Outcomes</p>  <table border="1"> <caption>3yo Outcomes Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 2021/2022 # Children</td> <td>68</td> </tr> <tr> <td>Fall 2021/2022 % Meeting / Exceeding</td> <td>82.4</td> </tr> <tr> <td>Winter 2021/2022 % Meeting / Exceeding</td> <td>94.1</td> </tr> <tr> <td>Spring 2021/2022 % Meeting / Exceeding</td> <td>97.1</td> </tr> </tbody> </table>	Category	Value	Fall 2021/2022 # Children	34	Fall 2021/2022 % Meeting / Exceeding	64.7	Winter 2021/2022 % Meeting / Exceeding	79.4	Spring 2021/2022 % Meeting / Exceeding	94.1	Category	Value	Fall 2021/2022 # Children	68	Fall 2021/2022 % Meeting / Exceeding	82.4	Winter 2021/2022 % Meeting / Exceeding	94.1	Spring 2021/2022 % Meeting / Exceeding	97.1
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<p>Domain: COGNITIVE</p> <ul style="list-style-type: none"> • <i>Children will show eagerness and curiosity as learners and approach activities with flexibility and independence.</i> • <i>Children will begin and complete activities with attention and persistence.</i> 	<p>11. Demonstrates positive approaches to learning</p> <p>11e Show flexibility and inventiveness in thinking</p> <p>11d Shows curiosity and motivation</p> <p>11b Persists</p> <p>11a Attends and engages</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>4yo Outcomes</p>  <table border="1"> <caption>Cognitive</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 2021/2022 # Children</td> <td>33</td> </tr> <tr> <td>Fall 2021/2022 % Meeting / Exceeding</td> <td>66.7</td> </tr> <tr> <td>Winter 2021/2022 % Meeting / Exceeding</td> <td>87.9</td> </tr> <tr> <td>Spring 2021/2022 % Meeting / Exceeding</td> <td>93.9</td> </tr> </tbody> </table> <p>3yo Outcomes</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 2021/2022 # Children</td> <td>68</td> </tr> <tr> <td>Fall 2021/2022 % Meeting / Exceeding</td> <td>76.5</td> </tr> <tr> <td>Winter 2021/2022 % Meeting / Exceeding</td> <td>92.7</td> </tr> <tr> <td>Spring 2021/2022 % Meeting / Exceeding</td> <td>95.6</td> </tr> </tbody> </table>	Category	Value	Fall 2021/2022 # Children	33	Fall 2021/2022 % Meeting / Exceeding	66.7	Winter 2021/2022 % Meeting / Exceeding	87.9	Spring 2021/2022 % Meeting / Exceeding	93.9	Category	Value	Fall 2021/2022 # Children	68	Fall 2021/2022 % Meeting / Exceeding	76.5	Winter 2021/2022 % Meeting / Exceeding	92.7	Spring 2021/2022 % Meeting / Exceeding	95.6
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<p>Domain: LITERACY</p> <ul style="list-style-type: none"> • <i>Children will hear letter sounds, word syllables, recognize and say simple rhymes</i> • <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> • <i>Children will understand the connection between spoken language and written language and will write or scribble notes, letters, and stories.</i> 	<p>15a Notices and Discriminates simple rhyme</p> <p>19 Demonstrates writing skills</p> <p>19a Writes name</p> <p>19b Writes to convey ideas and information</p>	<p>Teachers will ask children to recognize letters in their first names in books and in visual materials in the classroom</p> <p>Teachers will provide opportunities for children to observe print being printed, as well as opportunities to read/write/dictate throughout the day in different situations.</p>	<p><u>4yo Outcomes</u></p>  <table border="1"> <caption>4yo Outcomes Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 2021/2022 # Children</td> <td>33</td> </tr> <tr> <td>Fall 2021/2022 % Meeting / Exceeding</td> <td>57.6</td> </tr> <tr> <td>Winter 2021/2022 % Meeting / Exceeding</td> <td>84.9</td> </tr> <tr> <td>Spring 2021/2022 % Meeting / Exceeding</td> <td>93.9</td> </tr> </tbody> </table> <p><u>3yo Outcomes</u></p>  <table border="1"> <caption>3yo Outcomes Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 2021/2022 # Children</td> <td>67</td> </tr> <tr> <td>Fall 2021/2022 % Meeting / Exceeding</td> <td>59.7</td> </tr> <tr> <td>Winter 2021/2022 % Meeting / Exceeding</td> <td>88.1</td> </tr> <tr> <td>Spring 2021/2022 % Meeting / Exceeding</td> <td>95.5</td> </tr> </tbody> </table>	Category	Value	Fall 2021/2022 # Children	33	Fall 2021/2022 % Meeting / Exceeding	57.6	Winter 2021/2022 % Meeting / Exceeding	84.9	Spring 2021/2022 % Meeting / Exceeding	93.9	Category	Value	Fall 2021/2022 # Children	67	Fall 2021/2022 % Meeting / Exceeding	59.7	Winter 2021/2022 % Meeting / Exceeding	88.1	Spring 2021/2022 % Meeting / Exceeding	95.5
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<p>Domain: MATH</p> <ul style="list-style-type: none"> • <i>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</i> 	<p>20 Uses number concepts and operations 20a Counts 21 Explores and describes special relationships and shapes 21b Understands shapes 23 Demonstrates knowledge of patterns</p>	<p>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.</p>	<p>4yo Outcomes</p>  <table border="1"> <caption>4yo Outcomes Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 2021/2022 # Children</td> <td>33</td> </tr> <tr> <td>Fall 2021/2022 % Meeting / Exceeding</td> <td>42.4</td> </tr> <tr> <td>Winter 2021/2022 % Meeting / Exceeding</td> <td>78.8</td> </tr> <tr> <td>Spring 2021/2022 % Meeting / Exceeding</td> <td>97</td> </tr> </tbody> </table> <p>3yo Outcomes</p>  <table border="1"> <caption>3yo Outcomes Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Fall 2021/2022 # Children</td> <td>68</td> </tr> <tr> <td>Fall 2021/2022 % Meeting / Exceeding</td> <td>79.4</td> </tr> <tr> <td>Winter 2021/2022 % Meeting / Exceeding</td> <td>94.1</td> </tr> <tr> <td>Spring 2021/2022 % Meeting / Exceeding</td> <td>98.5</td> </tr> </tbody> </table>	Category	Value	Fall 2021/2022 # Children	33	Fall 2021/2022 % Meeting / Exceeding	42.4	Winter 2021/2022 % Meeting / Exceeding	78.8	Spring 2021/2022 % Meeting / Exceeding	97	Category	Value	Fall 2021/2022 # Children	68	Fall 2021/2022 % Meeting / Exceeding	79.4	Winter 2021/2022 % Meeting / Exceeding	94.1	Spring 2021/2022 % Meeting / Exceeding	98.5
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