

Southwestern Community Services, Inc. Head Start Annual Report 2023-2024

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 in *Ashuelot, Claremont, Jaffrey, Keene, Newport, and Swanzey*.

SCS Head Start began offering increased hours of services in the 2017-2018 school year to 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 provided increased hours of service for 17 children at the **Swanzey Center** starting the 2019-2020 school year. With this change, SCS Head Start began serving increased hours for 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 additional 50% of enrolled children, ensuring that 100% of the children received increased hours of services until the end of the 2020-2021 school year, with a commitment to allocate more of the supplemental funding to continue serving 100% of the children with increased hours of services in the 2021-2022 school year. Additionally, we were able to fulfill the same commitment in the 2022-2023 school year.

In addition to increasing annual hours of services to children from 837 to 1023, SCS Head Start utilized some of the Supplemental COVID-19 funding for providing 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, extending the 2022 school year by three weeks, also extending the school year by one week in 2023. Next year, SCS Head Start will go back to the program's regular schedule.

SCS Head Start has spent down the \$203,405 by 3/31/2023, the additional COVID-19, One-Time-American Rescue Plan, ARP funding received three years ago.

Budget Breakdown for 2023-2024 School Year

Revenues:

HS Grant Funds	\$3,020,402.00
USDA/CACFP Funds	147,935.00
Non-Federal Share	0.00
Donations/Granite State Quality	76,800.00

Expenditures:

Personnel	\$1,919,688.00
Fringe	430,551.00
Other	420,862.00
Non-Federal Share	0.00
USDA/CACFP Funds	147,935.00
Indirect Cost	298,000.00
T/TA	28,101.00

Total Revenue \$3,245,137.00

\$3,245,137.00

The total revenue entered above for the 2023-2024 school year, also includes \$204,245.00 Supplemental Funding for Cost of Leaving Adjustment (COLA) and Quality. SCS Head Start utilized this funding opportunity to increase staff wages to address workforce shortage for retention and recruitment to ensure that SCS Head Start continues investing in high quality and safe early childhood learning opportunities for children.

Budget Breakdown for 2024-2025 School Year

Revenues:

Federal Share	\$3,020,402.00
Non- Federal Share	704,039.00
USDA/CACFP Funds	147,935.00
Granite Steps Revenue	76,800.00
TOTAL REVENUE:	\$3,949,176.00

Expenditures:

Personnel	\$1,966,103.00
Fringe	364,403.00
Supplies	24,600.00
Contractual	10,000.00
Other	396,327.00
Indirect Cost	320,603.00
USDA/CACFP Funds	135,000.00
Non- Federal Share	704,039.00
Training and Technical Assistance	28,101.00
TOTAL EXPENSES:	\$3,949,176.00

SCS Head Start also received a \$70,319 Cost of Living Adjustment, COLA funding for 2024-2025, which is effective on July 1, 2024, providing a 2.35 % increase in wages for all staff.

Program Highlights

Southwestern Community Services Head Start completed its annual 2022-2023 Self-Assessment on June 7, 2024. Many areas were identified as strengths as well as areas to make quality improvements. SCS Head Start complied with the Head Start 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. On March 17th, 2023, all staff participated in a refresher training on IMIL where we focused on brainstorming ways to incorporate more moderate to vigorous physical activity into our daily schedule. All staff left on March 17th with a plan to implement IMIL practices into their daily work with children and a plan to share the program with families.

The Child and Adult 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 snacks. 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 to vegetables on children's eating habits, and 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 bi-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 six Head Start Centers. Annual surveys and parent and teacher feedback showed that this is an effective program that enhances science, math, and literacy, as well as teaching children to enjoy a variety of vegetables.

Child and Family Care System: In response to the 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 strength-based - case management approach that ensures that the needs of Head Start children and families are met promptly. Through intensive staff training and management support over the years, all SCS Head Start Centers now utilize this system which includes weekly care planning meetings attended by classroom staff, family advocates, and cooks as needed. 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 to meet their individual needs and maintain a tracking system to monitor 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 **seven** early childhood regions to enhance connections between early childhood care and education, schools, and family support. The seven 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 the 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, Granite State, and Antioch University New England Graduate School are the areas of higher institutions that we collaborate with. We open our classrooms for future teachers, counselors, and registered dietitians to complete the 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.

In the Spring of 2021, 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 Cheshire Smiles, SCS Head Start will provide education to the children on oral health and hygiene, complete a dental screening for the children to identify dental needs, and will assist families in establishing dental homes. Cheshire Smiles Certified Public Health Dental Hygienist also provides emergency treatments such as filling cavities, providing dental cleaning, and fluoride treatment only for those children who do not have an established dental home.

In Sullivan County, SCS Head Start partners with a Certified Public Health Dental Hygienist from Community Dental Care of Claremont/Sullivan County Dental Initiative. The CPHDH provides dental screenings, and referrals to ensure that every child has an established dental home.

Meeting Individual Health and Nutrition Needs: *SCS Head Start is committed to ensuring there are 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 the collaboration and engagement of families.

Child Outcomes and Kindergarten Readiness

Southwestern Community Services, Inc. Head Start ensures positive child outcomes in many 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 2023-2024 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 shows 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 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, all teachers have at least BA/BS degrees in Early Childhood Education (ECE) or related degrees with required credits in ECE or with their PRAXIS II in ECE.

Most full-time or part-time teacher assistants have at least an associate degree in ECE or related degrees or are enrolled in a degree program in ECE.

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” to support child growth and development.

SCS Head Start utilizes “TS GOLD,” which is also known as “Curriculum Embedded 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 the 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 valuable information about children’s 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's 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 which led to reducing the programs funded enrollment numbers in two county service areas. Later, when restoration of the lost funds became a reality, the 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 extending 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 committed to bringing the CSEFEL-Pyramid Model 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 on increasing intentionality in teaching desirable social behaviors to young children. It is also known as the 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 based on brain research, developmentally appropriate, best practices, and child development information. Because this approach is so effective and is backed by 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 proceeded with the full implementation with families at each site and in the classrooms for supporting the social and emotional development of children.

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 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 embedded 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, 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 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 them 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 nurses, 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, talk about expectations, and provide information.
- Visits are 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, parental education, and books about transitions (many about going to a new school).

Federal Review & Financial Audit

Federal Reviews:

Focus Area One (FA1) 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 (Office of Head Start) Monitoring Review Report confirmed SCS Head Start complied with all the requirements of the Head Start Program Performance Standards (HSPPS) and Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

CLASS Review: The Office of Head Start conducted a CLASS® Video review of the SCS Head Start program from 11/27/2023 to 02/20/2024 to measure Teacher-Child interactions in the three-domain areas listed below. The CLASS Report showed SCS 's CLASS scores exceeded the Quality threshold identified for "quality" by the Office of Head Start. This points out that the SCS Head Start program achieved higher scores despite the increased number of children with the highest needs and despite the staffing shortage we have experienced.

Below is the explanation and snapshot taken directly from the CLASS Report.

The Head Start Program Performance Standards (HSPPS) include thresholds for each CLASS[®] domain(s). These quality thresholds represent the expectations of the Office of Head Start (OHS) for the quality of the learning environment in every Head Start program. These thresholds do not relate to competition, but instead reflect a quality improvement focus on teacher-child interactions, with support from OHS. The competitive thresholds reflect the minimum score that programs must achieve in each CLASS[®] domain. For the upcoming FY24 monitoring year, scores from CLASS[®] observations will be used in the Designation Renewal System (DRS) determinations using the competitive thresholds.

DOMAIN	YOUR PROGRAM'S SCORE	Quality Threshold	Competitive Threshold
Emotional Support	6.3125	6	5
Classroom Organization	6.2333	6	5
Instructional Support	3.3167	3	2.3**

***The competitive threshold for Instructional Support is 2.3 for CLASS[®] reviews conducted through July 31, 2025, and then raises to 2.5 for CLASS[®] reviews conducted on and after August 1, 2025.*

Focus Area Two (FA2) Review: From March 4, 2024, to March 8, 2024, the Administration for Children and Families (ACF) conducted a Focus Area Two (FA2) monitoring review of Southwestern Community Services, Inc. During the review event the OHS monitoring team identified that SCS Head Start was in compliant with all the requirements of the Head Start Program Performance Standards (HSPPS) and Public Law 110-134, *Improving Head Start for School Readiness Act of 2007* except for two areas but also identified three areas of Strong Practice(s). Two areas of noncompliance areas have been corrected immediately.

Financial Audit: The Report of the 2023 Financial Audit conducted by Leone McDonnell & Roberts, PA is pending.

Additional Program Information

- SCS Head Start received “the Centers of Excellence” nomination by the Governor of New Hampshire in the school year of 2009-2010.
- SCS Head Start was awarded the “Early Learning Mentor/Coaching” a competitive Grant from the Office of Head Start in 10/2012.
- 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 the 2023-2024 school year.

- All six SCS Head Start centers are accredited and have remained accredited in the past 20+ years by the National Association for the Education of Young Children (NAEYC).
- 8 out of 9 teachers have bachelor's or master's degrees. 7 out of 9 SCS Head Start teachers have bachelor's degrees in early childhood education. One teacher has a bachelor's in non-related degree, however completed PRAXIS II of Early Childhood Content Knowledge. One teacher was enrolled in a bachelor's degree program and will be completing her degree in fall of 2024.
- Enrollment Information: Funded enrollment is 170. Total cumulative enrollment is 161.
 26% of families have income below 100% of the federal poverty line (42 families).
 49.6% of families (80) are in receipt of public assistance such as SNAP, TANF and SSI.
 1.86% of children are in foster care.
 6.83% of families have status as homeless families (11 families).
 5.59% of families are over-income (9 families).
 9.93% of families (16) incomes are between 100% and 130% of the federal poverty line.
- The average "Daily Attendance" percentages for each month is as follows.
 August 72%
 September 85%
 October 86%
 November 77%,
 December 75%
 January 83%
 February 78%
 March 84%
 April 84%
 May 84%
 June 83%

One of the major factors contributing to the program's low Daily Attendance is the program's overall low enrollment caused by the staffing shortage. SCS Head Start could not open two classrooms for the past two years due to workforce crises, thus the program was not able to enroll children to fulfill its commitment to serving 170 children and families.

Related to the staffing shortage, this school year, the program could only serve 10 out of 17 children at one of the Head Start centers for the second year in a row.

Another reason that we experience lower daily attendance is due to the harsh and long New England winter conditions but also various sicknesses, specifically upper respiratory and stomach flu reported by the families.

- 99% of children (159) 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.
- 15.5%, (25) of children were diagnosed with any 17 chronic condition by a health care professional, regardless of when the condition was first diagnosed.
- Of these, 15.5%, (25) of children received medical treatment for their diagnosed chronic health condition.
- 89% of the children (144) received continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment.
- 93% of the children (150) received preventive care during the program year.
- 6% diagnosed as needing dental treatment. (9 children)
- 33% received dental treatment. (3 children)
- 100% of all enrolled children completed all Medical Screenings.
- 99% of the children (159) were covered by Health Insurance at the end of the enrollment Year.
- 99% of children (160) had continuous accessible health care at the end of the enrollment year.
- 19.87% of the total cumulative enrollment (161), 32 children, served at SCS Head Start, were children with identified disabilities who had Individual Education Plans (IEP’S) and received related services and support.
- SCS Head Start has worked to maintain signed Interagency Agreements with all School Administrative Units to collaborate on providing early intervention though supporting and identifying children with any developmental or other disabilities and providing individualized support and services. 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 Westmoreland	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:

Southwestern Community Services Head Start (SCS) continues addressing the greatest community need by providing **high-quality comprehensive services** for three to five-year-old children of low-income families in both **Cheshire and Sullivan Counties**.

SCS Head Start will continue to offer high-quality, linguistically, and culturally responsive, comprehensive Head Start services inclusive of education, health, nutrition, disabilities services, behavioral health, and social services in Claremont, Jaffrey, Keene, Newport, and Swanzey communities.

SCS Head Start completed a comprehensive Community Assessment in February 2015 and completed another one in 2019. The 2019 Community Needs Assessment was completed at the end of 2019 and was published/distributed in early 2020 (about a month before the pandemic started).

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 and captured the health, demographics, needs, and trends of its 38 municipalities. 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 Compiling data from multiple sources and surveying stakeholders, this report provided 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 emerged from the data collected. First, poverty is increasing in both countries. 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% of children (ages 0-4) lived in a state of poverty during the survey calendar year in the report area.

The poverty rate for children living in the reported 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 the State of New Hampshire average of 9.40%, however less than the national average of 19.50%. The 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 State was 5,441. The total number of children in poverty living in the two-county area was 903. Out of 903, 616 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, 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 six 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

The 2019 Community Needs Assessment led the agency to develop its strategic plan. Recognizing that COVID-19 would change the data for community needs, the new CEO, Beth Daniels, took on as her first task to bring in a consultant to assist with a “refresh” of the Community Needs Assessment in the fall of 2021. The goal was to consider all emerging needs and changes experienced due to the pandemic. According to the data presented to the SCS Board of Directors on January 14, 2022, it was noted that the current mix of services closely matched the community's needs. While **Mental Health** was identified as the number one need, which included our families and households served, as well as staff, **Rental Assistance**, **Food Insecurity**, and **Childcare** (as this became a challenge during the pandemic) were also noted as emerging needs during the pandemic.

Respectfully Submitted



Bagdat Caglar
Director of Child Development Services
SCS Head Start

SCS Head Start Program Information & Kindergarten Readiness 2023-2024

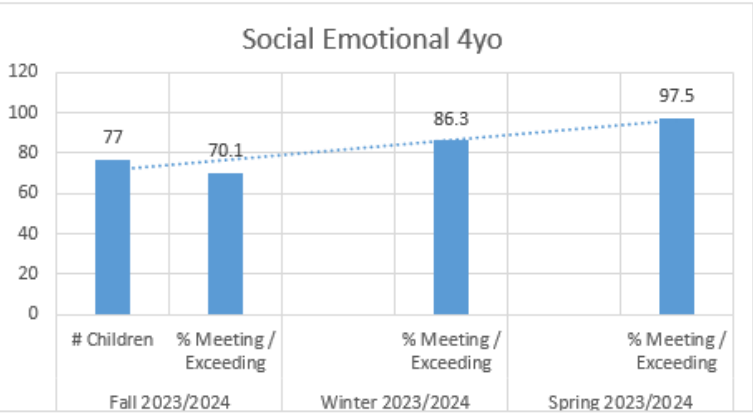
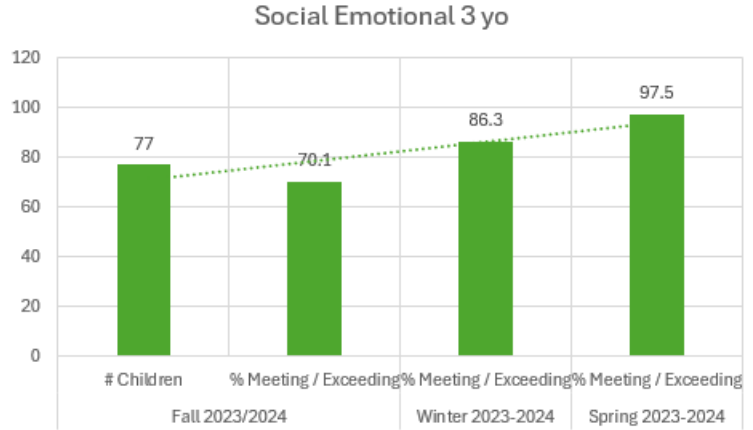
SCS Head Start is a well-established early childhood education program with seven NAEYC (National Association for the Education of Young Children) accredited Head Start Centers in two counties, a public-school collaboration, and a widely recognized and respected partnership with many community agencies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

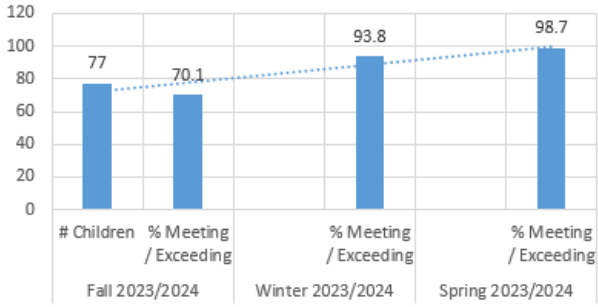
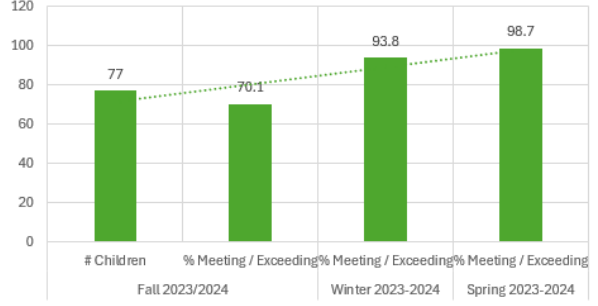
SCS Head Start assesses children in 5 domain areas three times a year and aggregates and analyzes the assessment data at multiple points in combination with other program data and in partnership with parents and families to help each child in the program learn and reach his or her potential.

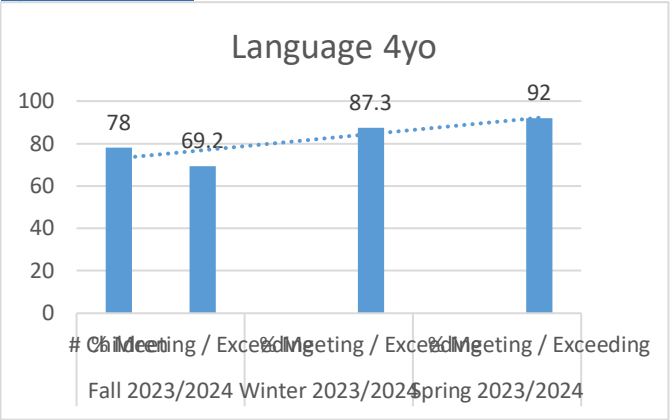
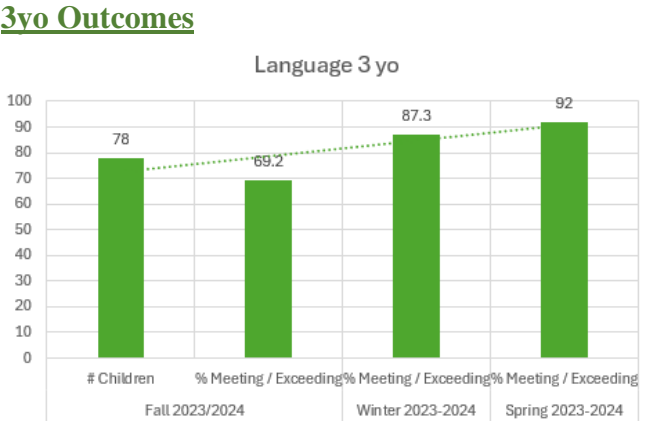
SCS Head Start aggregates and analyzes data for three-year-old and four-year-old children in each classroom, as well as program-wide to make the necessary program improvements needed to better support school readiness. SCS Head Start is committed to putting continuous efforts into improving teacher-child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

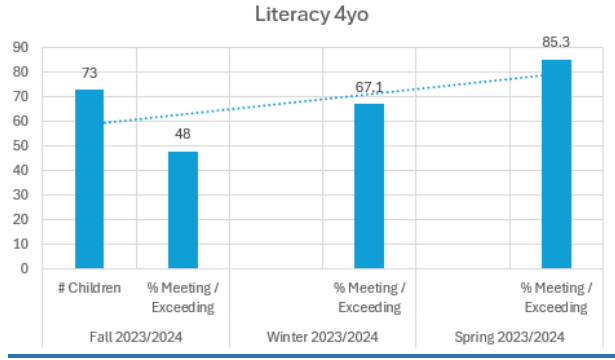
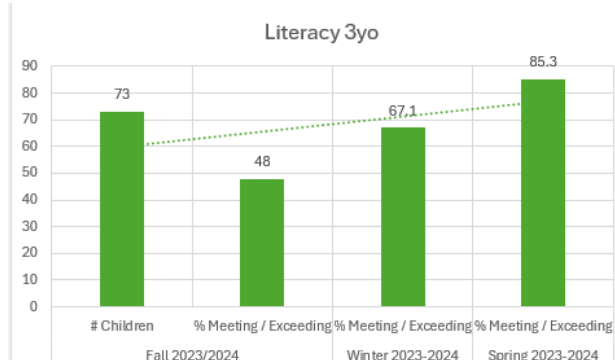
Southwestern Community Services Head Start has developed the following School Readiness Goals using guidance provided by the Office of Head Start and input from staff, families, and community and school partners. The goals are reflective of five essential domain areas of the Head Start Child Development 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.

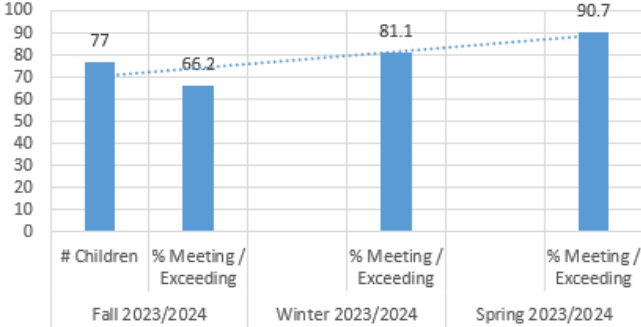

<u>School Readiness Goals (HS)</u>	<u>TS Gold Objectives</u>	<u>Strategies and Implementation</u>	<u>Outcomes</u>																								
<p>Domain: SOCIAL-EMOTIONAL</p> <ul style="list-style-type: none"> ● <i>Children will interact with peers and adults in socially acceptable ways; share, take turns, 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><u>4yo Outcomes</u></p>  <table border="1"> <caption>Social Emotional 4yo</caption> <thead> <tr> <th>Season</th> <th># Children</th> <th>% Meeting / Exceeding</th> </tr> </thead> <tbody> <tr> <td>Fall 2023/2024</td> <td>77</td> <td>70.1</td> </tr> <tr> <td>Winter 2023/2024</td> <td>77</td> <td>86.3</td> </tr> <tr> <td>Spring 2023/2024</td> <td>77</td> <td>97.5</td> </tr> </tbody> </table> <p><u>3yo Outcomes</u></p>  <table border="1"> <caption>Social Emotional 3yo</caption> <thead> <tr> <th>Season</th> <th># Children</th> <th>% Meeting / Exceeding</th> </tr> </thead> <tbody> <tr> <td>Fall 2023/2024</td> <td>77</td> <td>70.1</td> </tr> <tr> <td>Winter 2023-2024</td> <td>77</td> <td>86.3</td> </tr> <tr> <td>Spring 2023-2024</td> <td>77</td> <td>97.5</td> </tr> </tbody> </table>	Season	# Children	% Meeting / Exceeding	Fall 2023/2024	77	70.1	Winter 2023/2024	77	86.3	Spring 2023/2024	77	97.5	Season	# Children	% Meeting / Exceeding	Fall 2023/2024	77	70.1	Winter 2023-2024	77	86.3	Spring 2023-2024	77	97.5
Season	# Children	% Meeting / Exceeding																									
Fall 2023/2024	77	70.1																									
Winter 2023/2024	77	86.3																									
Spring 2023/2024	77	97.5																									
Season	# Children	% Meeting / Exceeding																									
Fall 2023/2024	77	70.1																									
Winter 2023-2024	77	86.3																									
Spring 2023-2024	77	97.5																									

<u>School Readiness Goals (HS)</u>	<u>TS Gold Objectives</u>	<u>Strategies and Implementation</u>	<u>Outcomes</u>																								
<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><u>4yo Outcomes</u></p> <p>Physical 4yo</p>  <table border="1"> <thead> <tr> <th>Season</th> <th># Children</th> <th>% Meeting / Exceeding</th> </tr> </thead> <tbody> <tr> <td>Fall 2023/2024</td> <td>77</td> <td>70.1</td> </tr> <tr> <td>Winter 2023/2024</td> <td>77</td> <td>93.8</td> </tr> <tr> <td>Spring 2023/2024</td> <td>77</td> <td>98.7</td> </tr> </tbody> </table> <p><u>3yo Outcomes</u></p> <p>Physical 3yo</p>  <table border="1"> <thead> <tr> <th>Season</th> <th># Children</th> <th>% Meeting / Exceeding</th> </tr> </thead> <tbody> <tr> <td>Fall 2023/2024</td> <td>77</td> <td>70.1</td> </tr> <tr> <td>Winter 2023-2024</td> <td>77</td> <td>93.8</td> </tr> <tr> <td>Spring 2023-2024</td> <td>77</td> <td>98.7</td> </tr> </tbody> </table>	Season	# Children	% Meeting / Exceeding	Fall 2023/2024	77	70.1	Winter 2023/2024	77	93.8	Spring 2023/2024	77	98.7	Season	# Children	% Meeting / Exceeding	Fall 2023/2024	77	70.1	Winter 2023-2024	77	93.8	Spring 2023-2024	77	98.7
Season	# Children	% Meeting / Exceeding																									
Fall 2023/2024	77	70.1																									
Winter 2023/2024	77	93.8																									
Spring 2023/2024	77	98.7																									
Season	# Children	% Meeting / Exceeding																									
Fall 2023/2024	77	70.1																									
Winter 2023-2024	77	93.8																									
Spring 2023-2024	77	98.7																									

School Readiness Goals (HS)	TS Gold Objectives	Strategies and Implementation	Outcomes																				
<p>Domain: LANGUAGE</p> <ul style="list-style-type: none"> • Children will be able to follow 1 or 2 step directions • 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>Language 4yo Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td># Children Meeting / Exceeding</td> <td>78</td> </tr> <tr> <td>% Meeting / Exceeding</td> <td>69.2</td> </tr> <tr> <td>% Meeting / Exceeding</td> <td>87.3</td> </tr> <tr> <td>% Meeting / Exceeding</td> <td>92</td> </tr> </tbody> </table> <p>3yo Outcomes</p>  <table border="1"> <caption>Language 3 yo Data</caption> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td># Children Meeting / Exceeding</td> <td>78</td> </tr> <tr> <td>% Meeting / Exceeding</td> <td>69.2</td> </tr> <tr> <td>% Meeting / Exceeding</td> <td>87.3</td> </tr> <tr> <td>% Meeting / Exceeding</td> <td>92</td> </tr> </tbody> </table>	Category	Value	# Children Meeting / Exceeding	78	% Meeting / Exceeding	69.2	% Meeting / Exceeding	87.3	% Meeting / Exceeding	92	Category	Value	# Children Meeting / Exceeding	78	% Meeting / Exceeding	69.2	% Meeting / Exceeding	87.3	% Meeting / Exceeding	92
Category	Value																						
# Children Meeting / Exceeding	78																						
% Meeting / Exceeding	69.2																						
% Meeting / Exceeding	87.3																						
% Meeting / Exceeding	92																						
Category	Value																						
# Children Meeting / Exceeding	78																						
% Meeting / Exceeding	69.2																						
% Meeting / Exceeding	87.3																						
% Meeting / Exceeding	92																						

School Readiness Goals (HS)	TS Gold Objectives	Strategies and Implementation	Outcomes																								
<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. Teachers will provide opportunities for children to participate in activities and seek help when encountering problems.</p>	<p>4yo Outcomes</p> <p>Cognitive 4yo</p>  <table border="1"> <thead> <tr> <th>Time Period</th> <th># Children</th> <th>% Meeting / Exceeding</th> </tr> </thead> <tbody> <tr> <td>Fall 2023/2024</td> <td>78</td> <td>60.3</td> </tr> <tr> <td>Winter 2023/2024</td> <td>78</td> <td>85.1</td> </tr> <tr> <td>Spring 2023/2024</td> <td>78</td> <td>94.7</td> </tr> </tbody> </table> <p>3yo Outcomes</p> <p>Cognitive 3yo</p>  <table border="1"> <thead> <tr> <th>Time Period</th> <th># Children</th> <th>% Meeting / Exceeding</th> </tr> </thead> <tbody> <tr> <td>Fall 2023/2024</td> <td>78</td> <td>60.3</td> </tr> <tr> <td>Winter 2023-2024</td> <td>78</td> <td>85.1</td> </tr> <tr> <td>Spring 2023-2024</td> <td>78</td> <td>94.7</td> </tr> </tbody> </table>	Time Period	# Children	% Meeting / Exceeding	Fall 2023/2024	78	60.3	Winter 2023/2024	78	85.1	Spring 2023/2024	78	94.7	Time Period	# Children	% Meeting / Exceeding	Fall 2023/2024	78	60.3	Winter 2023-2024	78	85.1	Spring 2023-2024	78	94.7
Time Period	# Children	% Meeting / Exceeding																									
Fall 2023/2024	78	60.3																									
Winter 2023/2024	78	85.1																									
Spring 2023/2024	78	94.7																									
Time Period	# Children	% Meeting / Exceeding																									
Fall 2023/2024	78	60.3																									
Winter 2023-2024	78	85.1																									
Spring 2023-2024	78	94.7																									

School Readiness Goals (HS)	TS Gold Objectives	Strategies and Implementation	Outcomes																								
<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>Literacy 4yo</caption> <thead> <tr> <th>Time Period</th> <th># Children</th> <th>% Meeting / Exceeding</th> </tr> </thead> <tbody> <tr> <td>Fall 2023/2024</td> <td>73</td> <td>48</td> </tr> <tr> <td>Winter 2023/2024</td> <td>73</td> <td>67.1</td> </tr> <tr> <td>Spring 2023/2024</td> <td>73</td> <td>85.3</td> </tr> </tbody> </table> <p><u>3yo Outcomes</u></p>  <table border="1"> <caption>Literacy 3yo</caption> <thead> <tr> <th>Time Period</th> <th># Children</th> <th>% Meeting / Exceeding</th> </tr> </thead> <tbody> <tr> <td>Fall 2023/2024</td> <td>73</td> <td>48</td> </tr> <tr> <td>Winter 2023/2024</td> <td>73</td> <td>67.1</td> </tr> <tr> <td>Spring 2023/2024</td> <td>73</td> <td>85.3</td> </tr> </tbody> </table>	Time Period	# Children	% Meeting / Exceeding	Fall 2023/2024	73	48	Winter 2023/2024	73	67.1	Spring 2023/2024	73	85.3	Time Period	# Children	% Meeting / Exceeding	Fall 2023/2024	73	48	Winter 2023/2024	73	67.1	Spring 2023/2024	73	85.3
Time Period	# Children	% Meeting / Exceeding																									
Fall 2023/2024	73	48																									
Winter 2023/2024	73	67.1																									
Spring 2023/2024	73	85.3																									
Time Period	# Children	% Meeting / Exceeding																									
Fall 2023/2024	73	48																									
Winter 2023/2024	73	67.1																									
Spring 2023/2024	73	85.3																									

<u>School Readiness Goals (HS)</u>	<u>TS Gold Objectives</u>	<u>Strategies and Implementation</u>	<u>Outcomes</u>																				
<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</p> <p>20a Counts</p> <p>21 Explores and describes special relationships and shapes</p> <p>21b Understands shapes</p> <p>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><u>4yo Outcomes</u></p> <p style="text-align: center;">Mathematics 4yo</p>  <table border="1" data-bbox="1150 456 1787 781"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td># Children</td> <td>77</td> </tr> <tr> <td>% Meeting / Exceeding</td> <td>66.2</td> </tr> <tr> <td>% Meeting / Exceeding</td> <td>81.1</td> </tr> <tr> <td>% Meeting / Exceeding</td> <td>90.7</td> </tr> </tbody> </table> <p><u>3yo Outcomes</u></p> <p style="text-align: center;">Mathematics 3yo</p>  <table border="1" data-bbox="1150 915 1787 1240"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td># Children</td> <td>77</td> </tr> <tr> <td>% Meeting / Exceeding</td> <td>66.2</td> </tr> <tr> <td>% Meeting / Exceeding</td> <td>81.1</td> </tr> <tr> <td>% Meeting / Exceeding</td> <td>90.7</td> </tr> </tbody> </table>	Category	Value	# Children	77	% Meeting / Exceeding	66.2	% Meeting / Exceeding	81.1	% Meeting / Exceeding	90.7	Category	Value	# Children	77	% Meeting / Exceeding	66.2	% Meeting / Exceeding	81.1	% Meeting / Exceeding	90.7
Category	Value																						
# Children	77																						
% Meeting / Exceeding	66.2																						
% Meeting / Exceeding	81.1																						
% Meeting / Exceeding	90.7																						
Category	Value																						
# Children	77																						
% Meeting / Exceeding	66.2																						
% Meeting / Exceeding	81.1																						
% Meeting / Exceeding	90.7																						