



Champlain Valley Head Start – Annual Public Report 2017

Head Start: Head Start is a national preschool program which provides educational and social opportunities to nurture the healthy development of children. Champlain Valley Head Start (CVHS) offers preschool and childcare services at various locations to over 255 children and their families throughout Franklin, Grand Isle, Chittenden and Addison Counties.

Early Head Start: In December 2009, the U.S. Dept. of Health and Human Services, Administration for Children and Families, awarded funding to CVHS, under the American Recovery and Reinvestment Act of 2009, for the implementation of an Early Head Start (EHS) program. CVHS was one of nine existing Head Start grantees in New England to receive an EHS award. The new EHS program launched services in April 2010 to 30 program participants including pregnant women, infants, toddlers and their families throughout Franklin, Grand Isle, Chittenden and Addison Counties. These program options are currently as follows: 10 home based placements throughout Chittenden County; 10 home based placements throughout Franklin County; center-based programming with 5 EHS placements in collaboration with Champlain Islands Parent Child Center in South Hero and 5 EHS placements in collaboration with College Street Center in Middlebury. Objectives of the EHS program are:

- 1) to enhance children's physical, social, emotional, and intellectual development;
- 2) to promote healthy prenatal outcomes for pregnant women;
- 3) to strengthen parents as the primary nurturers of their children; and
- 4) to help parents move toward self-sufficiency.

In partnership with several high quality child care centers, in 2015 Champlain Valley Head Start launched new, innovative and collaborative services to better meet the needs of low-income families with infants and toddlers. With funding from U.S. Department of Health and Human Services (HHS), the CVHS Early Head Start - Child Care Partnerships (EHS-CCP) project serves 34 infants, toddlers and their families throughout Franklin, Grand Isle, Chittenden and Addison counties in partnership with the YMCA Early Childhood Program in St. Albans, Burlington Children's Space and King Street Center in Burlington, and Addison County Parent Child Center in Middlebury.

Funding: For the period starting 11/1/2016 and ending 10/31/2017, CVHS received funding as follows:

Funding Source		Amount
U.S. Department of Health and Human Services	HS	\$3,374,238
	EHS	\$443,559
	EHS-CCP	\$661,626
Hoehl Foundation		\$27,237
Delta Dental Foundation		\$12,529
Strengthening Families Grant		\$37,600
Vermont state funds		\$280,051

Total number of children and families served: For the 2016-2017 program year, CVHS served 403 program participants throughout northwest Vermont, including pregnant women, children ages birth through 5, and their families.

Enrollment: CVHS maintained an average monthly enrollment of 382 (Head Start and Early Head Start), consistently meeting or in some cases exceeding 100% of ACF funded enrollment. Approximately 90.3% of Head Start participants served were from income-eligible families, and approximately 94.7% of Early Head Start participants served were from income-eligible families.

Results of most recent Federal monitoring review event: In April 2017, CVHS went through its most recent Federal monitoring review event – a CLASS (Classroom Assessment Scoring System) review. The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Scores of 1-2 mean the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or that lack interaction between teachers and children would receive low scores. Scores of 3-5, the mid-range, are given when classrooms show a mix of effective interactions with periods when interactions are not effective or are absent. Scores of 6-7 mean that effective teacher-child interactions are consistently observed throughout the observation period. CVHS CLASS scores were as follows:

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.1302	Classroom Organization	5.8542	Instructional Support	3.2153

DIMENSIONS					
Positive Climate	5.90	Behavior Management	6.02	Concept Development	2.83
Negative Climate*	1.13	Productivity	6.04	Quality of Feedback	3.15
Teacher Sensitivity	6.00	Instructional Learning Formats	5.50	Language Modeling	3.67
Regard for Student Perspectives	5.75				

Results of most recent financial audit: The most recent financial audit for CVOEO contained no findings or non-compliances for Champlain Valley Head Start.

Percentage of enrolled children that received medical and dental exams: For children enrolled during the 2016-2017 program year, approximately 94% of preschool children received physical



exams, and 100% of children birth to 3 completed well child exams; approximately 86% of preschool children received dental exams, and 69% of children birth to 3 were up to date on dental care according to Vermont's EPSDT schedule.

Information about parent involvement activities: Parent involvement in CVHS occurs most commonly through home visits or as parents spend time in Head Start classrooms. Parents may also be involved in activities such as: Group socializations; Local Parent Committee Meetings; Parent-Teacher conferences; Open House or classroom orientation sessions; Parent Education sessions; CVHS Health Services Advisory Committee and other program committees; Policy Council meetings; IEP meetings; Volunteering as classroom helpers, attending field trips, participating in home activities, and assisting in administrative offices; CVHS interview teams to hire new staff; the CVHS Self-Assessment and Community Assessment processes; attending events such as VT Early Childhood Day at the Legislature and meetings of the VT Head Start Association; and attending conferences such as the New England Head Start Association Conference. Within the confines of its budget, Champlain Valley Head Start provides interpreters for families that do not speak English so that they can be involved in the program and attend various activities.

CVHS focus on school readiness and efforts to prepare children for kindergarten: CVHS supports children for school readiness and lifelong success. The CVHS curriculum, *The Creative Curriculum*, is based on five fundamental principles that help to guide CVHS practice in providing services to children and families:

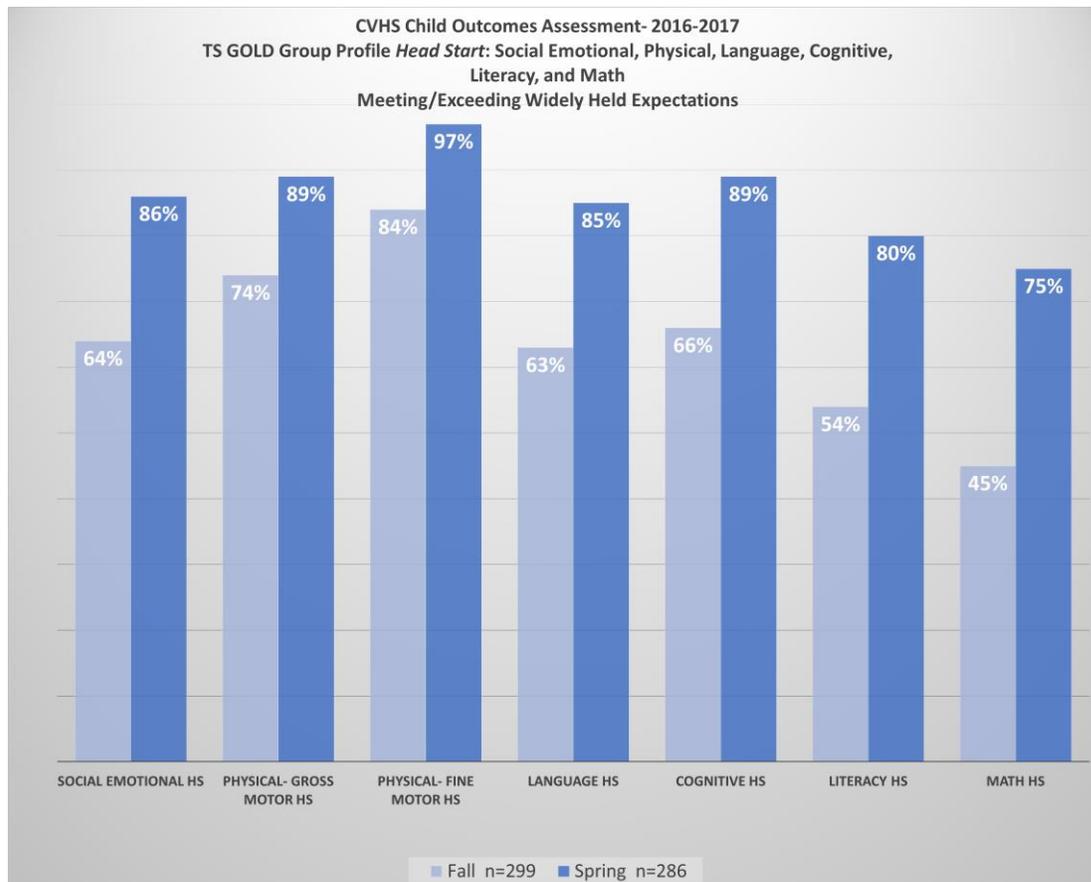
- positive interactions and relationships with adults provide a critical foundation for successful learning;
- social-emotional competence is a significant factor in school success;
- constructive, purposeful play supports essential learning;
- the physical environment affects the type and quality of learning interactions; and
- teacher-family partnerships promote development and learning.

CVHS staff plan curriculum to include goals in the areas of social emotional development, approaches to learning, literacy, language development, math, science, logic and reasoning, social studies, creative arts, and physical health and development. These areas of development and learning guide staff in the provision of materials and activities offered to prepare children for kindergarten. Experiences are provided to meet each child's individual needs and stimulate learning, with strong emphasis on language/cognitive skills, early literacy skills, and the development of positive social skills. Health educational activities include daily tooth brushing and monthly nutrition activities. Staff utilize an individualized observation and planning process for each child/family. Staff assess, with the parent, the child's developmental strengths and needs. Information is obtained through informal interviews with the parent, observations of the child, developmental screenings, and the Teaching Strategies Gold online assessment. This information is then used to individualize services for children and families.

The CVHS Education Coordinator and Early Head Start Coordinator analyze data and generate individual and program-wide TS GOLD reports three times per program year (four for EHS). Child

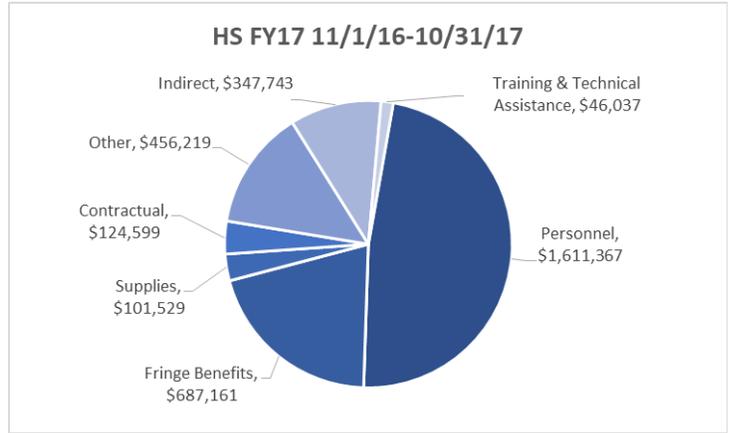
outcomes data is shared with all staff, families, Policy Council, collaborative partners and CVOEO Board outlining strengths and areas for improvement. Teachers and home visitors use individual and group profile reports to plan curriculum which offers materials, activities and experiences for learning through play in all areas. Staff and families review child specific reports to share each child’s strengths and set goals together. Group profile reports are generated to help guide curriculum for specific groups, and identify areas of support/supervision. TS GOLD is used to track and measure school readiness goals. At the annual CVHS strategic planning event, a summary of trends in all component areas assist staff in determining progress towards overall school readiness goals. This information is used to help gather resources for staff and families, plan trainings, purchase materials, and guide future school readiness goals.

CVHS also provides information to parents of children with special needs, such as articles describing the special education process, individualized education plans, 504 plans, and parents’ rights in special education. CVHS staff, parents and collaborating agencies plan activities to support children’s transition to kindergarten. Such opportunities may include Head Start children and families attending school functions or libraries, going on classroom visits, meeting with kindergarten teachers, principals and special educators, attending school-sponsored “transition fairs,” utilizing school facilities, and accessing school meal programs.

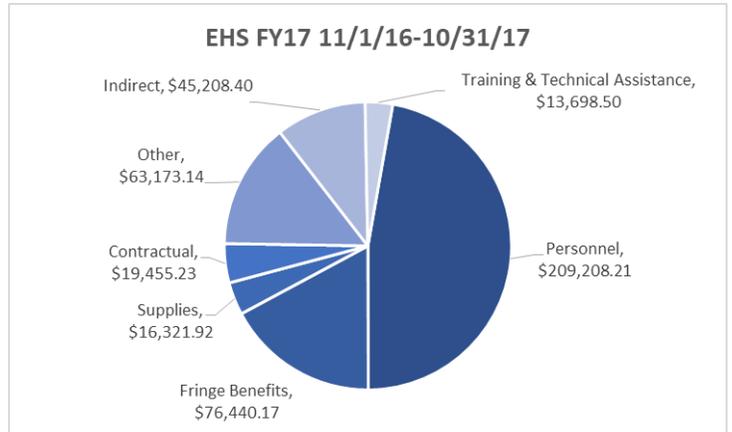


Budgetary Expenditures FY17 (HS and EHS) and FY16 (EHS-CCP)

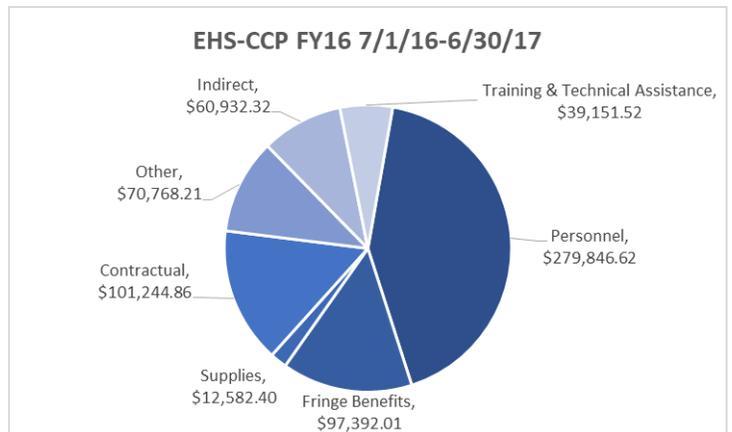
HS FY17 11/1/16-10/31/17	
Personnel	\$1,611,367
Fringe Benefits	\$687,161
Supplies	\$101,529
Contractual	\$124,599
Other	\$456,219
Indirect	\$347,743
Training & Technical Assistance	\$46,037
Total	\$3,374,655



EHS FY17 11/1/16-10/31/17	
Personnel	\$209,208.21
Fringe Benefits	\$76,440.17
Supplies	\$16,321.92
Contractual	\$19,455.23
Other	\$63,173.14
Indirect	\$45,208.40
Training & Technical Assistance	\$13,698.50
Total	\$443,505.57

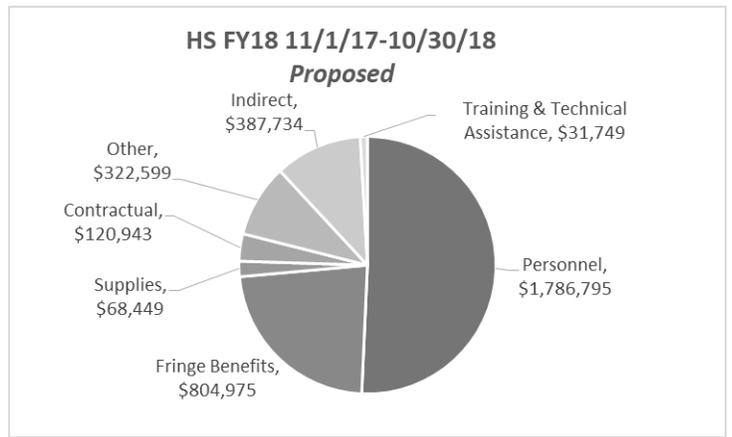


EHS-CCP FY16 7/1/16-6/30/17	
Personnel	\$279,846.62
Fringe Benefits	\$97,392.01
Supplies	\$12,582.40
Contractual	\$101,244.86
Other	\$70,768.21
Indirect	\$60,932.32
Training & Technical Assistance	\$39,151.52
Total	\$661,917.94

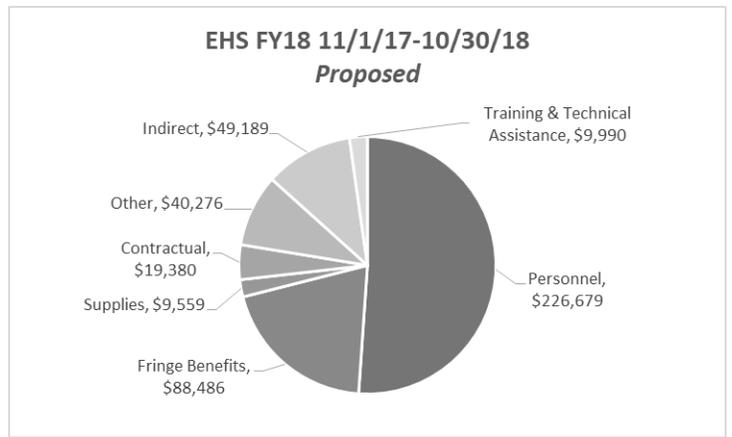


Proposed Budgets FY18 (HS and EHS) and FY17 (EHS-CCP)

HS FY18 11/1/17-10/30/18	
Personnel	\$1,786,795
Fringe Benefits	\$804,975
Supplies	\$68,449
Contractual	\$120,943
Other	\$322,599
Indirect	\$387,734
Training & Technical Assistance	\$31,749
Total	\$3,523,244



EHS FY18 11/1/17-10/30/18	
Personnel	\$226,679
Fringe Benefits	\$88,486
Supplies	\$9,559
Contractual	\$19,380
Other	\$40,276
Indirect	\$49,189
Training & Technical Assistance	\$9,990
Total	\$443,559



EHS CCP FY17 7/1/17- 6/30/18	
Personnel	\$294,513
Fringe Benefits	\$108,850
Supplies	\$24,491
Contractual	\$99,489
Other	\$48,570
Indirect	\$63,613
Training & Technical Assistance	\$15,705
Total	\$655,231

