

# Champlain Valley Head Start Annual Report 2025





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## For Reference

Head Start agencies that provide services to children and families must meet the Head Start Program Performance Standards and the requirements set forth in the Head Start Act of 2007. The relevant regulations affecting the Annual Public Report are outlined below.

[HSPS 1302.102\(d\)\(2\)](#)

*Annually, a program must publish and disseminate a report that complies with section 644(a)(2) of the Act and includes a summary of a program’s most recent community assessment, as described in §1302.11(b), consistent with privacy protections in subpart C of part 1303 of this chapter.*

**Head Start Act Section 644(a)(2):**

Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

- The total amount of public and private funds received and the amount from each source
- An explanation of budgetary expenditures and proposed budget for the fiscal year
- The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served
- The results of the most recent review by the Secretary and the financial audit
- The percentage of enrolled children that received medical and dental exams
- Information about parent involvement activities
- The agency’s efforts to prepare children for kindergarten
- Any other information required by the Secretary

*The Champlain Valley Head Start Annual Report is reviewed, updated, and published annually. It is made available online at <https://champlainvalleyheadstart.org/>, and is distributed to staff, Policy Council members, and is shared with the CVOEO Board of Directors.*

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## About Us

Head Start is a federally funded program through the U.S. Department of Health and Human Services. Head Start programs prepare America's most vulnerable young children to succeed in school and in life beyond school. To achieve this, Head Start programs deliver high quality services to children and families with low incomes in core areas of early learning, health, and family well-being while engaging parents as partners every step of the way.

Head Start encompasses Head Start preschool programs, which primarily serve 3- and 4-year-old children, and Early Head Start programs for infants, toddlers, and pregnant women. Head Start services are delivered in all 50 states, the District of Columbia, and in six U.S. territories through programs tailored to the local needs of families.

The mission of CVHS is to provide high-quality early care and education services to help children and families thrive and reach their full potential. CVHS promotes the health, safety and well-being of children, and maintains strong collaborative partnerships to meet the changing needs of children, families, and communities.

CVHS provides early care and education in classrooms, as well as home visiting programs for pregnant women, and children birth to age 5. The work of CVHS also includes providing comprehensive wraparound services based on families' goals, which are developed by the families. This style of service differentiates Head Start programs from other early care and education services providers. A few of the comprehensive wraparound services that CVHS provides to families include:

- Supporting families to find medical and dental services and providing extra support and troubleshooting with families that have a history of missed appointments or who have other barriers to attending medical or dental visits
- Providing access and opportunities to meet with mental health professionals, a Nurse Consultant, Dietitian, and Tooth Tutors (dental hygienists)
- Facilitating referrals to local housing, food, and employment resources, offering information, and providing ongoing support to families
- Providing individualized services for children with diagnosed disabilities
- Offering opportunities for parent involvement, education, and leadership; and
- Supporting parents to be advocates for themselves and their children

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## Funding

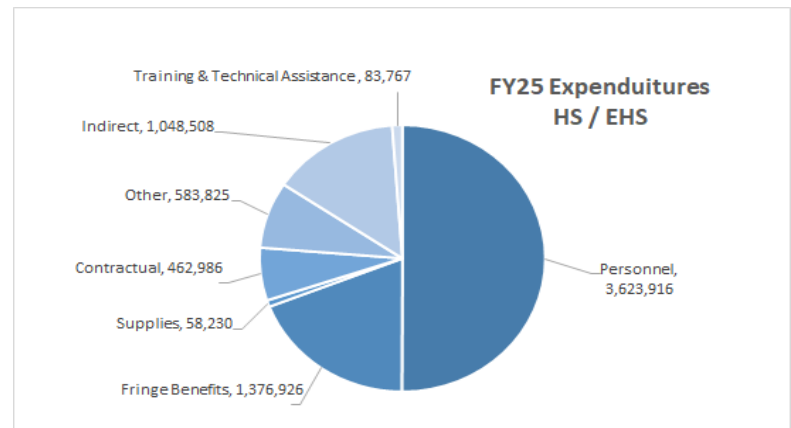
*For the period starting 11/01/2024 to 10/31/2025 CVHS received funding as follows:*

Funding Source	Amount
U.S Department of Health and Human Services	\$7,238,158
VTAEYC	\$10,854
Delta Dental	\$60,000
USDA	\$94,243
Vermont State Funds	\$248,951
Child Care Financial Assistance	\$542,346
Vermont Special Accommodations	\$32,953
Miscellaneous Donations	\$645

## Expenses

*Budgetary expenditures November 1, 2024- October 31, 2025*

FY25 HS / EHS Expenditure	
Personnel	\$ 3,623,916
Fringe Benefits	\$1,376,926
Supplies	\$58,230
Contractual	\$462,986
Other	\$583,825
Indirect	\$1,048,508
Training & Technical	\$83,767
<b>Total</b>	<b>\$7,238,158</b>



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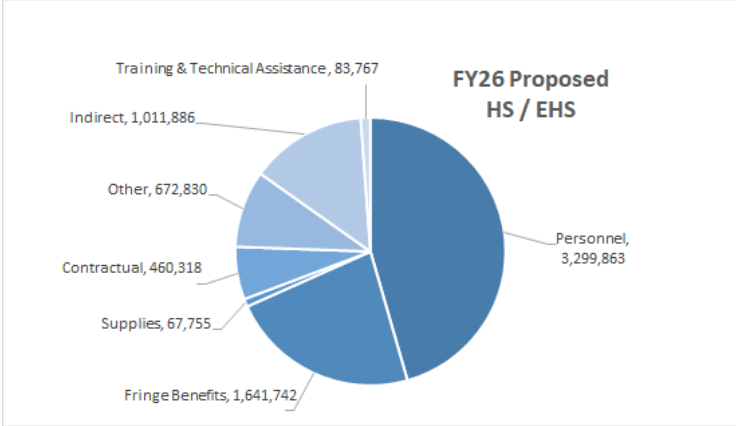
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*Proposed Budget EHS/HS FY26 (November 1, 2025-October 31, 2026)*

FY26 HS / EHS Proposed	
Personnel	\$3,299,863
Fringe Benefits	\$1,641,742
Supplies	\$67,755
Contractual	\$460,318
Other	\$672,830
Indirect	\$1,011,886
Training & Technical	\$83,767
<b>Total</b>	<b>\$7,238,161</b>



## Enrollment

### **Total Number of Children & Families Served**

For the 2024-2025 program year, CVHS served 304 program participants throughout northwest Vermont, including pregnant women, children birth through age 5, and their families. CVHS served 160 Early Head Start (EHS) participants, and 144 Head Start (HS) participants.

### **Average Monthly Enrollment**

Head Start- 97%  
Early Head Start- 98%

### **Percentage of Eligible Children**

**Served:**  
91.5%

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## Medical & Dental Exams

The table below depicts physical and oral health outcomes for enrolled children at the end of the 2024-25 program year. In Vermont, we continue to face challenges specifically in the dental health community. Many dental homes report being understaffed, and many dentists are retiring without replacements. Most dental homes are booking out 6+ months and will no longer see patients if they miss an appointment due to high demand.

Health & Oral Health Outcomes PY24-25	
Indicator	% at end of PY
Children with health insurance	100%
HS children who received a physical exam	90%
EHS children who received a physical exam	91%
HS children who received a dental exam	78%
EHS children who received a dental exam	70%
HS children with an ongoing source of continuous, accessible health care	100%
EHS children with an ongoing source of continuous, accessible health care	99%
HS children with an ongoing source of continuous, accessible oral health care	92%
EHS children with an ongoing source of continuous, accessible oral health care	81%

## 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.

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## Efforts to Support School Readiness

CVHS supports children in preparing for school readiness and lifelong success. The CVHS classroom-based curriculum, *The Creative Curriculum*, which emphasizes Active Learning, or hands-on, project-based investigations and activities that engage children in the learning process, is based on five fundamental principles that help to guide CVHS practice in providing services to children and families enrolled in our classroom-based options:

- 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
- Teacher-family partnerships promote development and learning

The CVHS home visiting curriculum, *Growing Great Kids*, is an evidence-based curriculum that aligns with the Head Start Early Learning Outcomes Framework. The research-based principles of Strengthening Families and The Protective Factors Framework were foundational in the development of the Growing Great Kids, or GGK curriculum. Protective factors are characteristics or strengths of individuals, families, communities or societies that act to mitigate risks and promote positive well-being and healthy development. The five key protective factors include:

- Parental Resilience
- Social Connections
- Knowledge of Parenting & Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

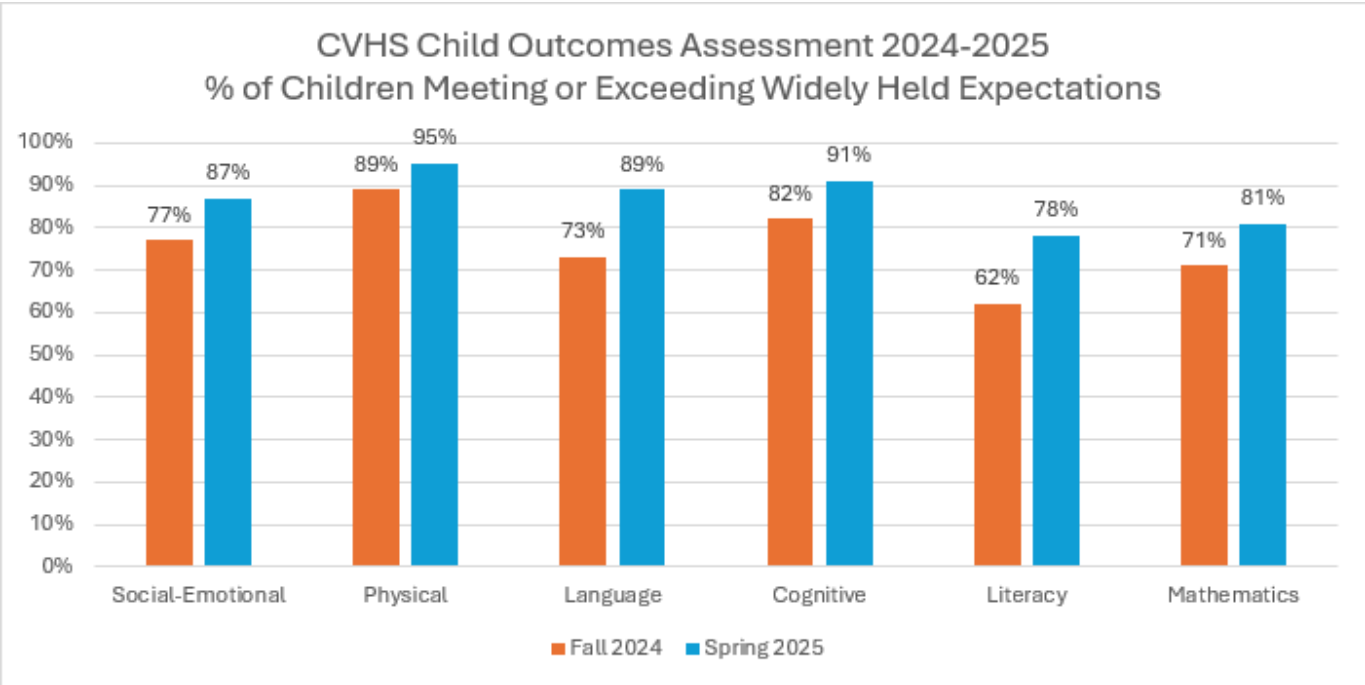
CVHS staff plan curriculum to include goals in the areas of social emotional development, approaches to learning, literacy, language development, math, science, logic and reasoning, social studies, creative arts, and physical health and development. These areas of development and learning guide staff 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, or TS GOLD, online assessment. This information is then used to individualize services for children and families.

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The CVHS Education Coordinator analyzes data to 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. After the culmination of each program year, a summary of trends in all component areas assists staff in determining progress towards overall school readiness goals. This information is used to help gather resources for staff and families, plan training opportunities, purchase materials, and guide future school readiness goals.



CVHS assists parents in monitoring their child’s developmental growth and supports parents in accessing additional resources for their children, as needed. CVHS staff collaborate with Special Education and Early Intervention providers, and children’s services are often provided in our classrooms. 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.

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## Results of Recent Audits & Reviews

### ***Financial Audit***

CVOEO’s most recent audit looked at CVOEO for the period of October 1, 2024 through September 30, 2025, which was CVOEO’s 2025 fiscal year. The audit was for the whole of CVOEO which includes CVHS, Weatherization, Financial Futures, Voices Against Violence, and all of CVOEO’s other programs combined.

The audit was completed on February 17<sup>th</sup> and presented to the CVOEO Board of Directors on February 24<sup>th</sup>. The auditors gave CVOEO an “unmodified opinion” which is the highest grade that the auditors can assign.

### ***Program Reviews***

The Head Start Act requires periodic federal review of all Head Start programs during each 5-year grant cycle. Typically during the first or second year of the grant cycle, programs complete the Focus Area One: Program Systems Review (also referred to as the FA1). During the third or fourth year of the grant cycle, programs complete the Focus Area Two: Comprehensive Services Review (FA2). The final federal monitoring review completed during each 5-year grant cycle is the CLASS (Classroom Assessment Scoring System) Review, which is typically completed sometime between year two and four of the grant cycle. Champlain Valley Head Start received notice that we are due for our FA1 Review during the 2025/26 school year.

The FA1 takes place over three days, with reviewers working both on-site with grantees, and virtually over Zoom. The review focuses on key management systems for program oversight and governance; child safety; fiscal integrity; and the eligibility and enrollment processes. This review is conducted early in the grant cycle to help the Office of Head Start ensure that grant recipients have a solid foundation in place to provide high-quality services for children and families. The four overarching areas discussed during the review include:

- Program Design, Management, and Improvement
- Supporting Safe and Healthy Learning Environments
- Fiscal Infrastructure
- Eligibility, Recruitment, Selection, Enrollment, and Attendance

Grant recipients have the opportunity to showcase the strengths and practices their programs utilize through a number of different ‘review activities’, which include data tours with management and fiscal staff, discussions with Policy Council, Board of Directors, and program staff, and center/classroom explorations. Following the review, the Office of Head Start will issue a report with information about the grant recipient’s performance, citing any specific areas of concern, non-compliance, or program deficiency. There is also the opportunity for reviewers to note any Strong Practices observed during the review.

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## Programmatic Updates

In June of 2024 Champlain Valley Head Start received notification of the approval of a Change in Scope application that had been submitted in March. The change in scope came in response to the Office of Head Start's *Full Enrollment Initiative*, and the ongoing early education workforce crisis. CVHS requested an enrollment reduction of 22%, or 70 slots, most of which were associated with program vacancies, due in large part to openings in staff positions. The reduction in enrollment, paired with sustained funding levels, would allow CVHS to invest the funding 'surplus' in staff wages, helping to narrow the wage gap disparity between school district and non-school district early education positions.

CVHS was able to raise wages for all Head Start staff positions by 12%, and reach a staff vacancy rate of 2%. Additionally, CVHS was able to reach full enrollment for all program options.

CVHS submitted a baseline grant proposal application August 1, 2024, for the next 5-year grant cycle. This application outlined programmatic, budget, and systems-based updates for 2024-2029, as well as highlighted school-readiness and program goals to help guide the work of CVHS moving into the next grant cycle. The baseline grant application was accepted in the fall.

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