

**SCOTT
COUNTY
PUBLIC
SCHOOL
HEAD START**



ANNUAL REPORT

Scott County Public School Head Start
305 Legion Street
Weber City, VA 24290

276-386-6051
276-386-7281 Fax
centraloffice@scottcountyheadstart.org

Director
Cindy Raymond

23-24

www.scottcountyheadstart.org

Our Mission

Early Head Start & Head Start Program

SCOTT COUNTY PUBLIC SCHOOL HEAD START

OUR MISSION

***Guiding Low-Income Families
Toward Self-Sufficiency
&
Success in School***

Head Start is an Equal Opportunity Provider

INTRODUCTION

GREETINGS FROM THE DIRECTOR



Scott County Public School Head Start (SCPSHS) uses program data to drive our continuous quality improvement efforts throughout all of our service areas. This year’s annual data will provide us with a unique perspective on the data extending over our five-year grant project period. Included in this annual report, you will find the aggregated long-term program goals associated with our five-year project period.

During the 2023-2024 school year, SCPSHS operated eight preschool and four infant/toddler classrooms across the county. This year introduced several new initiatives aimed at enhancing the quality of services for our children and families.

The Head Start Act specifies certain enrollment requirements for the Head Start program. As of January 2024, SCPSHS did not fully meet these requirements, with enrollment reaching 95 percent of the funded levels. To support full enrollment, SCPSHS collaborated with the Office of Head Start to develop a plan and timetable for reducing or eliminating under-enrollment. By the end of the 2023-2024 school year, SCPSHS had achieved a 99 percent enrollment level. Enrollment will continue to be monitored to maintain at least a 97 percent level within the 12 month full enrollment initiative.

The 2023-2024 school year also marked the re-implementation of our largest initiative, the Pyramid Model. With guidance from the program’s PBIS leadership team—comprising management and administrative staff, a mental health consultant, teachers, and parents—the program successfully began implementation of this research-based framework for supporting social-emotional competence in young children.

Our dedicated, compassionate, and team-focused staff, along with our community partners, continue to be our program's greatest assets in delivering high-quality early care and education services within our community.

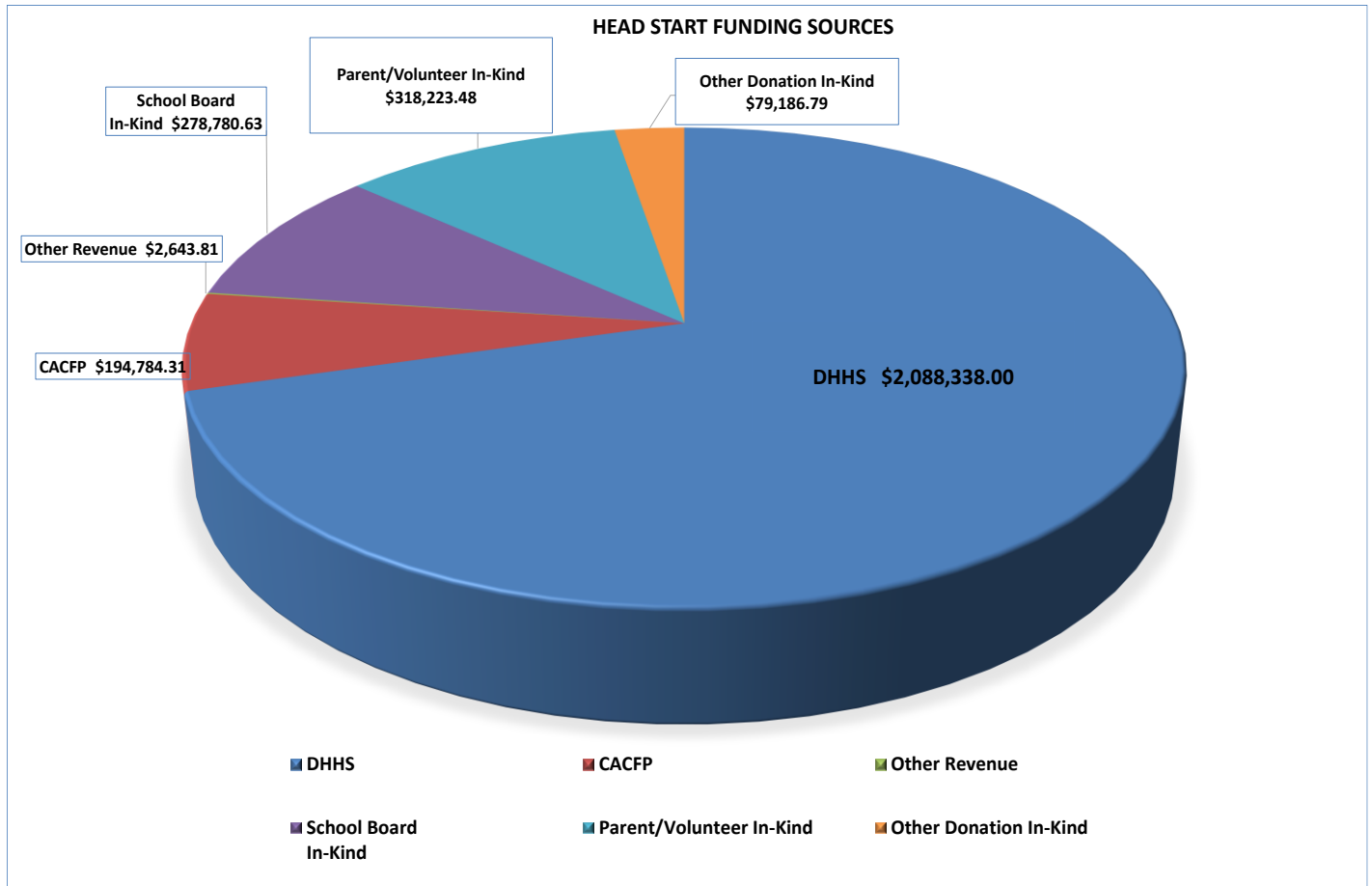
Moving forward, SCPSHS will continue to use key data to guide our continuous quality improvement efforts for our children and families, ensuring that children enter school ready to succeed and ready to learn!

In closing, I would like to express my sincere gratitude to our program staff, governing body members, and community partners for their collaborative efforts in supporting our program in the deliverance of high-quality services

Cindy Raymond, Director
Scott County Public School Head Start

HEAD START FUNDING SOURCES & EXPENDITURES

Date: January 1, 2023 – December 31, 2023



\$2,961,957.02

HEAD START EXPENDITURES	
Personnel	\$ 1,358,436.95
Fringe	\$ 442,670.68
Travel	\$ 10,830.13
Supplies	\$ 252,978.84
Contractual	\$ 52,562.80
Equipment	\$ 0
Other	\$ 168,286.67
TOTAL EXPENSES	\$ 2,285,766.12

FINANCIAL AUDIT STATEMENT OF ACTIVITIES

Fiscal Year Ended June 30, 2023
 County of Scott, Virginia
 Comprehensive Annual Financial Report

Bostic, Tucker & Company, P.C.;
 Certified Public Accountants
 P.O. Box 505, Lebanon, VA 24266
 (276) 889-3103; www.bthcpa.com

County of Scott, Virginia
 Combining Statement of Revenues, Expenditures and Changes in Fund Balances
 Discretely Presented Component Unit - School Board
 For the Year Ended June 30, 2023

Exhibit 17

	Governmental Fund Types				Proprietary Fund Type	Totals
	School Operating Fund	School Food Service Fund	Scott County Head Start	School Activity Funds	School Insurance Fund	
Revenues:						
Revenue from use of money	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charges for services	33,881	132,879	-	-	4,931,697	5,098,457
Miscellaneous	105,156	-	659,534	2,721,899	-	3,486,589
Recovered costs	-	-	-	-	-	-
Intergovernmental:						
County	-	-	-	-	-	-
Commonwealth	45,205,262	25,467	-	-	-	45,230,729
Federal	3,502,811	3,106,992	2,310,739	-	-	8,920,542
Total revenues	48,847,110	3,265,338	2,970,273	2,721,899	4,931,697	62,736,317
Expenditures:						
Current - Education	56,326,699	3,728,948	2,961,732	2,609,125	5,959,866	71,586,370
Total expenditures	56,326,699	3,728,948	2,961,732	2,609,125	5,959,866	71,586,370
Excess (deficiency) of revenues over (under) expenditures	(7,479,589)	(463,610)	8,541	112,774	(1,028,169)	(8,850,053)
Other financing sources (uses):						
Operating transfers in	5,566,558	-	-	-	-	5,566,558
Operating transfers out	-	-	-	-	-	-
Proceeds from indebtedness	1,977,000	-	-	-	-	1,977,000
Transfer from/(to) primary debt	-	-	-	-	-	-
Total other financing sources	7,543,558	-	-	-	-	7,543,558
Excess (deficiency) of revenues & other sources over expenditure & other uses	63,969	(463,610)	8,541	112,774	(1,028,169)	(1,306,495)
Fund balances at beginning of year	(63,969)	873,580	13,177	637,611	1,270,491	2,730,890
Fund balances at end of year	\$ -	\$ 409,970	\$ 21,718	\$ 750,385	\$ 242,322	\$ 1,424,395

For a complete copy of the Scott County, Virginia Audit visit <http://www.scottcountyva.com>

FINANCIAL AUDIT STATEMENT OF ACTIVITIES

Fiscal Year Ended June 30, 2023
 County of Scott, Virginia
 Comprehensive Annual Financial Report

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County of Scott, Virginia
 Statement of Revenues, Expenditures, and Changes in Fund Balances
 Budget and Actual
 Discretely Presented Component Unit - School Board
 For the Year Ended June 30, 2023

Exhibit 18
 Page 3 of 5

	Scott County Head Start			Variance From Amended
	Original Budget	Budget As Amended	Actual	
Revenues:				
Revenue from use of money	\$ -	\$ -	\$ -	\$ -
Charges for services	-	-	-	-
Miscellaneous	482,209	482,209	659,534	177,325
Recovered costs	-	-	-	-
Intergovernmental:				
County	-	-	-	-
Commonwealth	-	-	-	-
Federal	1,928,837	1,928,837	2,310,739	381,902
Total revenues	2,411,046	2,411,046	2,970,273	559,227
Expenditures:				
Current - Education	2,411,046	2,411,046	2,961,732	(550,686)
Total expenditures	2,411,046	2,411,046	2,961,732	(550,686)
Excess (deficiency) of revenues over (under) expenditures	-	-	8,541	8,541
Other financing sources (uses):				
Operating transfers in	-	-	-	-
Operating transfers out	-	-	-	-
Proceeds from indebtedness	-	-	-	-
Transfer from/(to) primary debt	-	-	-	-
Total other financing sources	-	-	-	-
Excess (deficiency) of revenues & other sources over expenditure & other uses	-	-	8,541	8,541
Fund balances at beginning of year	-	-	13,177	13,177
Fund balances at end of year	\$ -	\$ -	\$ 21,718	\$ 21,718

For a complete copy of the Scott County, Virginia Audit visit <http://www.scottcountyva.com>

Focus Area 2 Monitoring Review

(Conducted: April 24, 2023 – April 28, 2023)

The **Focus Area 2** Federal Monitoring Review was conducted from 4/24/2023-4/28/2023. The monitoring review team looks systematically and holistically across all of the program services and functions for the demonstration of the program's abilities to track progress and performance, use data to drive results, and make corrections and adjustments as needed. This is a hybrid review being both on-site and virtual over a span of 5 days. A Focus Area 2 is conducted at least once every 5 years. Below are the monitoring report results from this review.



ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. David Templeton

Scott County Public School Head Start

305 Legion Street

Weber City, VA 24290

From: Responsible HHS Official

Date: 05/30/2023

Mr. Khari M. Garvin

Director, Office of Head Start

From April 24, 2023 to April 28, 2023, the Administration for Children and Families (ACF) conducted a Focus Area Two (FA2) monitoring review of Scott County Public School Head Start Head Start and Early Head Start programs. This report contains information about the grant recipient's performance and 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*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, it has been determined that your program meets the requirements of all applicable HSPPS, laws, regulations, and policy requirements.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following:

Mr. Desmond Clayton, Acting Regional Program Manager

Mr. John Ferguson, Chief Executive Officer/Executive Director

Mrs. Cindy Raymond, Head Start Director

Mrs. Cindy Raymond, Early Head Start Director

PROGRAM GOVERNANCE

As Grantee, the Scott County School Board is legally and fiscally responsible for the oversight of quality services for Head Start children and families. The School Board meets the first Tuesday of each month. Minutes are available at www.scottschools.com

A Policy Council, made up of current parents and other community individuals is established to assist in the governance process.

Policy Council meetings are held the third Thursday of each month.

Minutes are available for review at the Head Start Office in Weber City.

Scott County School Board Members

(Current)

David M. Templeton (Chair)	District 1
L. Stephen Sallee, Jr	District 2
Daniel Meade	District 3
William "Bill" Houseright	District 4
Patricia Edwards	District 5
Robin Hood	District 6

Scott County Head Start Policy Council Members

Parent Representatives

Duffield 1 Head Start:	Alexandria Helton, Desiree Napier, Makayla Blevins (Alternate)
Duffield 2 Head Start:	Milligan Jessee
Dungannon Head Start:	Elizabeth Lester, Rebecca Beahm, Aleigha Pike (Alternate)
Nickelsville Head Start:	Abigail Dickenson, Michelle Williams
Shoemaker 1 Head Start:	McKayla Meadows, Tim Barlow
Shoemaker 2 Head Start:	Kaitlyn Allen Child, Phyllis Castle
Shoemaker 4 Head Start:	Penny Egan, April Hurd, Romana Benight (Alternate)
Weber City Head Start:	Jessi Ramey, Brandi White
EHS Duffield:	Cara Tipton
EHS Shoemaker:	Taylor Lane, Veronica McDavid
EHS Weber City 1:	Heather Ervin
EHS Weber City 2:	Sarah Carico

Community Representatives

Danielle Calhoun, Family Preservation Services
Carli Cassell-Gilliam, Hope House of Scott County
Pam Cox, Tourism Director, Scott County, VA
Brandy Johnson, Scott County Department of Social Services
Miranda Keese, Harmony Family Center
Nora Murphy, Virginia Department of Health, LENOWISCO District
Austin Penley, Natural Tunnel State Park
Renetta Robinette, AppCAA
Melissa Smith, Lee County Behavioral Health Services
Amy Statzer, Regional Adult & Career Education Program

STAFF & CLASSROOMS

8 Head Start Classrooms

- Duffield 1 Head Start
- Duffield 2 Head Start
- Dungannon Head Start
- Nickelsville Head Start
- Shoemaker 1 Head Start
- Shoemaker 2 Head Start
- Shoemaker 4 Head Start
- Weber City Head Start

4 Early Head Start Classrooms

- Duffield Early Head Start
- Shoemaker Early Head Start 1
- Weber City Early Head Start 1
- Weber City Early Head Start 2

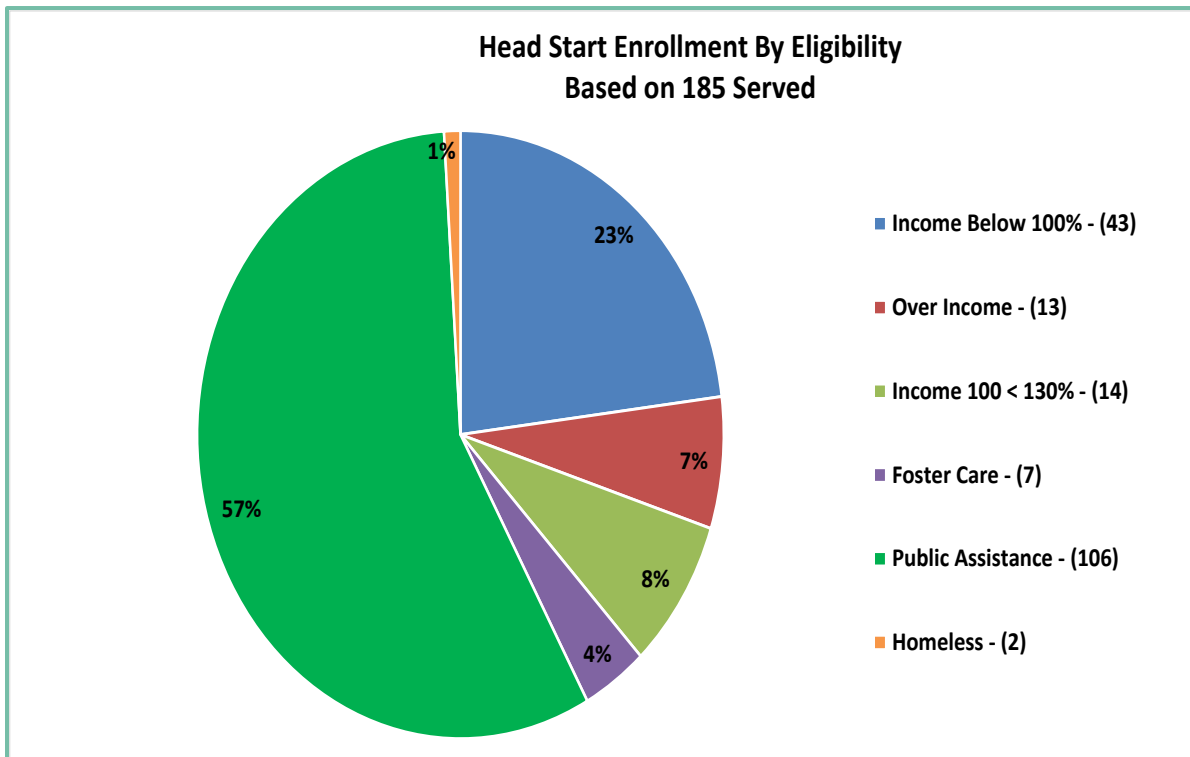
Scott County Public School Head Start & Early Head Start Staff Credentials

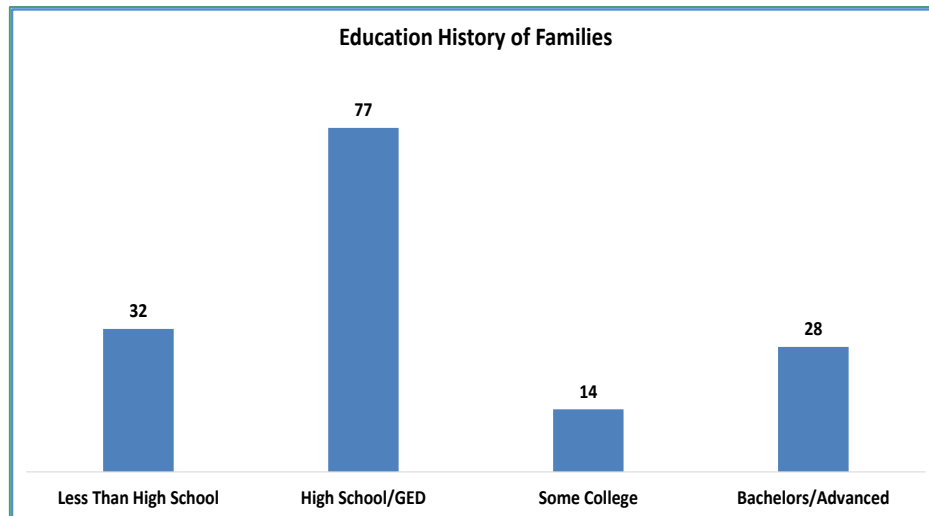
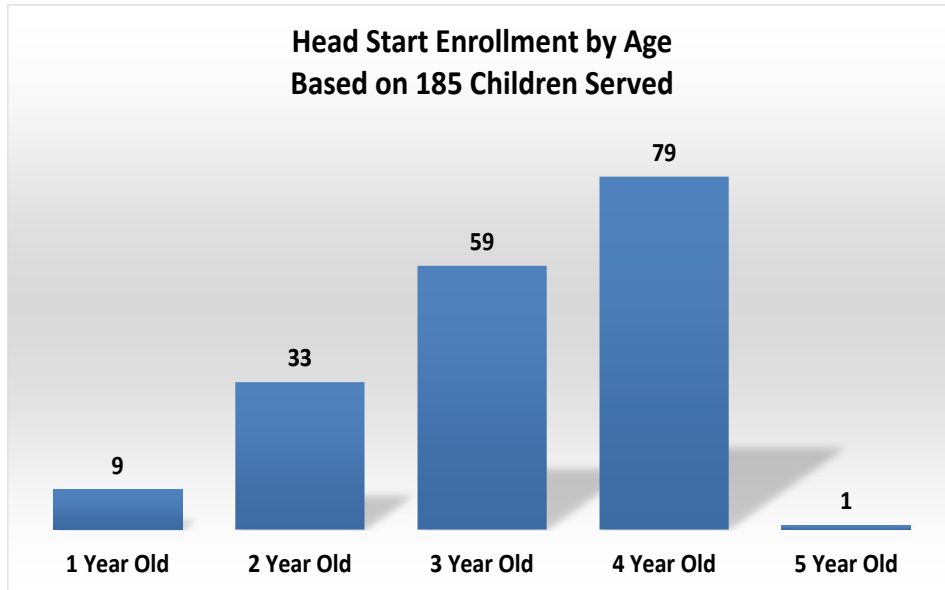
Division	Masters	BA/BS Degree	AA Degree	CDA	Family Development Credential	Career Certificate
Administration	2	0	0	0	0	0
Education	1	7	3	8	0	5
Family & Community	0	1	0	0	3	0
Health & Nutrition	0	1	0	0	0	0
Office Staff	0	0	0	0	0	1

3 Employees are currently enrolled in a higher degree certification.



	HEAD START
Funded Enrollment	172
Average Monthly Enrollment	166
Average Monthly Attendance	87%
Total Number of Children Served	185
Total Number of Families Served	151
Two Parent Families	76
Single Parent Families	76
Children Transitioned from EHS to HS	23
Total Number of Volunteers	492

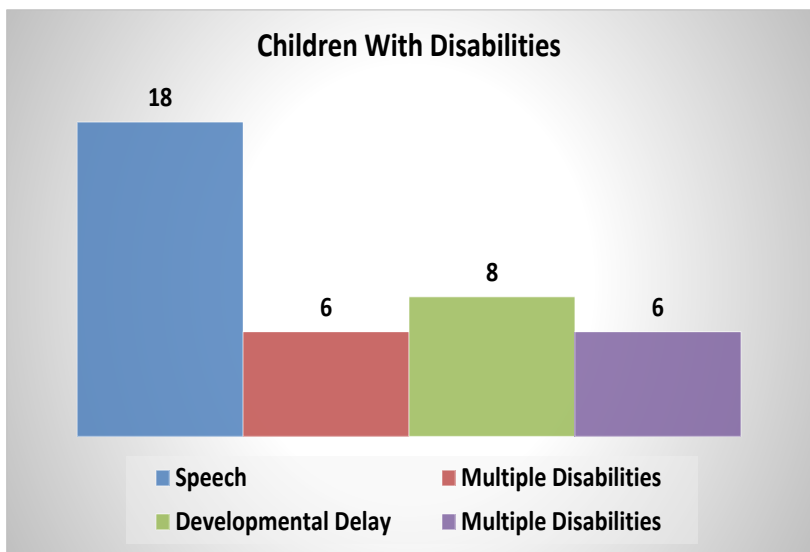




Head Start must ensure at least 10% of total funded enrollment is filled by children with special needs. During the 23-24 school year SCPSHS served 20% with disabilities.

Individualized Education Plans (IEP's) were developed and implemented for:

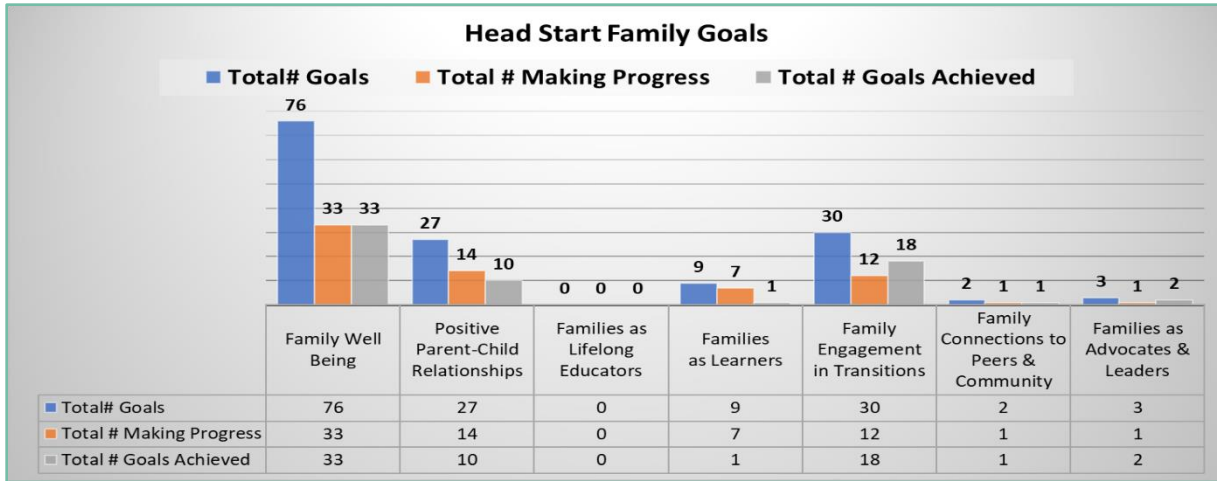
- ◆ Eighteen (18) children with speech or language impairments
- ◆ Eight (8) children with developmental delays
- ◆ Six (6) with multiple disabilities
- ◆ Two (2) with Autism Spectrum Disorder



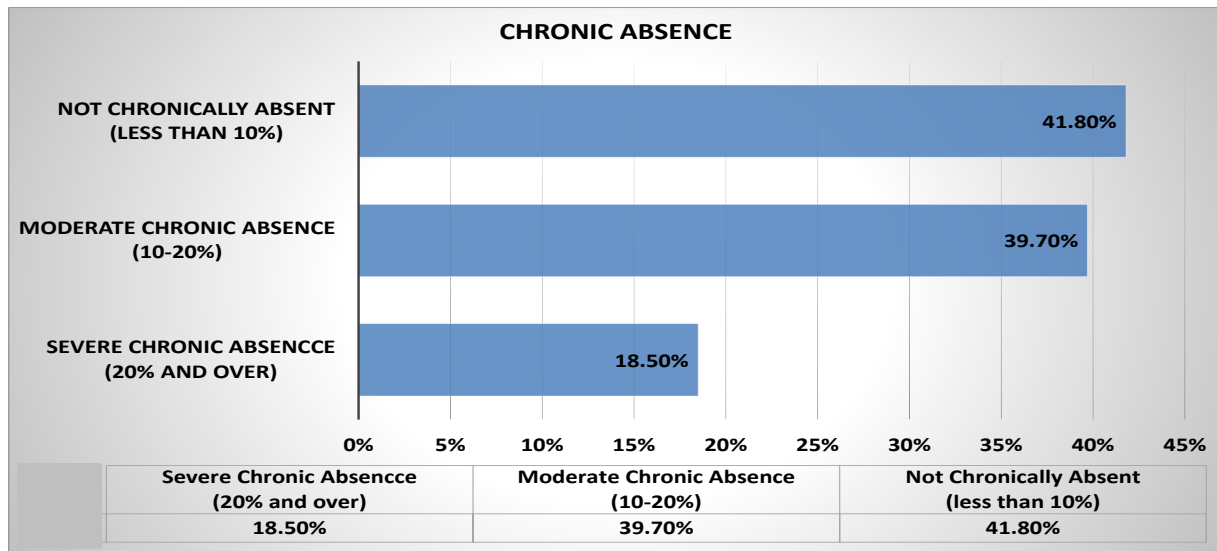
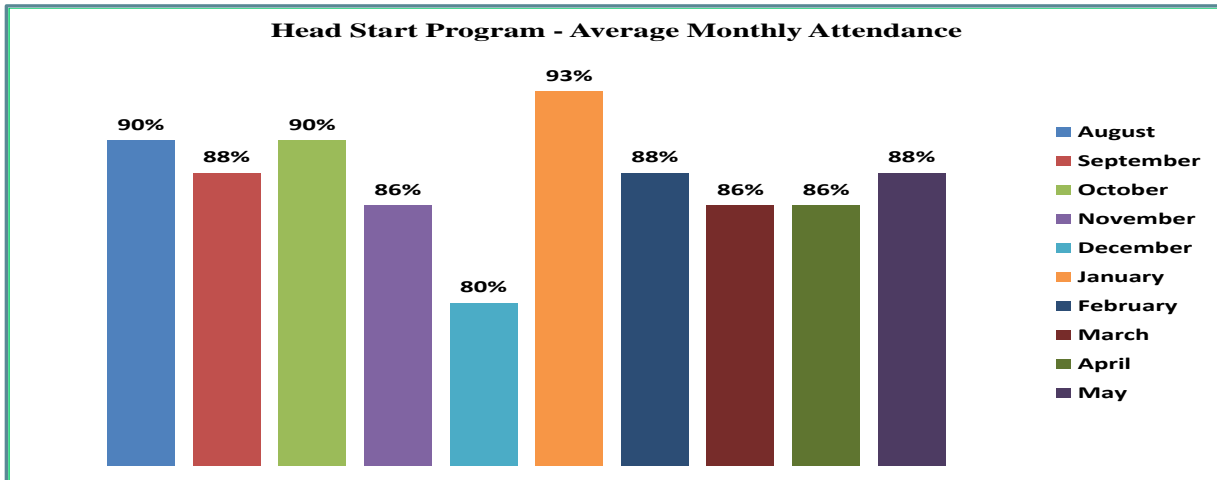
FAMILY SERVICES

The 7 Family Outcomes in the PFCE Framework are:

- Family Well-Being
- Families as Lifelong Educators
- Family Engagement in Transitions
- Families as Advocates & Leaders
- Positive Parent-Child Relationships
- Families as Learners
- Family Connections to Peers & Community



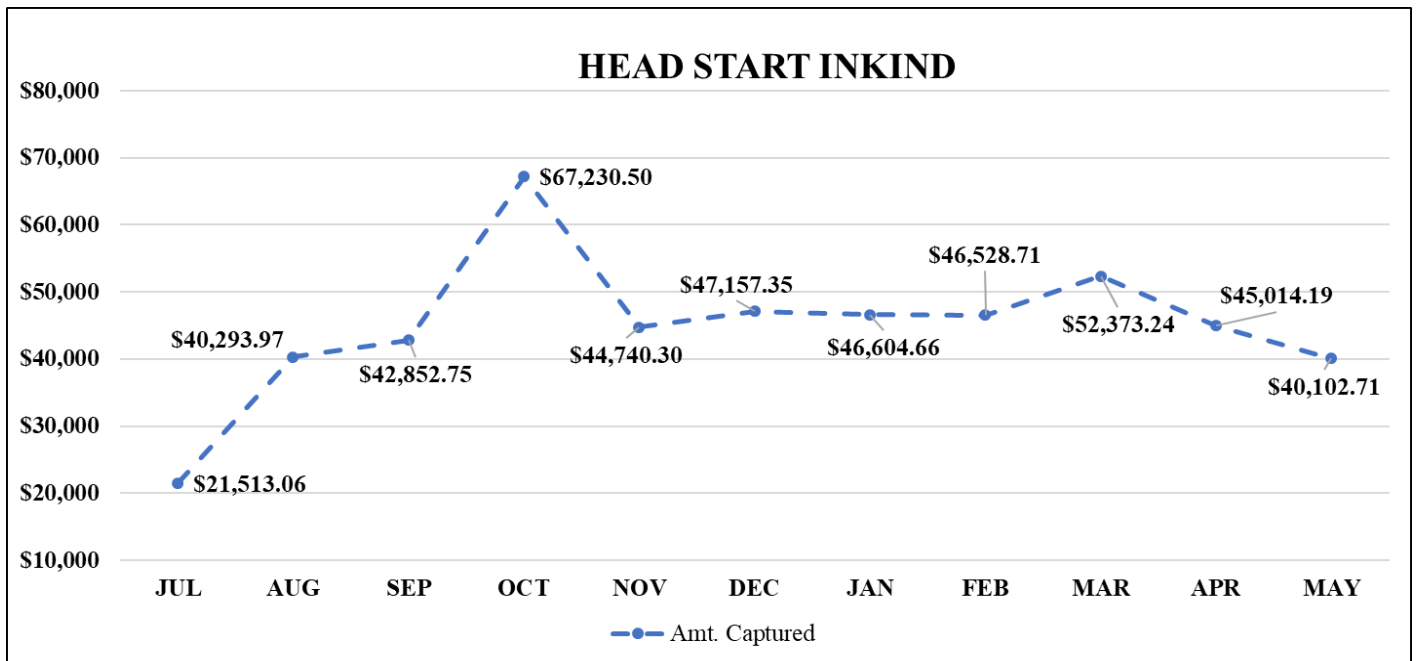
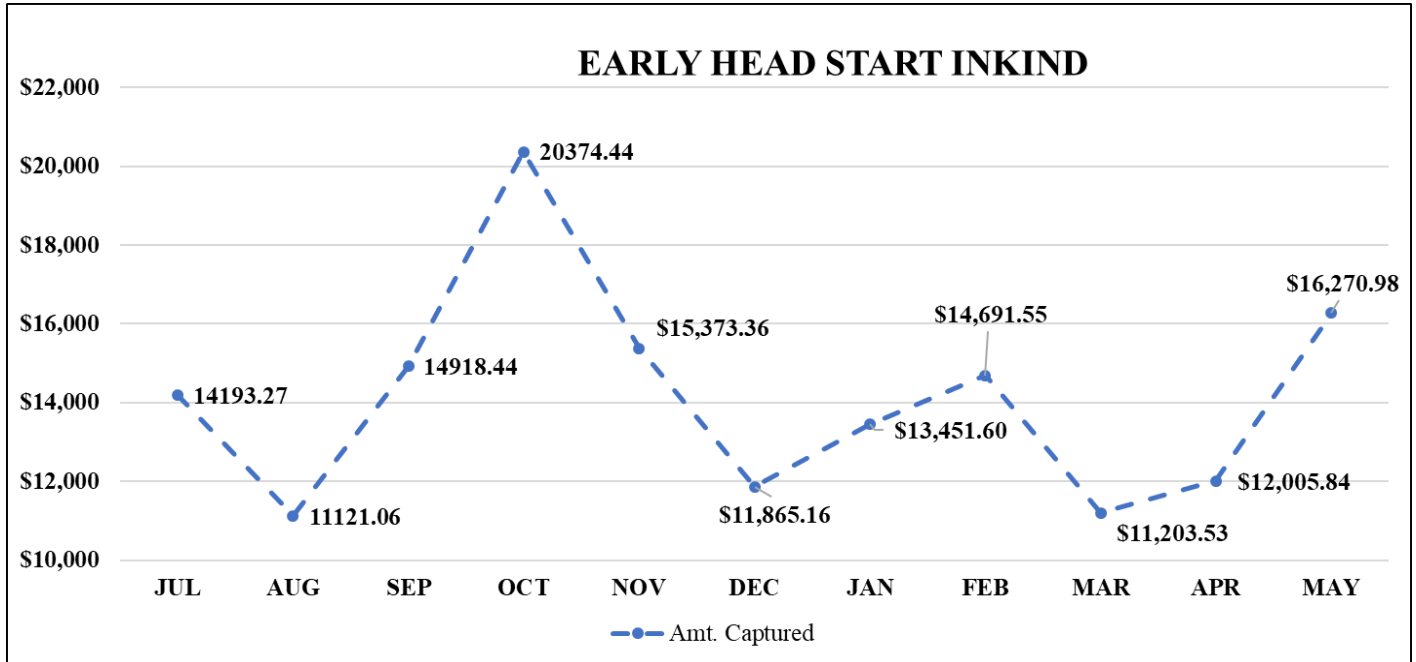
PROGRAM ATTENDANCE



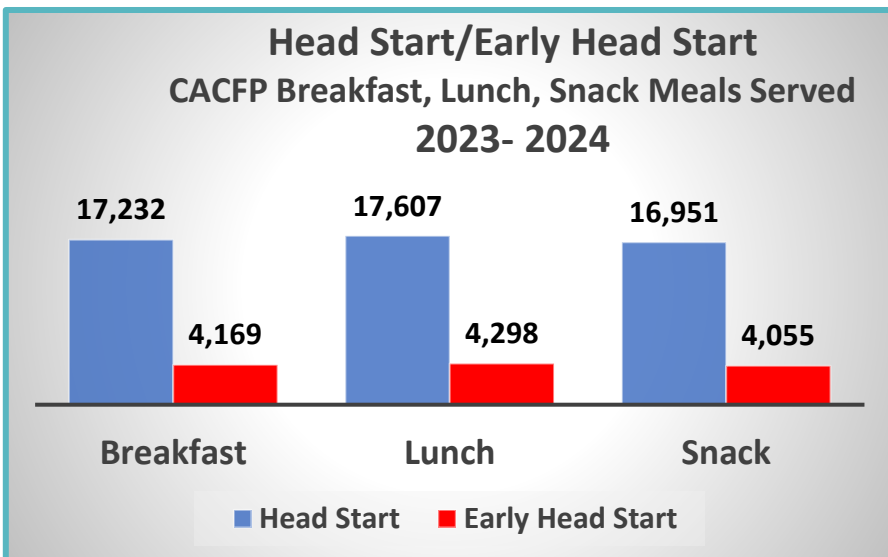
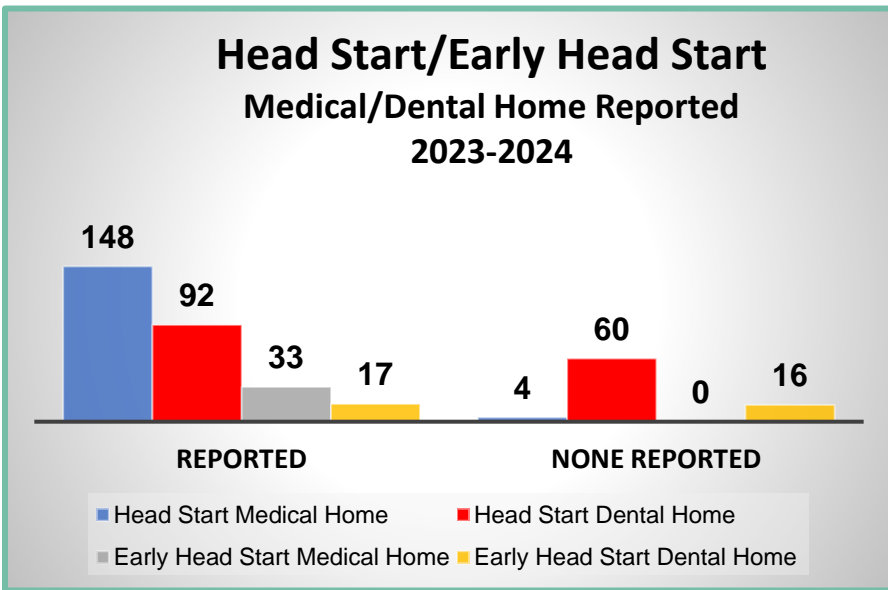
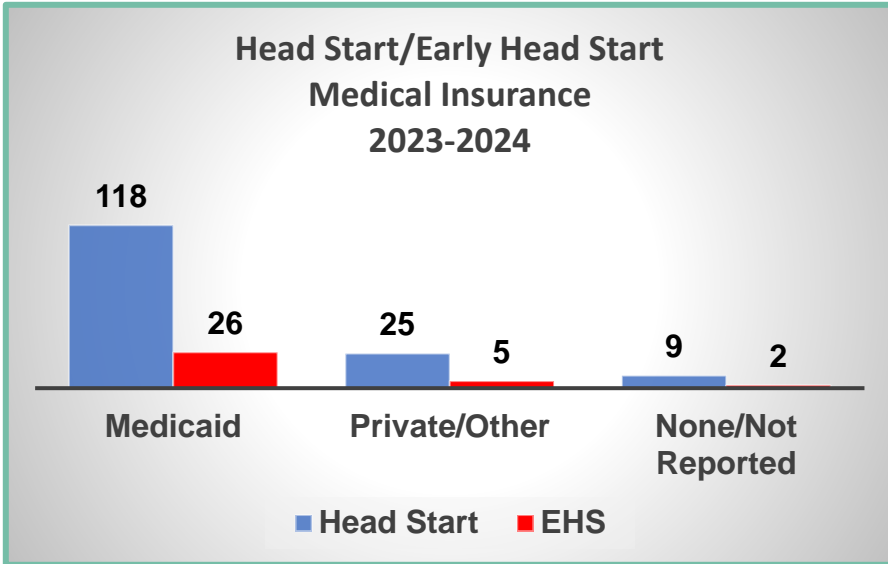
FAMILY ENGAGEMENT

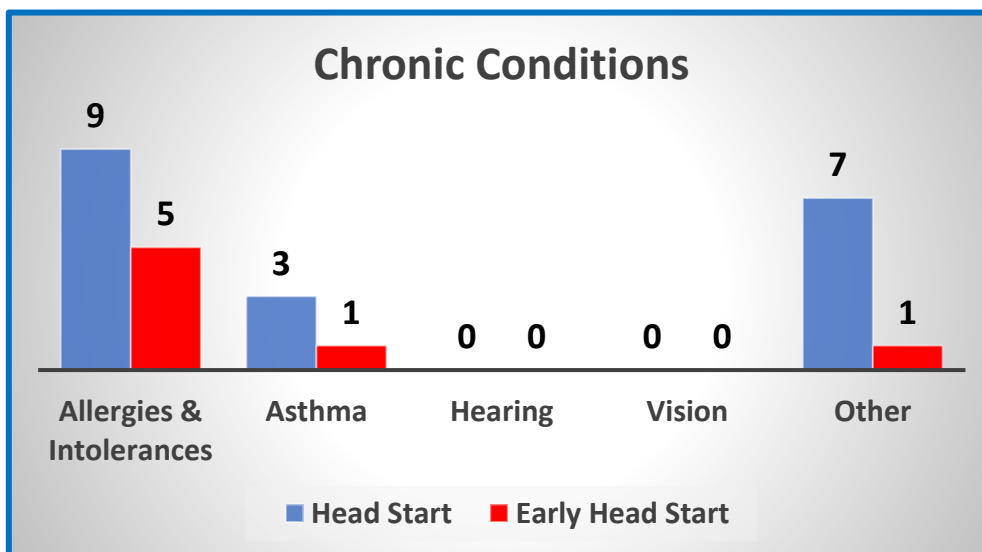
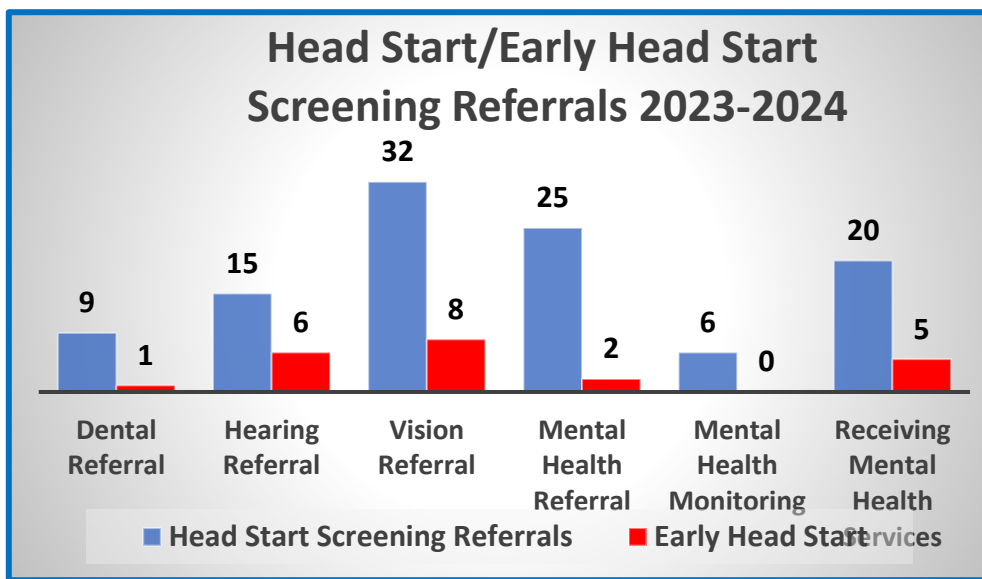
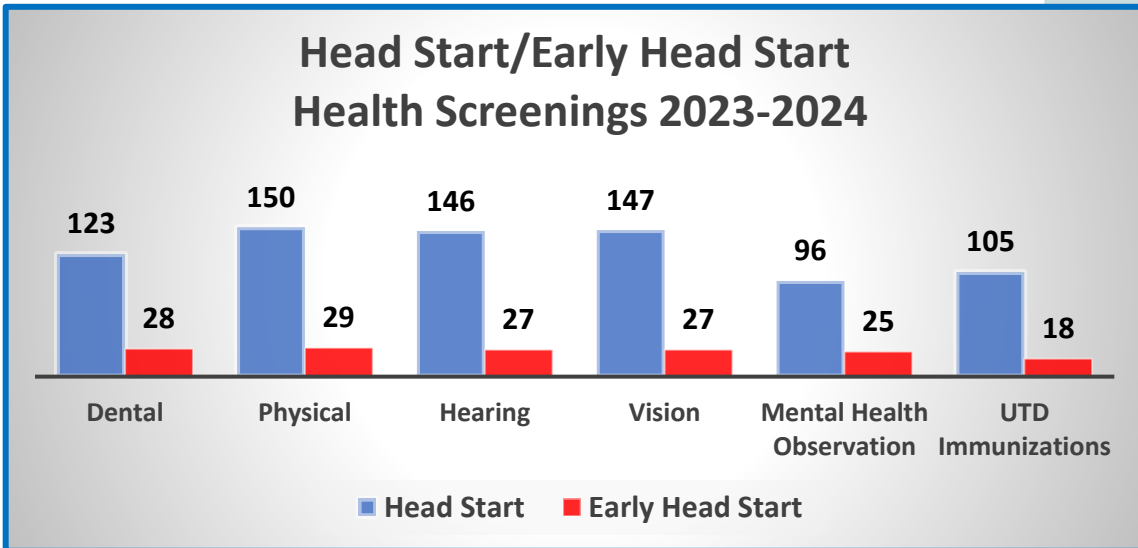
Throughout the year, parents are given the opportunity to participate in their child’s learning environment through parent-child activities. Each activity relates to the six kindergarten readiness standards: mathematical thinking, language and literacy, creative arts, approaches to learning, science, and social studies. In addition to hands-on activities, parents are also provided take home kits with instructions on how to extend the child’s learning experiences and engage in parent-child interactions at home.

INKIND TREND ANALYSIS

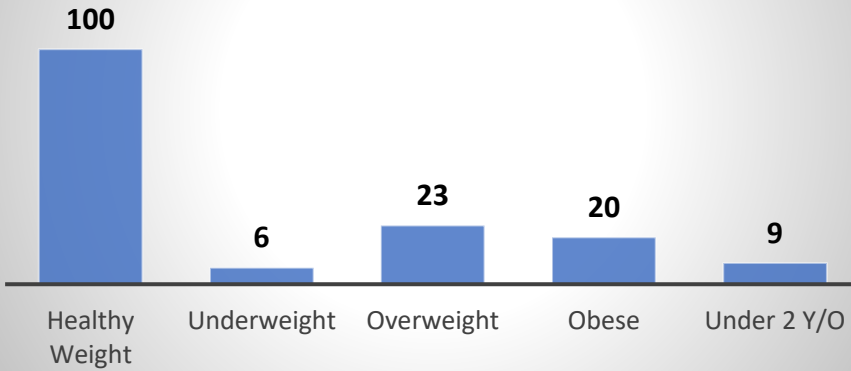


HEALTH SERVICES

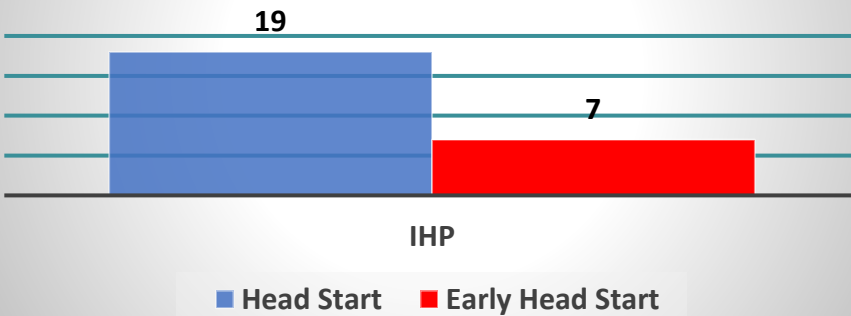




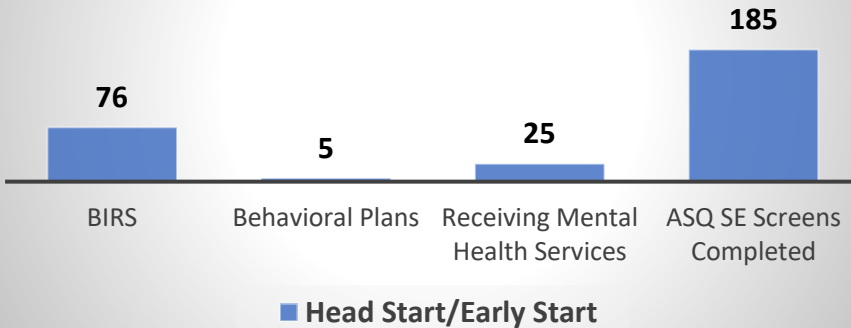
Combined BMI Determinations 2023-2024



Head Start/Early Head Start Individualized Health Plans 2023-2024



Head Start/Early Head Start Mental Health Overview 2023-2024



TRANSITION TO KINDERGARTEN

It is the philosophy of Scott County Public School Head Start that “A comprehensive and developmentally appropriate learning environment will provide the foundation for successful school and life experience”.

This year, approximately 72 Scott County children transitioned from Head Start to Kindergarten.

In keeping with the philosophy and mission of Scott County Public School Head Start, the program remains committed to providing positive transition experiences.

- ◆ Kindergarten Resource Bag
- ◆ Kindergarten readiness activities
- ◆ Going to Kindergarten book for each family
- ◆ Registration Packet from LEA



TRANSITION FROM EARLY HEAD START TO HEAD START

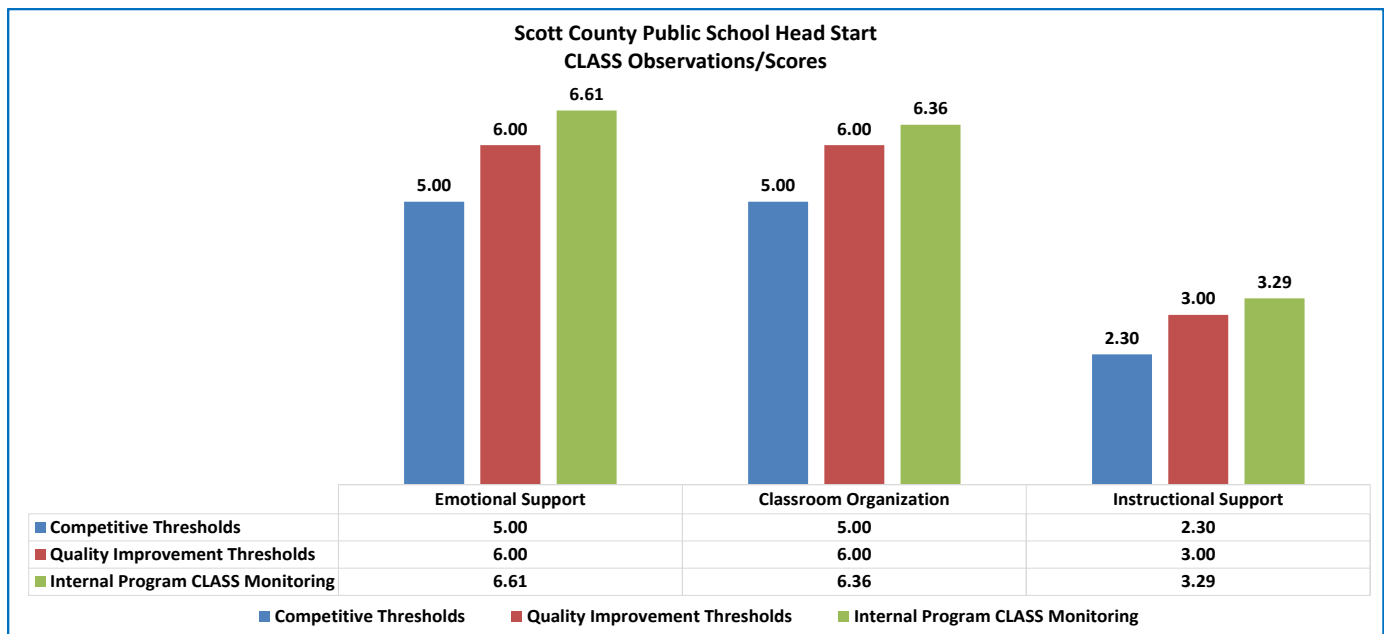
- ◆ Assist with Head Start application process
- ◆ Visits the Head Start classroom
- ◆ The parent will have the opportunity to visit the Head Start classroom
- ◆ Transition activities in a Head Start Classroom.
- ◆ Collaboration between the EHS Teacher and HS Teacher for the final and initial home visit
- ◆ Children with IFSP have a scheduled transition meeting with LEA’s Special Education

CHILD OUTCOMES 2023-2024

HEAD START CLASS SCORES

The Classroom Assessment Scoring System (CLASS) is an observation instrument developed to assess classroom quality in preschool through third grade classrooms. The Office of Head Start has adopted CLASS as the observational tool to monitor classroom quality nationwide. Classrooms are observed and rated on a scale of 1 -7 with 7 being the highest score possible. The following graph compares Scott County Public School Head Start’s ongoing monitoring scores to Head Start scores nationwide. Programs across the nation must average a certain score in each domain. This is the competitive threshold level shown in the graph.

- Emotional Support: This domain includes a broad array of classroom processes related to the teacher’s ability to support social and emotional functioning in the classroom.
- Classroom Organization: This domain includes a broad array of classroom processes related to the organization and management of students’ behavior, time, and attention in the classroom.
- Instructional Support: This domain includes a brand array of ways teachers effectively implement the curriculum to support children’s cognitive and language development.



Program Performance Summary Report from Office of Head Start

The CLASS Video Pilot Review was conducted 1/18/2023 to 03/04/2023. This review provided an opportunity for the Office of Head Start to use the CLASS tool to observe ten dimensions of teacher-child interactions and measure their level of quality on a seven-point scale. Scores are used to determine quality improvements needed through Training and Technical Support or to trigger competitive refunding applications (DRS). The following table depicts the monitoring scores of Scott County Public School Head Start.

Domain	Score	Quality Threshold	Competitive Threshold
Emotional Support	6.2031	6	5
Classroom Organization	6.1042	6	5
Instructional Support	3.4792	3	2.3

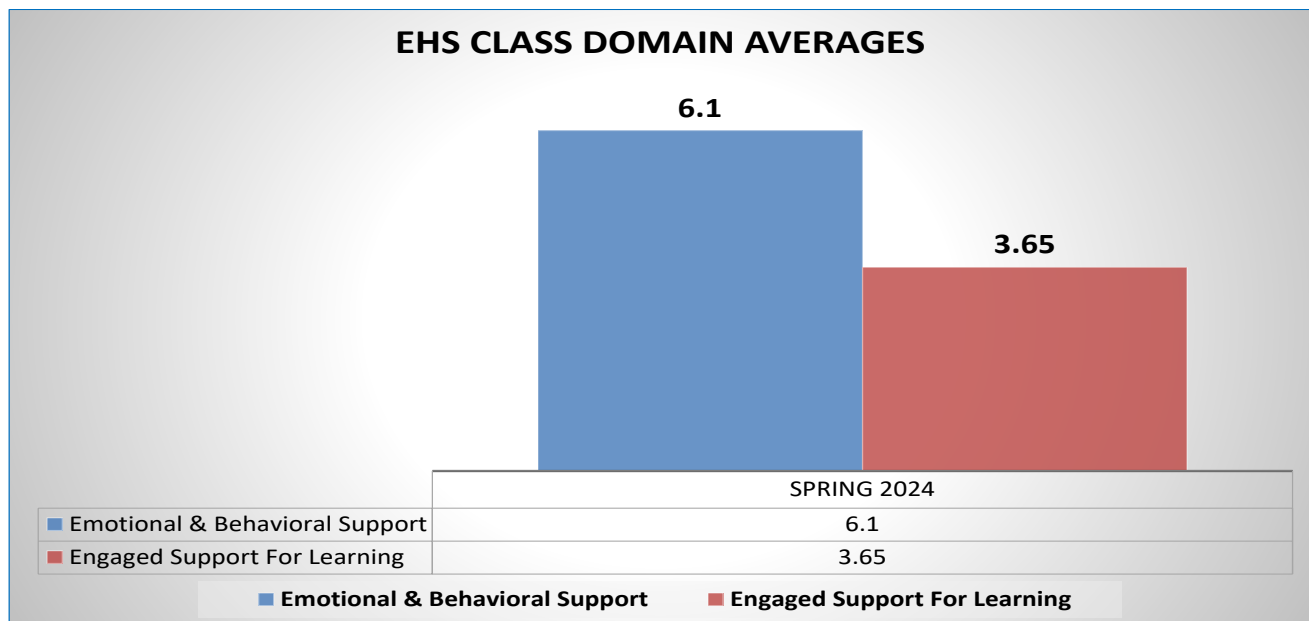
Toddler CLASS Scores for Early Head Start

The Toddler CLASS is a classroom observational assessment scoring tool used by the state’s quality and improvement rating system to determine the quality of interactions in a toddler center. Centers are observed in several dimensions of the CLASS and given an overall score of 1-7 in two overarching domains, Emotional Behavioral Support and Engaged Support for Learning. In order to obtain a state quality rating of a 5, the highest of the rating system, a center must score at least a 6.0 or higher in Emotional Behavioral Support and a 4.25 or higher in Engaged Support for Learning.

Emotional and Behavioral Support: This domain reflects the relationship connections between peers and teacher and children. It encompasses the teacher’s responsiveness and awareness of children’s individual needs, and captures the degree to which the teacher provides activities that reflect children’s interests and promote responsibility and independence. It also reflects the teacher’s classroom or behavior management strategies.

Engaged Support for Learning: This domain considers how well teacher’s facilitate activities to support children’s learning and development. It also captures how well teachers use real experiences and integrates learning to build on past experiences to foster new learning. It also reflects the teacher’s quality of feedback and language usage to promote learning and expand upon children’s knowledge and language stimulation.

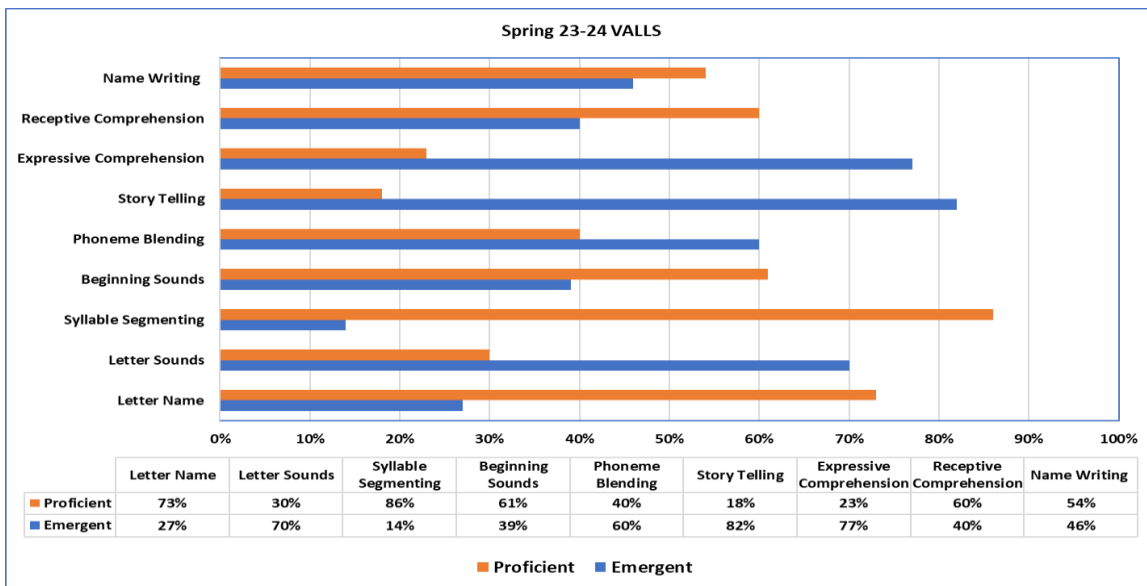
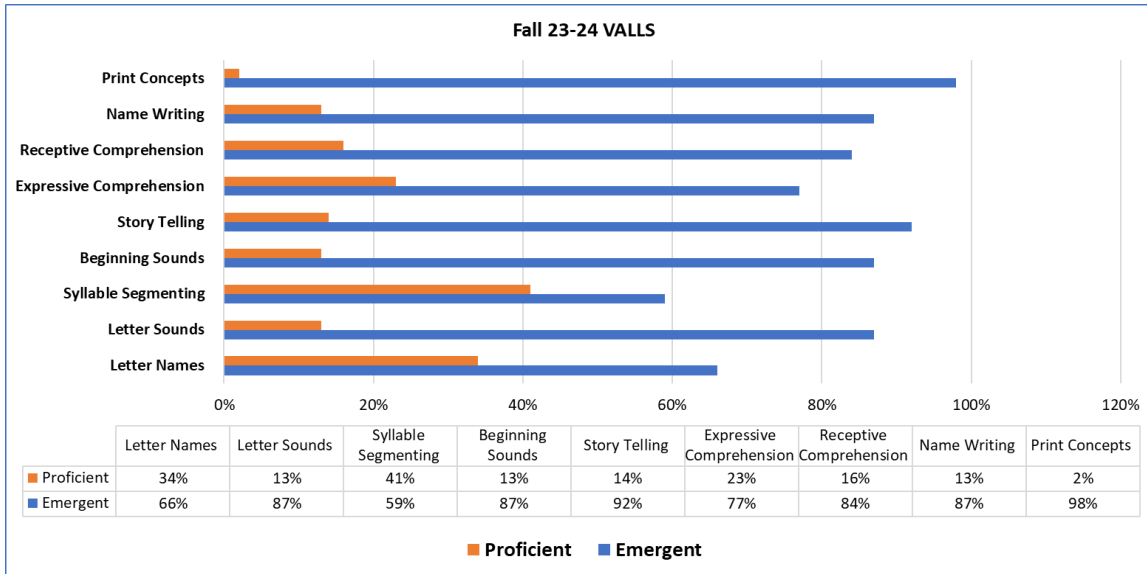
The graphs reflect the on-going monitoring scores of Scott County Public School Early Head Start’s 2023-2024 program year.



CHILD OUTCOMES 2023-2024

VALLS: Pre-K Virginia Language & Literacy Screener - is a screening tool that measures young children’s language and literacy development. For 4-year-olds, the screener contains subtests that measure five broad skills, which impact later reading achievement:

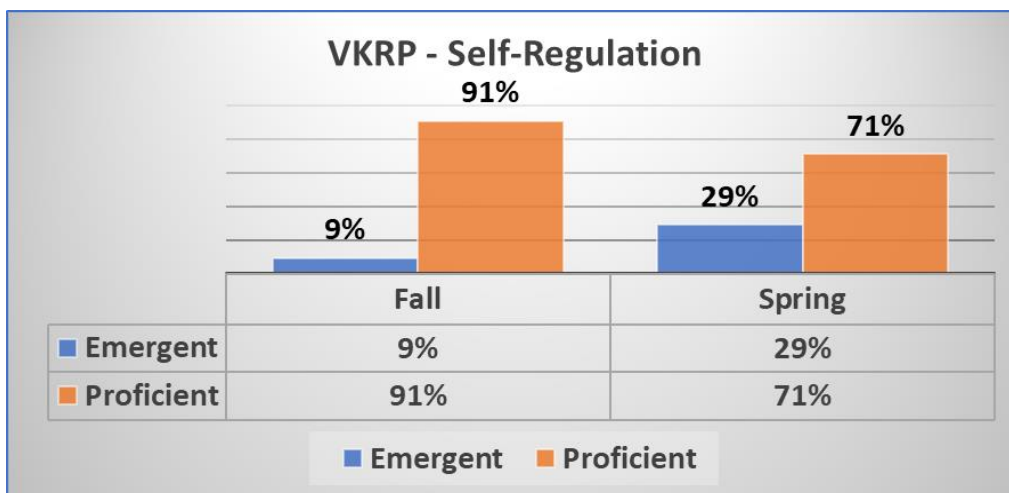
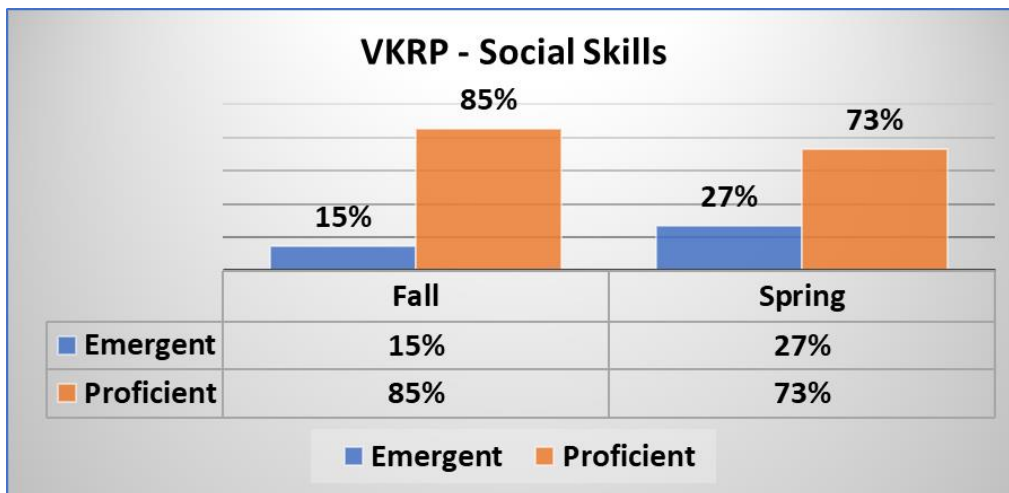
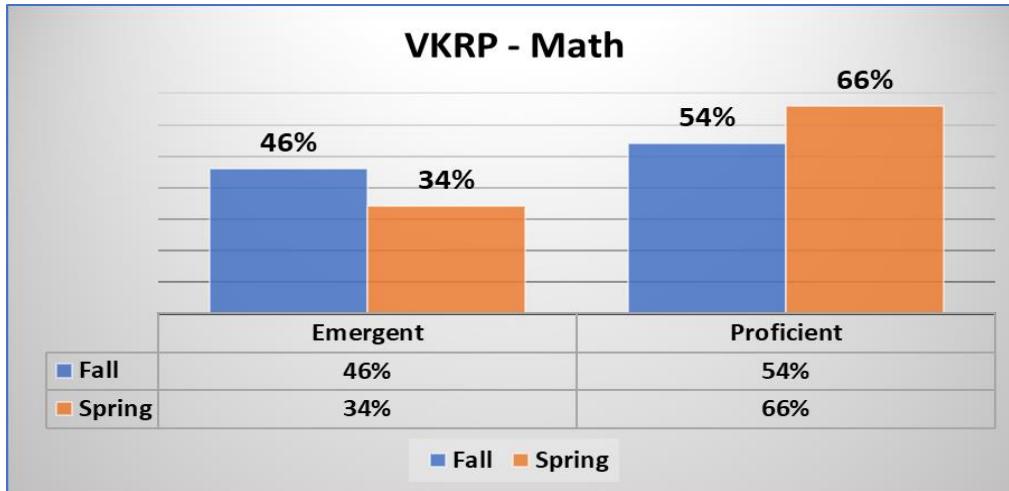
- Alphabet Knowledge: knowledge of letter names and letter sounds.
- Phonological Awareness: the ability to play with and hear the sounds of language.
- Language Comprehension: showing understanding of a story by using words (expressive) and by using gestures like pointing (receptive).
- Emergent Writing: ability to write their name.
- Print Concepts: understanding of how print, books, and writing work.
- The screener is completed in the Fall and the Spring.



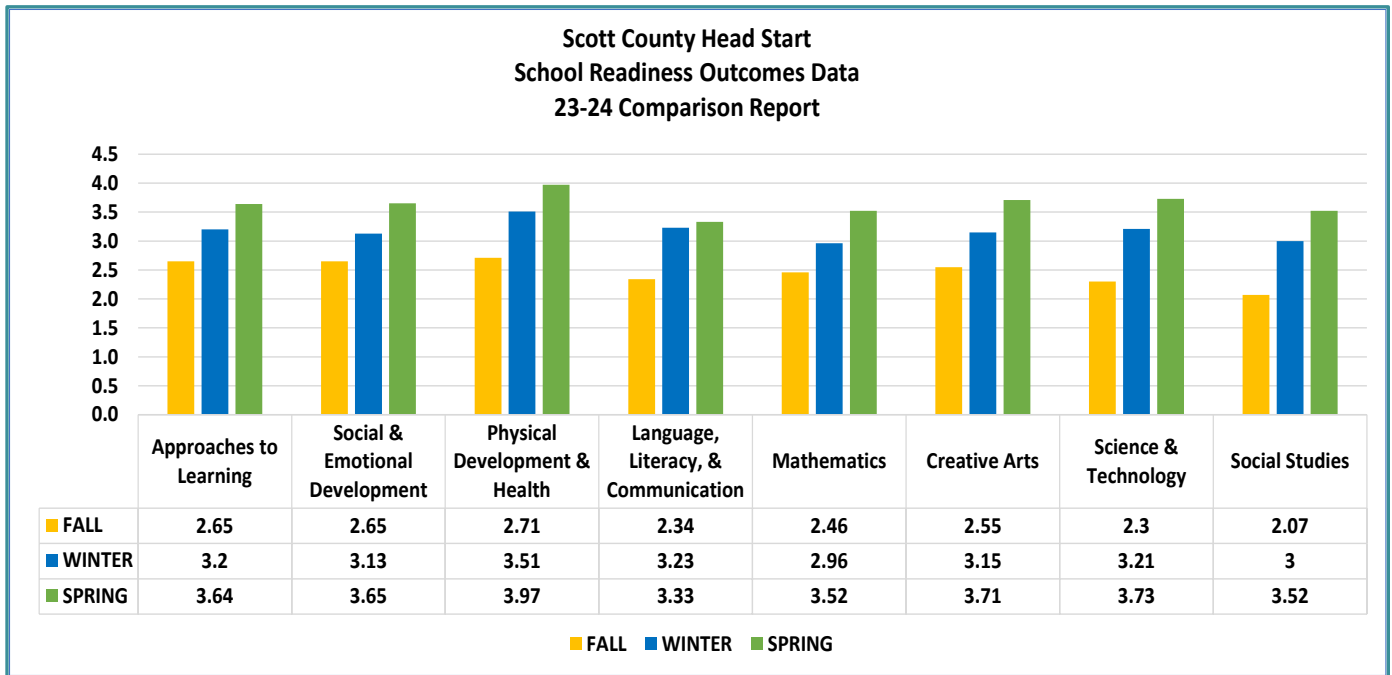
- 73 children were assessed during the spring of 2024
- 18 of the children tested are in their 1st year of HS.
- 32 of the children tested are in their 2nd year of HS.
- 13 of the children tested are in their 3rd year of HS.
- 3 of the children tested are in their 4th year of HS.
- 5 of the children tested are in their 5th year of HS.
- 2 of the children tested are in their 6th year of HS.
- 15 of the children tested have existing IEPs.



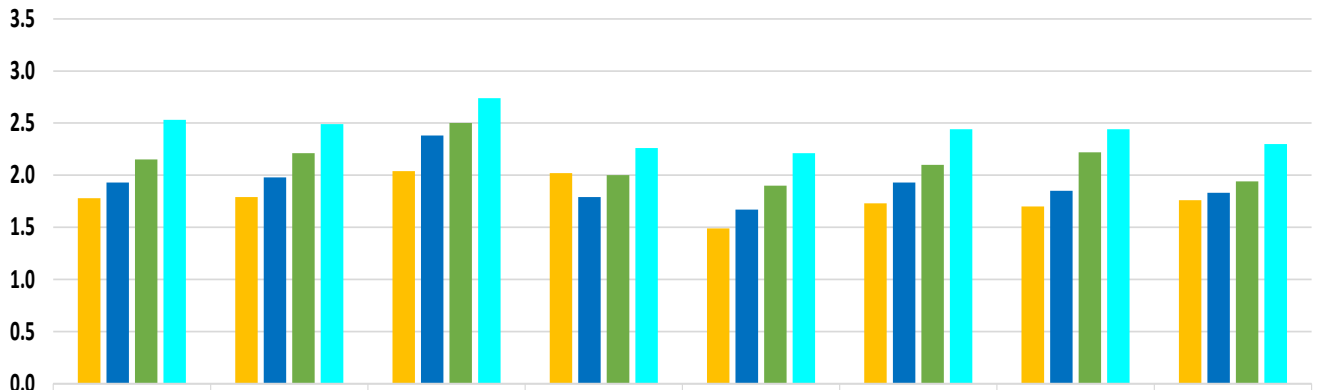
VKRP – Virginia Kindergarten Readiness Program - VKRP aims to build a more comprehensive understanding of school readiness. As an assessment system, VKRP adds measures of mathematics, self-regulation, and social skills in Pre-Kindergarten to complement Virginia’s statewide assessment of literacy skills (VLP). As a statewide assessment program, VKRP places an equal emphasis on children’s academic and social-emotional skills because both are important for long-term success in school and life. VKRP can guide program improvement, shows how investments are working and provides benchmarks to monitor progress.



The following chart depicts the growth percentage of three and four year old children’s school readiness outcomes.



Scott County Early Head Start
School Readiness Outcomes Data
23-24 Comparison Report



	Approaches to Learning	Social & Emotional Development	Physical Development & Health	Language, Literacy, & Communication	Mathematics	Creative Arts	Science & Technology	Social Studies
FALL	1.78	1.79	2.04	2.02	1.49	1.73	1.7	1.76
WINTER	1.93	1.98	2.38	1.79	1.67	1.93	1.85	1.83
SPRING	2.15	2.21	2.5	2	1.9	2.1	2.22	1.94
SUMMER	2.53	2.49	2.74	2.26	2.21	2.44	2.44	2.3

FALL WINTER SPRING SUMMER

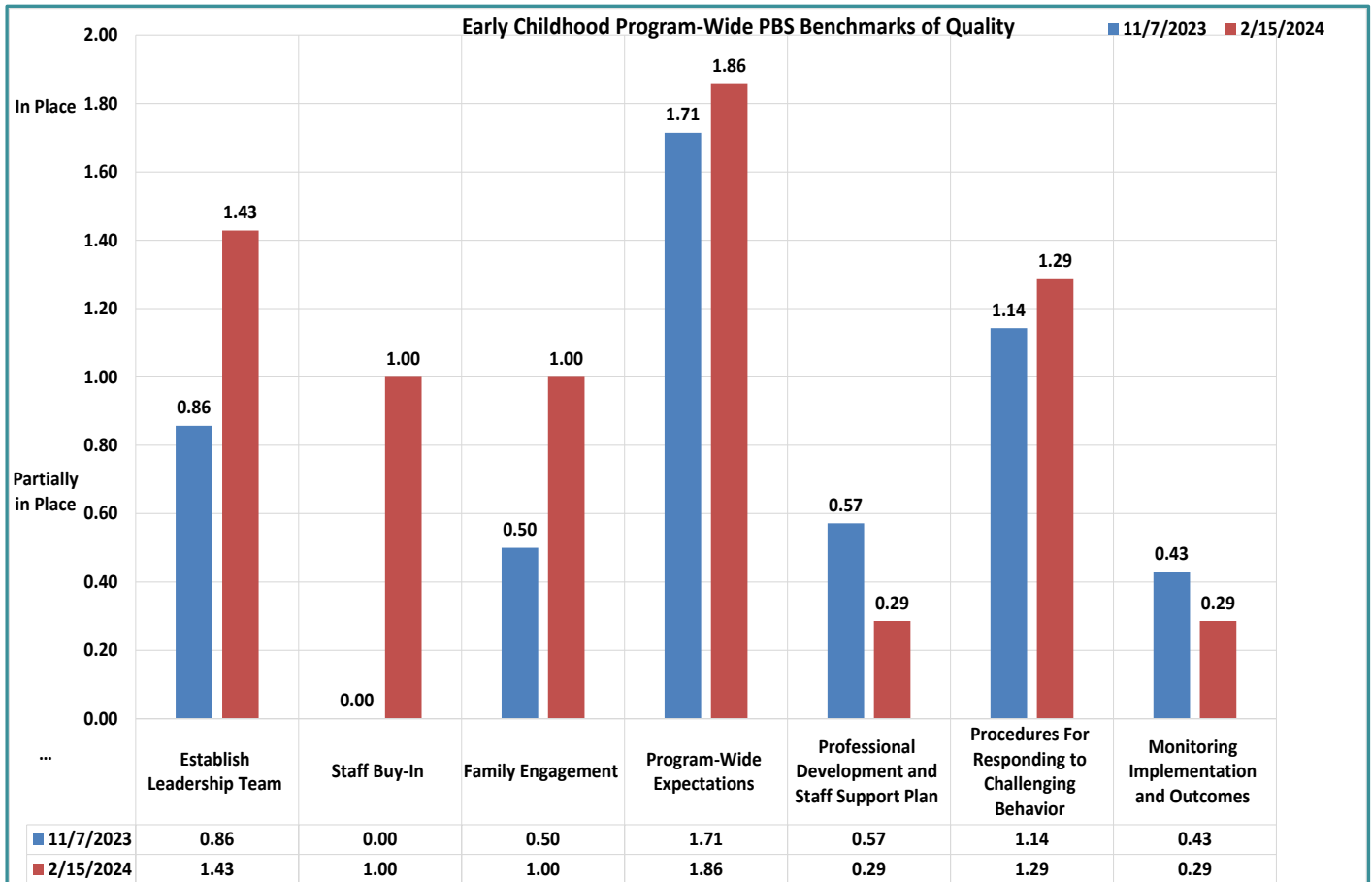


The Pyramid Model is a framework of evidence-based practices designed to promote young children's healthy social and emotional development. It employs a tiered public health approach, offering universal supports to all children to encourage wellness, targeted services to those requiring additional support, and intensive services for those with the greatest need. The foundation of the Pyramid Model's practices is the systems and policies necessary to ensure a capable workforce that can adopt and sustain these evidence-based practices.

The Bench Marks of Quality (BOQs), is the essential tool for Positive Behavioral Interventions and Supports (PBIS) implementation. Outlining a 3-5-year process, they provide a structured approach for assessing the effectiveness of PBIS practices within classrooms and schools. The BOQs assist the PBIS Leadership Team in evaluating fidelity of implementation, assessing behavioral outcomes, guide decision-making, and promote continuous improvement.

During the 2023-2024 school year, SCPSHS revamped its implementation of the Pyramid Model framework. By using data from the Benchmarks of Quality (BOQs) to examine our implementation efforts, teacher practices, and outcomes for families and children, our program aims to achieve fidelity in applying the Pyramid Model framework throughout our organization.

The graph below illustrates our progress in implementing each BOQ of the framework.



Five Year Program Goals Outcomes

2019/2020 – 2023 – 2024

PROGRAM GOAL 1: Prepare Children To Be Ready To Succeed Developmentally, Academically, And Socially.

OBJECTIVE A: Strengthen the ability of teachers and parents to promote the vocabulary of enrolled children. HS and EHS Children had a 30% growth increase in vocabulary over the 5-year planning cycle.

OBJECTIVE B: Promote strategies to increase children's attendance in the center. Average attendance rates for the 5-year planning cycle averaged 87%

OBJECTIVE C: Increase quality classroom interactions in instructional support and engage support for learning in the CLASS domains with centers maintaining a score of >4.0. Centers averaged a 4.13 in Instructional Support and a 4.1 in Engaged Support for Learning over the 5-year planning cycle.

OBJECTIVE D: Children will increase age-appropriate social / emotional skills and competencies. During the 5-year planning cycle, 83% of EHS and 80% of HS children increased social and emotional competencies.

OBJECTIVE E: Children will increase executive functioning skills. Over the 5-year planning cycle, 85% of EHS children and 63% of HS children met benchmarks in executive functioning skills such as planning, decision making, attention to and following through on tasks.

OBJECTIVE F: Increase accessibility of dental services to children and families. Over the 5-year planning cycle, SCPSHS has partnered with community resources to increase dental screens within the program. Completed dental screens went from 50% to 82% program wide.

OBJECTIVE G: Equip education staff with trauma informed care and emotionally responsive classroom training. Over the 5-year planning cycle, education staff obtained numerous training sessions in trauma informed care. Along with provided trainings, a social / emotional resource library was established for staff resources.

PROGRAM GOAL 2: Actively Engage Families To Participate In Program Opportunities To Support Their Child's Development And Achievement of Family Goals.

OBJECTIVE A: Design and implement new strategies / resources to maximize family participation. During the 5-year planning cycle, SCPSHS implemented "Lunch and Learns" during parent committee meetings. Attendance rates increased by 50%. The program utilized several evening events and moved the location of monthly events include families from all over the service area and reduce transportation barriers.

OBJECTIVE B: Increase family partnerships in individual child health goals. During the 5 year planning cycle, teachers and FRS were more intentional about discussing health goals for their children and planning partnership agreements to meet these goals. Goals included updated physicals, getting a dental home, and following up on vision and hearing referrals. A health goal section was added to the parent / teacher conference forms to assist in tracking progress on health goals. The program also had in increase in individual behavioral health goals.

PROGRAM GOAL 3: Cultivate And Maintain Safe, Secure, And Healthy Environments Supportive Of Optimal Learning And Development.

OBJECTIVE A: Install exterior and interior cameras at each site. All sites and classrooms are now equipped with an Arlo security camera (interior and exterior).

OBJECTIVE B: Maintain Outdoor Areas. During the 5-year project cycle, drainage issues on one site playground has been fixed, all sites received updated playground structures with poured in place surfacing. EHS sites poured in place surfacing has been patched and resealed. Magna latches were added to all entrance/exit gates.

OBJECTIVE C: Purchase t-shirts and assign individual colors to each classroom for field trips. All classrooms are equipped with class colored t-shirts for each enrolled child.

OBJECTIVE D: Enhance transportation safety. Over the 5-year planning cycle, several measures have been implemented to increase transportation safety including: the purchase of safety lanyards for each child riding the bus, Safety training provided to all bus drivers and staff, and new procedures for documentation on bus forms.

Five Year Program Goals Outcomes

2019/2020 – 2023 – 2024

OBJECTIVE E: Update classroom facilities to enhance space, safety, and aesthetics.

Over the 5-year planning cycle, several updates to the classroom facilities have taken place including: New awnings in 2 locations, updated technology in each classroom (Smart TVs and increased internet bandwidth, new flooring in each classroom, tamper resistant receptacles in all classrooms, and updated storage, heat pumps, cabinets, and furniture. Classrooms were also provided updated LED energy efficient lighting.

OBJECTIVE F: Update crisis management plan for all centers. Crisis management plans were updated for all classrooms. Staff was trained on updates.

PROGRAM GOAL 4: Strengthen Opportunities for Professional Development and Career Growth.

OBJECTIVE A: Provide opportunities for teachers to improve and refine teaching practices. During the 5-year planning cycle, teachers participated in peer observations and were offered paid conference fees for select conferences, as well as opportunities to present at conferences, the program established opportunities for teacher mentoring along with coaching training. Teachers also have the opportunity to serve on program initiatives such as the PBIS Leadership Team, Staff Wellness Committee, and certification in CLASS observations.

OBJECTIVE B: Assess teachers and support staff's skills, knowledge, strengths, and needs to create a professional development plan. During the 5-year planning cycle, teachers were assessed on their needs with a coaching schedule reflecting any pertinent training needs. A professional development plan was implemented for staff in need or required credentials. Specific feedback from the PQA and CLASS assessments are used to drive individual professional development plans and coaching needs. To date, the program has 3 education staff on a specific professional development plan. The program currently has 3 part time staff and three full time staff enrolled in higher education courses.

OBJECTIVE C: Revise the system of professional development for new staff. During the 5-year planning period, part time staff have set dates for pre-service training, giving them added training hours throughout the year, a new hire orientation checklist has been created. Some new onboarding procedures now include: job shadowing, google classroom online training modules, and active supervision for all program staff.

PROGRAM GOAL 5: Increase Community Awareness of the High-Quality Childhood Services Provided by the Program.

OBJECTIVE A: Design and implement an awareness-focused marketing campaign to increase enrollment. During the 5-year planning cycle, the program has formed partnership agreements for marketing our program services outside of our service delivery area (across state and county lines), marketing materials such as branded pens, cups, clips, etc have been purchased and promoted throughout the community at recruitment events. A professional video highlighting our program services has been created and distributed on social media outlets.

OBJECTIVE B: Participate in additional community partnerships and outreach programs. During the 5-year planning cycle, SCPSHS has established new collaborations with the following community partners: The program's family community services coordinator serves as an AppCAA board member, SCPSHS now participates in United Way community event such as celebrity bagging and the program has partnered with the town to participate in the annual back to school bash held in the community.

OBJECTIVE C: Increase early childhood education workforce. During the 5-year planning cycle, SCPSHS staff have participated in local job fairs throughout the county. The Director is on the Child Development Advisory Board with the local community college.

PROGRAM GOAL 6: Increase Additional Strategies For Capturing Non-Federal Share Resources.

OBJECTIVE A: Promote strategies to increase non-federal share resources. During the 5-year planning cycle, SCPSHS established an in-kind committee. The committee researched additional ways of capturing non-federal share such as utilizing the LEA's cafeteria staff's time for food preparation and the enactment of Family Engagement Webs at the classroom level. During the COVID pandemic, waivers were utilized to offset the challenges to obtaining non-federal share during school closures. To date the program's non-federal share exceeds the 20% mandated match.