

Self-Assessment Summary Report **Program Year 2009-2010**

Bennington County Head Start conducts a comprehensive annual Self-Assessment to insure that we are meeting all Head Start Performance Standards, that systems are in place and services are being delivered effectively, and to recognize areas that need improvement and to implement a program improvement plan. This Self-Assessment is a review of all systems, procedures and services in place throughout the program.

There are many people involved in the Self-Assessment process: UCH Board members, Policy Council members, UCS Fiscal Team, UCS Human Resources, UCS Facilities Department, parents, Head Start direct service staff, managers, director, and Community Partners. The following meetings were attended: Health Advisory, Community Partnership, Policy Council, Center Committee, Health and Safety, and Good Start.

The results of this self-assessment are very positive. Our staff has remained relatively stable this year. The VFM coordinator position was filled in the spring of 2009. We replaced one assistant teacher in North Bennington in August 2009. The head teacher in the partnership classroom in Shaftsbury resigned in August 2009 and the Education/Disabilities Manager returned to the classroom as the full time licensed teacher. With the AARA funds we were able to hire a Behavior Specialist. In January 2010 there was a shuffling of positions and the Full Day Manager became the Education/Disabilities Manager, a head teacher became the Full Day, Curriculum, and Assessments Coordinator, the Behavior Specialist became the head teacher, and we are in the process of hiring the successful candidate for the Behavior Specialist position. A new FSW position was created for the Northshire due to the expansion funds we received and

that position has been filled. Our management team is complete and functions as a cohesive unit. The North Bennington site went from 4 to 5 stars in the Vermont STARS accreditation program as of February, 2010.

When ARRA expansion money became available this year, Bennington County Head Start applied for two types of expansion grants. We applied to increase our number of preschool enrollment, and to fund a new Early Head Start program as well. There is a need for quality Infant-Toddler care in Bennington County, and we had hoped to be in the forefront to fill that need. Unfortunately, our grant proposal for Early Head Start was denied. We did receive expansion money to fund seven more Head Start children though, bringing our total enrollment now to 123.

Our strengths far outweigh our weaknesses as shown by this year's self-assessment. Again we have a fairly new Policy Council and they are a strong and active group. They received a comprehensive orientation in the fall and take the responsibilities of guiding the Head Start program very seriously. The Policy Council and UCH Board are kept informed via reports and presentations by all content managers and pertinent departments from UCS. We continue to utilize the annual agenda time line to update the Policy Council in a timely manner.

Planning is the key component in every facet of the Head Start program. We use the Community Assessment and this Self-Assessment to prepare our Program Plan of Long and Short Term Goals. Some of the goals which have been achieved from last year's plan are: we received expansion funds for seven Head Start slots - two in the South and five in the North- including a new partnership with Northshire Day School (unfortunately we did not receive the funding for an EHS grant); purchased Net Books

for 6 classrooms and installed wireless routers at our North Bennington center; received the EEI grant for 2009-10 and have submitted the grant application for 2010-11; successfully made the changeover to the new Family Assistance Tuition program in January; purchased composting equipment for Shaftsbury; stressed the importance of regular attendance to families at registration and monitored attendance throughout the year and implemented attendance plans for children that fell below 85%; purchased materials in September and December to increase the outcomes in Approaches to Learning, Science, and Mathematics; head teachers are attending a licensure workshop throughout the year with a mentor teacher/coach and several staff are attending early childhood classes at CCV with the help of extra Head Start training money; the Shaftsbury partnership and the Molly Stark summer program facilitated a smooth transition to kindergarten for the participating children; the Good Start Program highlighted those children that would have a difficult transition to kindergarten and the public school was prepared to support those children; new salary standards went into effect in July with the help of the AARA funds; we replaced COPA with Child Plus as our web-based computerized record keeping system and trained staff; we increased parent education about dental care, health, nutrition and childhood obesity – the Tooth Tutor spoke with all parents at registration, presented the curriculum in classrooms, and we continue to provide dental education in the classroom throughout the year; we continue to utilize the I am Moving I am Learning curriculum in all of our classrooms; staff from UVM have conducted cooking and nutrition classes for children and families; continue to supply mental health services in the classroom with our partnership with CUPS, utilizing an intern from UCS for more intensive therapy with some of our

children, and hiring a behavior specialist to work in all of the classrooms working with individual children and facilitating social skills groups; trained staff in Modules 1 and 2 of Foundations of Early Learning; and increased father involvement with a fishing derby and two very successful Dad's Night Out programs.

The system of communication throughout the Head Start program and with our partners is very good. We have weekly classroom meetings in our three collaborative classrooms with Head Start and EEE staff. We have instituted a teacher material swap at our monthly component meetings so that teachers communicate throughout the month and bring materials to share at the monthly component meetings. Staff is continually updated through the Monday Memo and the CAM and Staff Meeting minutes. Parents are updated with weekly or monthly classroom newsletters and a monthly program newsletter. Some parents have signed up and utilize the parent site of creativecurriculum.net. We hold a Community Partnership meeting to update our partners on the program and to find out what is going on in the community. We keep our partners in the health and medical field informed during our Health Advisory meetings.

The Child Plus system is our current method for record keeping, reporting, tracking, and follow-up. It replaced the COPA system in August 2009. We have found that Child Plus provides more Head Start friendly reports. Children's binders are reviewed twice a year through a manager review process. We have been following our data system time line for monitoring. Tracking systems for all service areas are in place, updated and analyzed regularly to improve programming and to insure that the needs of children and families are being addressed and met.

The UCS Human Resources department provides an effective screening and interview process for Head Start applicants. Head Start and UCS provide a comprehensive orientation for new hires and provide opportunities for professional development through education and training. Several of our teachers have been able to take college courses due to the availability of Head Start training funds. There is a well-defined fiscal system in place encompassing Head Start, UCS, Policy Council and the UCH Board. They are responsible for appropriate budget planning, fiscally responsible expenditures, and ongoing monitoring.

As a result of last year's UCS Green Initiative, Head Start now has a Green Committee. We are building raised gardening beds in North Bennington and Lil' Peeps to expand our gardening experiences from last year. North Bennington will also be participating in the community garden at the Park McCullough. The gardens were a great success last year – many vegetables were harvested and enjoyed by our children and families. Pownal is also helping their families set up container gardens at home since many of them live in the trailer parks with limited yards. We are also recycling in all of the classrooms and teaching the children what can be recycled and how it is to be sorted. We have started composting at Shaftsbury and are looking into the possibility at North Bennington. Our FSW's are approaching the subsidized housing complexes where many of our families live to see if they are willing to provide recycling areas for their tenants. So far, one has expressed an interest.

The Health Manager and her assistant ensure that all children have medical and dental homes, that hearing and vision screenings are done within the first 45 days, and that needed follow-ups are conducted in a timely manner (by day 90). This year five

children who entered the program later in the year did not have their hearing screened within 45 days of enrollment due to the provider's illness and then flooding and reconstruction of her building. Those hearing screenings are now complete. We currently have 14 out of 130 families without dental homes (defined by hasn't had a dental exam in the past 12 months) and 4 out of 130 families without medical homes (defined by hasn't had a medical exam in the past 14 months). The Health Manager provides health education to children and families. There is regular communication about coordination of services (Case Management meetings and Bi-Weekly meetings) so that all needs are met.

Dental education was provided at registration to families and children through the Tooth Tutor Program. The Tooth Tutor also visited the classrooms in the beginning of the year. The Health Manager also insures that a wide variety of nutritious foods are served to the children. We have menu planning meetings regularly which include cooks, staff, parents, and nutritionist (when available). Furthermore, our menus are reviewed, revised, and approved by our nutritionist. We have a partnership with UVM Extension and Stacy Staab has brought month long cooking and nutrition workshops into all of the classrooms and also facilitated evening nutrition and cooking workshops with the parents.

The Family and Community Partnership Manager meets regularly with our Mental Health consultant. We have hired a Behavior Specialist to enhance the social/emotional skills of all of our children and to assist the teachers with those challenging behaviors in the classrooms. We continue to provide training on the CSEFEL model – we have provided Solution Kits (which help children problem-solve with limited adult intervention) and Tucker Turtle script and puppet (which help children

to self-regulate) to all classrooms. We maintain our partnership with Children's Upstream Services (CUPS). Their staff works with our families in their homes, the children in the classroom, consult with our teachers, and provide workshops for staff and families on specific mental health issues. We continue the Good Start Committee which is comprised of Head Start and public school staff and is designed to facilitate a smooth transition for parents and children from Head Start to the public school. We have improved our mental health services by partnering with a clinical (Ph.D.) intern from UCS who is providing counseling to several of our children with severe mental health issues.

Individualization: Goals are set for each child beginning at the first home visit. Teachers and families meet three more times during the year to update and modify individual goals. Teachers tailor the classroom curriculum and environment to address each child's goals. IEP goals are implemented and included in the same way. This year, teachers began a new individual child goals sheet that they use in their weekly lesson planning to document which activities are planned to target an individual child's goals in the classroom, while providing confidentiality for that child on the weekly lesson planner. As a result of the outcomes from the Creative Curriculum the teachers use a wide variety of strategies to target individual needs. There are practices in place to ensure continuity of services and care for children as they enter and exit the program. The Good Start Program continues in its second year to improve more successful and prepared transitions to kindergarten for children, families, and programs.

Head Start partners with EEE to deliver disabilities services. We continue partnering in three of our classrooms- one at each center. EEE provides DIAL-3

developmental screenings to Head Start children and the public as well. This year, in addition to the screenings held at their site at Molly Stark Elementary, EEE conducted three trainings at our Head Start centers (North Bennington and Pownal) and partner's centers (Lil' Peeps), to make certain Head Start children completed developmental screenings within the first 45 days of enrollment. Parents are included in the screening- their feedback is used in determining scores in Social Development and Self- Help Development. Additionally, parents meet with a licensed special educator to get instant feedback from the screening.

Parents are included in all evaluations- whether it is OT/PT, Sensory, speech, or full developmental evaluation. Parents attend IEP meetings where the Parents Rights law booklet is offered at each meeting. Parents are kept informed about their child's development and progress by a variety of professionals: teachers, therapists, IEP case managers, Disabilities Manager. The Disabilities Manager maintains IEP tracking forms on each child to guarantee that services are being delivered as written in the IEP. EEE staff consult with the classroom teachers on a regular basis, most often weekly, as written in the IEP.

The Northshire Head Start Coordinator and her staff are integral members of the Child Find Program team. These developmental screenings are our main recruitment tool there. We also use newspaper ads, flyers throughout the community and referrals from child care sites. The Northshire Head Start Coordinator is well-known throughout the community and has built many successful relationships and partnerships.

Our curriculum is based on the Performance Standards and sound child development and learning principles. Parents are included in the planning for their child

starting with the initial education home visit and ongoing home visits and conferences with teachers and FSWs throughout the year. Results of the Creative Curriculum assessment checkpoints reflect areas of strengths and challenges which lead to updates and changes in the curriculum to meet each child's individual needs and goals. Teachers are provided planning time on a weekly basis, given training and informational handouts around best practice and activities to implement in the classroom to promote development in designated domains, additional out of classroom time to conduct their assessment checkpoints, and monthly supervisions with the Education and Disabilities Manager. At Education component meetings, this year teachers have been sharing curriculum topics and themes, sharing activity ideas, and bringing materials to swap amongst each other. We are looking at having management staff trained in CLASS and ECERS to further support our classrooms. Staff attended overview meetings in April 2010.

There is a strong relationship between families and Head Start staff. Family Support Workers build trusting relationships with their families which continue throughout the year, and sometimes beyond their Head Start experience. They are a wonderful resource for families in meeting their goals listed in the Family Partnership Agreement. From the responses to the questionnaires and interviews, families feel Head Start does a good job promoting their services and following through on their commitments. We involve older children in the Head Start program as Book Buddies, Soccer Clinic helpers, science fair project leaders, and in engaging our preschoolers in Winter Olympics/ Field Day activities.

Head Start has many opportunities for parents to be involved in all aspects of the program and provides this information in a variety of ways. We advertise substitute

teacher assistant positions flyers in the Friday Folders and post advertisements at all centers. Our North Bennington cook and our Shaftsbury floater are both current parents, and several other staff are past parents and grandparents. Events and meetings are planned at various days and times in order to accommodate schedules of all parents. Moms Night and Dads Night were very successful events this year. Children attended an event at their center with a parent or other significant adult in their life, enjoyed working together to complete a project, a snack, and camaraderie with other families and staff. Some of the projects were painting on canvases, making rag dolls, and building birdhouses. Breakfast with Buddies continues to be a success this year in getting parents involved in the classrooms monthly. This year, we moved our Soccer clinic from the spring to the fall, and held it over four Saturdays in September and October. We had a strong turnout of children and also teenage siblings and parents, who were the team “coaches”. We hope this involvement will translate to self-confidence, positive self-esteem, and the skills needed to be an advocate for their child(ren) in the public school settings later on.

Head Start is very strong in the area of Community Partnership. We use collaborations with our community partners to help children and families that we serve in the areas of health, mental health, nutrition, disabilities, family support, child protective services, transitions to school, and transportation. Our Shaftsbury Elementary School Universal Pre-k program continues this year. Additionally, we have been following the community needs assessment in North Bennington, participating in the public forums, and meeting with the Graded School principal, to forge a new Universal Pre-k partnership

for the 2010-2011 school year in North Bennington. At this time, the specifics are still being determined, but we will have a partnership next year.

Some of our community partnerships are: Good Start Committee with Molly Stark staff, EEE, and CUPS. Last year when placing children in our summer program, we grouped all five-year-olds that would be attending Molly Stark in the fall together in one classroom at our North Bennington site, where they participated with their summer program Head Start teachers in four weeks of kindergarten camp in the mornings at Molly Stark, becoming familiar with their new school. Wraparound services were provided to families with the FSW and children and families had the benefit of a full day program, in that the Head Start bus transported children back to the North Bennington center after lunch to complete their full day. Pownal Head Start participated in a similar program in the mornings at their elementary school in July.

Head Start maintains even more active partnerships with CUPS, working with children in the program, and with some families in their homes; Tobacco Free Community Partners; and with Project Against Violent Encounters, bringing the “Hands Are Not For Hitting” program into each classroom. The Head Start centers in North Bennington and Shaftsbury also maintain a relationship with Bennington College Financial Aid office, allowing undergraduate students to work in the centers as part of their Work-Study grants. This year, our Success by Six partners relocated one of their infant and toddler playgroups to the cottage at the North Bennington center. Although we advertised heavily with them, we had hoped that more of our own families would have taken advantage of the weekly group with their younger children. The Northshire also offers a variety of events that are attended by Head Start families and the community

as well. In the Northshire, the coordinator has instituted the Family Matters series which is a collaborative series, including Head Start, CUPS, and various childcare sites. Head Start Partners view our collaborations as valuable and necessary to serve the neediest families in our community.

In regard to ERSEA, we have a wide variety of recruitment strategies. We look at needs from our Community Needs Assessment, referrals from EEE and community partners, flyers, ads, open houses, and community events. When selecting children for enrollment, we use a point system, with parents involved in the selection committee, in a blind selection process. Our staff offers families help with the application and registration process. Teachers and FSWs call families after one or two unexcused absences and offer to help find ways to get children back into school. We follow an attendance plan procedure for families that fall below 85% attendance. The Family and Community Partnerships Manager prepares attendance trackers for each enrolled family. Teachers and/or FSWs discuss with families at the midpoint of the school year, on the second home visit. This tracker breaks down the number of absences on a monthly basis and includes the child's individualized % of attendance in the program. Program attendance this year has improved over last year.

Our facilities meet local, state, and Head Start regulations. Building inspections are conducted quarterly throughout the year and the UCS Maintenance team provides corrections to these inspections, as well as work orders that are created as the needs arise in a timely fashion.

Children's outcomes, stemming from the Creative Curriculum assessment checkpoints are used in a variety of ways. This year education staff began using a new

child individual goals form to document their individual goals and activities in a confidential way. Outcomes are also used in determining materials and training needs. This year, our new Education and Disabilities Manager became a FEL trainer, and trained all staff. All classrooms implemented the solution kit cards and Tucker Turtle. As a result, Social-Emotional Development was a higher scoring domain in our final progress outcomes reports, especially for three-year olds. Our outcomes also show that one area of development that we need to plan for and enhance next year is Mathematics.

No matter how strong a program is, there is always room for improvement. To that end, we have provided the following staff training. All staff was trained in FEL this year. Some staff participated in effective communication training. FSWs attended the Vermont Food Bank Hunger- Poverty Conference. Health and Family Service staff participated in Motivational Interviewing, Smoking Cessation, and Three Squares Vermont Food Program training. Teachers with bachelor's degrees in related fields participated in a peer review group, meeting monthly, and working toward compiling portfolios in order to obtain Vermont State Teacher licenses. Most education staff participated in the Bennington County Child Care Association's fall conference. Some managerial staff and Policy Council parents participated in the New England Head Start Association's annual conference, held in Newport, Rhode Island. Many education staff continued taking coursework this year, which will lead to Associate's Degrees or CDAs. Based upon the outcomes, the Education team is looking for a trainer for Education staff to cover practical strategies to develop the area of Mathematics in their daily curriculum. This year, we implemented a material and curriculum ideas swap at our monthly education component meetings. Teachers were given a domain area theme, then asked to

bring materials to the meeting to swap with other classrooms or by email, they would communicate with the group at large, what their current and upcoming themes were, then would bring materials and curriculum ideas for their colleagues and spend some time sharing at the meeting.

We continue to struggle with transportation. The economy and reliable work, gas prices, undependable vehicles, and living in a rural area without large public transportation, made getting to their Head Start center difficult for some families. Our partners at EEE have supported transportation for three IEP students this year. We have our twenty passenger bus at the North Bennington center, which is always full and maintains a waitlist. Green Mountain Express is used by parents as slots and funding become available. We will continue to seek solutions to this county-wide problem. This also ties into exploring options and funding for relocating one Head Start site to a more accessible location in the town of Bennington. Transportation affects our selection criteria. Sometimes parents will decline a slot when an opening becomes available in a classroom because they do not have their own transportation at a time when we also do not have a bus slot available.

Another facilities issue seems to be the playground at the Pownal Head Start site. The center is located on the grounds of the public school, and owned by the public school. Head Start staff believes fencing in the playground to maximize children's safety is necessary. Staff has met with administrative staff and attended Pownal School Board meetings several times to get this done, and but nothing has been completed as of yet, although plans seem to be underway, with the help of the Head Start Director meeting and offering contributions for the Head Start portion of the project to the Pownal

principal. Head Start staff will continue to explore options to provide safe outdoor play areas for our children enrolled in the Pownal site.

Despite the many opportunities at various days and times we offer for parent involvement, we still experience some difficulty in getting parents to participate. This year we have a small core group of involved parents. This year, we have also seen more diversity in our parent population due to the Shaftsbury Elementary school Partnership. For such things as fieldtrip chaperones and center committee meetings we have seen a small group of these parents joining us and leading discussion in areas of interest. Father groups and the monthly “Breakfast with Buddies” also seem to have a small core group that is regularly attending. We continue to provide information for fathers on the importance and positive effect of taking an active role with their child.

We will continue to hold the Good Start meetings and work with the kindergarten teachers in the spring, summer, and fall to help ease the transition for children and families from Head Start to the public school. We will look toward joint summer programming with public schools, if they partner with us again in 2010. We will follow up with our kindergarten families and public school partners next year to evaluate the transition process.

We will be expanding the collaborative classroom models next year. Successful partnerships continue in North Bennington and Pownal, where the Head Start teachers have benefitted from mentoring by the EEE teachers and the children have benefited by being in a classroom with the least restrictive environment. The families have had the advantage of having the family support and health services of Head Start in conjunction with the education services of both programs. In Shaftsbury, the families benefit from

being in the public schools on a regular basis, with the advantage of full day services, health, and family services. We look forward toward a new partnership with North Bennington Graded School next year.

In the area of Family and Community Partnerships, we will assist the Vermont Department of Economic Services in their transition to modernize their program. They are setting up entry points of service all around the community. All three of our southern Head Start centers will be entry points, where people can come, use the computers, and receive support in applying for economic assistance.

In the area of Health, we will continue to communicate with our parents about their child's health in order to increase the rates of follow-up care especially in the areas of dental exams and childhood obesity. We continue to educate our families on the importance of routine dental care and "baby teeth". We are also educating our families on the dangers of childhood obesity by offering nutrition classes, continuing IMIL, engaging families in healthy gross motor play, such as the soccer clinics and the Spring Bash/ Field Day scheduled for June 2010.

We received the Early Education Initiative (EEI) grant for the 2009-2010 school year and applied for it again for the upcoming year. The EEI grant is now a re-competitive grant. There are four in our community. This is a \$30,000 grant for which we will have to look for alternate sources of funding if we do not receive the grant, or are only awarded a partial amount.

This year brought change to the state childcare subsidy program, which many of our families receive. Our North Bennington center contract was ended with the state when all state contracts were ended. We did receive partial funding through the

Strengthening Families grant. As of January 3, 2010, the new Tuition Assistance Program came into effect, changing the rates of reimbursement at some sites and guidelines as well. We are struggling with families becoming eligible for and maintaining their tuition assistance for the full day program during these tough economic times. Many parents are now unemployed and have lost their employment service need, yet it is still important for their children to have the consistency and services of the full day program. Also, many of our families fall under the Family Support service need, which measures family stress and their ability to care for their child all day long. This service need is approved or denied by local committee. The state has drastically cut the number of families allowed per county to fund this service need, thereby tightening the criteria which results in many families experiencing high levels of stress being denied funding. This impacts our selection criteria as well since all Head Start sites are currently full day and many families are not able to afford to pay the tuition if they do not receive a child care grant.

Bennington County Head Start continues to be a vibrant organization functioning very well on most levels. Our strengths far outweigh our weaknesses and due to the constant tracking and monitoring we are able to detect problems and correct them before they become major areas of concern or violations. We are proud of the many innovations we have made this year towards program excellence and will continue working towards providing the best services to the neediest children and families of Bennington County.

Program Self-Assessment Improvement Plan
2009 – 2010
 Last Update 11/3/2010

<u>Program Area</u>	<u>Improvement Plan</u>	<u>Persons Responsible</u>	<u>Timeline for completion</u>	<u>Progress Notes</u>
Program Design-Transportation/ Fiscal Management	The program will explore funding and options for expanding the transportation offered to children	Policy Council, HS Director, HS Managers, Financial Office	Ongoing	9/2010 BCHS contacted federal office & added to waitlist for new bus donation in our area 9/2010 Any children receiving services from outside agencies that could also qualify for transportation, parents arranged service through Green Mountain
Program Design-Equipment & Facilities	Improve playground at Pownal site to include fencing of children's play area	HS Director, HS Managers, Facilities Dept. in conjunction w/ Pownal School Board	By end of Fall, 2010	Completed-Sept. 2010
Program Design/ Planning/ Fiscal Management/ Program Governance	Explore funding and options for relocating one center to better meet the needs of the community	Executive Director, UCH Board, Policy Council, HS Director, Financial Office	Ongoing	Continues to be looked at-January UCH Board Meeting
Program Design/ Fiscal Management	Explore alternate sources of funding if we lose the EEI Grant	HS Director, Financial Office	May 15, 2010	N/A- EEI Grant received
Program Management/ Community Partners	Work closely with specialists at BCCCA and Reach-Up to maintain subsidy for our families	Full Day Coordinator, FSWs, BCCCA Subsidy Specialists, RU Workers	2010-2011 School Year	Continues on a monthly basis via meetings, emails, phone calls
Program Design/ Health/ Facilities	Research and purchase composting equipment for NB	Health Manager, Facilities Manager	August 2010	Summer 2010: researched, purchased. Still need to

				implement
Program Management/ Education	Continue to implement the Attendance Plan for children who fall below the 85% attendance level	Teachers, FSWs, Family & Community Partnership Manager	2010-2011 School Year	Reviewed at CAM 10/2010- will continue to monitor
Education	Attend & certify in ECRES Training	Full Day Coordinator	2010-2011 School year	Training was full, contacted state for further information 5/2010
Education	Attend & certify in CLASS Training	Education/ Disabilities Manager, HS Director	2010-2011 School year	Completed- 5/2010- will re- visit w. mentor- coaches
Program Management/ Program Design/ Education	Partner with North Bennington Graded School for Public- Private Pre-K Partnership	HS Director, Education/ Disabilities Mgr., Family & Community Partnerships Mgr.	September 2010	Plans in progress- began Partnership in 9/2010
Education/ Curriculum	Improve children's outcomes in Math	Education/ Disabilities Manager, Full Day Coord., Teachers	June 2011	5/2010- HS TTA Sharon Adams training for BCHS teachers & partners 11/2010- Baseline outcomes low domain, winter checkpoint season focus
Education/ Staff Training	Attend Mathematics domain training	Education/ Disabilities Manager, Full Day Coord., Teachers	January 2011	4/2010 HS TTA Sharon Adams training for Instructional Support w. Rutland HS & BCHS Ed content area supervisors w. math/science focus 5/2010- HS TTA Sharon Adams training for BCHS teachers & partners
Education/ Staff Development	CLASS Assessment	Education/	School year	Completed

	of teachers	Disabilities Mgr.	2010-2011	9/2010-10/2010
Education/ Staff Development	Obtain DOE Teacher licensure	Specific Staff: Tonya Havens, Ashley Carter, Erica Cruz, Jackie Marozas, Rebecca Bishop, Verna Farley, Sharron Kaiser	Individual deadlines	One teacher resigned 10/2010. One teacher complete. One teacher submitted to state & awaiting feedback re transcript review. Others working on portfolios.
Education/ Professional Development for Staff	To provide assistance & training to teachers & staff so that they may receive credit for attending classes that will lead to certification, licensure, or degree	HS Director, Staff, Community Partners, other funding/ grants	Ongoing	9/2010 Mentoring Grant;
Education/ Orientation for Staff	To provide staff with a comprehensive orientation when they enter the program	Human Resources, HS Director, HS Managers	Ongoing	9/2010 done for new staff 11/2010 in process for new subs
Education	Survey former families regarding transition to kindergarten & Good Start committee	Education/ Disabilities Manager, Full Day Coord.	October 2010	11/2010 Ed mgr and FD coord met & discussed Good Start committee- need for members now that 2 key members of Molly Stark team missing
Human Resources, Fiscal Management, Program Governance	Explore options for funding continuing education for teachers who must upgrade their qualifications to meet new standards	Human Resources, Financial Office, HS Director, Policy Council	Ongoing	
Human Resources, Fiscal Management, Program Governance	Explore funding options for salary increases for teachers whose education must meet new standards	Human Resources, Financial Office, HS Director, Policy Council	2010-2011 School year	Follow UCS Standards for increases 8/2010 Northern Lights presentation state bonus

				lattice
Family and Community Partnerships	All 3 centers set up to be entry points for VT Dept. of Economic Services	Family & Community Partnerships Mgr, FSWs	2010-2011 School year	8/2010 NB- new cpu station for parents; parents can use computers at Pownal & RB; 9/2010 BCHS listed on My Benefits website
Family Service	Recycling at housing projects	Family & Community Partnerships Mgr, FSWs	June 2011	NB FSW continues to work on through meetings at housing locations, housing authorities so far skeptical of practicality
Record Keeping and Reporting	Explore options of Teaching Strategies Gold for 2011-2010 for Assessment & outcomes needs	Full Day Coordinator	June 2011	10/2010 FD Coord part of Vt State DOE Ad-hoc committee on ECE curriculum 10/26/2010 attended full day workshop on TS Gold
Health	Continue to educate parents about the importance of dental follow up care and nutrition and the effects of childhood obesity	Health Manager, FSWs, Tooth Tutor, Health Assistant	Ongoing	Aug 2010 – 10/2010- completed at registration and continues
Health	Ensure all HS & EEI children have medical and dental homes	Health Manager and Assistant	Ongoing	10/2010 Medical: completed. 11/2010 Dental: 23 need homes
ERSEA	Insure that HS is serving all eligible children in Bennington county	HS Director, Family & Community Partnerships Mgr.	Ongoing	All openings have been filled w/ waitlist children, with highest scoring give first options
Mental Health	Continue to provide mental health	Family & Community	2010-2011 school year	New partnership-

	services to children and families in need	Partnership Mgr., CUPS, UCS, Behavior Specialist		Agnes mental health intern
Mental Health/ Education	Implement Second Step curriculum at all sites	Family & Community Partnership Mgr., Behavior Specialist, Education Dept. Management and staff, CUPS	2010-2011 school year	11/2010 began in Pownal
Parent Involvement	Increase parent participation-including fathers <u>"Engagement"</u>	Families, HS Director, HS Managers, FSWs, Education Staff, all HS Staff	2010-2011 school year	9/2010 and 10/2010 center committees held @ all 3 centers and 2 fcc's (Lil Peeps 9/2010 and 11/2010)