



**BRIGHT STARS PROGRAM**  
**FY 2007 ANNUAL REPORT**



*Presented to*  
**The Albemarle County Board of Supervisors**



## TABLE OF CONTENTS

<b>I. Introduction</b>	<b>3</b>
▪ Letter from the Superintendent and the Director	
▪ Coordinator’s Report and Program Highlights	
▪ The Faces of Bright Stars	
<b>II. Program Outcomes</b>	<b>7</b>
▪ Program Outcome Measures	
▪ Risk Factors	
▪ Phonological Awareness Literacy Screening Overview (2001-07)	
▪ Partnership for Children Outcome Measures	
▪ Family Survey	
<b>III. Program Demographics</b>	<b>13</b>
<b>IV. Activities</b>	<b>14</b>
<b>V. Our Bright Stars Schools</b>	<b>16</b>
<b>VI. Bright Stars Steering Committee 2006-2007</b>	<b>17</b>
<b>VII. Bright Stars/CHIP/Healthy Families Advisory Board</b>	<b>17</b>
<b>VIII. Program Budget</b>	<b>19</b>



**COUNTY OF ALBEMARLE**

Department of Social Services  
1600 Fifth Street, Suite A  
Charlottesville, Virginia 22902



**ALBEMARLE  
COUNTY SCHOOLS**

401 McIntire Road  
Charlottesville, Virginia 22902

It is with pleasure that we provide this introductory letter to the FY 2007 Annual Report for the Bright Stars Program, in this twelfth year of successful collaboration between the Albemarle County Schools and the Department of Social Services of Albemarle County.

In FY2008 Virginia Governor Timothy Kaine has demonstrated his administration's support for making early childhood education an option for all Virginia families by making funds available for a Virginia Preschool Pilot Initiative. The goal of the initiative is to allow selected sites to model strategies for quality preschool network delivery, building on strengths of existing programs, including programs in the public and private sectors. Albemarle County is pleased to have been selected as one of the pilot sites. A key strategy of our expansion is "blended" classrooms in which children qualified under Virginia Pre-School Initiative, Title I and Special Education learn together in a single classroom.

In Albemarle County, the importance of early childhood as a time for special attention and intervention has long ago been identified, goals and strategies determined and initiatives undertaken and supported. Its importance is highlighted in planning for the future on the part of schools, government, and social services.

- ★ The Strategic Plan for the Albemarle County Public Schools July 2005 – June 2009 sets as goals to "prepare all students to succeed as members of a global community and in a global economy," and to "eliminate the achievement gap." Both of these goals include strategies addressing early childhood education, including *"increase capacity of pre-school programming."*
- ★ The Strategic Plan for Albemarle County FY07 – FY10 sets as a goal to "enhance the quality of life" for County residents. A stated priority is to "increase collaborative efforts with the School Board and with employees of the schools system to assist the School division to achieve recognition as a "world class education system." Significantly, *"strategies should include working together to ensure all Albemarle county children enter the school system ready to learn."*
- ★ The Strategic Plan for Albemarle County Department of Social Services January 2007 – December 2009 sets as a goal to "develop and implement prevention and early intervention strategies focused on the 0 through middle school aged population." Key strategies include *"expand to scope and scale current educational prevention strategies to ensure that all children needing such services receive them,"* and *"create strategies focused on early childhood education for the appropriate age groups."*

We are proud to report on this latest year of achievement in a collaboration that started twelve years ago with one Bright Stars program and now features nine programs in seven elementary schools. Quite simply, Bright Stars accomplishes for a high percentage of participating children what it sets out to do: to prepare at-risk four-year old children for future schooling. The collaboration on behalf of young children between the County Schools and Social Services as a department of local government is unique in the Commonwealth. The collaboration is strong and will grow stronger as we continuously learn from our work with children and families, adapt to changing conditions in the community, and strive to improve our processes and performance.

Dr. Pamela R. Moran  
Superintendent

Kathy Ralston  
Director



**BRIGHT STARS PROGRAM  
COORDINATOR'S REPORT  
OCTOBER 2007**

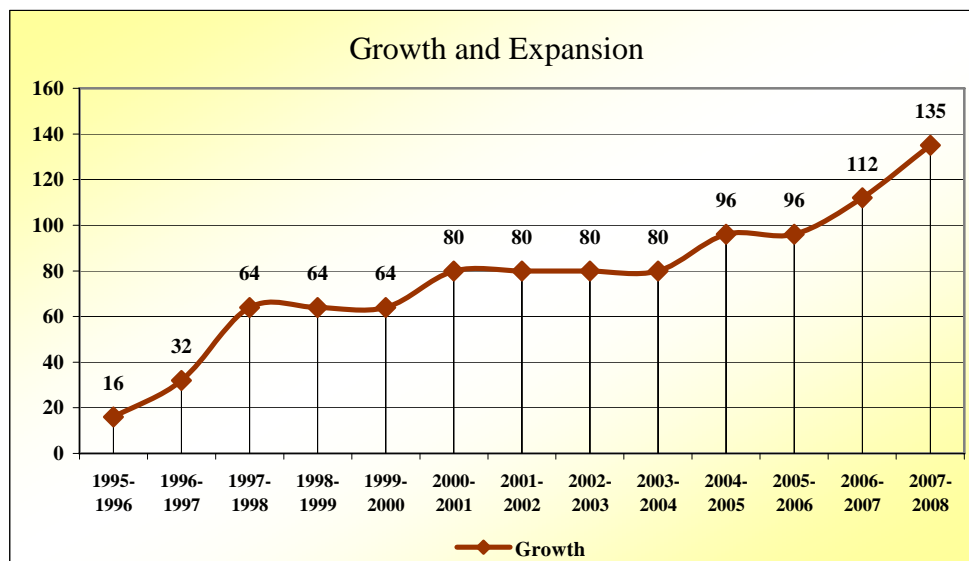
**During the 2006-2007 school year**

Expansion of services was the focus for 2006-2007. Aided by grants from the Virginia Department of Education and named one of ten local sites for Governor Kaine's Preschool Pilot, Albemarle County is implementing an expansion plan that will provide a comprehensive preschool experience for more than 130 four-year-olds.

**Expansion Plan Highlights include:**

- Partnering with Title I for the preschool program at Red Hill Elementary School for 16 children
- Designing preschool inclusion programs at Stone-Robinson, Agnor-Hurt and Cale Elementary Schools for state and locally funded-children and children receiving special education services
- Placement of 5 children at community preschools that offer high quality programs and that are interested in serving more diverse families
- Offering a new program at Cale for tuition-paying children, state and locally funded- children and children receiving special education services

Costs of expansion – personnel, furnishings, curriculum, transportation – are covered by grant funds, minimizing the costs to the County.



**Bright Stars staff made referrals for early interventions**

- ☆ 20 Bright Stars children received Speech/Language services
- ☆ 6 Bright Stars children were identified for Special Education services
- ☆ 11 Bright Stars were referred for Special Education services evaluation
- ☆ 10 Bright Stars were referred for building-level team meetings for educational concerns

**Bright Stars served limited-English speaking children and families**

- ☆ 16 families were identified as limited English-speaking. This is up slightly from 2005-2006.

### **Bright Stars received support from the community**

- ★ Thomas Jefferson Health Department and the new Children's Dental Center
- ★ Local dentists provided extensive treatment to 8 uninsured children
- ★ A Community Health Partnership Grant from Martha Jefferson Hospital for \$5000 for the 11<sup>th</sup> consecutive year
- ★ One-on-one language and literacy mentorship and classroom assistance from Jump Start at UVA for Cale, Greer and Stone-Robinson Elementary Schools

Bright Stars Preschool introduces children to the school learning environment, encourages socialization with peers and provides daily, hands-on, interactive learning experiences in language, math, science, art, music, writing, dramatic play and social studies. For children who are at-risk for falling behind their peers, spending a year in the Bright Stars preschool is especially important.

In addition to rigorous cognitive experiences, Bright Stars helps families to access comprehensive health and social services so that children are able to fully engage in learning and not be distracted by pain and illness. Bright Stars staff reach out to parents in culturally sensitive and respectful ways so that parents are provided with the information and support that they need to raise their children more successfully. Studies show that "parents pack the biggest punch in shaping young children's learning." Mother's sensitivity, education and pre-literacy practices (such as reading together) powerfully advanced children's early growth."<sup>1</sup>

Bright Stars recruits highly qualified teachers, those who are certified and trained to work with young children and who see early childhood education as their calling. Bright Stars staff is dedicated to making the school environment feel safe, not only in terms of physical safety but especially in terms of showing acceptance, respect and setting high expectations for all. In addition to high caliber staff, Bright Stars is fortunate to be located in a community where funding is provided for at-risk students, there is support for school and community-based efforts to involve and support families and there is an interest in systems working collaboratively and cooperatively to bring about major, breakthrough improvements.

The nation-wide support being given for universal preschool demonstrates how far the early childhood education movement has come in the last twenty years. Whether or not universal preschool becomes a reality in Albemarle County is yet to be determined but we are feeling the surge of change from all directions. Serving more at-risk children, blending preschool funding streams (federal, state and local), opening up a single point of entry for preschool registration, including preschool children who receive special education services in regular classrooms and providing opportunities for tuition-paying students to attend Bright Stars classes are all indicators of this change. Over the course of the next few years we expect to embrace these changes and to hold on to those practices and policies that have made this a highly respected program in Albemarle County

We are very grateful to the community for their strong support. On the following pages, we invite you to share the accomplishments of Bright Stars for 2006-2007.

Sincerely,



Charity Haines, Program Coordinator



# THE FACES OF BRIGHT STARS



## ★ II. Program Outcomes: FY 2007

### Program Outcome Measures

OUTCOME MEASURE	MEASUREMENT	GOAL	ACTUAL
Children who are in Bright Stars for at least six months reach or exceed the benchmark developmental range scores on the PreK PALS* at the end of the preschool year	Phonological Awareness Literacy Screening Summary Report	FY07 Target: 90%	FY07 Actual 75% FY06 Actual 80% FY05 Actual 79.5% FY04 Actual 97% FY03 Actual 97% FY02 Actual 88%
Bright Stars alumni achieve the benchmark score on the KPALS during the kindergarten year.	Phonological Awareness Literacy Screening for Kindergarten	FY07 Target: 80-85%	FY 07 Actual 81.5% FY 06 Actual 79% FY 05 Actual 79% FY 04 Actual 85%
Parents of BS children attend at least three Bright Stars/school functions during the school year	Bright Stars database	FY07 Target: 85%	FY 07 Actual 91% FY 06 Actual 90%
Parents of BS children attend two parent-teacher conferences during the school year	Bright Stars database	FY07 Target: 90%	FY07 Actual 83% FY06 Actual: 87%
Parents of BS children make progress on goals that support their child's success during the school year.	Family Needs Assessment	FY07 Target: 80%	FY07 Actual 81%

\* *Bright Stars who do not reach or exceed the benchmark or who demonstrate deficits in one or more areas are referred for extra help to Summer School, PALS tutoring, Title I, ESOL services or Special Education. Approximately 1/4 to 1/3 of the students are referred to one or more of these services every year.*

\*\**PreK PALS was revised for school year 2004-2005, increasing the difficulty in at least 2 areas*

*Note: Students tested can include those who have English as a second language as well as those with a special education designation*



#### **BRIGHT STARS SERVICE MISSION:**

**To increase the opportunities to learn for our children and their families by promoting family involvement and addressing risk factors that affect school performance.**

## Risk Factors

All children enrolled in the Bright Stars program are identified with individual or family risk factors that could result in poor school performance over the years. One risk factor in a child’s environment may not necessarily have a negative impact on that child’s growth and development. However, the more risk factors present, the more likely the child will suffer negative consequences in school and in life unless an intervention occurs that diminishes the impact of the risk. Risk factors are interactive and reinforce each other. So the presence of some risk factors may cause other risk factors to appear. High risk points for Bright Stars children are associated with limited parental education and/or illiteracy of parent(s), unemployment, domestic violence, incarceration of a parent, previous child protective services reports and/or foster care involvement, siblings having difficulty in school, mental health issues, poverty and living in a single parent family.



In 2006-2007, total number of risk points scored by a child/family ranged from 3 to 27 out of a possible maximum of 50 points.



In 2006-2007, 83% of children and families (90/112) had between 5 and 13 risk points. Except for Woodbrook, all programs had an increase in risk points over the previous year. Woodbrook remained the same.

The averages for the individual schools:

<b>Agnor-Hurt</b>	<b>Cale</b>	<b>Greer</b>	<b>Scottsville</b>	<b>Stone-Robinson</b>	<b>Woodbrook</b>
10	13.2	7.1 & 9.6	9.6	11.5	8.6
Range 4-17	Range 9-27	Range 4-15	Range 5-16	Range 3-26	Range 5-13

# Phonological Awareness Literacy Screening Overview 2001-2007

% of students who met or exceeded benchmark score

	PreK PALS	KPALS	Grade 1 PALS
Bright Stars 2001-02	88%		
Kindergarten 2002-03		81%	
Grade I 2003-04			80%
Bright Stars 2002-03	97%		
Kindergarten 2003-04		82%	
Grade I 2004-05			85%
Bright Stars 2003-04	97%		
Kindergarten 2004-05		79%	
Grade I 2005-06			77%
Bright Stars 2004-05	80%		
Kindergarten 2005-06		78.5%	
Grade I 2006-07			75%
Bright Stars 2005-06	80%		
Kindergarten 2006-07		88% (Fall) 82% (Spring)	
Grade 1 2007-08			n/a

Notes:

1. Percentages are based on numbers of students who can be tracked if they remain in their original schools or move to another county school.



All children enrolled in Bright Stars for 2005-2006 and 2006-2007 made significant progress from fall to spring. These include children with Limited English Proficiency and those identified for Special Education Services. Evidence of this progress comes from qualitative and anecdotal data. Quantitative data on the PreK PALS shows:



**In fall 2006, 18 out of 93 children (19%) met or exceeded the developmental range**

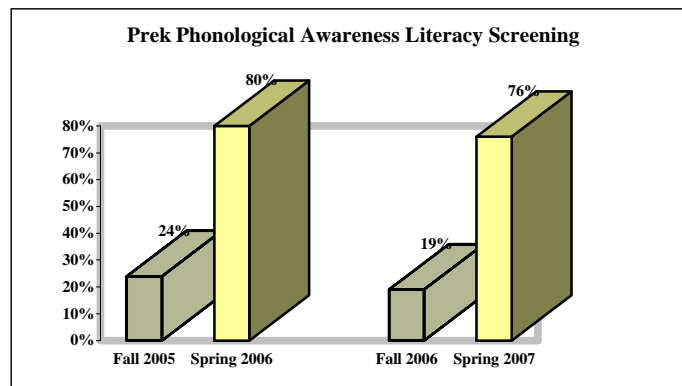


**in fall 2005, 22 out of 92 children (24%) met or exceeded the benchmark range**

**In spring 2007, 71 out of 93 children (76%) met or exceeded the developmental range**



**in spring 2006, 67 out of 84 children (80%) met or exceeded the benchmark range.**



## STANDARDS OF LEARNING SCORES

Bright Stars continues to support and track former students who remain in the County, either at the original Bright Stars School or another county elementary school. We are interested in knowing how the students are progressing once they leave the four year old program. One benchmark of progress is the Standards of Learning scores in Reading/Writing and Math taken in the 3<sup>rd</sup> grade year.

<b>Grade 3 – Reading/Writing SOL</b>				
<b>Bright Stars Class of</b>	<b>Number</b>	<b>PASS</b>	<b>Did Not Pass</b>	<b>% Pass</b>
<b>1999-2000</b>				
<b>2000-2001</b>	52	33	19	63%
<b>2001- 2002</b>	36	25	11	69%
<b>2002 -2003</b>	32	22	11	69%
<b>Grade 3 – Math SOL</b>				
<b>Bright Stars Class of</b>	<b>Number</b>	<b>PASS</b>	<b>Did Not Pass</b>	<b>% Pass</b>
<b>1999-2000</b>				
<b>2000-2001</b>	50	39	11	78%
<b>2001- 2002</b>	37	28	9	76%
<b>2002 -2003</b>	31	22	9	71%

<b>Grade 5 – Reading/Writing SOL</b>				
<b>Bright Stars Class of</b>	<b>Number</b>	<b>PASS</b>	<b>Did Not Pass</b>	<b>% Pass</b>
<b>1999-2000</b>	32	25	7	78%
<b>2000 -2001</b>	28	24	4	86%
<b>Grade 5 – Math SOL</b>				
<b>Bright Stars Class of</b>	<b>Number</b>	<b>PASS</b>	<b>Did Not Pass</b>	<b>% Pass</b>
<b>1999-2000</b>	32	21	11	66%
<b>2000 -2001</b>	27	24	3	89%

## Partnership For Children Outcome Measures

Bright Stars is among several early education and development programs that are under the umbrella of the Charlottesville/Albemarle Partnership for Children. This organization monitors the health and well-being of children and families from 0-6. The Partnership tracks outcomes and trends across several areas including immunizations, annual health and dental screenings, social-emotional development, school readiness, physical activity, enrollment in health insurance plan and parent engagement in early learning. The Partnership is key to implementing the continuum of care and services for children and families, envisioned by local government more than 10 years ago.

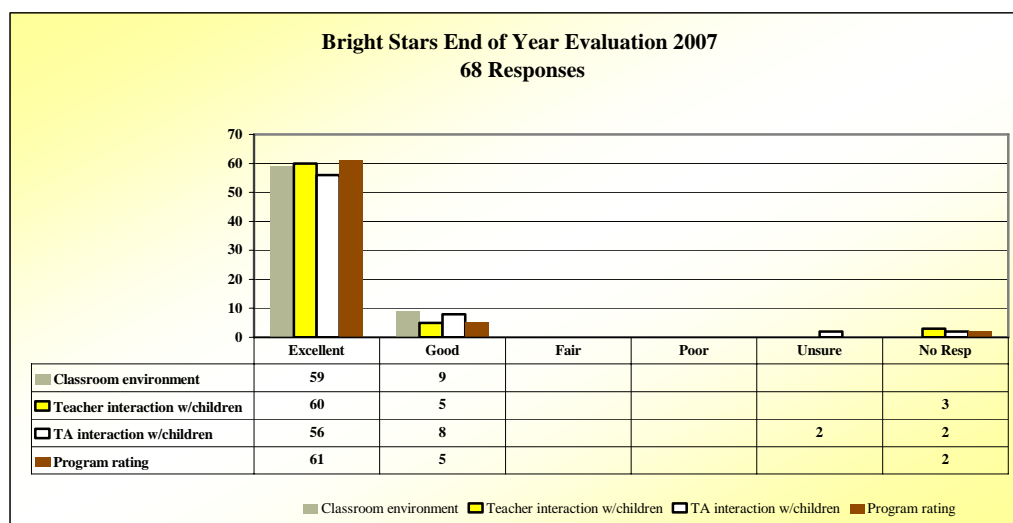
### Family Survey

The Family Survey has always been an important tool for getting feedback from our parents about the Bright Stars program. We ask parents to rate and comment on the classroom environment, the interactions with the staff (adults and children) and the overall rating of the program. We give them space to add their personal comments which are always enlightening, often delightful and genuinely honest. Some of our parents respond to us in Spanish because they know staff is keenly interested in learning more about their language and customs.

In 2007, we received a high number of responses though slightly fewer than the previous year. Sixty-eight (68) out of a possible 112 families took the time to give us feedback. This represents a 61% return rate.

★ 2007	68/112 (61%)
★ 2006	73/96 (76%)
★ 2005	61/96 (63%)
★ 2004	40/96 (42%)
★ 2003	49/80 (61%)

We are very grateful to our families for helping us to assess the quality of the program, point out our strengths and weaknesses, suggest improvements and letting us know what the relationships built during the Bright Stars year have meant to them.

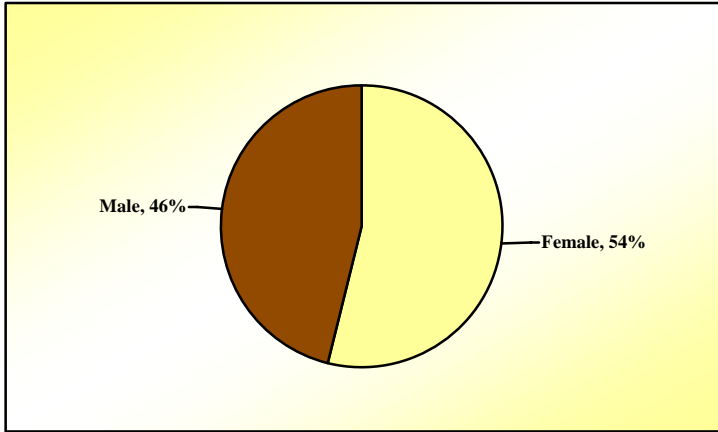


**Parent Comments: (from 2007 Survey)**

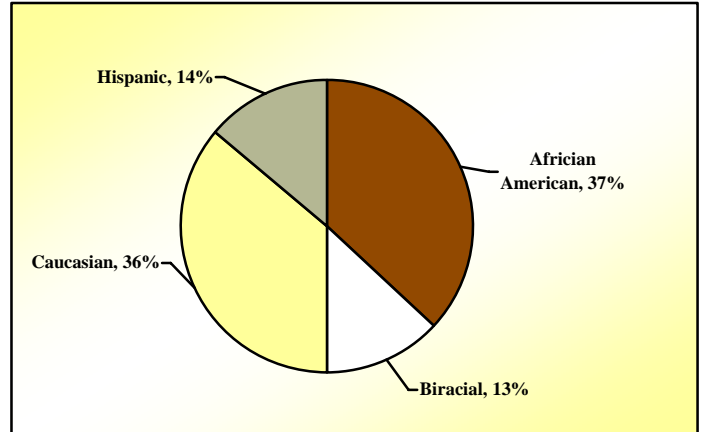
- ★ *"I was blessed to have my child in this program."*
- ★ *"Todo esta muy bien, gracias por ayudar."*
- ★ *"She answered every question I had and if she was unsure she made every effort to find the answer."*
- ★ *"...kept in constant contact with our family. Reminding us of each family activity and always asking how our family was doing. I believe she genuinely cares for each child and their families."*
- ★ *"She helped me with transportation to appointments. She helped me with medical appointments and helped me get to events and with clothing for my child."*
- ★ *(Communication).. "split home situations made it difficult to keep up."*
- ★ *"During the school year our family needed assistance with housing and day care. She went above and beyond for us and was able to make a positive change for our family."*
- ★ *(Change) "shorter naps, inclusion in school-wide events, more interaction with/school"*
- ★ *.."be notified of events further in advance. Otherwise you all have established a REALLY wonderful program."*
- ★ *"I think everyone has been wonderful. (My child) has flourished as a Bright Star. I think this has helped her a tremendous amount socially and academically."*

### III. Bright Stars Demographics 2006-2007

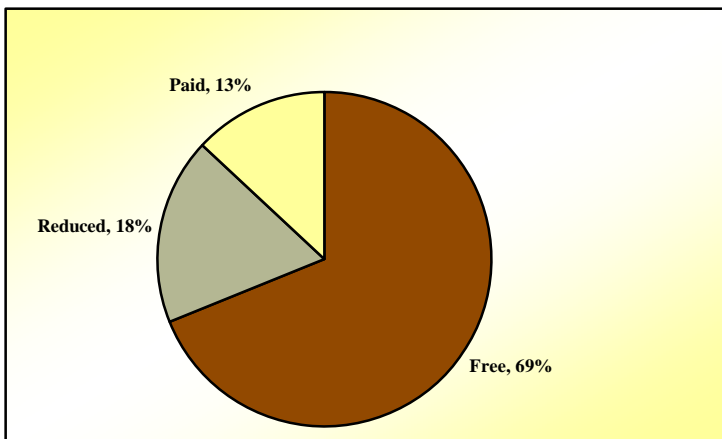
Gender



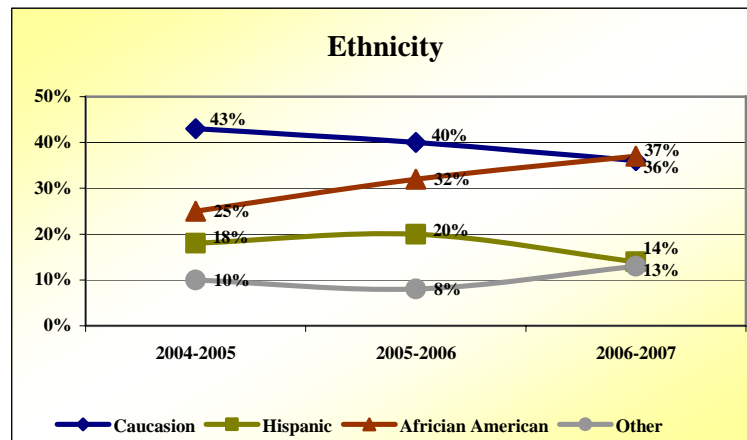
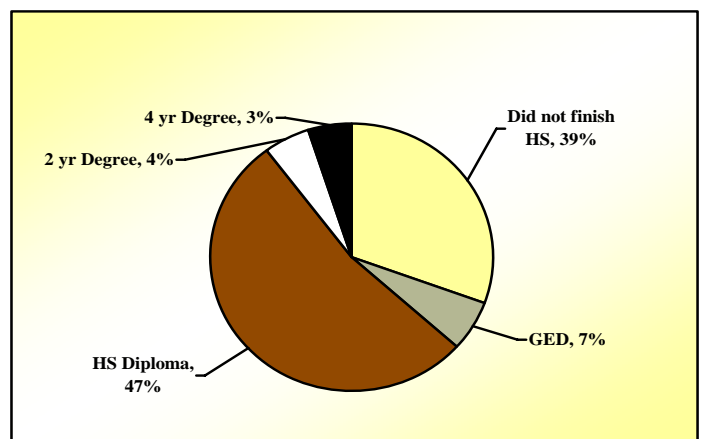
Ethnicity



Free/Reduced Meals




Parent Education




## IV. Activities

### Family Component

 Parents are the most important teachers their children will ever have. Consequently, meaningful parent involvement is a key factor in children's academic success. In order to facilitate parental involvement, each Bright Stars classroom has a family coordinator who assists in bridging the gap between home and school. This position provides for family-centered assessments, home-school services and referrals to other community resources. Some of the opportunities for parents to be involved during the Bright Stars year are open house at the beginning of school, home visits by the teacher and family coordinator, parent-teacher conferences, family events throughout the year including parent education, breakfasts and dinners, field trips and recreational activities.

*“The need for parental participation is greatest in low-income and minority communities or wherever parents feel a sense of exclusion, low self-esteem and/or hopelessness. If parents feel excluded, of little value and hopeless, they will be likely to transmit these attitudes to their children. Such attitudes have behavioral consequences that are the opposite of what is necessary for good school learning or the achievement of long-range goals.” James P. Comer*

 Before and during the school year, family coordinators help parents identify family needs that, if addressed, could improve their quality of life and their children's success in school. For some parents, the practice of goal-setting and working towards goal accomplishment is a new experience – somewhat confusing and untested. The family coordinators' role is to help parents figure out what they want to achieve and provide support, encouragement and access to appropriate resources.

Often, the first thing parents identify as a goal is to help their child do well in Bright Stars. So, the coordinator and the family may decide that the way to achieve this goal is for the child to get a good night's sleep, eat a nutritious breakfast and get plenty of fresh air and exercise during the week. The parent may also say that he/she needs to get the child up, dressed and on the bus each morning, check for notes or papers sent home by the teacher and attend some school events during the year. This is a good place to start for some families and could be a year-long goal. Later, as the relationship between home, Bright Stars and school grows stronger, other goals get identified. For example, a parent may decide that the family's quality of life could be improved by finding better housing or by a parent getting a high school or college degree leading to a better-paying, more satisfying job, or that a parent needs to learn more about setting and enforcing family rules and expectations. In all these examples, the family coordinators help make these goals achievable.

Achieving these kinds of goals takes time and will not be achievable within one school year. But over the course of two, three or five years many do achieve their goals and, more importantly, parents learn that setting realistic goals and working patiently and deliberately towards these goals benefits the family.

### **Educational Component**

- ★ High/Scope Curriculum, which emphasizes thinking and decision-making over skill and drill, supplemented by Virginia Foundations Blocks for Learning in Reading and Math, Science and Social Studies, Social & Personal Development, Physical & Motor Development
- ★ Required coordination with Head Start for recruitment, training, program development and sign-off on VPI grant. (new in 2005)

### **Social Services Component**

- ★ Comprehensive case management services for all enrolled children and their families
- ★ Includes referrals for benefits, assistance with completing and renewing benefit applications, access to Career Center for education and employment opportunities, facilitating access to health, dental and mental health care, housing assistance, parent education, interpretation and translation services, legal services and adult education.



### **Health Component**

- ★ All children are required to have physical and dental health screenings and vision, hearing and speech screenings
- ★ More extensive health services are provided by referral

### **Transportation**

- ★ All children who live within their school district are provided with transportation to and from school daily
- ★ Parents can receive transportation assistance to appointments and school events as needed

### **Community Support**

- ★ Supporting organizations include: Albemarle County Schools, Martha Jefferson Hospital, Community Idea Stations (PBS), Book Baskets, Luck Stone Corporation, Thomas Jefferson Emergency Food Bank, Curry School of Education, University of Virginia, Needlework Guild, Partnership for Children, CARES/MACAA, Walmart, Anonymous

### **Community Outreach**

- ★ Participation in Albemarle County Day, Bright Stars 5K Run and Week of the Young Child

## V. Our Bright Stars Schools

### AGNOR-HURT



**The Bright Stars Program at Agnor-Hurt began in 1997.** This program has always been characterized as a culturally diverse classroom reflective of the diversity of the entire school and the neighborhood in which the school resides. This program has benefited from being located inside the building in the kindergarten/first grade wing where the four year-olds and their teachers can easily interact with other students and teachers and where the four year-olds can learn about school expectations.

### CALE



**The Bright Stars Program at Cale began in 1998.** During the first year the classroom was located within the school then moved outside to a learning cottage. Cale expansion plans call for a new Bright Stars classroom space in the main building. The program at Cale has been successful in integrating a growing number of Hispanic families. This has presented an opportunity and a challenge to staff to reach out to limited English speaking children and parents. For the past 5 years, Cale has received more applications than there are spaces available in the class.

### GREER



**The Bright Stars Program at Greer began in 1996.** Originally, the program was housed in a learning cottage, but in 2005-2006, school administrators found classroom space in the kindergarten wing. In 2006-2007 an additional class was added located next to the first class within the K-1 wing. Greer Bright Stars reflects the highly diverse character of the rest of the school community. Many cultures and languages are represented by the families served including Hispanic, Indian, African and Asian. This cultural mix presents many opportunities and challenges for staff. This is also a highly mobile population, resulting in considerable variability in alumni.

### SCOTTSVILLE



**The Bright Stars Program in Scottsville began in 2000.** This program draws from rural areas around the community of Scottsville and enjoys connectivity with small town services such as the post office, fire department and library. Scottsville Bright Stars has strong parental involvement. Family Nights are well attended by parents and extended family. The classroom is located in a learning cottage beside the main school building and close to the kindergarten and Grade 1 classes.

### STONE-ROBINSON



**Stone-Robinson is where Bright Stars first began in 1995** under the leadership of a team of local government and school employees. They established a strong connection with the Curry School at UVa, ensuring that program implementation was grounded in the best early childhood developmental/educational research and practices. Stone-Robinson set the standard for programs that incorporated exceptional, certified instructional staff, concentrated outreach to families, and connectivity and visibility in the community. The oldest alumni are in 11<sup>th</sup> grade.

### WOODBROOK



**The Woodbrook Bright Stars Program began in 2004.** The class is housed in the main school building in the kindergarten/first grade wing allowing for ease of access among the early grade levels. The instructional staff has a combined 37+ years of teaching experience. This program reflects the diversity of the urban area in which it is located, as many of the families live in apartment complexes off Rio Road East and Rt. 29. It is anticipated that this program will receive more applications than can be accepted into the program in the coming years.

## VI. BRIGHT STARS STEERING COMMITTEE 2006-2007

The Steering Committee for the program is a requirement for the Virginia Preschool Initiative Grant. Members of this group are drawn from schools and social services as the two systems most closely connected to the personnel and operational aspects of Bright Stars.

Members for 2006 – 2007:

- Deborah Collins
- John Freeman
- Charity Haines
- Marci McKenzie
- Jan Pandy
- DeeDee Jones
- Mack Tate

## VII. BRIGHT STARS/CHILD HEALTH PARTNERSHIP/HEALTHY FAMILIES ADVISORY BOARD

Members of this group are drawn from the larger community based on their interest and experience working with young children and families. The Board was reorganized in 2004-2005 as an independent entity to serve the interests of these individual programs and the 0 - 6 population as a whole. Previously affiliated with the Albemarle/Charlottesville Partnership for Children, the current members of the Advisory Board represent education, medical, dental, private and public preschool, business, social services and the faith communities. Board members commit to:

*Endorsing the vision, mission and values of the CHIP, Bright Stars and Healthy Families programs*

*Reviewing the allocation of resources (financial and human) and providing Input and feedback*

*Contributing time, talents and suggestions for fundraising activities*

*Assisting in developing community relationships*

*Helping to ensure that the programs are meeting the community needs*

*Collaborating with the CHIP management team and the Bright Stars Steering Committee to evaluate the overall programs and to ensure continuous quality improvements in the programs*

**Members for 2006-2007:**

### **BRIGHT STARS**

Keith Hammon, Principal, Baker-Butler Elementary School  
Linda Hitchings, Chair, Virginia National Bank  
Gail Houser, Director, First United Methodist Church Preschool  
Jocelyn Schauer, M.D., Piedmont Pediatrics  
Charity Haines, Coordinator, Bright Stars

**HEALTHY FAMILIES**

Nancy Gercke, Coordinator, Charlottesville Preschool

Lisa Johnson, Child Protective Services, Albemarle County Department of Social Services

Mary Reese, Community-At-Large

Brad Wentz, Charlottesville Social Services

Hilary Nagel, Coordinator, Healthy Families

Marya Choby, Children, Youth and Family Services

**CHIP**

Jose Alvarez, Fluvanna

Renita Banks, Wesley Methodist Church

Robert Boyle, M.D. University of Virginia Health System

Vickie Southall, Fluvanna

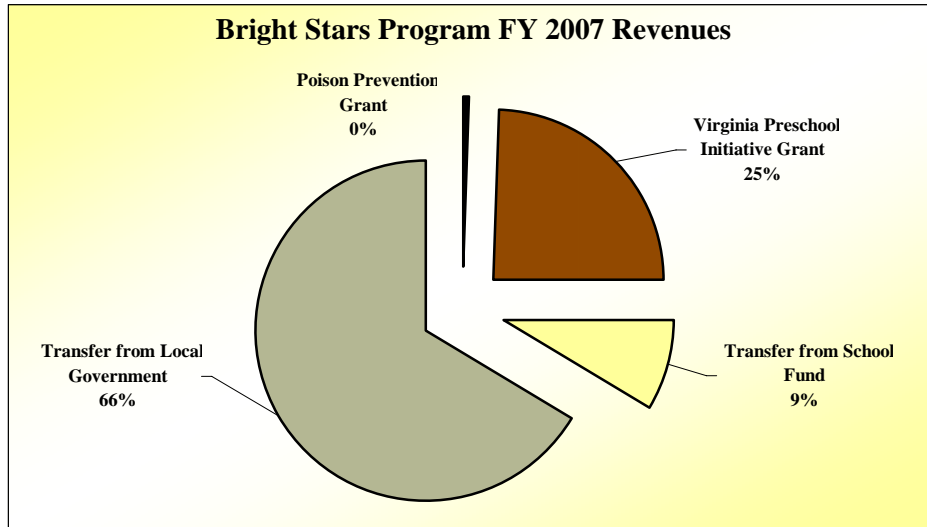
Shauna Szabo, D.M.D., Children's Dental Center

Judy Smith, Coordinator, CHIP

Cathy Train, Director, United Way

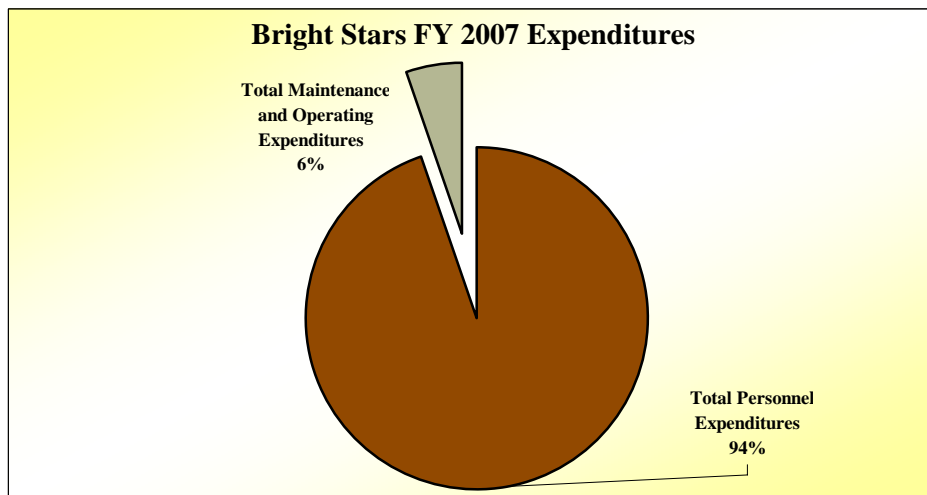
## ★ VIII. Program Budget

### Revenues



<b>Bright Stars Revenues FY 2006-07</b>	
Poison Prevention Grant	4,783
Virginia Preschool Initiative Grant	249,295
Transfer from School Fund	87,737
Transfer from Local Government	672,681
<b>Total Bright Stars Revenues</b>	<b>1,014,496</b>

### Expenses



<b>Bright Stars Expenditures FY 2006-07</b>	
Total Personnel Expenses	909,290
Total Maintenance and Operating Expenses	50,613
<b>Total Bright Stars Expenditures</b>	<b>959,903</b>