



Head Start / Early Head Start Annual Report 2021-2022

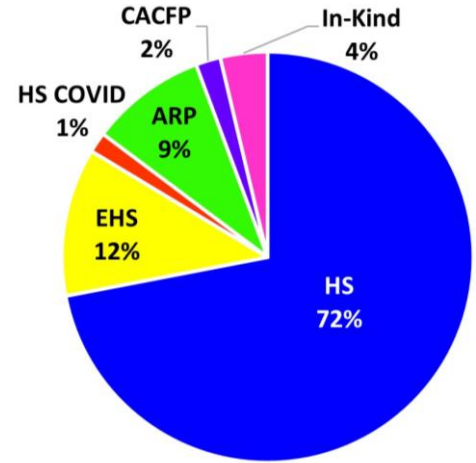
Fiscal Year
November 1, 2021 - October 31, 2022



FUNDING & BUDGETS

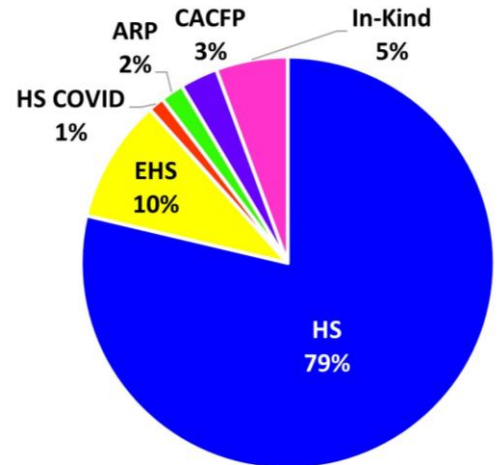
REVENUES:

Head Start	\$3,603,966
EHS (Home Based)	\$584,049
HS One-Time COVID	\$80,538
American Rescue Plan (ARP; one-time)	**\$455,867
USDA (CACFP)	\$97,673
*Local Match (In-Kind)	\$185,420
Total Revenues	\$5,007,513



EXPENDITURES:

Head Start	\$2,597,944
EHS (Home Based)	\$319,850
HS One-Time COVID	\$41,026
American Rescue Plan (ARP; one-time)	**\$59,346
USDA (CACFP)	\$97,673
*Local Match (In-Kind)	\$185,420
Total Expenditures:	\$3,301,259



***Balance of local match requirement waived due to COVID-19 pandemic. Match requirement met.**

****American Rescue Plan grant period 4/1/2021 to 3/31/2023.**



ENROLLMENT

FY 21/22	Funded Enrollment	Total Families Served	Total Children Served	Average Enrollment
Head Start	335	256	279	83.2%
Early Head Start (Home Based)	46	45	53 children 3 pregnant women	100%
Program Wide	381	301	335	91.6%



Percentage of Eligible Children Served

Program	Applications Received	Eligible Children Served	Percentage
Head Start	300	279	93%
Early Head Start (Home Based)	56	53 children 3 pregnant women	100%
Program Wide	360	335	96.5%



Medical and Dental Exams

	Head Start	Early Head Start
Dental	199 (71%)	53 children (100%) 1 pregnant women
Physical	270 (97%)	52 children (100%) 3 pregnant women

PARENT INVOLVEMENT ACTIVITIES and CONTINUED IMPACT OF COVID-19

FiveCAP, Inc. Head Start and Early Head Start staff use a variety of methods to support and encourage parent involvement.

One hundred percent (100%) of in-person classroom learning resumed in September 2022, however the COVID-19 pandemic which started in February 2020, continued to limit in-person parent interactions in the PY 2021/2022 program year. Frequent contact and the use of technology were instrumental in maintaining parent engagement essential to continue their child's learning progress.

Head Start staff reinforced the concept that parents are their child's primary teacher. Home visits and parent meetings were offered for Head Start parents, primarily conducted virtually or in a space that allowed for social distancing following healthy protocols. Teachers maintained regular contact with parents and providing learning activities for children, tracking progress, and resources.

Early Head Start (home-based program) staff maintained contact with parents, bringing structured and informal activities for the parent and child. Early Head Start parents received regular mailings of packets with information on parent education and age-appropriate parent-child activities. Routinely, calls were held to discuss their child's progress and to gather ideas which can be utilized to further enhance their child's development. Special efforts to outreach and support father involvement is a program goal.

Parent involvement is also supported through the volunteer opportunities available at FiveCAP, however opportunities continued to be limited for this time period due to COVID-19 protocols in place for the health and safety of parents, children and staff. Parents are generally provided opportunities to volunteer in the classroom and on the bus, county offices, commodities distribution and by attending monthly field trips. Through participation in the HS/EHS Policy Council, Health Advisory Council, as well as the grant planning process, parents are able to gain valuable leadership skills and provide input on Head Start policies, activities and procedures.

Prior to COVID, to recognize those parents who have given their time throughout the program year, a Parent & Volunteer Honors Banquet was held annually. FiveCAP hopes to resume this event in 2023.

CURRICULUM AND KINDERGARTEN READINESS

FiveCAP Head Start uses a locally designed, research-based thematic curriculum to prepare children for Kindergarten. The curriculum helps teachers plan and implement a developmentally appropriate program that promotes social-emotional development and learning in



core areas of literacy, mathematics, science and social studies. The curriculum is integrated with high quality assessments, professional development and resources to provide a well-rounded program that addresses the unique needs of early childhood professionals, children and families. The Curriculum is aligned with the Head Start Early Learning Outcomes Framework and MI Early Childhood Standards of Quality.

The Head Start Work Sampling System is used to assess children in the core areas three (3) times a year. This assessment tool is embedded in the Curriculum and works hand and hand with the Head Start Curriculum to ensure child success. Head Start Child Outcomes determine the accomplishment of age-appropriate milestones in cognitive, language, emotional, social and motor skills.

Program year 2021/2022 had a blend of remote and in-person learning while getting back on track and still dealing with COVID-19. In-person classroom learning returned to 100% in September 2022. Learning options continue to be provided in accordance with State government Executive Orders and federal guidance. State Child Care Licensing and CDC protocols are followed for the health and safety of children, families, and staff.

KINDERGARTEN TEACHER SCHOOL READINESS SURVEY

Thirty-two (32) Kindergarten Teachers in fourteen (14) school districts in the four-county service area participated in the Kindergarten Teacher School Readiness Survey conducted in April 2022. The survey asks Kindergarten Teachers to rank in importance what they feel a child must know to be considered school ready when entering Kindergarten.

Abilities:	Very Important	Somewhat Important	Least Important
Perform basic self-help/self-care tasks.	32 (100%)	-	-
Follow simple classroom rules and routines.	31 (97%)	1 (3%)	-
Controls impulses and self-regulates.	31 (97%)	1 (3%)	-
Appropriately expresses needs and wants verbally in primary language.	30 (94%)	2 (6%)	-
Follows one- to two-step directions.	30 (94%)	2 (6%)	-
Demonstrates age-appropriate independence in a range of activities, routines & tasks.	27 (84%)	5 (16%)	-
Identifies at least ten (10) letters of the alphabet, especially those in their own name.	27 (84%)	3 (10%)	2 (6%)
Works and plays cooperatively with peers.	26 (81%)	6 (19%)	-
Relates appropriately to adults other than parent/primary caregiver.	24 (75%)	7 (22%)	1 (3%)
Use of small manipulatives such as crayons, paintbrush, buttons, and zippers.	23 (72%)	8 (15%)	1 (3%)
Recognizes eight primary colors.	21 (66%)	10 (31%)	1 (3%)
Participates successfully in circle time.	20 (63%)	12 (37%)	-
Uses letter-like shapes, symbols, and letters to convey meaning.	20 (63%)	10 (31%)	2 (6%)
Uses eye-hand coordination to perform tasks.	19 (59%)	13 (41%)	-
Shows awareness of the environment.	19 (59%)	12 (38%)	1 (3%)
Recognizes and names common shapes.	19 (59%)	10 (31%)	3 (10%)
Associates sounds with written words.	17 (53%)	12 (37%)	3 (10%)
Moves with balance and control.	15 (47%)	16 (50%)	1 (3%)

Shows eagerness and curiosity as a learner.	11 (34%)	20 (63%)	1 (3%)
Uses senses to observe and explore classroom materials and natural phenomena.	8 (25%)	18 (56%)	6 (19%)
Uses dialogue, actions and objects to tell a story or explain thoughts and feelings about self or a character.	7 (22%)	17 (53%)	8 (25%)
Orders, compares and describes objects according to size, length, height, and weight.	7 (22%)	13 (41%)	12 (37%)
Begins to be aware of technology and how it affects their lives.	1 (3%)	13 (41%)	18 (56%)

= Physical Dev/Health
 = Social and Emotional
 = Approaches to Learning
 = Language and Literacy
 = Cognitive and General Knowledge

TECHNOLOGY

Classrooms are equipped with computers and age-appropriate tablet devices. HATCH Ignite tablets are issued out for all remote learners. Teachers assign individualized activities based on child's age and progress level, in coordination with the weekly lesson plan. Tablets are turned in weekly to track progress.

The distance learning classroom in Baldwin allows for virtual learning opportunities in staff development. An additional distance learning site at the Idlewild Historic & Cultural Center allows for social distancing and larger groups.

LINGUISTIC – HS and EHS PY 2021/2022

children - primary language is **English**: 318

children - primary language is **Spanish**: 14

MOST RECENT FEDERAL MONITORING REVIEW

A federal Head Start/Early Head Start **Focus Area 1 (FA1)** Aligned Monitoring Review on the content areas of Program Design & Management, School Readiness, Family & Community Engagement, ERSEA, and Fiscal Infrastructure was conducted in PY 2018/2019. No findings or corrective actions.

A comprehensive federal **Focus Area 2 (FA2)** Aligned Monitoring Review was conducted 10/31/22-11/4/22. No findings or corrective actions.

AUDITS

FiveCAP, Inc. FY 2020/2021 Financial Statements and Audit are available upon request. FiveCAP received federal notification of acceptance of the FY 2021 Audit.

FIVECAP HEAD START CENTERS

Southern Newaygo FiveCAP Head Start Center

9815 S. Mason Drive, Grant, MI 49327
Ph: (231) 834-9472 Fax: (231) 834-1850

Hesperia Area Child Development Center

M-20 5210 One Mile Road, Fremont, MI 49412
Ph/Fax: (231) 924-9719

Robert F. Williams Comm. & Family Serv. Center

2448 W. 44th Street, PO Box 387, Baldwin, MI 49304
Ph: (231) 745-6254 Fax: (231) 745-4387

Manistee Child Development Center

265 First Street, Manistee, MI 49660
Ph/Fax: (231) 723-2231

Northern Manistee Child Development Center

8850 N. Highbridge Road, Kaleva, MI 49645
Ph/Fax: (231) 362-2444

Ludington Area FiveCAP Head Start Center

5771 W. Bryant Rd., Ludington, MI 49431
Ph: (231) 425-4704 Fax: (231) 425-4705

Fountain Child Development Center

3876 East Main, PO Box 54, Fountain, MI 49410
Ph/Fax: (231) 462-3961

EARLY HEAD START (home-based)

Mason County FiveCAP Office:
(231) 757-3785 – Scottville

Manistee County FiveCAP Office:
(231) 723-8327 – Manistee

Lake County FiveCAP Office:
(231) 745-4617 – Baldwin

Newaygo County FiveCAP Office:
(231) 689-6688 – White Cloud

