

HEAD START ANNUAL REPORT 2018-2019

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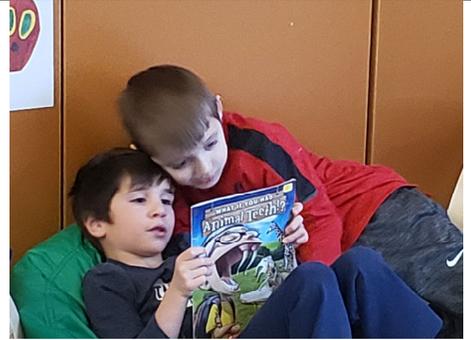
PENQUIS

Helping Today • Building Tomorrow

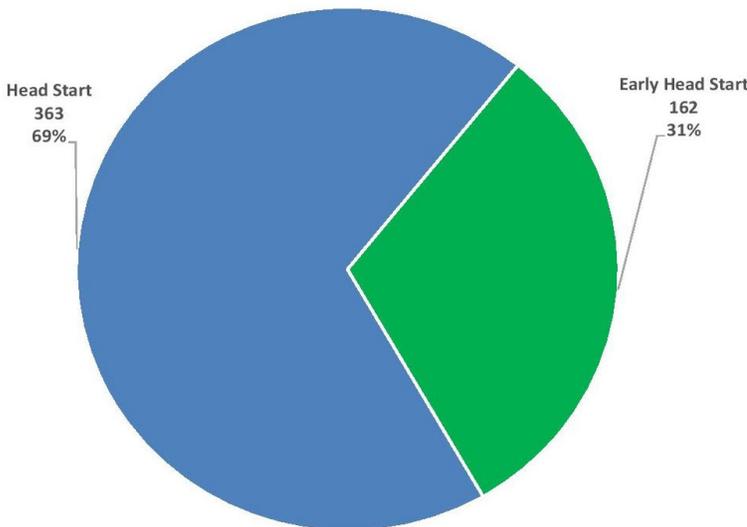
CHILD DEVELOPMENT DEPARTMENT

Locations: Bangor, Brewer, Dover, Dexter, East Millinocket, Lincoln, Old Town and Rockland

Our mission is to assist individuals and families in preventing, reducing, or eliminating poverty in their lives and through partnerships, to engage the community in addressing economic and social needs.

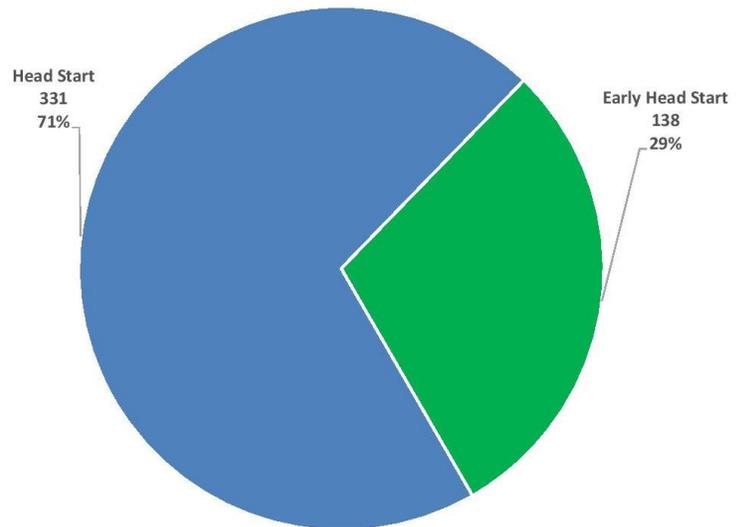


Total Number of Children Served

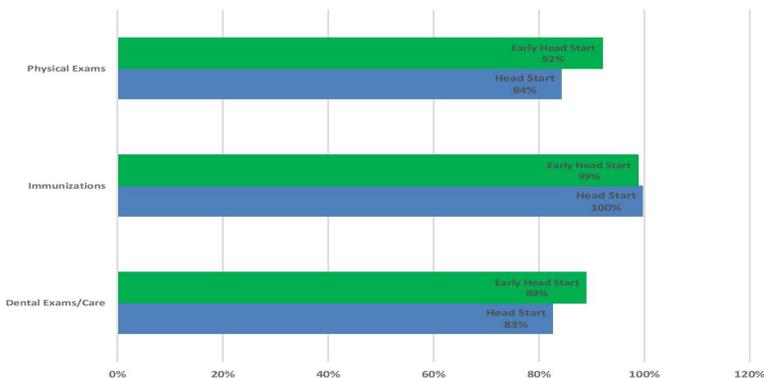


Children and Families Served

Total Number of Families Served



Percent of Children Up-to-Date on Physical Exam, Immunizations, Dental Exam/Care



Parent, family and community Engagement is a focus at the national level for Head Start and Early Head Start as well as for Penquis Child Development. Children, whose families are engaged in their child's education and make connections within their communities, are ready to successfully enter public school and are more engaged in learning throughout their school years. To assist families in building connections to public schools, teachers and family support workers work with families whose children are transitioning to Kindergarten to facilitate a seamless transition to public school by attending Kindergarten screenings with families and inviting public school staff to present information at parent meetings. Centers also have family nights that can include activities and information on literacy, math and science as well as information on local resources. All center staff partner with families to establish dental and medical homes for their children. Healthy children have better attendance and are more engaged in learning. We help families understand that school readiness begins with health.

Preparing Children for School

Penquis Child Development has established comprehensive school readiness goals for all children. School readiness goals have been established in the domains of: language and literacy, cognition, and general knowledge, approaches to learning, physical health and well-being, motor development, and social and emotional development. The Head Start approach to school readiness means that children have the skills, knowledge, and attitudes necessary for success in school and later in life; families are ready to support their child's learning and are engaged in the long-term, lifelong success of their child; and schools are ready for children. To support these developmental goals, Penquis Child Development provides every child from 6 weeks to 5 years of age with a comprehensive educational programs which occurs in a rich learning environment. Teachers complete developmental assessments on children a minimum of three times per year. Teachers use that information to establish individual goals for each child and to create responsive curriculum plans. Families are recognized as their child's most important teacher. Throughout the year, parents and staff meet during home visits and Parent/Teacher Conferences to exchange information about how each child's skills are progressing, and to set long and short-term goals for each child. Families are provided with information about their child's screening and assessment data, as well as progress reports about goals that were developed during the Parent/Teacher Conferences.

At the end of the year, as children are getting ready to transition to elementary school, teachers provide families with information about kindergarten registration, and assist families with the registration process as needed. Preschool teachers attend all IEP meetings when a child with special needs is transitioning to public school. Whenever possible, kindergarten teachers and/or principals attend a spring family meeting to provide information about entering kindergarten.

Domains All Children Assessed On Spring 2018	% Below Widely Held Expectations	% Meeting and Exceeding Widely Held Expectations
Social/Emotional	12%	88%
Physical	4%	96%
Language	12%	88%
Cognitive	10%	90%
Literacy	13%	87%
Mathematics	15%	85%

Revenues and Expenditures

Federal Head Start / Early Head Start Annual Report June 1, 2018 - May 31, 2019

Revenues

Expenditures

Federal HS & EHS	\$4,904,555
State EHS	\$ 382,651
Federal DHHS Pass-Through	\$ 53,724
Federal DOE Pass-Through	\$ 3,500
Partnership Revenue	\$ 376,144
Other Income	\$ 1,619
Inkind HS & EHS	\$ 542,828

Personnel & Benefits	\$4,438,978
Travel Out of State	\$ 8,478
Space & Occupancy	\$ 486,787
Supplies	\$ 94,647
Other	\$ 365,077
In-Kind	\$ 542,828
Indirect Cost	\$ 328,227

Total Revenues

\$6,265,022

Total Expenditures

\$6,265,022

Monitoring Review

The U.S. Department of Health and Human Services Office of Head Start (OHS) completed three reviews of Penquis Head Start and Early Head Start in 2014-2015. The OHS Monitoring Protocol Tool was used to gather information through interviews, observations and document reviews. The Head Start Key Indicators-Compliant review, Fiscal and ERSEA review, and CLASS monitoring review have all been completed. The results of the CLASS, Fiscal and Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) review demonstrate that both the Head Start and Early Head Start programs were in full compliance at the time. 100% of Penquis teachers meet Federal degree requirements.

Audit

The independent certified public accounting firm of BerryDunn issued an unmodified opinion for the financial and compliance audit of Penquis C.A.P., Inc and Its Affiliates for the year ending September 30, 2018. BerryDunn identified one reportable finding which has been resolved by management. There was no noncompliance that was material to the financial statements.