

Main Office: 262 Harlow St, Bangor, ME 04401 (207) 973 - 3500

Classroom Locations:

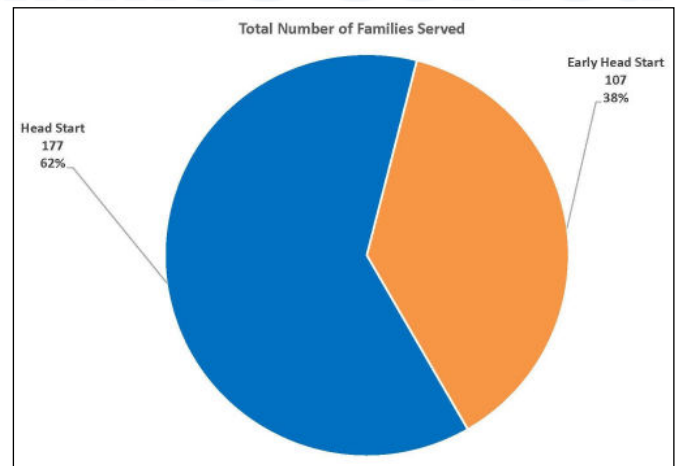
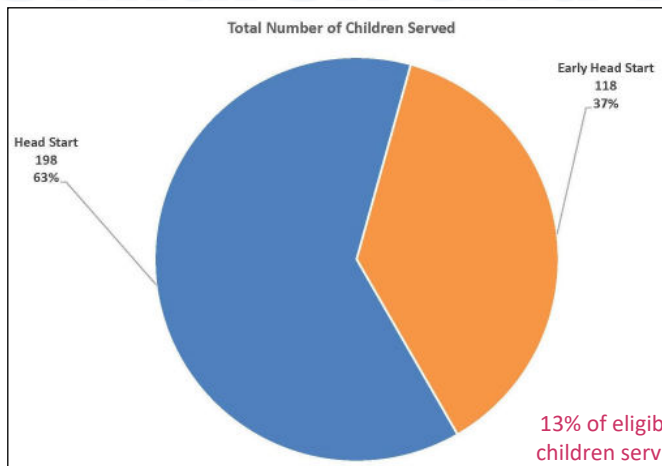
Bangor, Brewer, Dover, Dexter, East Millinocket, Old Town and Rockland

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.

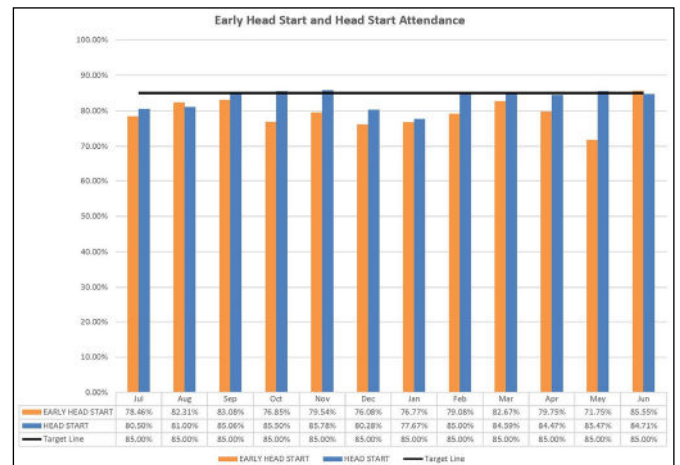
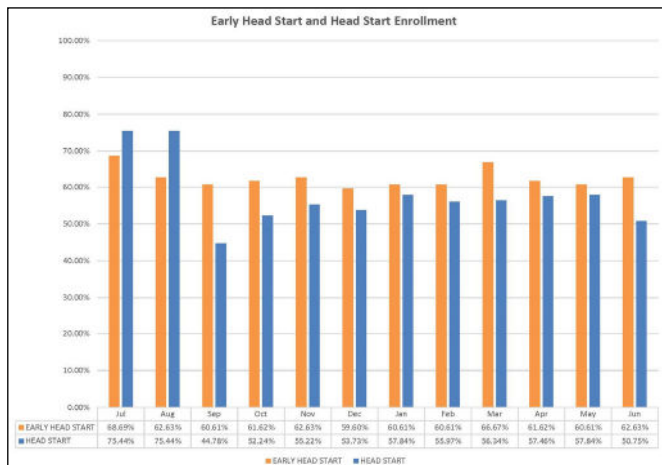


The COVID-19 Pandemic continues to have lasting effects on Penquis Head Start and Early Head Start as well as other Head Start and Early Head Start programs across the country. The most significant effect for us is the staffing crisis. We have had 6 classrooms closed for the entire program year due to staffing. This, of course, means that fewer children and families are being served. Our Head Start and Early Head Start Staff continue to meet these challenges with optimism and determination.

Children and Families Served



Enrollment and Attendance

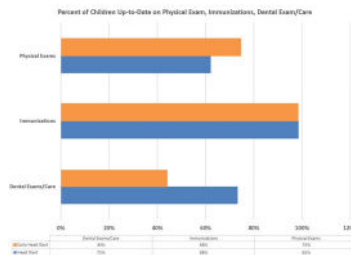


Family Engagement, Health, Nutrition and Safety

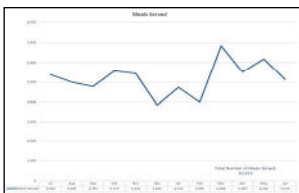


The focus on Family Engagement continues to be an integral piece to the work that's done in Early Head Start and Head Start. Penquis has identified the need for a strong family and community engagement in Maine and has worked to create a holistic approach which affects all areas within the program. Research shows that children, whose families are engaged in their child's education and make connections within their communities, are better prepared to enter public school and are more engaged in learning throughout their school years. Due to the staffing crisis, and the inability to hire Family Support Coaches, we made the decision for our 6-Hour Early Head Start classrooms and some of our 6-Hour Head Start classrooms to do their own family support work. The classrooms took on this role with excitement and dedication to forming those very important relationships and being able to support families with resources and goals for their future.

Center staff partner with families to establish dental and medical homes for their children. Despite resources not being fully available when the school year started, staff have worked diligently with families to keep children on track for their immunizations and physical health. Dental care availability for young children remains a challenge for the children in our service area. Staff also work with families on understanding that good health is the first step in school readiness and allows children to be in attendance and engaged in learning.



Several of our Penquis locations partnered with the Let's Go! 5-2-1-0 Program for the 2021—2022 school year. Staff work with the children and families to promote healthy eating and being active.



Penquis continues to partner with the Child and Adult Care Food Program to ensure that children are being served healthy, nutritious meals while they are in our care. Eight Penquis sites served 62,423 meals from July 1, 2021 to June 30, 2022.

Families have appreciated the education and care that their children receive at our locations. Here is a sampling of quotes from our Spring Family Questionnaire: "...the staff at pre-k where my daughter goes is very good and letting me know how things are and they listen to our needs as a parent and try to help in anyways they can." "Penquis is excellent and highly recommend. The curriculum and staff are amazing." "I feel that my son's teachers have done an amazing job at provided what he needs and have provided resources to further help him excel so he can continue on with his education as well as going above and beyond what was expected I don't think they could have helped our family more this school year and we are grateful he has such amazing teachers."

Preparing Children for School

Penquis 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 provides every child from 6 weeks to 5 years of age with a comprehensive educational program which occurs in a rich learning environment. Teachers complete developmental assessments on children a minimum of three times per year. Teachers use this information to establish individual goals for each child which are supported throughout classroom daily routines and responsive curriculum plans. In Preschool and PreK classrooms, we have been using the Opening the World of Learning (2005) curriculum for several years, but this version is outdated and is now out of print. As we endeavor to identify an appropriate replacement curriculum, we began piloting the PreK for ME curriculum in 5 classrooms during the 2021-22 school year.

Families are recognized as their child's first and most important teacher. Throughout the year, parents and staff meet during educational home visits and Parent/Teacher Conferences to exchange information about how each child's skills are progressing, and to set short- and long-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 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.

	Approaches to Learning	Social and Emotional Development	Language and Communication	Literacy	Cognition: Mathematics Development	Cognition: Scientific Reasoning	Perceptual, Motor and Physical Development
Responding Earlier	0%	1%	0%	0%	0%	0%	1%
Responding Later	0%	0%	1%	0%	0%	0%	0%
Exploring Earlier	1%	2%	1%	0%	1%	1%	0%
Exploring Middle	0%	0%	1%	1%	0%	0%	0%
Exploring Later	7%	8%	6%	9%	12%	15%	5%
Building Earlier	21%	22%	24%	33%	22%	19%	25%
Building Middle	24%	34%	30%	20%	27%	34%	21%
Building Later	13%	28%	31%	27%	31%	32%	30%
Integrating Earlier	3%	5%	0%	7%	5%	1%	17%

	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Cognition: Mathematics Development	Perceptual, Motor and Physical Development
Responding Earlier	2%	2%	2%	3%	2%	3%
Responding Later	7%	9%	10%	11%	16%	6%
Exploring Earlier	27%	27%	18%	25%	35%	12%
Exploring Middle	0%	0%	9%	0%	0%	6%
Exploring Later	37%	30%	27%	27%	27%	33%
Building Earlier	15%	22%	25%	24%	15%	34%
Building Middle	2%	6%	5%	8%	2%	5%
Building Later	2%	3%	2%	1%	2%	3%
Integrating Earlier	0%	0%	0%	0%	0%	1%

Revenues and Expenditures

June 1, 2021 - May 31, 2022

<u>Revenues</u>		<u>Expenditures</u>	
Federal HS & EHS	\$ 4,215,187	Personnel & Benefits	\$ 3,879,599
State EHS	\$ 387,007	Travel Out of State	\$ 2
Federal DHHS Pass-Through	\$ 52,272	Space & Occupancy	\$ 492,203
Federal DOE Pass-Through	\$ -	Supplies	\$ 90,719
Partnership Revenue	\$ 446,753	Other	\$ 383,210
Other Income	\$ 99	In-Kind	\$ 392,100
Inkind HS & EHS	\$ 392,100	Indirect Cost	\$ 255,586
Total Revenues	\$ 5,493,418	Total Expenditures	\$ 5,493,418

Monitoring Review

The Administration for Children and Families (ACF) conducted a Focus Area Two (FA2) monitoring review of our Head Start and Early Head Start programs in April 2022. This was an in-person/virtual review due to the pandemic. The OHS Monitoring Protocol Tool was used to gather information through interviews, observations, and document reviews. While there were no areas of concern, non-compliance or deficiencies in all areas reviewed with one exception. We were found to be in non-compliance for safety practices related to when the date background checks were conducted and the date 2 teachers were working in a partnership classroom. We were given an opportunity to correct the non-compliance issues and it was determined through a review follow-up with no further action needed.

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, 2021. There was no noncompliance that was material to the financial statements.

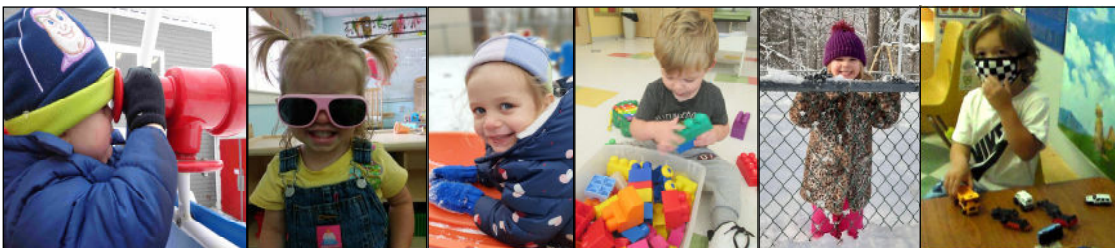
NOW ACCEPTING APPLICATIONS

Infant, Toddler, Preschool and Pre-K Classrooms

(Ages 6 Weeks to 5 Years of Age)*

Locations:

Bangor (Davis Rd, EMCC, Venture Way) Brewer (Brewer Pre-K, Jean Lyford)
Dexter (Dexter Pre-K) Dover (Morton Ave, SeDoMoCha Pre-K)
East Millinocket (KTech, Opal Myrick) Old Town (Middle St)
Rockland (High St, South School)



For more information contact Kelley Graffam at kgraffam@penquis.org or 973-3567. Fill out an online application by going to penquis.org or by clicking [here!](#)

**Not all ages served at every location.*