

# HEAD START ANNUAL REPORT 2020-2021

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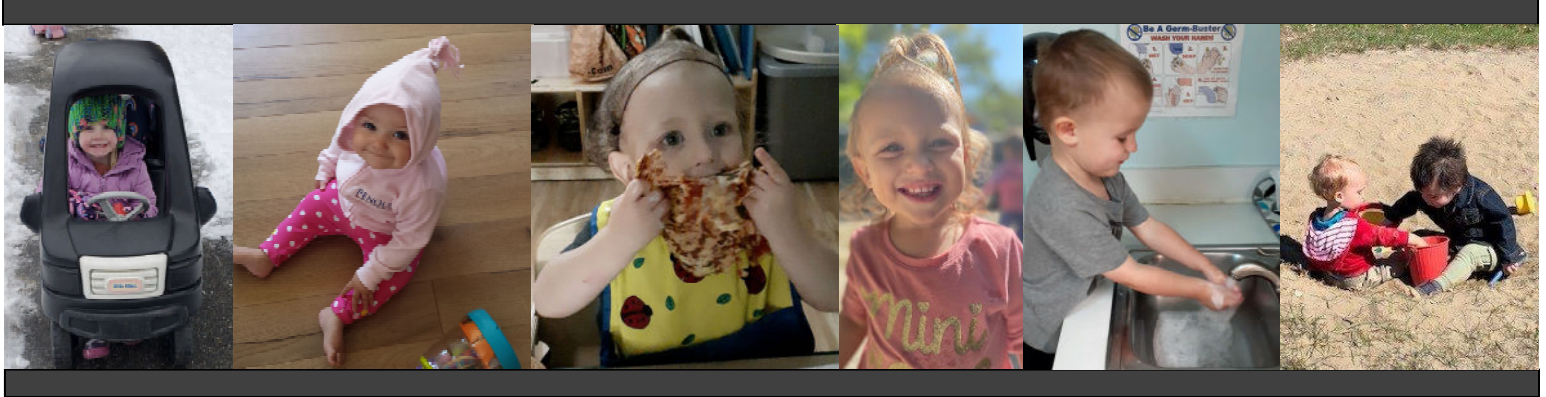
# PENQUIS

Helping Today • Building Tomorrow

## CHILD DEVELOPMENT DEPARTMENT

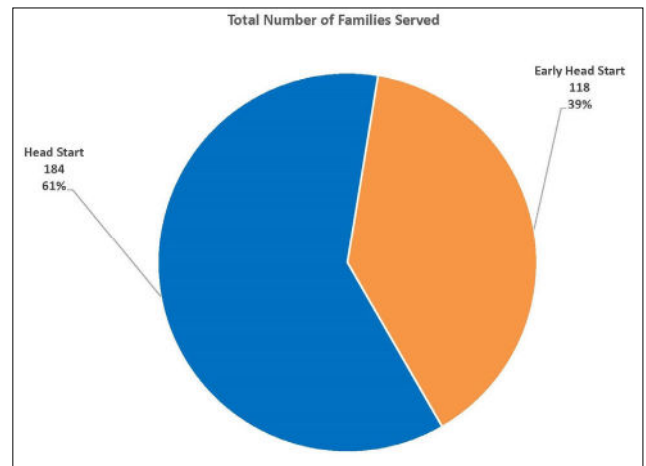
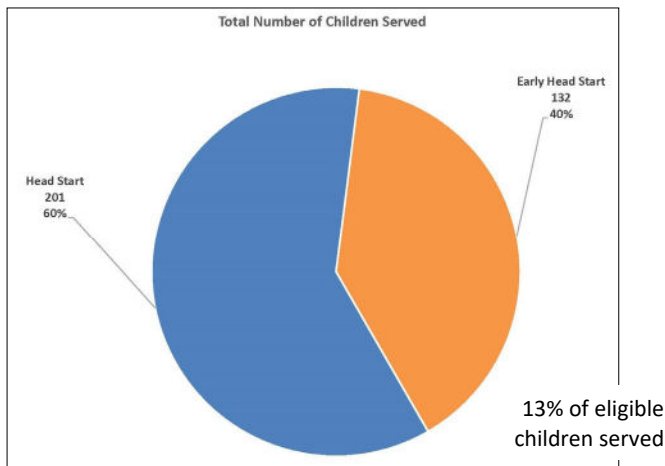
**Locations:** Bangor, Brewer, Dover, Dexter, East Millinocket, Lincoln, Old Town and Rockland

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.

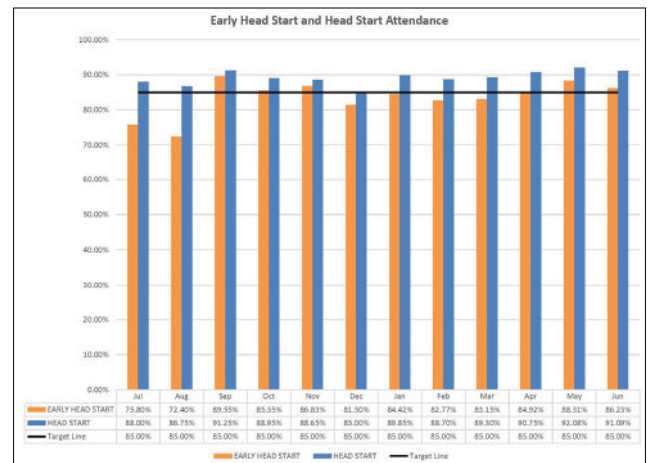
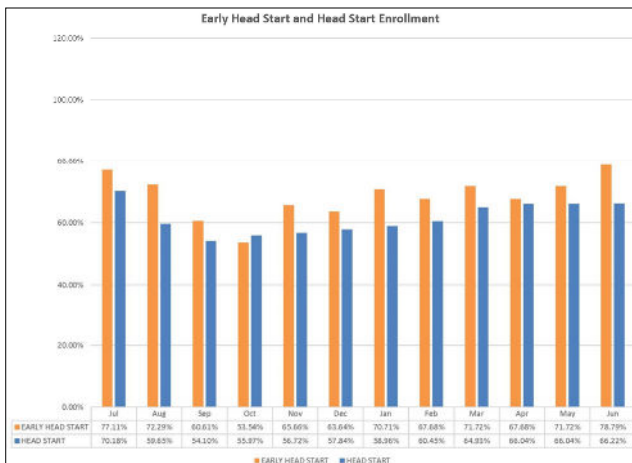


The effects of the COVID-19 Pandemic continued to be a significant challenge as the Pandemic entered a second year. These challenges were felt nationally across all Head Start programs. Classroom capacities were held to smaller numbers to ensure the safety of children and staff. Many families chose not to return or start children in care. Staffing challenges have resulted in fewer classrooms opened; and thereby fewer children and families served. Our Head Start Staff continue to meet these challenges with optimism and determination.

## Children and Families Served

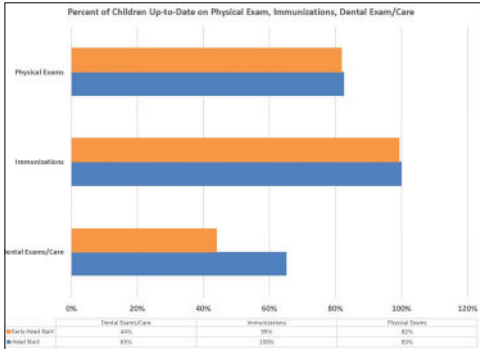


## Enrollment and Attendance



## Family Engagement, Health, Nutrition and Safety

The focus on Family Engagement has become an integral piece to the work that's done in Early Head Start and Head Start. Penquis Child Development 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. 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 COVID, centers have gotten creative with ways in which they have families involved including Zoom and Microsoft Teams virtual trainings, outdoor appropriately spaced meetings (weather permitting), and family activities such as scavenger hunts and planting.

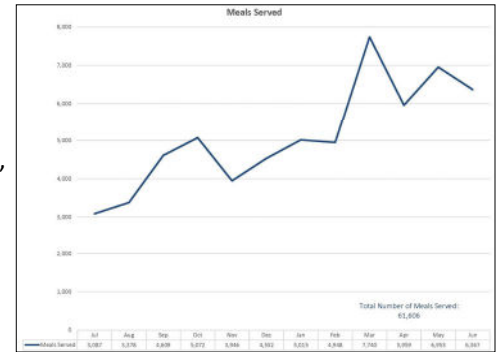


Center staff partner with families to establish dental and medical homes for their children. Despite resources not being fully available when the school year started, staff have worked diligently with families to keep children on track for their immunizations and physical health. Dental care availability 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.

Seven of our Penquis locations achieved the Gold Award from the Let's Go! 5-2-1-0 Program for the 2020-2021 year. A wonderful achievement as it demonstrates staff's work with children and families to eat well and be 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 61,606 meals from July 1, 2020 to June 30, 2021.



Staff continue to practice pandemic procedures for cleaning, masking wearing, social distancing, etc. Families have appreciated the extra precautions staff took to keep children safe. Quotes from the Family Survey: *"Feeling secure in our children's well-being while we focus on work and school. Thank you!"* *"The staff at my center was more than helpful during the past school year. They were always connecting even when centers were closed to check in on the children, even the one that no longer attended their center."* *"They helped with everything that our family has needed this past year. We are beyond grateful"*

## 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 program 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 first and 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 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%	0%	0%	0%	0%	0%	0%
Responding Later	0%	0%	0%	0%	0%	0%	0%
Exploring Earlier	8%	2%	1%	0%	2%	1%	0%
Exploring Middle	0%	0%	1%	3%	0%	0%	1%
Exploring Later	19%	11%	8%	13%	11%	10%	8%
Building Earlier	27%	24%	20%	28%	22%	20%	19%
Building Middle	25%	29%	25%	29%	21%	28%	24%
Building Later	18%	26%	29%	21%	26%	22%	24%
Integrating Earlier	3%	9%	18%	6%	9%	8%	15%

	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Cognition: Mathematics Development	Perceptual, Motor and Physical Development
Responding Earlier	5%	6%	6%	6%	12%	3%
Responding Later	11%	15%	16%	16%	13%	12%
Exploring Earlier	41%	23%	20%	20%	35%	18%
Exploring Middle	0%	0%	4%	0%	0%	2%
Exploring Later	26%	30%	20%	26%	23%	23%
Building Earlier	12%	20%	24%	21%	9%	29%
Building Middle	4%	3%	4%	6%	4%	5%
Building Later	1%	2%	1%	2%	2%	3%
Integrating Earlier	0%	1%	1%	0%	0%	1%

## Revenues and Expenditures

June 1, 2020 - May 31, 2021

<u>Revenues</u>		<u>Expenditures</u>	
Federal HS & EHS	\$ 4,550,407	Personnel & Benefits	\$ 4,199,722
State EHS	\$ 387,007	Travel Out of State	\$ 4
Federal DHHS Pass-Through	\$ 52,272	Space & Occupancy	\$ 429,203
Federal DOE Pass-Through	\$ -	Supplies	\$ 120,148
Partnership Revenue	\$ 514,077	Other	\$ 453,833
Other Income	\$ 125	In-Kind	\$ 487,170
Inkind HS & EHS	\$ 487,170	Indirect Cost	\$ 300,978
<b>Total Revenues</b>	<b>\$ 5,991,058</b>	<b>Total Expenditures</b>	<b>\$ 5,991,058</b>

### Monitoring Review

The Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of our Head Start and Early Head Start programs in April 2020. This was a phone/virtual review due to the pandemic. The OHS Monitoring Protocol Tool was used to gather information through interviews, observations and document reviews. There were no areas of concern, non-compliance or deficiencies noted in any of the areas of the review: Program Design and Management; Education and Child Development Program Services; Health Program Services; Family and Community Engagement Services; Eligibility, Recruitment, Selection, Enrollment, and Attendance Strategies; and Fiscal Infrastructure. 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, 2021. There was no noncompliance that was material to the financial statements.

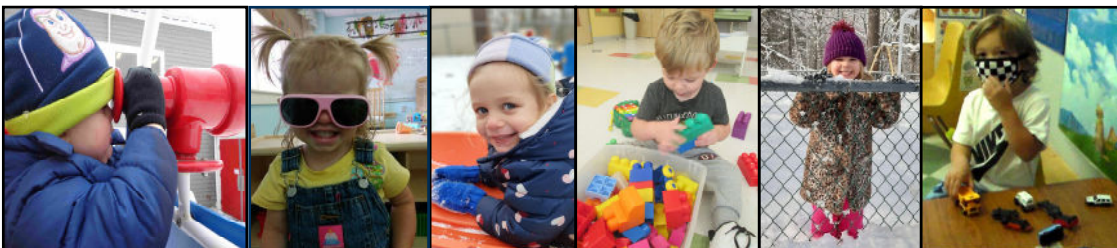
# NOW ACCEPTING APPLICATIONS

## 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 (Penquis-Dexter Pre-K)                      Dover (Morton Ave, SeDoMoCha Pre-K)  
East Millinocket (Katahdin Pre-K)                      Lincoln (Penquis-RSU 13 Pre-K)  
Old Town (Middle St)                                      Rockland (High St, South School)



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

*\*Not all ages served at every location.*