

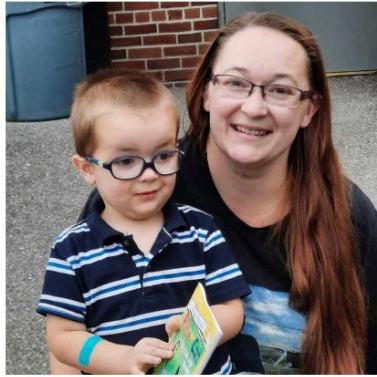


# PENQUIS

Head Start & Early Head Start

# ANNUAL REPORT

2024 2025



Dear Head Start and Early Head Start Community,

This report reflects our amazing work in the 2024-2025 school year, working with families, children and our community partners.

I'm very happy to report that our staffing is at an all-time high. This has been a work in progress over the past 3 years, and we are so fortunate to have the staff that we do. All our classrooms are open, another first in many years!

The construction of our Bright Beginnings Child Development Center is progressing steadily. It is so exciting to see the floor and walls go up, getting us closer to making this dream come to fruition.

As the school year came to an end in the Spring of 2025, we learned that RSU 13 had chosen to not partner with us for the upcoming school year. We were able to move our classroom from South School to our location at High St, where we serve Infants, Toddler, and Preschool age children. We also offer different models to meet the varied needs of families, including 6-hour care and full-time childcare. It has been several years since we were able to serve infants in the community.

We were asked by Brewer Community School to open a 4th classroom in their building. We were happy to add to this long, successful partnership. Our partnership with Opal Myrick school in East Millinocket, Ridgeview School in Dexter and Katahdin Higher Education in East Millinocket are strong.

We held our annual self-assessment in December. We looked back on our year, analyzed data from many areas, identified our successes and areas that we will strengthen over the next few years of our grant. It was wonderful to take time to see the successes and progress in our program goals that we set 2 years ago.

Our family engagement has greatly increased. Centers are doing fun, educational activities that families are attending. Our Policy Council is robust and interactive.

We completed a successful three-day FA1 (Focus Area 1) federal review in January of 2025. The reviewer specifically mentioned our system for enrollment and complimented us on how strong it is.

We will continue to work on full enrollment, and the other program goals that we have set for our program.

We look forward to next year; increasing partnerships, community, Penquis programs and most importantly the families in our community that we serve.

*I am extremely happy with how much my daughter has learned and how much she has grown this year. Her teachers are so wonderful with her. They are patient, calm, and loving each and every day. She always tells me how much she loves school. Thank you!*

- Family Survey Spring 2025



Head Start Director

## PENQUIS MISSION STATEMENT

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.



### MAIN OFFICE

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

### CLASSROOM LOCATIONS

#### Penobscot County

##### **Bangor:**

Davis Rd, EMCC, and Venture Way

##### **Brewer:**

Brewer Pre-K

##### **Dexter:**

Dexter Pre-K

##### **East Millinocket:**

Katahdin

##### **Old Town:**

Middle St

#### Piscataquis County

##### **Dover:**

Morton Ave

#### Knox County

##### **Rockland:**

High St

# EARLY HEAD START

## Children Served (ages 0-3):

151

## Families Served:

133

## Average Enrollment:

85% of funded enrolled (99)

## Average Attendance:

85%

## Eligibility:

*Income or Categorical Eligible: 138*

*Other Eligibility including Over-income: 13*

## Disability:

*# of children with an IFSP prior to this year: 18*

*# of children with a new IFSP this year: 3*

# HEAD START

## Children Served (ages 3-5):

186

## Families Served:

173

## Average Enrollment:

71% of funded enrolled (192)

## Average Attendance:

85%

## Eligibility:

*Income or Categorical Eligible: 160*

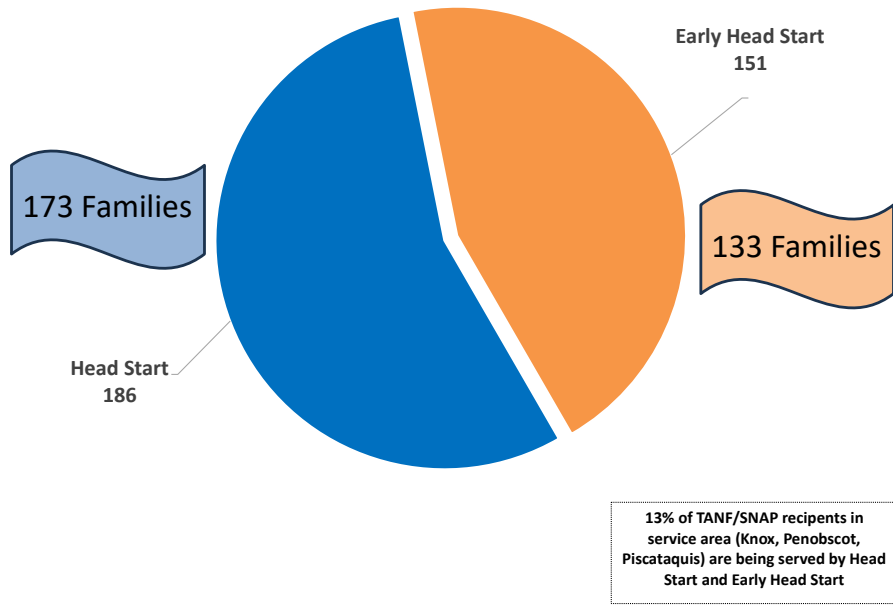
*Other Eligibility including Over-income: 26*

## Disability:

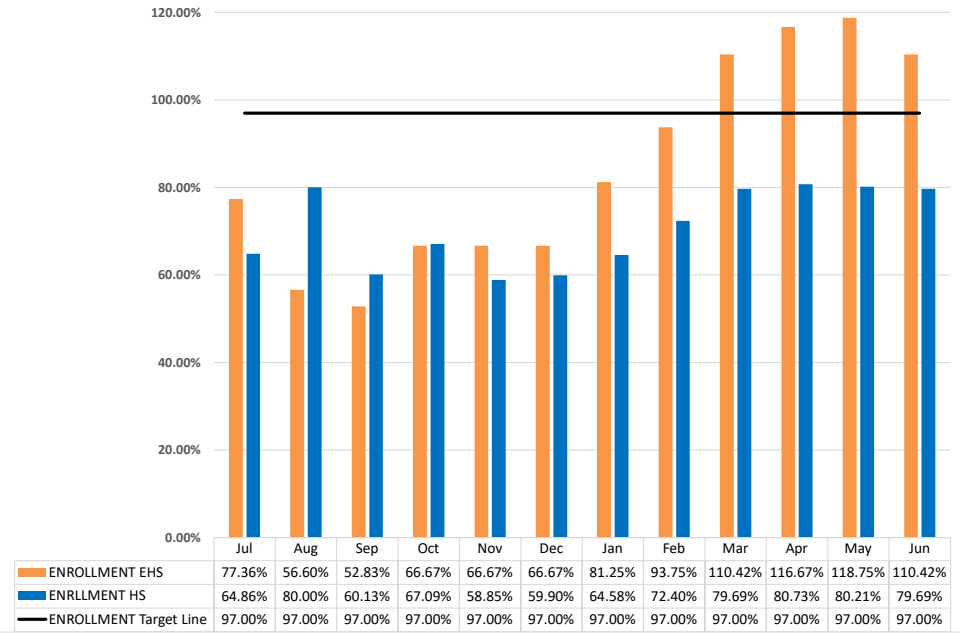
*# of children with an IEP prior to this year: 30*

*# of children with a new IEP this year: 5*

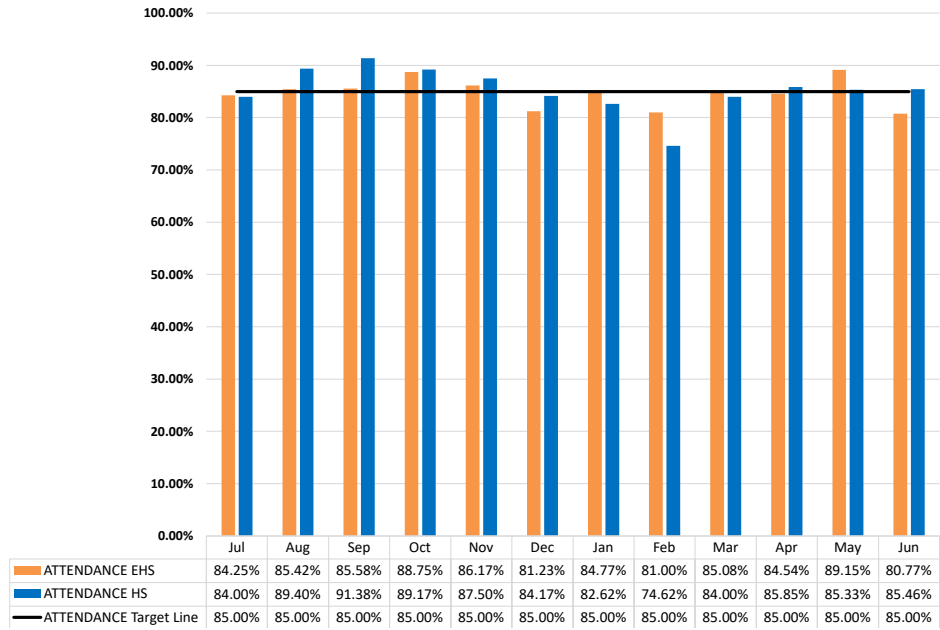
**Early Head Start and Head Start Children and Families Served**



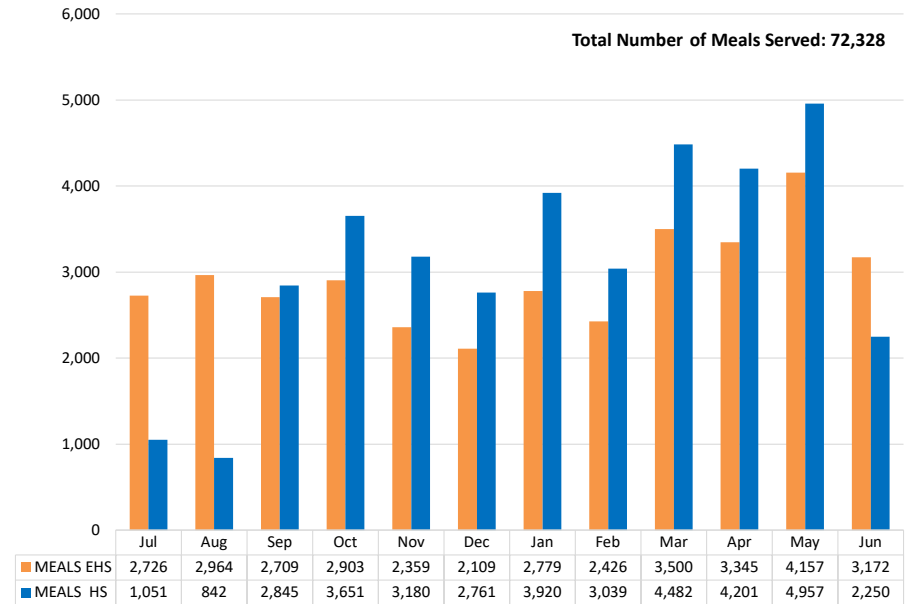
**Early Head Start (EHS) and Head Start (HS) Enrollment**



**Early Head Start (EHS) and Head Start (HS) Attendance**



**Early Head Start (EHS) and Head Start (HS) Meals**



# Family Engagement

The continued emphasis on Family Engagement is integral to the effectiveness of our Early Head Start and Head Start programs, informing both daily practice and long-term goals. Penquis has identified the need for a strong family and community engagement in Maine and has worked to create an integrated 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.

Our focus on Family Engagement has resulted in stronger participation at monthly family events held at local centers. Staff have been highly creative and intentional in planning a variety of activities that are fun and engaging for families. For the second year in a row, Spring 2025 family events had record attendance. Additionally, on our Spring 2025 Family Survey, 98% of families reported that staff encouraged them to attend and participate in family events and activities. Staff promote family engagement through purposeful, curriculum-aligned activities and by responding to families’ interests and requested topics. Family events this past year have included open houses, art shows, literacy events, pumpkin pie socials, outdoor snow play, gardening activities, and guest speakers including national presenters from Conscious Discipline. In the year ahead we will be implementing Conscious Discipline parenting curriculum to every monthly parent meeting.

## **Family Outcomes**

**Family Partnership Plan (FPP) - July 2024 to June 2025**

		Total # of FPPs Scored	Family Well-Being	Family Engagement in Transitions	Family Connections to Peers & Community	Family as Lifelong Learners	Families as Advocates & Leaders
<b>HS</b>	First FPP Score	80	3.56	3.36	3.55	3.89	3.82
	Second FPP Score	54	3.58	3.43	3.53	3.98	3.89
	Difference		0.02 ↑	0.07 ↑	-0.02 ↓	0.09 ↑	0.07 ↑

<b>EHS</b>	First FPP Score	64	3.42	3.41	3.4	3.84	3.73
	Second FPP Score	30	3.6	3.5	3.42	4.23	3.9
	Difference		0.18 ↑	0.09 ↑	0.02 ↑	0.39 ↑	0.17 ↑

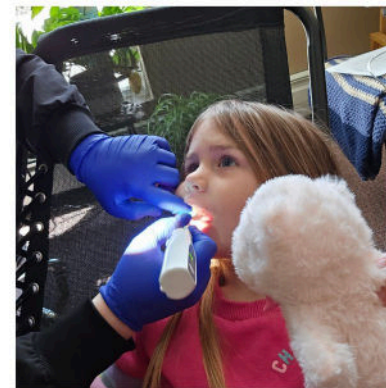
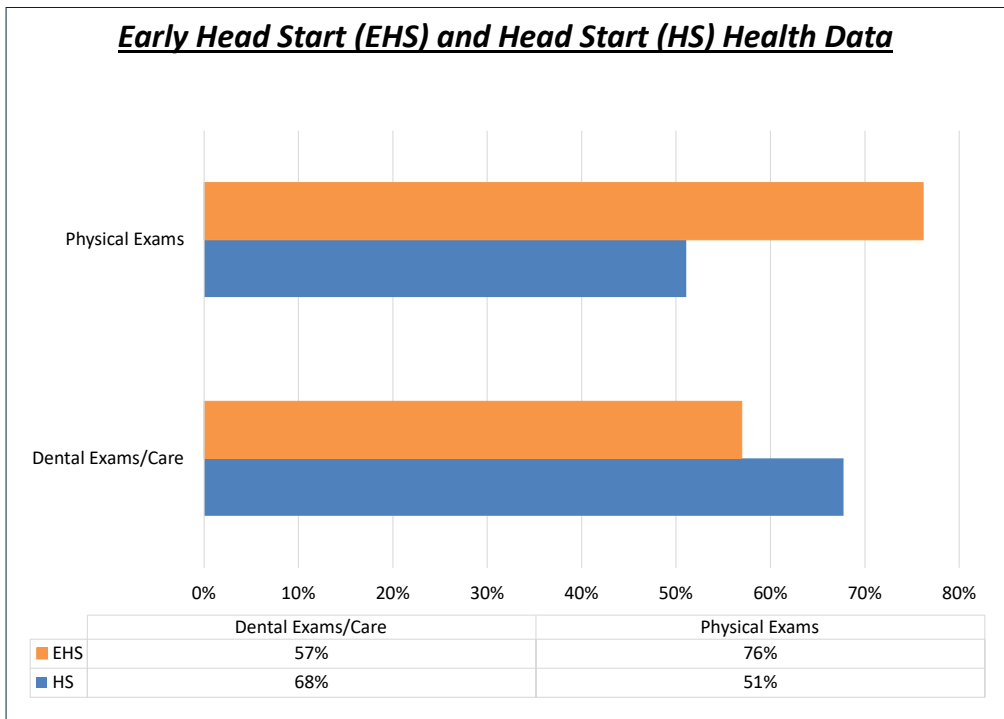
*We recently moved to Maine not too long ago, on short notice. My youngest was just starting school, and needless to say I was very worried about sending my love bug off to school for the first time. They made us feel so at ease and welcomed from the very beginning. I appreciate everything they have done for my family, a great deal.*

- Family Survey Spring 2025

# Health

Head Start/Early Head Start staff promote health and safety for all children and help families make connections about how their child’s physical health and development contribute to their success in school. Family support staff partners with families to ensure children are healthy and remain on track for their wellness visits in accordance with Maine’s Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) schedule.

The availability of oral health resources in our state continues to be a challenge as many practices have experienced staffing shortages for both Dentists and Hygienists. Center staff continue to work with families to establish a dental home for their child when services are available. Children enrolled in our center-based locations benefit from on-site dental services offered through our partnership with Mainely Teeth. Licensed dental hygienists provide comprehensive preventive care, including establishing a dental home, performing oral health screenings and cleanings, applying fluoride varnish, and completing teledentistry dental examinations to support ongoing oral health. (The Dental Hygienist records images of the child’s mouth and teeth for the dentist to review for examination.)



# Nutrition

All our Penquis locations partnered with Let's Go! 5-2-1-0 Program for the 2024 2025 school year. This is a statewide initiative focused on healthy eating and active living for children and families. The 5-2-1-0 message promotes: 5 servings of fruits and vegetables each day, 2 hours or less or screen time, 1 hour or more physical activity and 0 sugary drinks, encouraging water instead. Our staff work with children and families to promote healthy eating and being active each day.



Penquis continues to partner with the Child and Adult Care Food Program (CACFP) to provide balanced, nutritious meals for children within our care at seven locations. Additionally, we started serving snacks at non-CACFP sponsored locations. 78,995 total meals and snacks were served at 11 centers for 24-25 program year.

CACFP and Let's Go both promote healthy eating which helps children thrive physically and mentally. By promoting participation, it strengthens our community programs and promotes wellness throughout.

Healthy nutritious meals are prepared daily, encouraging fruits and vegetables, protein, milk and whole grains (MyPlate) as healthy choices to help support children's growth and learning. Our family style meal service helps children develop independence and healthy habits, as children learn to serve themselves, which builds confidence and fine motor skills. Family style meals service promotes social skills such as conversation and cooperation. As children and adults may have conversation about the foods provided and learn cooperation as they learn to serve and pass foods with other children/adults at the table. Family style meal service also provides an opportunity for supporting healthy eating habits as children are more likely to try new foods when they see others enjoying them.

**5210 Every Day!**

Follow the 5210 message to a healthier you.

**5** or more fruits & vegetables

- Try new fruits and vegetables multiple times.
- A meal is a family affair—have the family help plan meals.
- Frozen and canned are just as nutritious as fresh.

**2** hours or less recreational screen time

- Keep TV and computer out of the bedroom.
- No screen time under the age of two.
- Turn TV off during meal time.
- Plan your TV viewing ahead of time.

**1** hour or more of physical activity

- Let physical activity be free, easy and fun!
- Take a family walk.
- Turn on the music and dance.
- Use the stairs.

**0** sugary drinks, more water & low fat milk

- Drink water when you are thirsty. It's the #1 thirst quencher!
- Keep a water bottle on hand.
- Put limits on 100% juice.



# Education and School Readiness

School readiness goals have been established in the domains of language and literacy, cognition, 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, life-long 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 all our Head Start Preschool and PreK classrooms, we implement the PreK for ME curriculum, and in our Early Head Start classrooms we implement the Creative Curriculum for Infants, Toddlers and Twos.

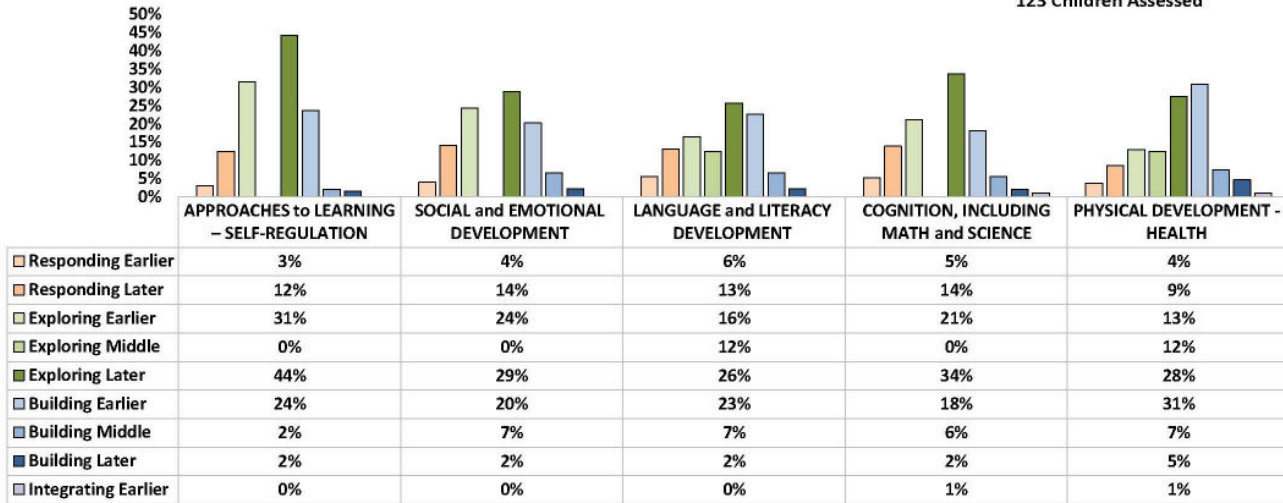
## ***Head Start Early Learning Outcomes Framework: Ages Birth to Five***

	Central Domains				
	Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perceptual, Motor, and Physical Development
Infant / Toddler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
Preschooler Domains	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

# Educational Assessment Outcomes

## EARLY HEAD START - EDUCATION ASSESSMENT RESULTS - SPRING 2025

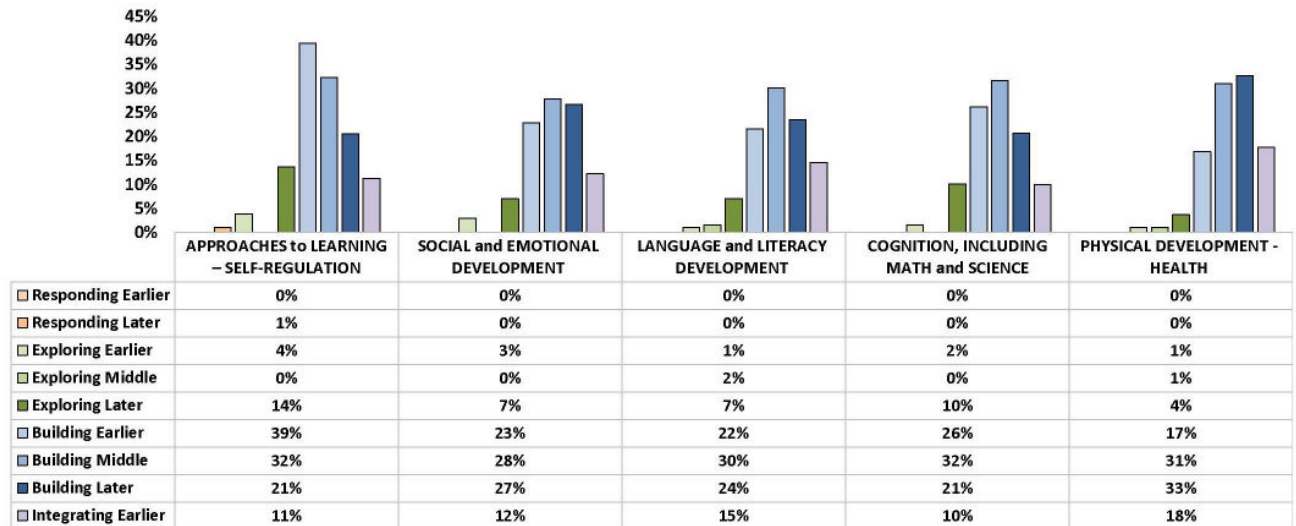
123 Children Assessed



\*Percentages may not add up to 100% for the time period as some children not assessed for every measure.

## HEAD START - EDUCATION ASSESSMENT RESULTS - SPRING 2025

136 Children Assessed



\*Percentages may not add up to 100% for the time period as some children not assessed for every measure.

# Revenues and Expenditures

<b>Federal Early Head Start / Head Start</b>	
<b><u>Revenues</u></b>	
Federal HS & EHS	\$ 6,206,543
State EHS	\$ 996,796
Federal DHHS Pass-Through	\$ -
Federal DOE Pass-Through	\$ -
Partnership Revenue	\$ 498,859
Other Income	\$ 1,325
Inkind HS & EHS	\$ 197,928
<b>Total Revenues</b>	<b>\$ 7,901,451</b>
<b><u>Expenditures</u></b>	
Personnel & Benefits	\$ 5,624,568
Travel Out of State	\$ 326
Space & Occupancy	\$ 816,632
Supplies	\$ 122,050
Other	\$ 743,733
In-Kind	\$ 192,364
Indirect Cost	\$ 401,778
<b>Total Expenditures</b>	<b>\$ 7,901,451</b>

## Financial Audit Results

The independent certified public accounting firm of Wipfli 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, 2024. There was no noncompliance that was material to the financial statements and the auditor’s opinion is *unmodified*, however there were audit findings identified that were required to be reported in the audit report.

## ACF/OHS Monitoring Review

The Administration for Children and Families (ACF) Office of Head Start (OHS) conducted a Focus Area One (FA1) monitoring review of our Head Start and Early Head Start programs in January 2025. This was a virtual review. The OHS Monitoring Protocol Tool was used to gather information through interviews, and document reviews. We were found to have zero areas of non-compliance or deficiency. However, we did have one area of concern as it relates to children’s oral health status care due to the lack of dental homes in our service area for young children.