



ALGER-MARQUETTE  
**COMMUNITY ACTION**  
HELPING PEOPLE • CHANGING LIVES

**CAAM EARLY CHILDHOOD EDUCATION**

**HEAD START**

**EARLY HEAD START**

**GREAT START READINESS PROGRAM**

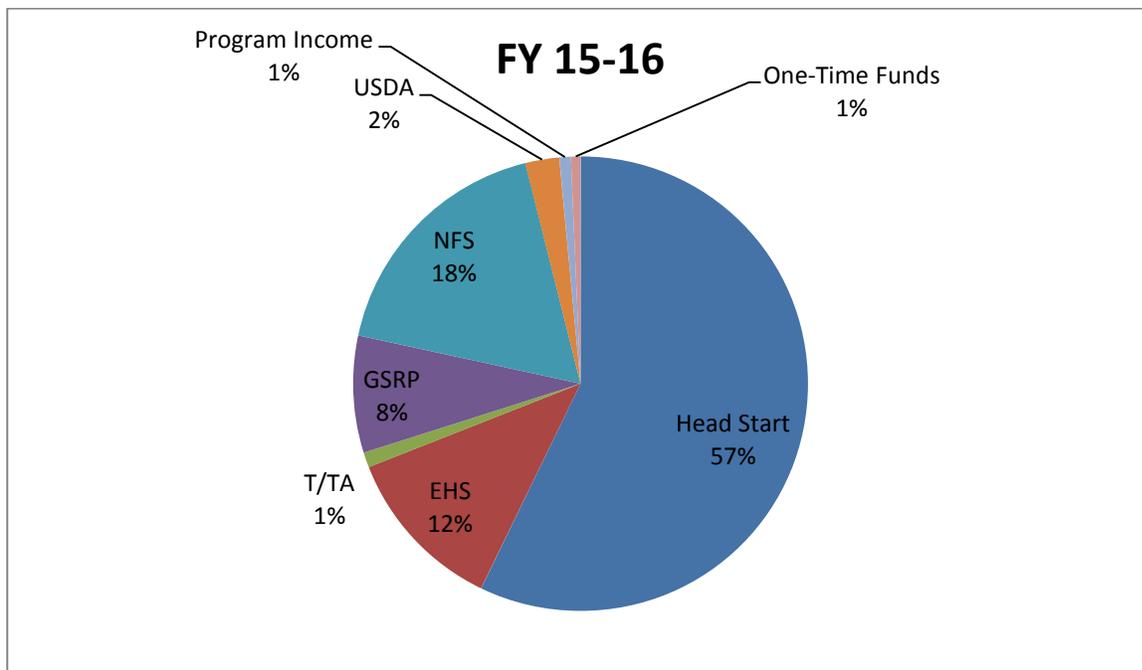
**ANNUAL REPORT**

**OCTOBER 2016**

The Alger Marquette Community Action Board (d.b.a. Community Action Alger Marquette, or CAAM) Early Childhood Education component provides birth through age 5 services to pregnant women, children and their families through a combination of Early Head Start, Head Start, Great Start Readiness Program and contracted programs. These programs offer home-based or center-based comprehensive services to families in Alger and Marquette Counties.

**A. FUNDING**

The funding for the 2015-16 Fiscal Year came from a combination of Federal Grants and Program Revenue. The total Federal Grant for Head Start was \$2,065,441. Early Head Start funding was \$427,089. These amounts include a 1.8% COLA award. The program also received a one-time supplemental award of \$24,622 to cover repairs to one of the early childhood facilities. Head Start and Early Head Start had a total of \$38,280 in Training and Technical Assistance (T/TA) funds. The Non-Federal Share (In-kind match) for Head Start and EHS was \$638,859, or 20% of the total federal funding. The contract with MARESA to provide the Great Start Readiness Program was \$300,356. The program received reimbursement in the amount of \$87,345 from the USDA for the food program. Program income in the amount of \$29,232 was received from various contracts. The graph below shows the percent of the funds for the year.



## Budget

The budget expenditures for the Federal grants were allocated to seven major Program Operations categories. The highest percentage of each budget went to the Salary and Benefits. The table below compares the budget from FY15-16 to the proposed FY16-17 budget.

Category	HS FY15-16	HS FY16-17	EHS FY15-16	EHS FY16-17
<b>Personnel</b>	\$1,127,483	\$1,182,977	\$221,462	\$227,493
<b>Fringe Benefits</b>	\$432,362	\$417,201	\$79,293	\$72,684
<b>Travel</b>	\$0	\$0	\$2,000	\$2,000
<b>Equipment</b>	\$0	\$10,840	\$0	\$0
<b>Supplies</b>	\$23,629	\$29,366	\$9,301	\$14,982
<b>Contractual</b>	\$236,750	\$219,881	\$41,800	\$45,823
<b>Other</b>	\$208,696	\$205,176	\$65,681	\$64,107

## B. REVIEW AND AUDIT RESULTS

### 1. Office of Head Start's Aligned Monitoring System

Under the OHS Aligned Monitoring System, CAAM was reviewed in two of the five monitoring areas during the 2015-16 program year.

The first review was in School Readiness and Comprehensive Services, completed in November 2015. The results of that review determined the program had no areas of noncompliance.

The second review event, Leadership, Governance, and Management Systems took place in March 2016. The results of the review found there were two areas of noncompliance involving the engagement of the Policy Council. Those areas were addressed within the timeframe required.

### 2. Financial Audit

CAAM's audit for the fiscal year ended 9/30/15 was completed on May 06, 2016.

- On its general purpose financial statements, CAAM received an unqualified opinion.
- On its audit report on Federal programs, and compliance for major programs, CAAM received an unqualified opinion.
- No financial statement findings were reported.
- Two federal award findings and questioned costs were reported.

- In Head Start, the final Federal Financial Report SF-425, was submitted after the due date. A tracking system was put in place to ensure the oversight will not occur in the future.
- In SSVF, one client file did not contain income eligibility verification. The agency implemented a checklist to ensure all documents are obtained and the oversight will not occur in the future.

## C. ENROLLMENT

### 1. Head Start

In the 2015-16 program year, a total of 304 children and 279 families were served in Head Start. Of these children, 70% were income eligible. Ten percent were categorically eligible (Foster Child, TANF, or Homeless), 11% were eligible in the 100-130% category, and 9% were over income.

### 2. Early Head Start

In the 2015-16 program year, a total of 57 children and 56 families were served in Early Head Start. Of these children, 68% were income eligible. Twenty percent were categorically eligible and 7% were in the 100-130% category, and 5% over-income children were served.

### 3. Average monthly enrollment

The following table represents the average monthly enrollment as a percentage of funded enrollment.

<b>Month</b>	<b>% of HS funded enrollment</b>	<b>% of EHS funded enrollment</b>
<b>October 2015</b>	100%	100%
<b>November 2015</b>	100%	100%
<b>December 2015</b>	100%	100%
<b>January 2016</b>	100%	100%
<b>February 2016</b>	100%	100%
<b>March 2016</b>	100%	100%
<b>April 2016</b>	99%	100%
<b>May 2016</b>	98%	100%
<b>June 2016</b>	Not operational	100%
<b>July 2016</b>	Not operational	100%
<b>August 2016</b>	Not operational	100%
<b>September 2016</b>	100%	100%

#### 4. Enrollment by Center

The following table represents the enrollment by Center for the 2015-16 program year.

Center	Location	# Head Start enrolled	# EHS enrolled (home based)	#GSRP enrolled
<b>Aspen Ridge</b>	Ishpeming	18	N/A	N/A
<b>Brookton</b>	Marquette	37	11	16 full day
<b>Country Lane</b>	Ishpeming	N/A	11	16 Full/14 half
<b>Greenwood</b>	Ishpeming	73	N/A	N/A
<b>Gwinn</b>	Gwinn	75	11	10 half day
<b>Jacobetti</b>	Marquette	40	N/A	N/A
<b>Munising</b>	Munising	16	7	N/A
<b>Silver Creek</b>	Harvey	18	N/A	N/A
<b>Superior Central</b>	Eben Junction	7 HS/GSRP blend	N/A	5 full day

#### D. HEALTH SERVICES

During the 2015-16 program year, 93% of Head Start children were up-to-date on EPSTD requirements at the end of the year. This was a decrease of two percent over the previous year. For Early Head Start, 93% of children were up-to-date on EPSTD at the end of the year. This was the same as the previous year. In Head Start, 89% of children received a dental exam. This is a ten percent decrease over the previous year. In Early Head Start, 99% of children were up-to-date on EPSTD requirements for oral health care. This is a nine percent increase over the previous year.

#### E. KINDERGARTEN PREPARATION EFFORTS

In the area of School Readiness, CAAM had the following Goals for the 2015-16 program year:

##### **Head Start School Readiness Goals**

- I. **Literacy Knowledge & Skills**-Children will develop book knowledge and appreciation; demonstrate pre-reading skills, and basic alphabetic knowledge. Children will develop writing skills to communicate and express themselves.

- II. **Language Development**-Children will grow in their capacity to use effective verbal communication, phonological awareness, and comprehension skills.
- III. **Logic and Reasoning**-Children will use a variety of strategies to solve problems.
- IV. **Mathematics Knowledge & Skills**-Children will begin to develop an understanding of numbers, and simple mathematical processes such as measurement and geometry.
- V. **Science Knowledge & Skills**-Children will explore their natural and physical world, and begin to use the scientific process of predicting/experimenting/drawing conclusions.
- VI. **Social Studies Knowledge & Skills**-Children will demonstrate an understanding of family roles and the characteristics of their community.
- VII. **Physical Development & Health**-Children will develop appropriate fine and gross motor skills, and will demonstrate healthy behaviors.
- VIII. **Social & Emotional Development**-Children will develop relationships, recognize emotions, and demonstrate conflict resolution skills.
- IX. **Creative Arts Expression**-Children will explore art materials, music, movement, and pretend play.
- X. **Approaches to Learning**-Children will demonstrate initiative in exploration, and persistence in problem solving.

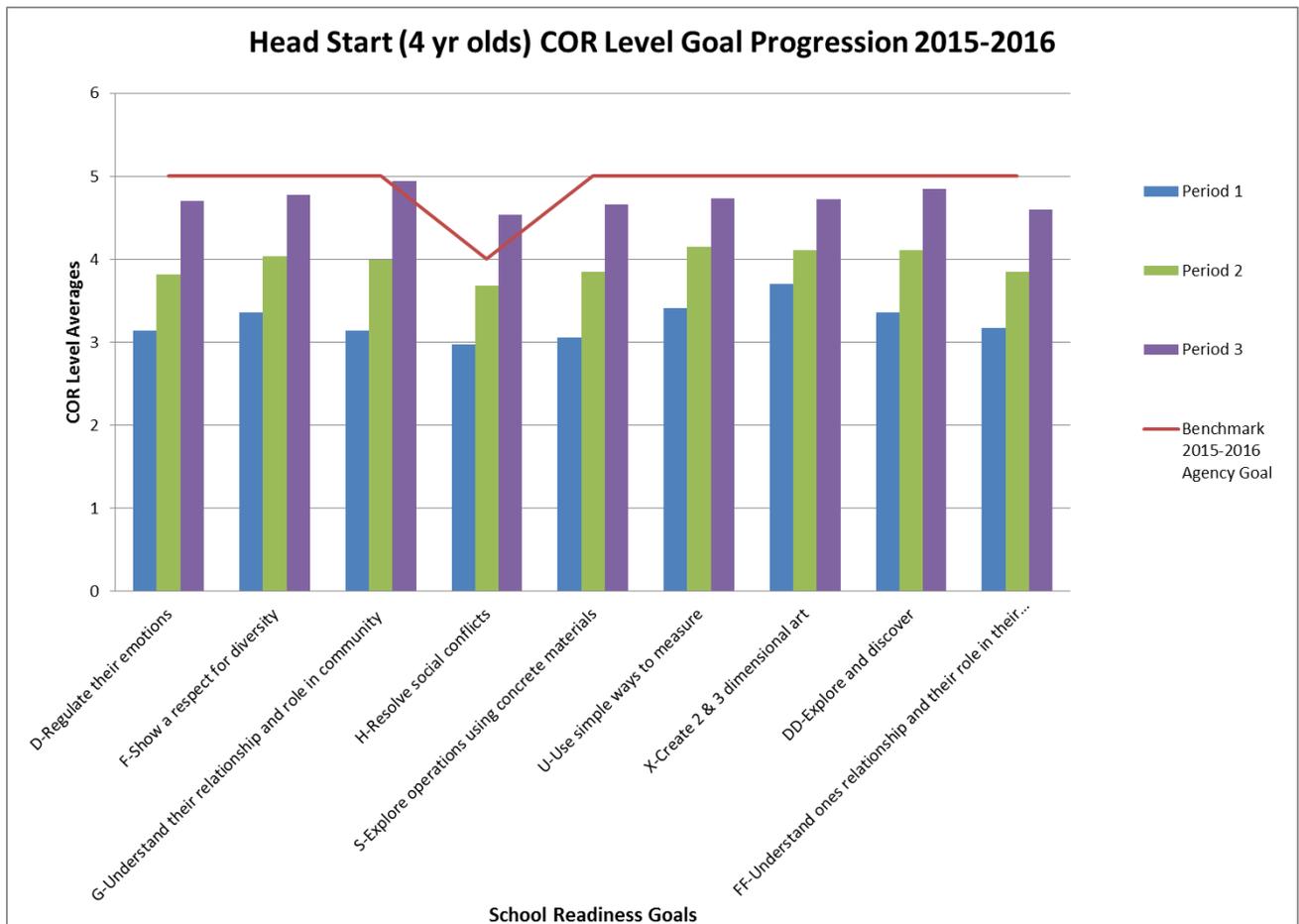
### **EARLY HEAD START SCHOOL READINESS GOALS**

- I. **Language and literacy**- Infants and toddlers show progress in listening and responding, communicating interests nonverbally, and participating in give and take communication, speaking, writing, and showing interest in stories, rhymes, and songs.
- II. **Cognition and general knowledge**- Infants and toddlers begin to understand the world around them, explore objects, space, time, numbers, and categories. Begin to develop number understanding.
- III. **Approaches to learning**-Infants and toddlers learn to form relationships by understanding that the self is separate from others, make decisions and choices, solve problems, and learn self- help.
- IV. **Physical well -being and motor development**-Infants and toddlers show progress in moving their body through gross and fine motor, moving with objects, moving to music, and physical health.
- V. **Social emotional development**- Infants and toddlers learn to form relationships, relate to other children, express and respond to other’s feelings, regulate self and relate to unfamiliar adults.

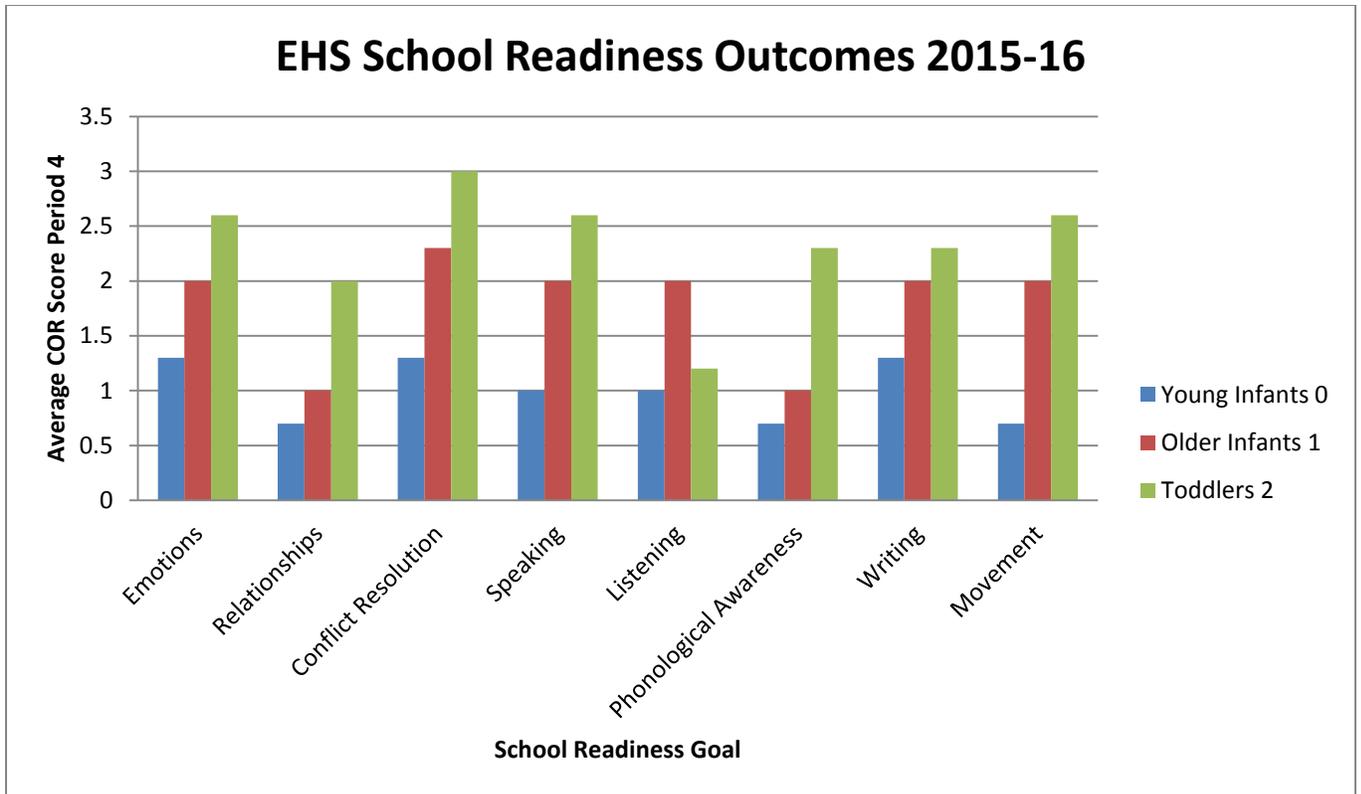
New benchmarks for Head Start and Early Head Start were set for the 2015-16 program year, based on the appropriate level in the COR child assessment that corresponds to the School Readiness Goal. The staff also received training in the COR assessment program, to increase their accuracy in scoring children.

The agency also convened a School Readiness committee in May 2016 to update the program School Readiness Goals in alignment with the new Head Start Early Learning Outcomes Framework. The new goals were written for all children, birth to age five. They will be implemented in the 2016-17 program year.

School Readiness goal attainment for four-year olds transitioning out of the program is shown in the graph below. While the benchmark was not met in most of the areas, the overall scores for four-year olds were considered in the “school ready” range by the COR assessment.



School Readiness goal attainment at the end of the program year for Early Head Start children is shown in the graph below. Children in all age groups met or exceeded the benchmark score on the COR Assessment.



## F. PARENT INVOLVEMENT ACTIVITIES

Parents are offered a variety of opportunities to become involved in the early childhood education program. Each classroom elected a representative to serve on the Policy Council. The members received an orientation in October and then the PC met monthly. Policy Council members followed the Performance Standards and Head Start Act duties including approval of the hiring and termination of employees, approval of the budget and grant application, and Selection policies. Two PC members were elected to represent CAAM at the Michigan Head Start Association Assembly Meetings. Parents are also included on the Health & Disabilities Advisory Committee, Self-Assessment Team and Curriculum committee.

Parents are also encouraged to become involved with their child's education during the program. Teachers meet with parents on home visits to discuss individualized education goals. Parents are given information on how they can help reduce the achievement gap by working with their child, and weekly Parents Are the Best Teacher's activities are sent home. Parents were encouraged to pick a regular time to come into the classroom and volunteer, or to be on the paid sub list.

Each Head Start center offered monthly parent activities. In addition, there were parent involvement opportunities open to all enrolled families across the agency, such as Fatherhood Events and local trainings or conferences. Additional training information was provided in the

monthly ECE newsletter, Tykelines. Below is a list of activities offered during the 2015-16 program year.

September 2015	Parent orientation; Pedestrian Safety, Center business meetings
October 2015	Volunteer Training; Pumpkin carving; Block Party; Dental Literacy; Child Safety; Parenting Awareness Conference
November 2015	Nutrition/IMIL training; Money Saving Tips/budgeting; Fatherhood Trail Hike; Conscious Discipline; Hot Spot at the NMU Dome
December 2015	Holiday gatherings; Budgeting; Nutrition workshop; Hot Spot at PWPL; Stress Relieving; Conscious Discipline
January 2016	Sledding; Budgeting; Nutrition; Health Care Institute
February 2016	Fatherhood Kaleidoscope Fair; Bowling; Fitness/IMIL; Health Care Institute; Disabilities training; Saving Techniques; Jacobetti Skills Center Open House
March 2016	Language/Literacy Night; Money Matters;
April 2016	10 Steps to Positive Discipline; Bowling; Dental Literacy; Care Clinic; Fatherhood at Children's Museum; IMIL;
May	Block Party at Lakenenland; End of Year celebrations