

Montcalm Area ISD Preschool Annual Report 2023-2024



Montcalm Area Intermediate School District
621 New Street, PO Box 367, Stanton, MI 48888



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Acronym List

ASQ-3	Ages & Stages Questionnaire-3 rd Edition
BOQ	Benchmarks of Quality
CLASS	Classroom Assessment Scoring System
DEC	Division for Early Childhood
DECA	Devereux Early Childhood Assessment
EC	Early Childhood
ECC	Early Childhood Contact
ECSE	Early Childhood Special Education
ECS	Early Childhood Specialist
EHS	Early Head Start
EPSDT	Early and Periodic Screening, Diagnosis, and Treatment
GSRP	Great Start Readiness Program
HS	Head Start
ICP	Inclusive Classroom Profile
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
MAISD	Montcalm Area Intermediate School District
MTS	My Teaching Strategies
MTSS	Multi-Tiered System of Supports
PBS	Positive Behavior Support
PELI	Preschool Early Literacy Indicator
PQAr	Program Quality Assessment Revised
TPOT	Teaching Pyramid Observation Tool



Executive Summary

The Great Start Readiness Program (GSRP) is a state funded preschool program for four-year-olds that is coordinated by local ISD's. GSRP programming supports the development of young children through partnering with parents. GSRP programming acknowledges children must be educated with a whole child view. Children in the program are developing their mind, body, and social emotional capacity. GSRP programming strives to support parents and students in all areas. GSRP also recognizes parents are their children's first and best teachers. GSRP is a holistic approach to kindergarten readiness for four-year-old children. Recently GSRP was ranked as one of the highest quality programs by National Institute for Early Education in the country.

In Montcalm County, GSRP is coordinated by the Montcalm Area Intermediate School District (MAISD). The MAISD provides services, programs, and support to all the local school districts within Montcalm County. The MAISD also operates four facilities serving students in the areas of special education, general education, and career technical education. Facilities include the Seiter Education Center in Greenville, Montcalm Area Career Center in Sidney, H.O. Steele Education Center in Fenwick, Montcalm Transition Center in Stanton, and the Helen L. Hamler Administration Building in Stanton.

The MAISD:

- The MAISD offers center-based programs and programs within local districts supporting more than 1,800 students aged from birth to age 26 years old. These programs include education services for Autism Spectrum Disorder, Emotional Impairment, Cognitive Impairment, Hearing Impairment, Early Childhood Identification services, and Early Childhood Special Education (SE) for Birth to Three Years Old. The MAISD also offers Early College and career tech opportunities. MAISD actively engages in early intervention through Early On and Great Start programming. These programs serve over 157 families each year in Montcalm County.
- Operates the Montcalm Area Career Center serving juniors and seniors attending Montcalm County schools with career technical education programs, serving 308 students in 2023-24. All programs have articulation agreements allowing students to earn free college credits.
- Operates Early College program that services students who are 10th grade high school students, services students in the seven local school districts, serving 60 students in 2023-24.
- Provides a technology infrastructure, which supports local district systems, allows for curriculum integration, and provides an outstanding foundation of assistive technology to meet individual learning needs.
- Offers a broad spectrum of services in the areas of general education including curriculum, instruction, and professional development as well as school safety, truancy, pupil accounting, and business and finance. All departments provide support and facilitation for local district collaboration.
- Supports the evidenced-based Great Start Readiness Programming (GSRP) for four-year-old preschool opportunities. There are eight sub-recipients that include all seven school districts, and one community-based organization.

In the 2023-24 school year, the MAISD received funding for 418 GSRP students. This was an increase from the 389 children served in 2022-2023. We were able to increase our number of GSRP classrooms within the MAISD through partnerships all programming was used to support school day programming. Slots were all used for the school day programming. GSRP targets families who have identified risk factors that may interfere with their child's educational success. The priority risk factor is defined as income at or below 250% of the federal poverty level. Other risk factors are defined by Michigan legislation; there are seven risk factors total for eligibility.

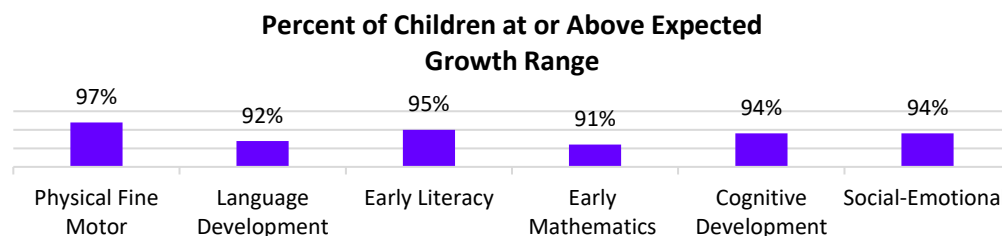
In 2023-24 we continued to focus on educating our preschool children with whole child support. We continue to problem solve and learn from the COVID pandemic to serve children in the highest quality programming. Michigan legislation included language that said 30% of allocated slots must be bid out to private providers so they can operate GSRP. Due to COVID-19, in 2019 the MAISD lost its only eligible community-based organization (CBO). In 2021-22 CBO opportunities were offered to our only eligible options, however most eligible parties continued to decline interest in participating. In January of 2023 we were able to develop a new partnership with one eligible CBO. We continued to invest in building that CBO partnership in the 2023-24 school year.

All preschool children are served in a licensed, center-based option. Great Start to Quality improvement system through the State of Michigan. Programs are encouraged and supported (with resources, guidance, and coaching) to continue to reflect on their practices.

1. Enhancing Quality – Set goals and receive coaching and consultation for validation
 - 4 out of 11 buildings are under this improvement system
2. Enhancing Quality-Validated – Complete validation and prepare for on-site observation
 - 2 out of 11 buildings are under this improvement system
3. Reflection On Quality – Use quality indicators to reflect on program quality
 - 1 out of 11 buildings are under this improvement system
4. Demonstrating Quality – Meet threshold scores during on-site observation
 - 2 out of 11 buildings are under this improvement system
5. Maintaining Health and Safety Quality- Licensed childcare in Michigan, that has not started the quality improvement process or has an expired quality level
 - 2 out of 11 buildings are under this improvement system

In 2023-24, there were twenty-five classrooms directly operated by seven sub-recipients, one Community Based Organization (CBO) GSRP classroom operated by Huntley’s Clubhouse, and the other 24 classrooms were operated by seven local school districts. Children attend class four days per week during a typical school day throughout the school year and receive two home visits during the school year. One local school district and our CBO allocated the five day a week GSRP option with success. The majority of GSRP programs in the MAISD ran school day operations last year, which helped to support working parents in our identified childcare deserts. In the 2023-24 school year over 1,083 joint recruitment applications were processed.

All children are screened within the first five days of enrollment using the Ages and Stages Questionnaire (ASQ-3). This tool covers six areas of development and generates a report letting staff and parents know if a child is typical, needs monitoring, or needs a referral for further evaluation in each area. For ongoing assessment information, the staff uses My Teaching Strategies (MTS). This allows staff to continue to assess and level a child’s progress in all areas of development. GSRP teachers provide additional referral and resource information for the identified needs of their families. The curriculum that is used in all GSRP classrooms is Creative Curriculum, and My Teaching Strategies (assessment tool).



Preschool experiences can be the most critical in a child’s education and can influence future learning. Family background, cultural lifestyle, experiences, and learning expectations all play a role in how

teachers interact with children. GSRP teachers reflect on their practices in an ongoing manner and participate in regular professional development provided by the MAISD. GSRP staff and the MAISD are dedicated to supporting children in kindergarten ready. Last year 37 plus hours of face-to-face professional learning opportunities were offered by the MAISD to GSRP teaching teams. The MAISD provided virtual professional learning opportunities for a total of 9 hours for CLASS and Curriculum support. Social Emotional Learning, and math professional development continued to be priority areas for 2023-24. Working with teaching teams to support literacy training and math competency is reflected in our student growth data. The data above reflects growth in all five areas from previous years. The overall benchmark of 80% of students meeting or exceeding learning objectives was met by all classrooms within the MAISD in the 2023-24 school year.

Program Information

The data represented in this selection is gathered throughout the program year using Drop Box Online CLASS assessment, and My Teaching Strategies assessment database system. Data review teams met quarterly (3x a year) as a classroom team, a district team, and MAISD team to review child, classroom, and district progress. 23 parents participated in the data review process.

Enrollment

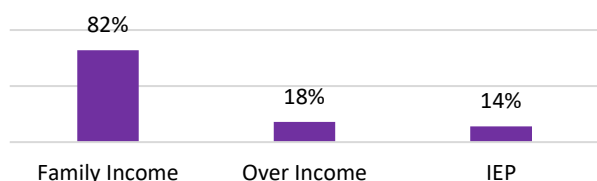
The total cumulative enrollment for the 2023-24 was 418 Children. This is an increase from previous years (2022-23 enrollment of 389 children and in 2020-21 of 346 children enrolled and completed).

Type of Eligibility

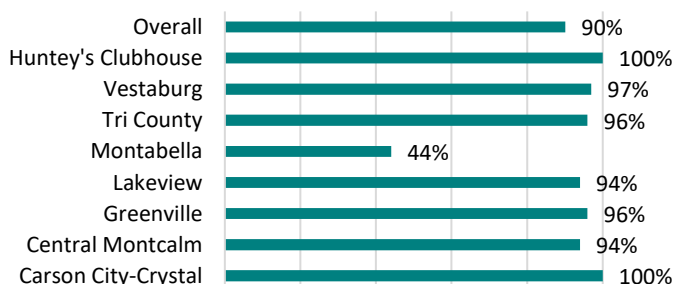
1. **Low family income**- Equal or less than 250% of federal poverty level
2. **Diagnosed disability or identified development delay**- Child’s developmental progress is less than that expected for his/her chronological age, or chronic health issues cause development or learning problems
3. **Severe or challenging behavior**- Child has been expelled from preschool or childcare center
4. **Primary home language other than English**- English is not spoken in the child’s home; English is not the child’s first language
5. **Parent/guardian with low educational attainment**- Parent has not graduated from high school or is illiterate
6. **Abuse/neglect of child or parent**- Domestic, sexual, or physical abuse of child or parent; child neglect issues
7. **Environmental risk**- Parent loss due to death, divorce, incarceration, military service, or absence

*Legislation changed the State of Michigan Law for 2022-23 only that states that no more than 15% of eligibility can be used for over-income slots (this includes children with IEPs). The MAISD received a waiver for slots to exceed 15% in 2022-23.

MAISD GSRP Children Enrolled by Type of Eligibility
(equal or less than 250% of Federal Poverty Level)



Working Families by Sub Recipient



School Readiness Goals

School Readiness at the federal level is defined as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. GSRP strives to support the same concept in defining kindergarten readiness. **The GSRP approach to school readiness is children are ready for school, families are ready to support their children's learning, and schools are ready for children.**

Office of Great Start Goals:

1. Children are born healthy.
2. Children are healthy, thriving, and developmentally on track from birth to third grade.
3. Children are developmentally ready to succeed in school at the time of school entry; and
4. Children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

2023-24 Year-End Data:

Language and Literacy:

- ◆ Children will engage with print (e.g., stories and books) appropriately. **92% of MAISD GSRP preschools are meeting or exceeding this objective.**
- ◆ Children will hear, distinguish, and identify the sounds of rhymes of language. **95% of MAISD GSRP preschools are meeting or exceeding this objective.**

Cognitive:

- ◆ Children will use all their senses to investigate their environment, to discover what objects and people do, how things work, and how they make things happen. **94% of MAISD GSRP preschools are meeting or exceeding this objective.**

Math:

- ◆ Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information. **91% of MAISD GSRP preschools are meeting or exceeding this objective.**

Physical Well Being and Motor Development:

- ◆ Children will learn and begin to demonstrate healthy and safe habits. **97% of MAISD GSRP preschools are meeting or exceeding this objective.**

Approaches to Learning:

- ◆ Children will demonstrate persistence in learning and discovery. **92% of MAISD GSRP preschools are meeting or exceeding this objective.**
- ◆ Children will learn and use words to describe what they are thinking and doing. **96% of MAISD GSRP preschools are meeting or exceeding this objective.**

Social-Emotional Development:

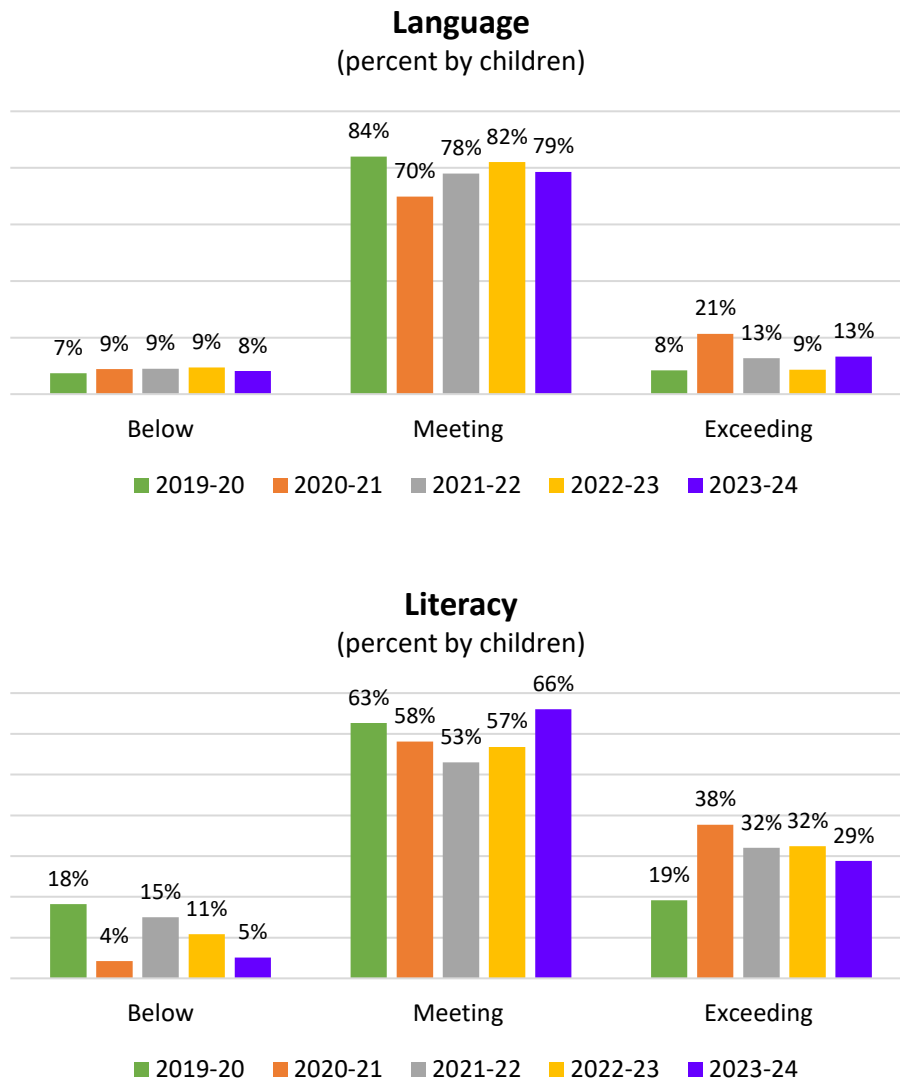
- ◆ Children will develop and engage in positive relationships and interactions with adults. **94% of MAISD GSRP preschools are meeting or exceeding this objective.**
- ◆ Children will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation). **93% of MAISD GSRP preschools are meeting or exceeding this objective.**

Language and Literacy

Language Development refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Language development is among the most important tasks in the first five years of a child’s life. **92% of GSRP students met or exceed this area in 2023-24.**

Literacy Knowledge & Skills refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding basic concepts about books or other printed materials, the alphabet, and letter-sound relationships. Early literacy is the foundation for reading and writing in all academic endeavors in the school. It is a key area for young children’s growth, development, and learning. **95% of GSRP students met or exceeded this area in 2023-24**

Source: GSRP My Teaching Strategies Database Year End Data
MAISD GSRP Program Data for Literacy and Language Objectives (average):

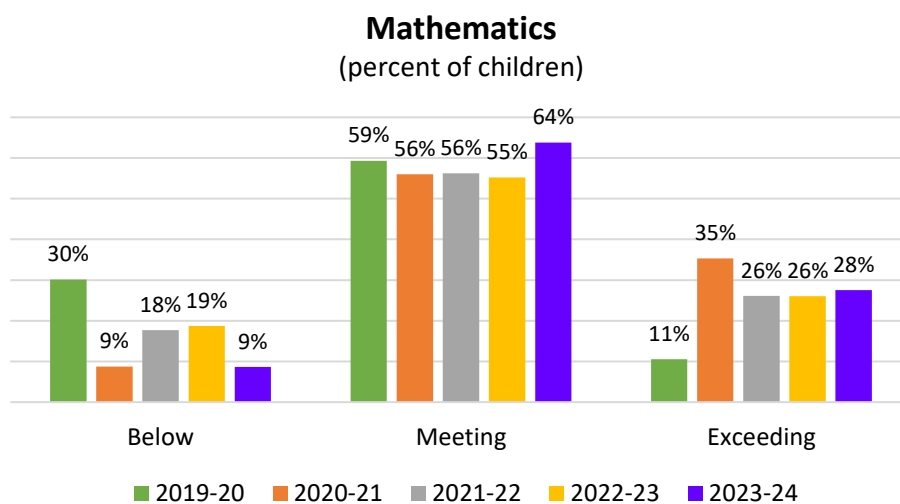
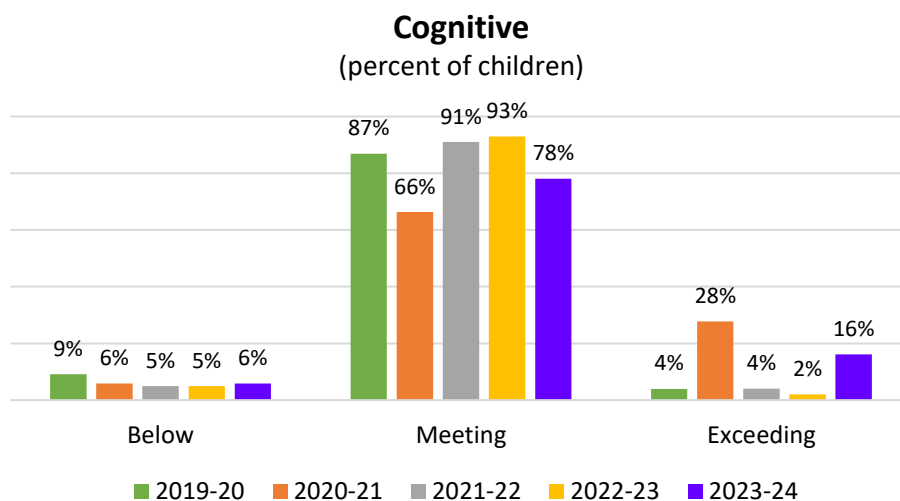


Cognitive and Mathematics

Cognitive Development, also called intellectual development, is influenced by a range of factors including biological makeup, the environment, and how the child approaches learning tasks (e.g., attention, persistence, curiosity, and flexibility). A child’s background knowledge, or knowledge base, also affects the way a child thinks. **94% of GSRP students met or exceed this area in 2023-24.**

Mathematics: Research has made a clear link between early math skills and later school reading and math achievement. Children’s mathematical knowledge at kindergarten entry is considered predictive of future mathematics success throughout their years in school. **91% of GSRP students met or exceed this area in 2023-24.**

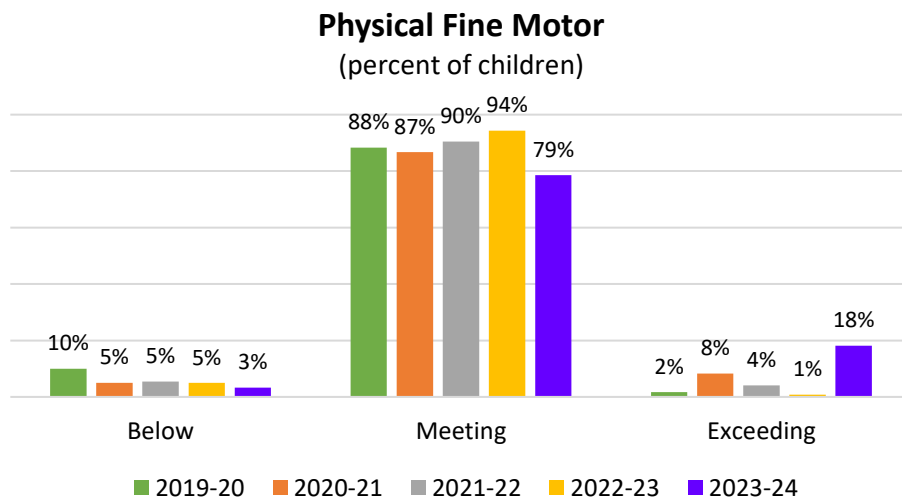
Source: GSRP My Teaching Strategies Database Year End Data
MAISD GSRP Program Data for Cognitive Function and Mathematics Objectives (average):



Physical Motor Development

Physical development includes children’s fine-motor (small muscle) skills. Physical development affects other areas of development. In fact, brain research points to the importance of early, positive movement experiences to brain development (Gabbard, 1998; Robert, 1999), and physical development is linked to children’s emotional development and their school performance (Pica, 2006; Rule & Steward, 2002; Sanders, 2002; Son & Miesels, 2006). **97% of GSRP students met or exceeded Fine Motor in 2023-24.**

Source: GSRP My Teaching Strategies Database Year End Data
MAISD GSRP Program Data for Physical and Motor Development Objectives (average):



Approaches Toward Learning

Approaches toward learning refer to observable behaviors that indicate ways children become engaged in social interactions and learning experiences. Children’s approaches toward learning contribute to their success in school and influence their development and learning in all other domains. Children’s ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development.

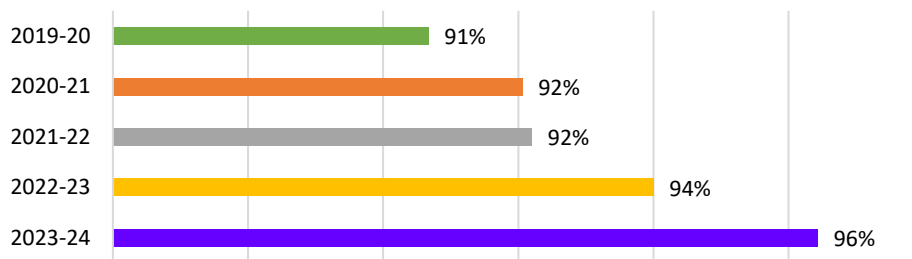
Expanding Expressive Vocabulary - Incorporates new words or less familiar or technical words in everyday conversations.

Attends and Engages - Sustains work on age-appropriate interesting tasks; can ignore most distractions and interruptions.

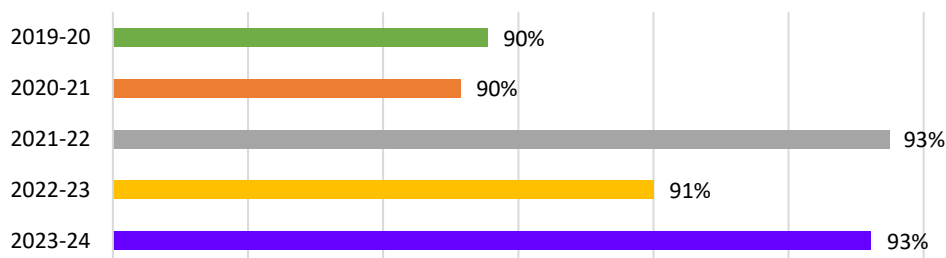
Persists - Demonstrate planning, persistence, and problem-solving skills while working independently or with others during creative processes.

Source: GSRP My Teaching Strategies Data Base
MAISD GSRP End of Year Program Data:

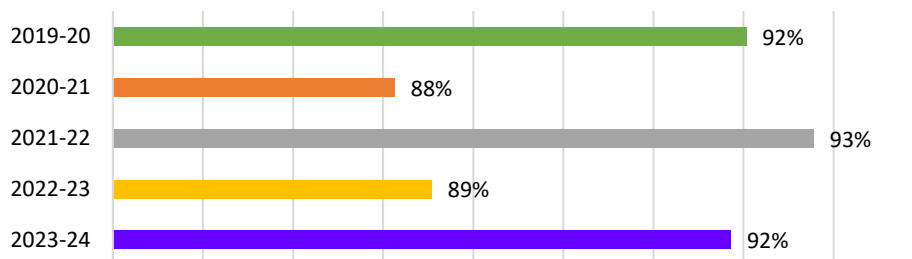
Expanding Expressive Vocabulary



Attends and Engages



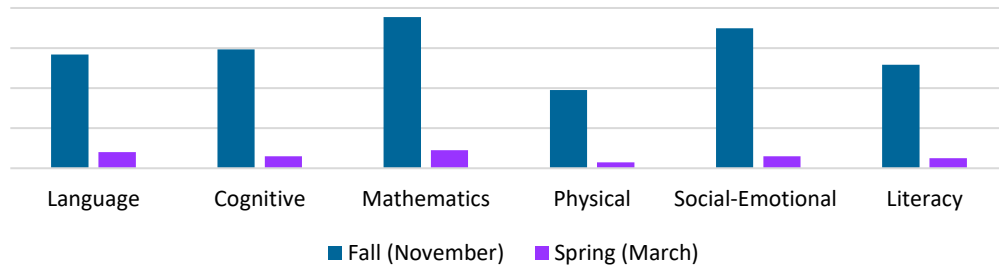
Persists



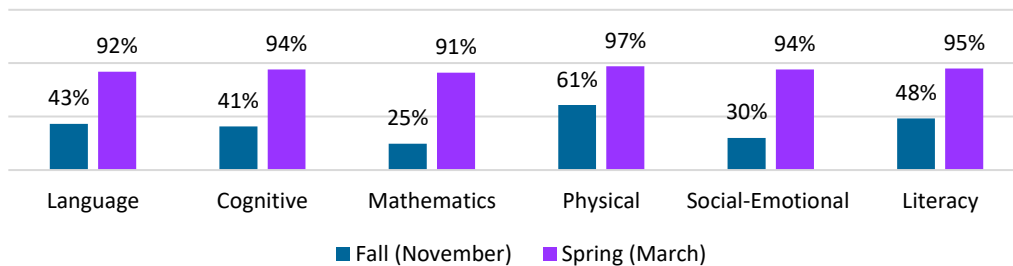
Classroom Learning

Classroom learning data is from teachers using assessments within My Teaching Strategies (MTS). The following data shows weaknesses and strengths in MAISD GSRP classrooms as identified by observational note taking data. This data was compiled from the first two check points of 2023-24 MTS data. The data reflects where students came into GSRP and where they ended up at the end of the year. This data reflects student growth as observed by classroom teaching teams.

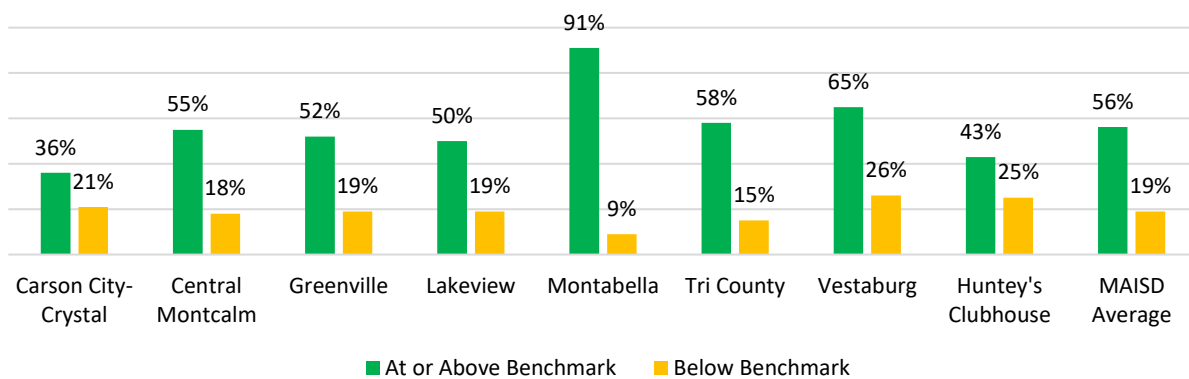
Areas to Address for Improvements (percent of children) Below Growth Range Target Goal



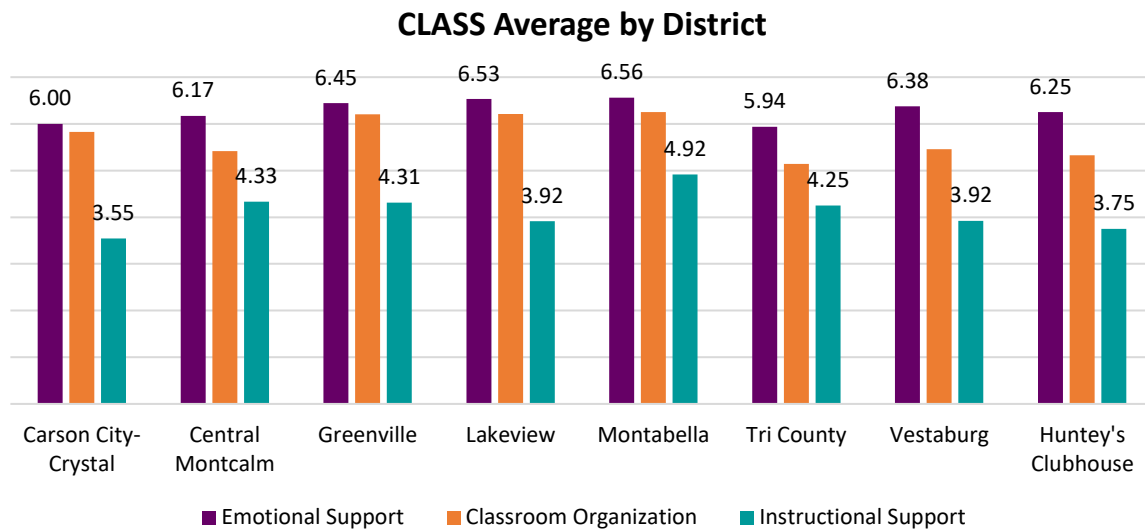
Areas to Address for Improvements (percent of children) Meeting/Exceeding Growth Range Target Goal



Preschool Early Literacy Indicator (PELI) May 2023 (End of Year)



CLASS Results



Using Classroom Assessment Scoring System (CLASS) as a quality improvement tool for GSRP teaching, teams help to focus, measure, and improve classroom interactions — a key factor proven to drive children’s academic and life-long success. CLASS defines teaching quality through the lens of interactions, it also provides the ability to measure and improve the interactions that matter most for student outcomes. Each GSRP had a CLASS completed with noncoached implementors across the MAISD to support fidelity implementation. This was a data gathering exercise that focused on providing feedback to further teacher’s growth in their classroom competencies and best practices. CLASS is a 7-point scale. This was the first year of full implementation as we transitioned away from the PQAr tool.

CLASS is a journey of continuous improvement that is data-driven and focused on what matters most for student outcomes and interactions. ECS coaches used the CLASS lens to support teaching teams within their own learning and development. Emotional Support scores continue to be high and reflected the work being done to support teaching teams and classroom materials. Over \$54,000 was poured into classroom materials around social emotional, and math learning tools for student use during this fiscal year. Data from TPOT, ICP, and CLASS were used to determine need by classroom.



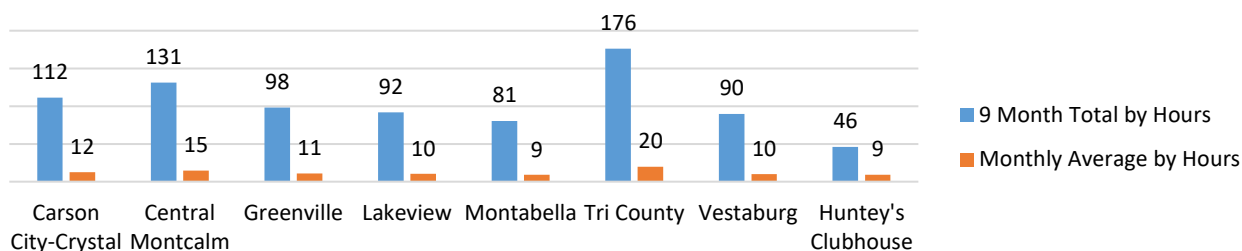
MAISD Early Childhood Coaching

Early Childhood Specialist provided coaching support focused on goals teachers identified as opportunities for growth. These coaching supports were provided face to face, (virtual or in-person).

MAISD Coaching Goals 2023-24

District	Number of Goals Set	Percent of Goals Achieved
Carson City-Crystal	4	75%
Central Montcalm	9	100%
Greenville	11	82%
Lakeview	6	100%
Montabella	7	100%
Tri-County	11	100%
Vestaburg	6	100%
Hunthey's Clubhouse	1	100%

Hours of Face to Face ECS Coaching Support Total 825 Hours



2023-24 Montcalm Area ISD Continuous Improvement Plan Progress

- ◆ Three individual data meetings (as required by GSRP Implementation Manual) were held in person and via Zoom, using updated Model Data Guides to review individual classroom, sub-recipient, and MAISD level data. Each sub-recipient was supported to improve individual classroom data considering My Teaching Strategies data, ASQ data, PELI data, and CLASS feedback. Math, Social Emotional Learning Literacy were the focus.
 - Average evaluation of the three data meetings held at the MAISD were as follows:
 - 75% felt the time spent was a valuable use of their time
 - 82% stated that they left with an updated implementation/action plan that tied to their analysis of their classroom data
 - 76% felt the materials for the day facilitated their learning and their team's productivity
- ◆ Other professional development opportunities were provided at the MAISD for the Early Childhood community, GSRP teachers, and staff.
 - Math at Home: Family Engagement Framework evaluation results:
 - 87% felt the time spent was a valuable use of their time.
 - 81% stated they left with the tools and strategies to support families

- 79% felt the materials for the day facilitated their learning and their team’s productivity.
 - Neurodevelopment Trauma evaluation results:
 - 92% felt the time spent was a valuable use of their time.
 - 88% stated they left with the tools and strategies to support families
 - 80% felt the materials for the day facilitated their learning and their team’s productivity
- ◆ Prevent, teach, reinforce, and Early Childhood MTSS leadership series trainings occurred through GSRP Early Childhood coaching network. This work continued to build our Early Childhood Multi-Tiered System of Support (MTSS).

2023-24 Highlights of Montcalm Great Start Readiness Classrooms

- ◆ Serviced 418 children in 25 classrooms and supported 25 teaching teams.
- ◆ Collaborated with 0-5 early childhood service providers in Montcalm County to provide support to all GSRP families for resource and referral information.
- ◆ Early Childhood Mathematics preschool professional development and support were provided.
- ◆ Continued to partner with private preschool providers to support the development of high-quality programs in Montcalm County.
- ◆ Continued to support Multi-Tiered System of Support (MTSS) model for preschool with a focus on literacy, math, and social-emotional development. Continue to support certification in TPOT, CLASS, and ICP for new coaching staff.
- ◆ Conducted three School Readiness Advisory Council meetings (as required per GSRP manual) of an average of 23 parent participants.
- ◆ Supported building inclusion capacity with EC coaches: ICP, Literacy and Math Essentials, and over 25 hours of professional development specific to inclusion for coaching staff.
- ◆ Inclusion support continued at the preschool level as a priority in 2023-24. Supported LEA’s transition from traditional ECSE to GSRP classroom including coaching, training, and consultation. Preparation with seven local school districts to support inclusive enrollment in their home districts.
- ◆ Targeted Early Math Essentials, Implementation, Coaching and PELI fidelity support with teaching teams to provide individual classroom growth and increase staff capacity.

2023-24 Parent Satisfaction Survey Results for GSRP Programming

- 95% said that GSRP prepared their child for kindergarten.
- 96% said that GSRP helped their child grow socially and emotionally.
- 95% said that GSRP helped develop their child’s thinking skills.
- 95% said that GSRP supported their child’s academic skills.
- 94% said that GSRP supported their child’s physical development.
- 93% stated that GSRP provided a variety of activities for parents to participate in the program.
- 94% stated that scheduled parent-teacher meetings or school events/activities met their needs.
- 98% stated that GSRP supported and respected their families’ cultural backgrounds.
- 95% that teacher communicated about their child’s academic progress and development.
- 99% stated that they felt involved and engaged by their teaching team.
- 97% stated that the schedule (4 days a week or 5 days a week) classroom met their family’s needs.
- 79% stated that they received information on before and/or after school childcare opportunities.

2023-24 MAISD Early Childhood Program-Wide PBS Benchmarks of Quality

The Early Childhood Program-Wide PBS Benchmarks of Quality (EC-BOQ) is a tool designed to measure the implementation efforts of the seven key components of EC PBIS. These components are:

1. Establish Leadership Team
2. Staff Buy-In
3. Family Engagement
4. Program-Wide Expectations
5. Professional Development and Staff Support Plan
6. Procedures for Responding to Challenging Behavior
7. Monitoring Implementation and Outcomes

The BOQ tool was completed in 7 school districts and one community-based organization for 2023-24 school year. This information included 11 buildings, and 25 classrooms within the MAISD GSRP program.

Top 3 Grows from EC-BOQ GSRP MAISD

1. Staff indicate they are aware of and supportive of the need for a program wide effort for (a) addressing children’s social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.
 - 5 of the 11 buildings identified they did not have the support in place.
 - 6 of the 11 buildings identified the support was in place.
2. Staff responsible for facilitating behavior support processes are identified and trained.
 - 5 of the 11 buildings identified the support was in place.
3. Teachers have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children.
 - 5 of the 11 buildings identified the support was in place.

Top 3 Glo’s from EC-BOQ GSRP MAISD

1. Family input is solicited as part of the planning and decision-making process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative (e.g., suggestions box, focus group).
 - 100% of the buildings identified there are multiple mechanisms for sharing the program wide plan with families.
 - 100% of the buildings identified family involvement in the initiative is supported through a variety of mechanisms
2. 2-5 positively stated program-wide expectations are developed.
 - 100% of the buildings identified the support was in place.
3. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities or settings.
 - 100% of the buildings identified the support was in place.



EIGHTCAP, Inc. 0-5 HEAD START 2022-23 Annual Report

Program At-a-Glance

EightCAP, Inc. is a Community Action Agency designated to serve the counties of Gratiot, Ionia, Isabella, and Montcalm in the central portion of the lower peninsula of Michigan. EightCAP operates Head Start and Early Head Start programming within the boundaries of these four counties and the Ionia County Intermediate School District (ICISD), Montcalm Area Intermediate School District (MAISD), and the Gratiot-Isabella Regional Education Service District (GIRESD). Additionally, EightCAP offers Early Head Start center-based programming in Clinton County.



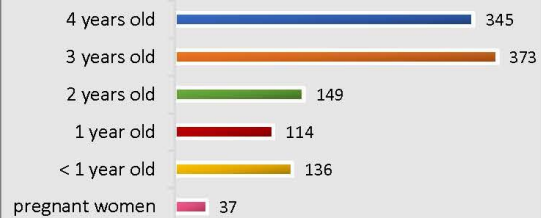
Head Start

- 4 Counties (Gratiot, Ionia, Isabella, Montcalm)
- 17 Sites
- 30 Classrooms (22 full-day, 8 part-day)
- Funded Enrollment: 631
- Average Monthly Enrollment: 97%

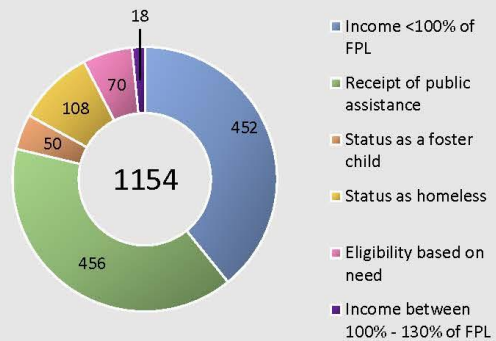
Early Head Start

- 5 Counties (Clinton, Gratiot, Ionia, Isabella, Montcalm)
- 5 Sites
- 5 Full-Day Classrooms
- 19 Home Visitors
- Funded Enrollment: 268
- Average Monthly Enrollment: 96%

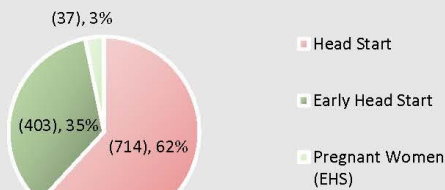
Enrollment by Age



Eligibility by Type



*Enrollment by Program



*Cumulative Enrollment = 1154

The EightCAP, Inc. 0-5 Head Start Annual Report is available to the public on the EightCAP website at www.8cap.org.

EIGHTCAP, Inc. 0-5 HEAD START 2022-23 Annual Report

School Readiness

Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. Positive early learning environments that include relationships based on trust, encouragement, and appropriate expectations throughout the five central domains: Approaches to Learning; Social and Emotional Development; Language and Literacy; Cognition; and Perceptual, Motor, and Physical Development, are critical elements of school readiness.

EightCAP's school readiness goals are aligned with the Head Start Early Learning Outcomes Framework (HSELOF), the Michigan Early Childhood Standards for Quality Prekindergarten, Creative Curriculum for Preschool, and Creative Curriculum for Infants, Toddlers, and Twos. The following chart illustrates the percentage of Head Start and Early Head Start children that met or exceeded the program's school readiness goals in each of the five central domains in 2022-23.



Central Domains	EightCAP, Inc. School Readiness Goals	Early Head Start	Head Start
Approaches to Learning	Children and families will engage in learning to acquire knowledge, learn new skills and achieve goals.	96%	95%
Social and Emotional Development	Children and families will express, recognize, and manage their own emotions in order to create and sustain positive relationships with others.	95%	93%
Language and Literacy	Children will expand their receptive and expressive language to establish a foundation for reading and writing.	93%	93% (Language)
			85% (Literacy)
Cognition	Children will experiment with the world around them in order to gain complex cognitive abilities, including mathematic strategies and emerging scientific reasoning skills.	92%	83%
Perceptual, Motor, and Physical Development	Children will enhance their well-being by exploring their environment and investigating objects in the world around them.	96%	98%

The EightCAP, Inc. 0-5 Head Start Annual Report is available to the public on the EightCAP website at www.8cap.org.

EIGHTCAP, Inc. 0-5 HEAD START 2022-23 Annual Report

Parent Involvement

The Positive Solutions for Families parenting curriculum utilizes the Pyramid Model for supporting social emotional competence in infants and young children. The curriculum consists of a series of six modules, developed by the Center on the Social Emotional Foundations for Early Learning (CSEFEL), focused on promoting children’s social and emotional skills, understanding problem behavior, and using positive approaches to help children learn appropriate behavior.



100% of families reported they have used information from the curriculum.

- *“We have been giving choices that we are okay with and then letting the children choose.”*
- *“I try to use words to describe what I think he is feeling when he is upset.”*
- *“It has been easier to stop and calm down before reacting to things.”*
- *“It’s helping us bond with the children. I understand their behavior and realize that they are not acting out to upset me.”*
- *“Our relationship is getting closer. They [children] feel more free to speak.”*
- One parent reported that they have noticed better moods since using the ideas from the group.



Additional Highlights

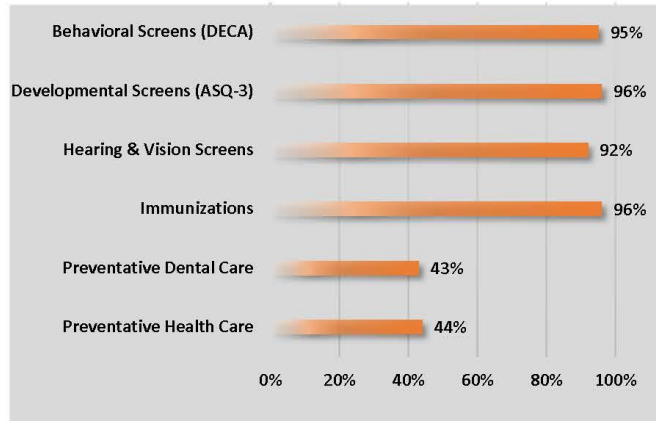
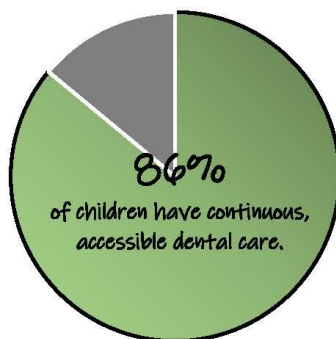
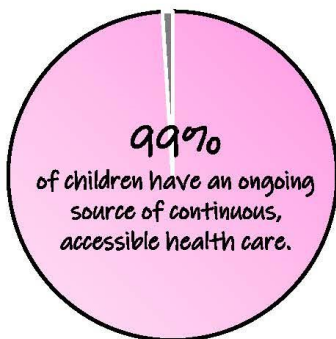
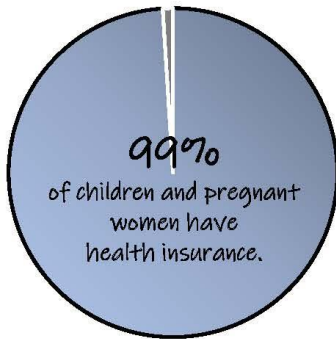


- 1,219 volunteers provided valuable services to the 0-5 Head Start program.
- 23 parent events were planned using Family Partnership data including:
 - 12 Parenting Skills Sessions
 - 5 Life Skills Education Events
 - 4 Fatherhood Support Sessions
 - 2 Community Engagement Events
- 85 families received parenting education services.
- 197 fathers/father figures engaged in family goal setting.

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EIGHTCAP, Inc. 0-5 HEAD START 2022-23 Annual Report

Health & Wellness

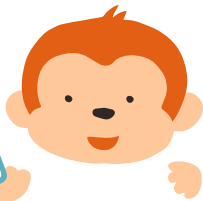


Additional Information

- Participation in the Child and Adult Care Food Program (CACFP) allowed for the provision of the following meals:
 - 49,393 Breakfasts;
 - 61,730 Lunches; and
 - 48,697 Snacks.
- 79 participants were served by the Mental Health Coordinator (HS) or Mental Health Consultant (EHS).

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WHAT DO YOU WANT TO PLAY WITH?



LET'S COUNT THE CRAYONS!



TODAY WE LEARNED ABOUT...



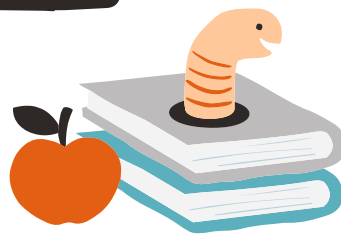
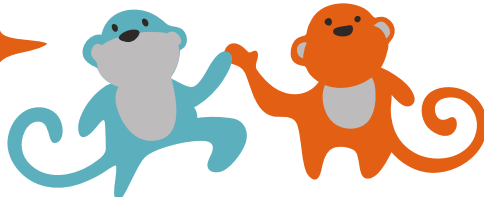
Let's TALK ABOUT PRESCHOOL



WHAT'S YOUR FAVORITE BOOK TO READ AT SCHOOL?



WHO ARE YOUR FRIENDS?



TALKING IS TEACHING.ORG



TALKING IS TEACHING.

TALK READ SING