



Holly Head Start Annual Report



**Office location: Holly Area Schools
Karl Richter Campus
920 Baird St. Holly, MI 48442
Phone: 248-328-3027 Fax: 248-328-3029**

Mission Statement: The mission of Holly Head Start is to educate all students to be productive citizens capable of thriving in a changing environment.

Philosophy: Holly Head Start Program believes individual children develop best in a nurturing classroom through active learning experiences. Teaching team's work to build confidence in all children in order to establish a solid foundation at their own developmental level. We foster supportive relationships with families and community partners to enrich the child's emotional and social development. These beliefs guide our practice and provide the framework for program decisions.

History Of Head Start

President Lyndon B. Johnson created Head Start to help meet the emotional, social, health, nutritional, and psychological needs of preschool-aged children from low-income families.

In his State of the Union address in 1964, President Johnson declared a "War on Poverty." Soon after, Sargent Shriver, Director of the Office of Economic Opportunity from 1964 to 1968, brought together experts to develop a child development program to help communities meet the needs of preschool children. Since its creation in 1965, Head Start has provided comprehensive child development services for over 32 million children and is one of the longest running social programs provided through federal funding.

The Holly Head Start Program receives their federal dollar allotment through Oakland Livingston Human Service Agency (OLHSA). We adhere to all Head Start performance standards and State of Michigan Child Care licensing mandates. Our classroom space is donated by Holly Area Schools and our program is considered an integral component of the school district. We currently provide Head Start comprehensive services to 34 preschool children and their families throughout the Holly community. We are proud of our program, our students, and our families who participate.

Funding Sources

Total Head Start funding for January – December 2020 was \$316,930. There was no additional private funding.

Head Start Expenditures 2020		
	Federal	Non-Federal
Personnel	99,180	1,108
Fringe Benefits	53,721	373
Travel	0	0
Contractual	71,624	6,000
Supplies	6,732	0
Equipment	0	0
Other	11,601	53,234
Total Funding	242,858	60,715

C.O.L.A.

We received a Cost of Living Allowance of \$4,875. These additional funds helped offset the cost of salary and fringe benefits for teaching staff.

Q.I.F.

The additional Quality Improvement Funds received of \$8,500 will be used to add additional hours to the support staff in the classroom, an additional 2.75 hours each day with children. These additional staff members will increase classroom quality by lowering child to teacher ratio and to support the team teachers in enhancing caregiver-child relationships.

CARES ACT FUNDING

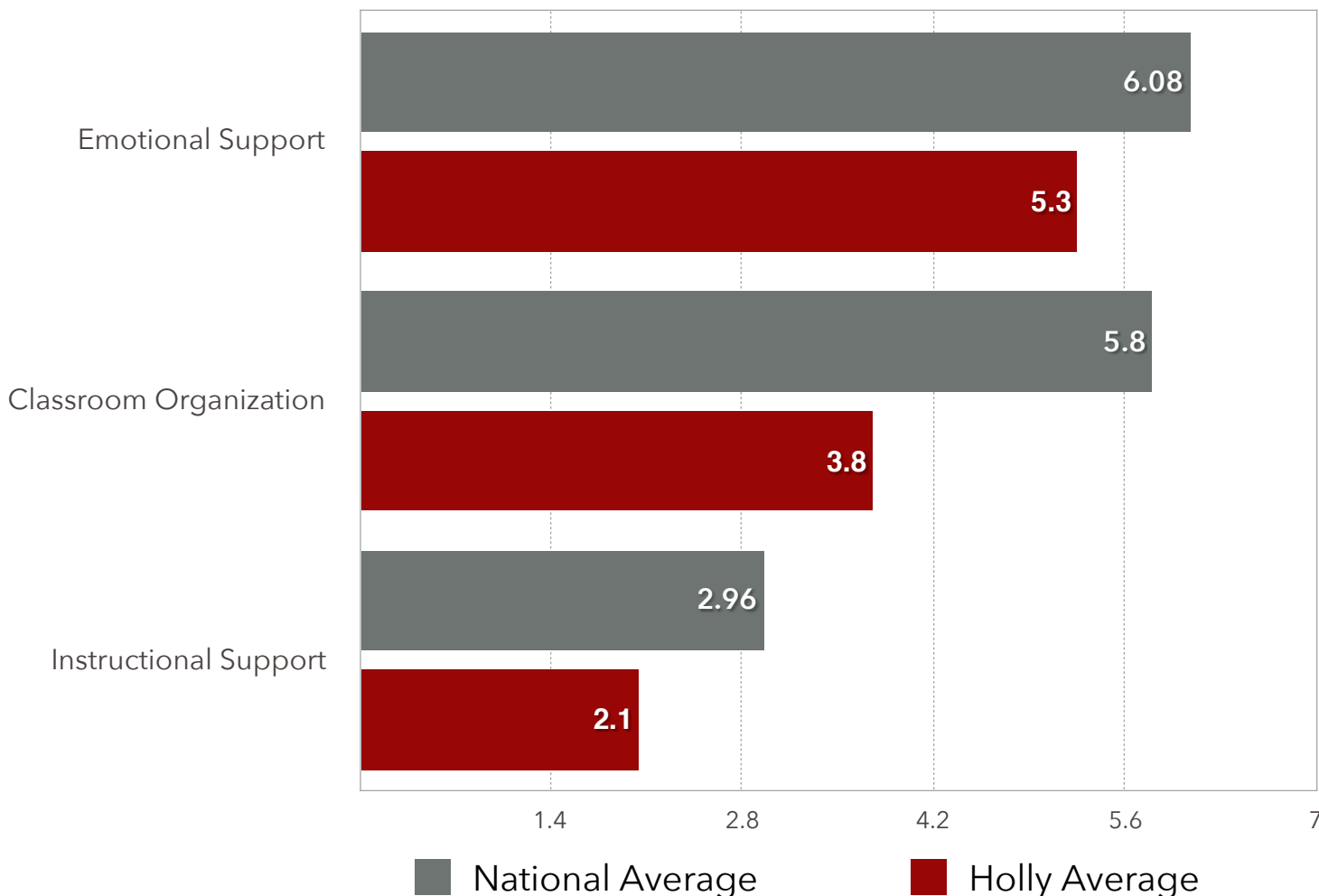
We received \$29,750, Cares Act One Time Funding amount is based on \$850.00 per funded slot. This funding was only to be spent on needs related to COVID-19, PPE, technology for virtual learning, classroom cleaning staff and classroom staff support.

Holly Head Start Average Class Scores

CLASS® is scored by trained and certified observers using a specific protocol. Following their observations of teacher-child interactions, CLASS® observers rate each dimension on a 7-point scale, from low to high.

- **Emotional Support** assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interactions.
- **Classroom Organization** assesses classroom routines and procedures related to the organization and management of children's behavior, time, and attention in the classroom.
- **Instructional Support** assesses the ways in which teachers implement the curriculum to effectively promote cognitive and language development.

Class Scores 2019



**98.7% OF STUDENTS UP TO DATE ON
IMMUNIZATIONS**

**99% OF CHILDREN RECEIVED BOTH MEDICAL AND
DENTAL EXAMS**

**88% Average
Attendance**

Results of the most recent monitoring review:

Reviews conducted by our grantee, OLHSA, indicated that all areas are in compliance. The monitoring review is conducted in several visits throughout the year. It focuses on classroom environment, delivery of services, management systems, accountability, and fiscal integrity.

Holly Head Start works with the families from enrollment and throughout the program year to educate parents about the importance of a “medical home” and “dental home” for their children.

Family Services

5 Families received emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter.

3 Families received housing assistance such as subsidies, utilities, repairs, etc.

2 families received mental health services.

5 received adult education such as GED programs and college selection and job training.

1 families received assistance to families of incarcerated individuals.

2 Fathers engaged in family goal setting and family assessment.

10 families receiving WIC

8 families receiving SNAP

continues to provide families with the resources and support needed to keep their children healthy and ready to learn.

Points of Pride:

There were over 8,160 free breakfast, lunch, and snacks served to Head Start students.

Each teacher and associate attended a minimum of 24 hours of training.

Field trips attended: The Bounce House, Holly Fire Station, Michigan Sea Life, Pumpkin Patch(Virtual), Farm(Virtual)

Parents volunteered 700 hours of their time to our program.(Jan-March)

60 parent/teacher conferences took place.(some virtual)

Our preschool students were excited that their teacher would visit their home, 60 home visits(some virtual) were completed.

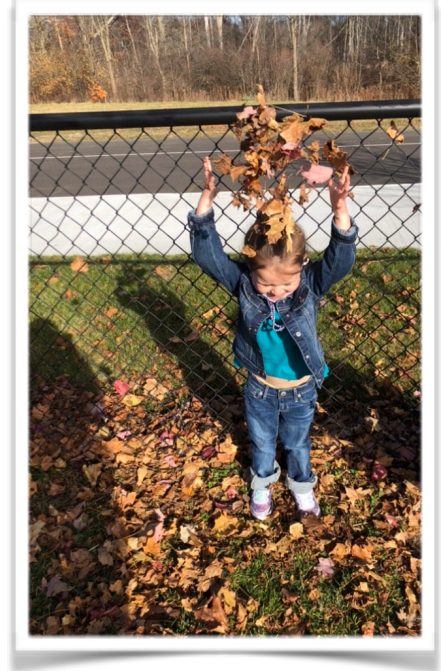
Our program Nurse and Family Advocate provide families with resources and assistance in finding private providers and insurance coverage. The program also offered on-site dental screenings by a mobile dentist unit to ensure that children are seen in a timely manner. Holly Head Start

HighScope Curriculum

How We Teach

In a HighScope preschool program, teachers ignite children's interest in learning by creating an environment that encourages them to explore learning materials and interact with adults and peers. We focus on supporting early learners as they make decisions, build academic skills, develop socially and emotionally, and become part of a classroom community.

Active learning is at the center of the HighScope Curriculum. It's the foundation of young children gaining knowledge through their natural play and interactions with the environment, events, and other people.



What We Teach

The HighScope Preschool Curriculum is based on more than 50 years of research on early childhood development and has been validated by direct evaluation of the curriculum. Our framework for understanding and supporting children's learning from ages 3-5 years is based on 58 key developmental indicators (KDI), which are aligned with national and state early learning standards, Common Core State Standards, and the Head Start Early Learning Outcomes Framework.

In the HighScope Preschool Curriculum, learning is focused on the following eight content areas:

- Approaches to Learning
- Social and Emotional Development
- Physical Development and Health
- Language, Literacy, and Communication
- Mathematics
- Creative Arts
- Science and Technology
- Social Studies



Conflict Resolution

In all early childhood programs, children have conflicts over space, materials, and friendships.

During times of student conflict, our teachers use HighScope's six steps of conflict resolution. When conflict arises, it is an opportunity to teach children. This year, teachers reviewed their training and encouraged parents to use this strategy also.

Holly Head Start classrooms have a conflict resolution poster and visuals for all to use as a reference. We believe that teaching conflict resolution at a young age can help a child deal with future social issues and is an important component of lifelong learning.



Data In Action

Goal from self-assessment: Provide intentional early literacy learning with Pre-k Essential Practices in early literacy.

- a. Encouraging conversations at home.
- b. Building phonological awareness at lower levels.
- c. Creating a lending library at all Elementary buildings.
- d. Essential Practices in early literacy training for all staff.

Period 1 Sept 16th- Nov 17th Period 2 Nov 18th- March 22nd

Based on 30 students ages 3-4 years of age

M. Listening and comprehension	Period 1	Period 2
0. Child responds to a voice by turning his or her head, establishing eye contact, or smiling.	0%	0%
1. Child responds nonverbally to simple statements or requests.	1%	0%
2. Child responds verbally to simple statements or questions.	43%	13%
3. Child adds to a conversation by connecting the topic to his or her own experience.	<u>56%</u>	<u>78%</u>
4. Child retells (remembers) three or more details in a story or book.	0%	<u>4%</u>
5. Child predicts what will happen next in an unfamiliar story or book and gives a reason based on what happened earlier in the book or on his or her own experience.	0%	5%
6. Child shows an understanding of content information (the topic) by asking and/ or answering clarifying questions about key points presented orally or in text.	0%	0%
7. Child compares and contrasts relationships among characters, events, and themes in a book or story.	0%	0%

Listening to and comprehending spoken and written words are essential aspects of learning. Children progress from understanding simple spoken words and phrases (also signs and gestures) to more complex and detailed information. Their understanding of oral and written stories undergoes a similar development. First, they pick up individual story elements, such as a character or single event. Later, they grasp interactions among characters and the sequence and causal relationships between events. Children also begin to connect what they hear and read to people and events in their own lives.



N. Phonological awareness

	Period 1	Period 2
0. Child responds (turns, looks, kicks, startles, or quiets) to a sound in the environment.	0%	0%
1. Child makes the sound of an animal, a vehicle, or another familiar object.	0%	0%
2. Child repeats or joins in saying parts of simple rhymes.	93%	63%
3. Child spontaneously says real or made-up rhyming words.	7%	33%
4. Child points out that two words do not rhyme.	0%	0%
5. Child points out that two words (real or made up) start with the same sound.	0%	3%
6. Child identifies the beginning and ending phonemes in a word.	0%	0%
7. Child segments or blends a word composed of three or more phonemes.	0%	0%

Phonological awareness is recognizing the sounds that make up words. For young children, this awareness begins with identifying the ending sounds of words (rhymes, such as the at in cat and hat) and the beginning or onset sounds of words (alliteration, such as the /b/ in ball and baby). Older children begin to divide (segment) or put together (blend) a word into its phonemes, that is, the smallest units of sound that make up the word (such as /k/ /u/ /p/ in cup). Phonological awareness is essential to learning how to read. Children develop this sound awareness through conversations, words games, songs, chants, and stories.

O. Alphabetic knowledge

	Period 1	Period 2
0. Child attends to visual images.	0%	0%
1. Child plays with three-dimensional materials that have the characteristics of letters.	7%	0%
2. Child says or sings a letter.	43%	7%
3. Child identifies a letter.	37%	80%
4. Child identifies 10 or more letters.	3%	3%
5. Child uses invented spelling to sound out new words without adult prompting.	0%	0%
6. Child identifies all letters.	10%	10%
7. Child identifies at least two consonant blends and two vowel sounds.	0%	0%

Alphabetic knowledge is learning letter names, and the alphabetic principle is understanding the systematic relationship between a letter and its sound. Very young children do not differentiate between letters and other visual symbols but enjoy looking at pictures and noticing individual features (the mouth on a drawing of a face). They gradually begin to recognize letters as distinct characters, each with its own sound (or sounds). This is an “aha” moment that often begins with a child recognizing the letters in his or her name and is then generalized to other letters and their sounds.

Family Engagement Activities

- Classroom help
- Field trips(Sea Life, Spicers(Apple and Pumpkin Patch))
- Family Literacy and Arts
- Home Weatherization
- Stress relief through Yoga
- Dental Care
- Healthy Eating
- Community Mental Health Resources & Positive Parenting
- Bus & Pedestrian Safety
- Holly Library
- Kindergarten Readiness & Transitions.
- Home visits
- Parent/Teacher conferences
- Monthly parent and policy committee meetings with dinner and child-care provided.
- Great Start Collaborative



Community Partners

Women, Infants & Children

Holly Library

Police Department

Holly Fire Department

Holly Youth Coalition

Lori Goldsmith (Realtor 1)

Great Start Collaborative

Community Mental Health

Easter Seals

St. Rita's

Neighbor to Neighbor

Oakland Schools

Kwanzaa's

First Baptist Church

Kristin Varner- Mental Health Specialist- Trauma Smart

Ace Hardware

O'Reilly Auto Parts

Dairy Queen

Saint. Vincent DePaul

AYSO Sports Association

Carehouse

River Church

Dryer Funeral Home

Holly Parks Recreation

Youth Assistance

Oakland County Dental Program

Haven

Common grounds

Legal Aid

Kinship care

United Way

Community Service Center

Holly Presbyterian Church

Hometown urgent care

Meijer

Lighthouse

Oakland Families Services

Friend of the Court

Rotary Club

Little Caesars

Hungry Howies



Holly Head Start Policy Council Board Members

Chairperson:

Andrea West

Vice Chairperson:

Sean Brooks

Secretary:

Danielle Craig

Co-Secretary:

Chris Craig

Policy Council Representative:

Sean Brooks

Support our Program by:

- Supporting our self-assessment
- suggesting and approving field trips.
- being a part of teacher interviews.
- attending policy council meetings.
- partnering with teachers and supporting the children within the classrooms.
- Giving ideas for classroom materials.
- advocating for our program.
- Encouraging program parents to volunteer.

**Thank you to our Holly Head
Start Policy Council members
for 2019/20 school year!**



Main Office:

**Early Childhood Coordinator-
Stephanie Thompson**

**Enrollment Coordinator-
Chrissandra Padilla**

**Family Engagement Coordinator-
Bette Thomas**

Locations:

Holly Elementary

810 E Maple St. Holly MI 48442

Staff: Lead-Kris Connell

Associate-Shawna Gage

Support-Chrissandra Padilla



Rose Pioneer Elementary

7110 Milford Rd

Holly MI 48442

Staff:

Lead-Skyla Babbitt

Associate-Danyl Grosser

Support-Sue Dunikowski

