

**Maui Economic Opportunity, Inc.  
Head Start Annual Report Program Year 2020-2021**

**“Helping People, Changing Lives”**



**MISSION**

MEO Head Start's mission is to serve families with young children by providing comprehensive family services and quality early childhood education-empowering our families to succeed and be lifelong learners.



## OUR PROGRAM

MEO Head Start is a federally funded preschool program that provides quality comprehensive services to income eligible families, and promotes school readiness for children ages three to five years old. Comprehensive services are provided to enrolled children and their families, which include health, nutrition, social, and other services determined to be necessary by family needs assessments, in addition to education and cognitive development services. MEO Head Start services are designed to be responsive to each child and family's ethnic, cultural, and linguistic heritage.

## ENROLLMENT

MEO Head Start provides services to Maui County, including the islands of Maui and Molokai. There are a total of 11 centers on Maui and one center on Molokai.

The Federal Administration for Children and Families (ACF) funded enrollment for a total of 219 children in the county of Maui. A total of 159 children, and 149 families were served by the program; 91% of children were income eligible.



## HEALTH & DENTAL SERVICES

MEO Head Start encourages and supports the importance of early identification of health concerns. The program arranges for every child to have comprehensive health services including medical, dental, mental health and nutrition services, as needed. There were a total of 155 children who received medical exams, and 135 received dental exams.



## PARENT ENGAGEMENT ACTIVITIES

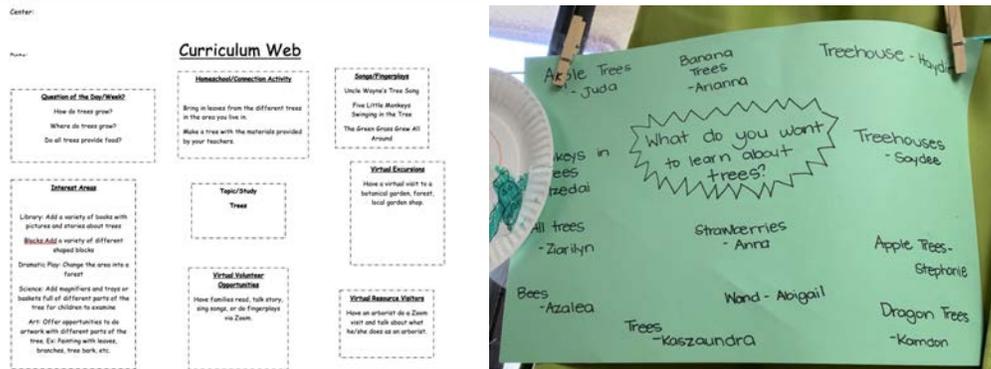
Head Start emphasizes the role of parents as their child's first and most important teacher. Head Start builds relationships with families that engages and supports families in the following activities:

## Family well-being and positive parent-child relationships

- Provide parent volunteers various opportunities to participate and contribute throughout the year in classroom activities, excursions, share about family cultural experiences, participate in classroom curriculum planning, and implementing activities.
- Provide parents opportunities to contribute time to their child's classroom facility by volunteering at parent workdays which are scheduled at least three times a year. Parents are encouraged to offer and practice their skills in various ways such as carpentry, organizing, landscaping, etc.
- Parent-Orientations and Initial home visits provide families information about the program and classroom, as well as provide parents with the opportunity to ask teaching staff questions and share about any pertinent information to allow a successful transition for their child into the classroom. Teaching staff work with the family to establish goals for their child for the first few months. The home visits conducted by the Family Case Managers establish a Family Partnership Agreement Plan focusing goals on the parent, family and/or child.
- Throughout the year parents are given the opportunity to participate in home-school connection activities that are designed to engage and reinforce skills and knowledge at home that are being learned in the classroom in relation to curriculum studies.
- Parents are provided opportunities to borrow books from our classroom lending libraries to read to their child to enhance language and literacy in the home.
- Parent-teacher conferences are held twice a year to discuss child's progress and provide parents the opportunity to provide input regarding child's goals.
- Provide parent with the opportunity to assess their child's social emotional well-being utilizing the Ages and Stages Questionnaire (ASQ:SE-2 and ASQ-3). Parents provide valuable information to classroom staff relevant to their child's behaviors and skills that enable teaching staff/Disability Mental Health Manager and/or Education Manager to provide supportive services or resources as necessary.

## Family Engagement in Transition

- Parent orientations provide a comprehensive look at the Head Start program and its services and allow the opportunity to get questions answered.
- Parents are provided with transition information for both children and families.
- Provide parents the opportunity to set goals with child's teachers to prepare child for kindergarten.
- Parents provide feedback and are equal partners in establishing goals in their child's Individualized Education Program (IEP).
- Provide parents with kindergarten information for registration and are encouraged to establish a partnership with new kindergarten teacher and elementary school personnel. Head Start centers may coordinate a visit to a nearby elementary school to familiarize child with the campus.



## Families as Learners and Lifelong Educators

- Provide center Parent Committee Meetings also known as “Parent PARTY” to deliver parent trainings on various topics related to child development, health and safety, early literacy, and advocacy. The trainings are provided by teaching staff, managers, as well as community resource partners. Elected parent committee officers have the opportunity to work closely with teachers to develop, plan, and deliver agenda items during the parent committee meetings. In addition, parents provide input for activities and ideas for curriculum

planning and share about what their child is learning from the curriculum.



- **Family Connections to Peers and Community**
- Encourage male/father involvement in all aspects of the program and provide an event and activities for all the fathers/male figures and children.
- Provide an event to celebrate families and link families to agencies in the local community that promotes health, education and self-sufficiency.
- Provide connections to families via Facebook and social media to keep them informed about the program and community events or updates. Also, provide parents with a monthly newsletter detailing important meeting dates, events, parenting, health and educational information pertinent to preschool aged children.
- Connecting community agencies with parents to support needs related to health, nutrition, medical, dental, social services, mental health, disability, education, interest, and other needs.



## Families as Advocates and Leaders

- Provide parents the opportunity to participate in the Health Advisory Committee meetings to become informed and provide input to the needs of the health, nutrition and mental health component of the program.
- The annual Program Self-Assessment gives parents, newly hired staff and community partners the opportunity to learn about the program via a self-assessment. Parents conduct interviews to the teaching staff and other parents to obtain information about classroom practices and policies and produce a report of findings to the Director.
- Provide parents the opportunity to be elected as Policy Council Committee Officers. Policy Council Officers have direct involvement in decision making in program planning and operations. These roles give parents the opportunity to approve policies, procedures, staffing, and be part of the decision-making process on the overall program scale. The Policy Council Chairperson also gains membership as a MEO Board Representative.
- Provide opportunities for parents to advocate on behalf of the program to Maui County Officials and the community.
- Parents' input is always welcomed via surveys provided throughout the year, including parent satisfaction surveys, event surveys, classroom surveys, Parent PARTY participation, and the program's open-door policy.



## SCHOOL READINESS GOALS SUMMARY

MEO Head Start established School Readiness Goals (SRG) for program year 2020-2021. The program utilizes Teaching Strategies (TS) GOLD as a tool for collecting child outcome data. TS GOLD reports are prepared three times per school year which are identified as checkpoints. The information from reports are used to monitor progress of children, to track school readiness goals, and to determine staff training needs to increase knowledge and skills.

Information presented in this report includes 159 children ages 3 - 4 with a total of 32 children identified with certified disabilities.

# SCHOOL READINESS GOALS for MEO HEAD START SCHOOL YEAR 2020-21

<b>HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: APPROACHES TO LEARNING (AL)</b>	
<b>SCHOOL READINESS GOALS:</b> <ul style="list-style-type: none"> <li>● Children attempt different strategies to complete work or solve problems with other children.</li> <li>● Children are able to hold small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.</li> </ul>	
<b>Teaching Strategies GOLD Child Outcomes indicators:</b>	<b>11c: Solves problems</b> <b>12a: Recognizes and recalls</b>
<b>Head Start Early Learning Outcomes Framework (ELOF) Indicators:</b>	Sub-Domain: COGNITIVE SELF-REGULATIONS (EXECUTIVE FUNCTIONING) GOAL: Child demonstrates flexibility in thinking and behavior.  Sub-Domain: COGNITIVE SELF-REGULATIONS (EXECUTIVE FUNCTIONING) GOAL: Child holds information in mind and manipulates it to perform tasks.
<b>Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:</b>	Strand: Learning Approaches; Topic: Problem Solving Strand: Learning Approaches; Topic: Reflection and Interpretation
<b>EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL:</b> <ul style="list-style-type: none"> <li>● Teaching staff play games to strengthen children's memory to recall information to complete simple tasks (i.e. "Simon-Says", "Going on A Bear Hunt", songs "Head, shoulders, knees, and toes", etc.)</li> <li>● Teaching staff have open-ended questions/conversations with children to re-cap prior/current activities and/or events.</li> <li>● Teaching staff use CSEFEL problem solving cards with children to teach children different strategies to problem solve with their peers.</li> <li>● Teaching staff implement the Second-Step curriculum to strengthen children's ability to identify their feelings, and feelings of others, and how to cope with their feelings.</li> </ul>	

**MEASURABLE OUTCOMES:**

- 85% of children will meet the appropriate age range by Checkpoint 2.
- 95% of children will meet the appropriate age range by Checkpoint 3.

**FALL 2020/21 BASELINE (Checkpoint 1): % of total #of enrolled students**

- 11c: 39%
- 12a: 42%

**WINTER (Checkpoint 2): % of total #of enrolled students**

- 11c: 60%
- 12a: 67%

**SPRING (Checkpoint 3): % of total #of enrolled students**

- 11c: 79%
- 12a: 80%

**SUMMARY:** Children increased in their skills measured within this domain. Stronger growth is observed in the skill of being problem solvers which increased by 40% from the first checkpoint to the third.

**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:  
SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**

**SCHOOL READINESS GOALS:**

- Children will engage in positive and cooperative interactions with adults.
- Children will use basic problem-solving skills to resolve conflicts with other children.

**Teaching Strategies GOLD Child Outcomes indicators:**

**2b: Responds to emotional cues  
3b: Solves social problems**

**Head Start Early Learning Outcomes Framework (ELOF) Indicators:**

Sub-Domain: RELATIONSHIPS WITH ADULTS  
GOAL: Child engages in and maintains positive relationships and interactions with adults.

Sub-Domain: RELATIONSHIPS WITH ADULTS  
GOAL: Child engages in prosocial and cooperative behavior with adults.

Sub-Domain: RELATIONSHIPS WITH OTHER CHILDREN  
GOAL: Child uses basic problem-solving skills to resolve conflicts with other children.

**Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:**

Strand: Social Development; Topic: Interactions with Adults and Interactions with Peers  
Strand: Emotional Development; Topic: Emotional Expression

**EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL:**

- Teaching staff continue to use the Second Step Curriculum in small and large groups of children. Second Step is a tool that provides strategies for strengthening children’s social-emotional skills.
- Teaching staff also continue to implement strategies from the CSEFEL (Center on the Social and Emotional Foundations for Early Learning) Problem-Solving Kits. These are used individually as well as in groups.
- Teaching staff continue to utilize lessons from Creative Curriculum that support social-emotional skills(i.e.You & Me Time; How can We Help?; Conflict Resolution,etc.)
- Teaching staff engage in conversations with children to support positive relationships.
- Teaching staff will continue to help children be aware of their emotions and the emotions of their peers and adults when problem solving conflicts with other children through use of picture cues and/or mirroring children’s expressions.

**MEASURABLE OUTCOMES:**

- 85% of children will meet the appropriate age range by Checkpoint 2.
- 95% of children will meet the appropriate age range by Checkpoint 3.

**FALL 2020/21 BASELINE (Checkpoint 1): % of total #of enrolled students**

- 2b: 58%
- 3b: 41%

**WINTER (Checkpoint 2)**

- 2b: 70%
- 3b: 55%

**SPRING (Checkpoint 3)**

- 2b: 92%
- 3b: 70%

**Summary:** Children made significant progress in this domain. Children increased 34% in responding to emotional cues, and 29% in solving social problems which means that children were progressing in working out disagreements with their peers.

**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:  
LANGUAGE AND COMMUNICATION (LC)**

**SCHOOL READINESS GOAL:**

- Children can understand and respond verbally and non-verbally to increasingly longer sentences, simple questions, and stories.
- Children can recall a past experience or a location visited and provide descriptions when prompted.

**Teaching Strategies GOLD Child Outcomes indicators:**

**10b. Uses social rules of language  
9d: Tells about another place and time**

**Head Start Early Learning Outcomes Framework (ELOF) Indicators:**

**Sub-Domain: ATTENDING AND UNDERSTANDING**

	<p>GOAL: Child attends to communication and language from others.</p> <p>Sub-Domain: ATTENDING AND UNDERSTANDING GOAL: Child understands and responds to increasingly complex communication and language from others.</p> <p>Sub-Domain: VOCABULARY GOAL: Child shows understanding of word categories and relationships among words.</p>
<p><b>Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:</b></p>	<p>Strand:Speaking and Listening; Topic: Comprehension and Collaboration Strand:Speaking and Listening; Topic: Presentation of Knowledge and Ideas</p>
<p><b>EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL:</b></p> <ul style="list-style-type: none"> <li>● Teaching staff continue to use Creative Curriculum lessons to strengthen children’s comprehension and knowledge and ideas (i.e. That’s How you Do It!; Story Problems; Did You Ever see?, etc.)</li> <li>● Teaching staff have conversations with children to help recall past events in their school, home, or community.</li> <li>● Teaching staff implement “Question of the Day” that can focus on current or past events/lessons/activities.</li> <li>● Teaching staff use open-ended questioning with children to help children express their thoughts.</li> <li>● Teaching staff provide children with new words to increase children’s vocabulary of words.</li> <li>● Teaching staff use descriptive words and provide activities that encourage children to use descriptive words to identify relationships of objects, etc.</li> </ul>	
<p><b>MEASURABLE OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>● 85% of children will meet the appropriate age range by Checkpoint 2.</li> <li>● 95% of children will meet the appropriate age range by Checkpoint 3.</li> </ul> <p><b>FALL 2020/21 BASELINE (Checkpoint 1): % of total #of enrolled students</b></p> <ul style="list-style-type: none"> <li>● 10b: 56%</li> <li>● 9d: 40%</li> </ul> <p><b>WINTER (Checkpoint 2)</b></p> <ul style="list-style-type: none"> <li>● 10b: 73%</li> <li>● 9d: 51%</li> </ul> <p><b>SPRING (Checkpoint 3)</b></p> <ul style="list-style-type: none"> <li>● 10b: 88%</li> <li>● 9d: 68%</li> </ul>	

Summary: Data show increased development from checkpoint 1 to 3; 32% children use social rules of language which means children are able to communicate with others and take turns in sharing ideas; and 28% children can reference past experiences connecting to another place and time.

**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:  
LITERACY (L)**

**SCHOOL READINESS GOALS:**

- With support, children can distinguish when two words rhyme and when two words begin with the same sound.
- Children can recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name).
- Children’s early writing represents information and can be retold by the child as a story or idea.

**Teaching Strategies GOLD Child Outcomes indicators:**

**15a: Notices and discriminates rhyme  
16b: Uses letter-sound knowledge  
19b: Writes to convey ideas and information**

**Head Start Early Learning Outcomes Framework (ELOF) Indicators:**

Sub-Domain: PHONOLOGICAL AWARENESS  
GOAL: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Sub-Domain: PRINT AND ALPHABET KNOWLEDGE  
GOAL: Child identifies letters of the alphabet and produces correct sounds associated with letters

Sub-Domain: WRITING  
GOAL: Child writes for a variety of purposes using increasingly sophisticated marks.

**Hawai’i Early Learning and Developmental Standards (HELDS) Indicators:**

Strand:Reading Foundation; Topic: Phonological Awareness  
Strand:Reading Foundation; Topic: Phonics and Word Recognition  
Strand: Writing; Topic: Text Types and Purposes

**EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL:**

- Teacher staff provide “Journal” writing for children to write letter symbols in their names.
- Teacher staff work with children to use letter symbols to describe their artwork.
- Teaching staff provide letters for children to practice letter names and letter sounds.
- Teaching staff provide letters for children to manipulate and spell familiar words.

- Teaching staff provide opportunities to participate in nursery rhymes, word rhyming games/songs.
- Teaching staff continue to use Creative Curriculum lessons to strengthen children’s understanding of letter symbols and letter sounds (i.e Making my name; Playing with Environmental Print; Rhyming Tubs, etc.).
- Teaching staff continue to use Mighty Minutes with children in small/large groups and throughout the school day.
- Teaching staff read a minimum of 5 books each day to support letter recognition and letter sounds, and recognize sight words.

**MEASURABLE OUTCOMES:**

- 85% of children will meet the appropriate age range by Checkpoint 2.
- 95% of children will meet the appropriate age range by Checkpoint 3.

**FALL 2020/21 BASELINE (Checkpoint 1): % of total #of enrolled students**

- 15a: 28%
- 16b: 50%
- 19b: 32%

**WINTER (Checkpoint 2)**

- 15a: 46%
- 16b: 45%
- 19b: 42%

**SPRING (Checkpoint 3)**

- 15a: 62%
- 16b: 60%
- 19b: 51%

Summary: Children made the most progress in noticing and discriminating rhymes which increased 34% from the first checkpoint to the third. Progress was made in the additional two areas.

**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: MATHEMATICS DEVELOPMENT (MD)**

**SCHOOL READINESS GOALS:**

- Children can understand spatial vocabulary and follow directions involving their own position in space, such as “Move to the front of the line.”
- Children can identify, describe, compare, and compose shapes.

Teaching Strategies GOLD Child Outcomes indicators:

21a: Understands spatial relationships  
21b: Understands shapes

Head Start Early Learning Outcomes Framework (ELOF) Indicators:

Sub-Domain: GEOMETRY AND SPATIAL SENSE  
GOAL: Child explores the positions of objects in space.

	Sub-Domain: GEOMETRY AND SPATIAL SENSE GOAL: Child identifies, describes, compares, and composes shapes.
<b>Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:</b>	Strand: Mathematics and Numeracy; Topic: Geometry

**EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL:**

- Teaching staff use descriptive words when having conversations with children to strengthen children's understanding of position in space and comparisons between objects.
- Teaching staff provide activities that strengthen children's understanding of shapes and spatial relationships, blocks, magnatiles, unifex cubes, puzzles, sorting objects, etc.
- Teaching staff use games to help children identify shapes and understand the use of positional vocabulary.
- Teaching staff continue to use lessons from Creative Curriculum to extend children's understanding of shapes and spatial relationships (i.e. We're Going on an Adventure; Where's the Bean Bag; Straw Shapes, etc.).

**MEASURABLE OUTCOMES:**

- 85% of children will meet the appropriate age range by Checkpoint 2.
- 95% of children will meet the appropriate age range by Checkpoint 3.

**FALL 2020/21 BASELINE (Checkpoint 1): % of total #of enrolled students**

- 21a: 43%
- 21b: 37%

**WINTER (Checkpoint 2)**

- 21a: 58%
- 21b: 58%

**SPRING (Checkpoint 3)**

- 21a: 80%
- 21b: 71%

Summary: Data presents an increase in the skills of understanding spatial relationships and shapes. A total of 37% were confirmed to increase knowledge in spatial relationships which means to understand positions - up, down, close, far, in front of,

**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:  
SCIENTIFIC REASONING (SR)**

**SCHOOL READINESS GOAL:**

<ul style="list-style-type: none"> <li>• Children can make simple predictions and ask relevant questions when prompted.</li> </ul>	
Teaching Strategies GOLD Child Outcomes indicators:	24. Uses scientific inquiry skills
Head Start Early Learning Outcomes Framework (ELOF) Indicators:	Sub-Domain: REASONING AND PROBLEM- SOLVING GOAL: Child asks a question, gathers information, and makes predictions.
Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:	Strand: Science;Topic: Scientific and Engineering Practices
<b>EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL:</b> <ul style="list-style-type: none"> <li>• Teaching staff continue to ask open ended questions to allow children to gather information and make predictions.</li> <li>• Teaching staff provide activities that encourage children to make predictions (i.e. gardening, color mixing, etc.)</li> <li>• Teaching staff continue to use Creative Curriculum to strengthening their inquiry skills (i.e. Investigating and Recordings, Observational Drawings, etc.)</li> </ul>	
<b>MEASURABLE OUTCOMES:</b> <ul style="list-style-type: none"> <li>• 85% of children will meet the appropriate age range by Checkpoint 2.</li> <li>• 95% of children will meet the appropriate age range by Checkpoint 3.</li> </ul> <p>FALL 2020/21 BASELINE (Checkpoint 1):</p> <ul style="list-style-type: none"> <li>• 24: 7%</li> </ul> <p>WINTER (Checkpoint 2)</p> <ul style="list-style-type: none"> <li>• 24: 14%</li> </ul> <p>SPRING (Checkpoint 3)</p> <ul style="list-style-type: none"> <li>• 24: 60%</li> </ul>	

<b>HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT (PMPD)</b>	
<b>SCHOOL READINESS GOALS:</b> <ul style="list-style-type: none"> <li>• Children can position their body weight to balance on one leg or use a balance beam or similar tool successfully.</li> <li>• Children can perform simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors.</li> </ul>	
Teaching Strategies GOLD Child Outcomes indicators:	5: Demonstrates balancing skills 7a: Uses fingers and hands

<b>Head Start Early Learning Outcomes Framework (ELOF) Indicators:</b>	Sub-Domain: GROSS MOTOR Goal: Child demonstrates control, strength, and coordination of large muscles.  Sub-Domain: FINE MOTOR GOAL: Child demonstrates increasing control, strength, and coordination of small muscles.
<b>Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:</b>	Strand: Motor Development; Topic: Gross Motor Skills and Fine Motor Skills

**EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL:**

- Teaching staff provide activities with children to explore balance and shifting weight of objects (i.e. balancing on one leg; use balance beams, etc.).
- Teaching staff provide activities to strengthen children's fine motor skills (i.e. tearing/cutting paper, stringing beads, manipulating puzzle pieces, playdough, etc.).
- Teaching staff continue to use Creative Curriculum lessons to support children's exploration and understanding of using gross and fine motor skills (i.e. Balance on a Beam; Let's Sew; Busy Beads, etc.).
- At least one hour of outdoor play time is dedicated to gross-motor activities such as running and playing tag, hopscotch, riding tricycles, red light/green light, following the leader, balancing opportunities, obstacle courses, etc.
- During indoor time, music and movement is offered to provide other gross-motor opportunities.
- Music and movement is also offered outdoors as well, to provide various experiences for gross-motor activities.

**MEASURABLE OUTCOMES:**

- 85% of children will meet the appropriate age range by Checkpoint 2.
- 95% of children will meet the appropriate age range by Checkpoint 3.

**FALL 2020/21 BASELINE (Checkpoint 1): % of total #of enrolled students**

- 5: 72%
- 7a: 85%

**WINTER (Checkpoint 2)**

- 5: 69%
- 7a: 88%

**SPRING (Checkpoint 3)**

- 5: 99%
- 7a: 98%

**ADDITIONAL DOMAINS: SOCIAL STUDIES AND ARTS**

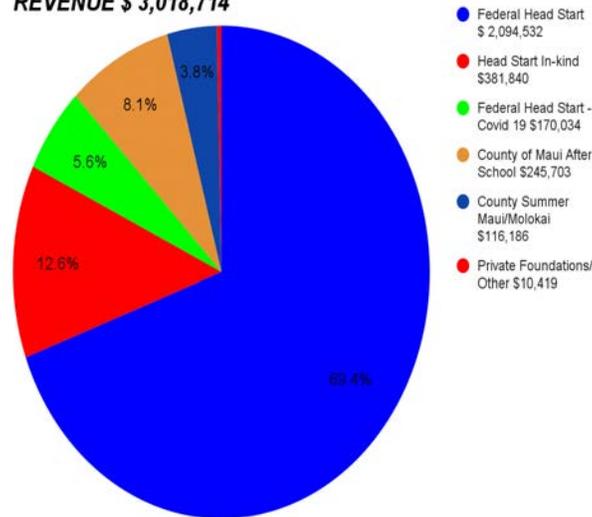
**SCHOOL READINESS GOALS:**

<ul style="list-style-type: none"> <li>● Children demonstrates knowledge in simple geographic terms</li> <li>● Children can use expression through musical concepts</li> </ul>	
Teaching Strategies GOLD Child Outcomes indicators:	<b>32: Demonstrates simple geographic knowledge</b> <b>34: Explores musical concepts and expression</b>
Head Start Early Learning Outcomes Framework (ELOF) Indicators:	These domains are embedding into other areas in development as referenced within this document.
Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:	Strand: Social Studies; Topic: Geography Strand: Creative Arts Expression and Representation; Topic: Musical
<b>EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL:</b> <ul style="list-style-type: none"> <li>● Teaching staff provide music and movement activities for children to participate in small/large groups.</li> <li>● Teaching teams provide musical instruments and movement tools for children to explore and express themselves through music and movement.</li> <li>● Teaching staff continue to use Creative Curriculum to strengthen children's understanding go geography (i.e. Treasure Hunt; We're Going on an Adventure, etc.).</li> <li>● Teaching staff have conversations with children about their community.</li> <li>● Teaching staff provide books on different places and origins to help children understand the sense of place.</li> <li>● Teaching staff provide different genres of music for children to understand cultural diversity in relation to geography.</li> </ul>	
<b>MEASURABLE OUTCOMES:</b> <ul style="list-style-type: none"> <li>● 85% of children will meet the appropriate age range by Checkpoint 2.</li> <li>● 95% of children will meet the appropriate age range by Checkpoint 3.</li> </ul>	
<b>FALL 2020/21 BASELINE (Checkpoint 1):</b> <ul style="list-style-type: none"> <li>● 32: Emerging status</li> <li>● 34: 27%</li> </ul>	
<b>WINTER (Checkpoint 2)</b> <ul style="list-style-type: none"> <li>● 32: 16%</li> <li>● 34: 26%</li> </ul>	
<b>SPRING (Checkpoint 3)</b> <ul style="list-style-type: none"> <li>● 32: 53%</li> <li>● 34: 70%</li> </ul>	

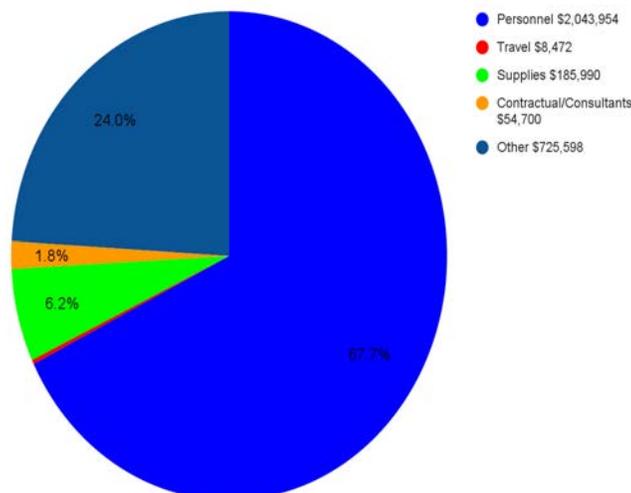
## 2020-2021 BUDGET REVENUE AND EXPENDITURES

Funding for MEO Head Start program is provided by Federal Administration for Children and Families (ACF), County of Maui and private funding sources. During the funding period of June 1, 2020 through May 31, 2021 a total of \$3,018,714 was obtained to operate the program during the school year and summer program.

**REVENUE \$ 3,018,714**



**EXPENDITURES \$ 3,018,714**



## **YEAR IN REVIEW**

Due to the COVID 19 Pandemic, our MEO Head Start program operated with lower enrollment numbers in each classroom setting for the school year 2020-2021.

Two virtual classrooms were offered, which provided weekly zoom sessions to children and families, in addition to learning packets and learning kits.

Our program partnered with Aloha Backpack Buddies and Maui Food Bank. Families that participated received food for the weekends, which consisted of shelf life meals.

Community Partners Hui No Ke Ola Pono also supported our program with providing food boxes filled with fresh produce, and other goods to a number of our families, as well as the community.

Throughout the school year, there were many lessons and new skills learned by all, as our program supported family engagement efforts virtually via Zoom.