

**Maui Economic Opportunity, Inc.
Head Start Annual Report Program Year 2022-2023**

“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 161 children, and 153 families were served by the program. All children were eligible for Head Start services based on the Selection Criteria.

COMMUNITY PARTNERS & ADVOCACY



MEO Head Start continued the partnership with Maui Family Support Services to implement an Early Literacy program. Families were provided with a variety of children's books and literacy implements to encourage literacy and family engagement in their homes.



The Kula Catholic Community provided families with gifts and food boxes during the Thanksgiving and Christmas holidays. Children received clothing and toys bringing happiness and joy to their holidays.



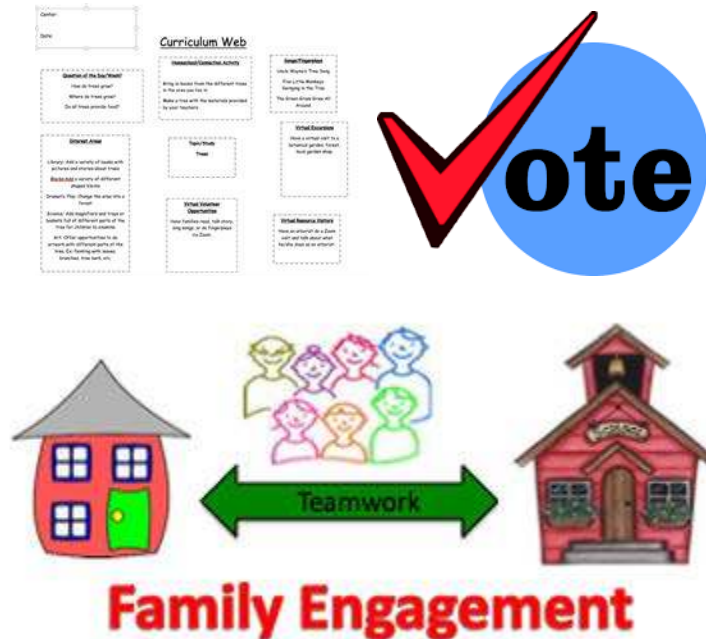
MEO Head Start received over 1,000 children’s books as recipients of the Barnes & Noble Holiday Book Drive. Children and families had the opportunity to select books to take home to keep and build their home libraries.

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 159 children who received medical exams, and 119 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.

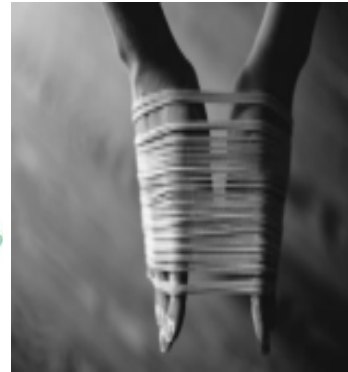
- Throughout the year parents are given the opportunity to participate in home-school connection activities that are designed to engage and reinforce skills and knowledge at home that are being learned in the classroom in relation to curriculum studies.
- Parents are provided opportunities to borrow 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 a child's progress and provide parents the opportunity to provide input regarding the child's goals.
- Provide parents 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 & 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 the child's teachers to prepare children 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 teachers and elementary school personnel. Head Start centers may coordinate a visit to a nearby elementary school to familiarize children with the campus.**



FAMILIES AS LEARNERS & LIFELONG EDUCATORS

- **Provide center Parent Committee Meetings also known as “Parent PARTY ” to deliver parent training on various topics related to child development, health and safety, early literacy, and advocacy. The training is 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.**
- **Provide parents opportunities to learn about child development and how to support their child’s growth and development.**
- **Provide opportunities for parents to attend Your Journey Together parenting curriculum classes to learn about ways to promote safe and trusting environments, and build their knowledge and skills that promote resiliency using everyday routines and interactions.**

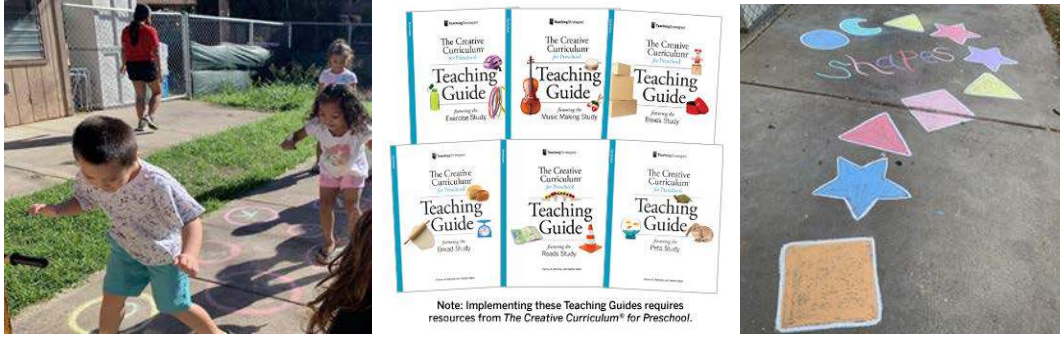


FAMILY CONNECTIONS TO PEERS & COMMUNITY

- **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 2022-2023. 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 143 children ages 3 - 4 with a total of children identified 11 with certified disabilities.

SCHOOL READINESS GOALS for MEO HEAD START SCHOOL YEAR 2022-2023

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: APPROACHES TO LEARNING (AL)

SCHOOL READINESS GOALS:

- Children attempt different strategies to complete work or solve problems with other children.
- Children are able to hold small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.

Teaching Strategies GOLD Child Outcomes indicators:	11c: Solves problems 12a: Recognizes and recalls
--	---

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 2022/23 BASELINE (Checkpoint 1): % of total #of enrolled students (130)

- 11c: 42 / 30%
- 12a: 49 / 35%

WINTER (Checkpoint 2): % of total #of enrolled students (140)

- 11c: 91/ 63%
- 12a: 103 / 72%

SPRING (Checkpoint 3): % of total #of enrolled students (143)

- 11c: 119 / 83%
- 12a: 115/ 80%

SUMMARY: Children incrementally increased skill development in problem solving and in recognizing and recalling information provided. The indicator: 11c - solve problems had the highest overall increase of all school readiness goals with a total of 77 children achieving this skill.

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
--	--

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 2022/23 BASELINE (Checkpoint 1): % of total #of enrolled students (130)

- 2b: 69 / 50%
- 3b: 40 / 29%

WINTER (Checkpoint 2): % of total #of enrolled students (140)

- 2b: 114 / 79%
- 3b: 88 / 61%

SPRING (Checkpoint 3): % of total #of enrolled students (143)

- 2b: 126 / 88%
- 3b: 112 / 78%

SUMMARY: Children incrementally increased skill development in responding to emotional cues and in solving social problems 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

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 2022/23 BASELINE (Checkpoint 1): % of total #of enrolled students (130)

- 10b: 65 / 47%
- 9d: 42 / 30%

WINTER (Checkpoint 2): % of total #of enrolled students (140)

- 10b: 123 / 85%
- 9d: 92 / 64%

SPRING (Checkpoint 3): % of total #of enrolled students (143)

- 10b: 130 / 90%
- 9d: 112 / 78%

SUMMARY: Children incrementally increased skill development in using social rules of language and referring to information about 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

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 2022/23 BASELINE (Checkpoint 1): % of total #of enrolled students (130)

- 15a: 30 / 22%
- 16b: 62 / 45%
- 19b: 27 / 19%

WINTER (Checkpoint 2): % of total #of enrolled students (140)

- 15a: 78 / 54%
- 16b: 80 / 55%
- 19b: 63 / 44%

SPRING (Checkpoint 3): % of total #of enrolled students (143)

- 15a: 93 / 65%
- 16b: 93 / 65%
- 19b: 82/ 57%

SUMMARY: Children incrementally increased skill development in noticing and discriminating rhyming words, using letter-sound knowledge, and writing to convey ideas and information. At the start of the program year, children were strong in using letter-sound knowledge - this indicator increased by 31 children while the two other areas increased by 55 - 63 children.

**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

21a: Understands spatial relationships

GOLD Child Outcomes indicators:	21b: Understands shapes
<p>MEASURABLE OUTCOMES:</p> <ul style="list-style-type: none"> 85% of children will meet the appropriate age range by Checkpoint 2. 95% of children will meet the appropriate age range by Checkpoint 3. <p>FALL 2022/23 BASELINE (Checkpoint 1): % of total #of enrolled students (130)</p> <ul style="list-style-type: none"> 21a: 45 / 32% 21b: 48 / 35% <p>WINTER (Checkpoint 2): % of total #of enrolled students (140)</p> <ul style="list-style-type: none"> 21a: 83 / 57% 21b: 91 / 63% <p>SPRING (Checkpoint 3): % of total #of enrolled students (143)</p> <ul style="list-style-type: none"> 21a: 64 / 44% 21b: 88 / 62% 	
<p>SUMMARY: Children incrementally increased skill development in understanding spatial relationships understanding shapes. For this area of development, a number of children decreased from the Winter to Spring checkpoint in both indicators.</p>	

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: SCIENTIFIC REASONING (SR)	
SCHOOL READINESS GOAL:	
<ul style="list-style-type: none"> Children can make simple predictions and ask relevant questions when prompted. 	
Teaching Strategies GOLD Child Outcomes indicators:	24. Uses scientific inquiry skills
<p>MEASURABLE OUTCOMES:</p> <ul style="list-style-type: none"> 85% of children will meet the appropriate age range by Checkpoint 2. 95% of children will meet the appropriate age range by Checkpoint 3. <p>FALL 2022/23 BASELINE (Checkpoint 1): % of total #of enrolled students (130)</p> <ul style="list-style-type: none"> 24: 4 / 6% <p>WINTER (Checkpoint 2): % of total #of enrolled students (140)</p> <ul style="list-style-type: none"> 24: 48 / 33% <p>SPRING (Checkpoint 3): % of total #of enrolled students (143)</p> <ul style="list-style-type: none"> 24: 76 / 53% 	
<p>SUMMARY: A total of 72 children incrementally increased skill development to use scientific inquiry skills. This area of development represents the second highest overall increase of all school readiness goals.</p>	

**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:
PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT (PMPD)**

SCHOOL READINESS GOALS:

- Children can position their body weight to balance on one leg or use a balance beam or similar tool successfully.
- Children can perform simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors.

Teaching Strategies
GOLD Child
Outcomes indicators:

5: Demonstrates balancing skills
7a: Uses fingers and hands

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 2022/23 BASELINE (Checkpoint 1): % of total #of enrolled students (130)

- 5: 88 / 63%
- 7a: 97 / 70%

WINTER (Checkpoint 2): % of total #of enrolled students (140)

- 5: 123 / 85%
- 7a: 126 / 88%

SPRING (Checkpoint 3): % of total #of enrolled students (143)

- 5: 112 / 78%
- 7a: 115 / 80%

SUMMARY: Children incrementally increased skill development in demonstrating balancing skills and using fingers and hands. For this area of development, the same number of children (11) decreased from the Winter to Spring checkpoint in both indicators. The reason for the decrease is unknown.

ADDITIONAL DOMAINS: SOCIAL STUDIES AND ARTS

SCHOOL READINESS GOALS:

- Children demonstrates knowledge in simple geographic terms
- Children can use expression through musical concepts

Teaching Strategies
GOLD Child
Outcomes indicators:

32: Demonstrates simple geographic knowledge
34: Explores musical concepts and expression

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 2022/23 BASELINE (Checkpoint 1): % of total #of enrolled students (130)

- 32: 0 / 0%
- 34: 13 / 9%

WINTER (Checkpoint 2): % of total #of enrolled students (140)

- 32: 35 / 24%
- 34: 75 / 52%

SPRING (Checkpoint 3): % of total #of enrolled students (143)

- 32: 52 / 36%
- 34: 73 / 51%

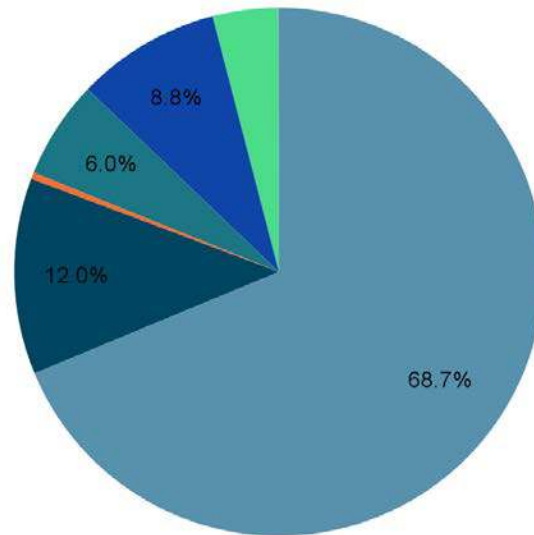
SUMMARY: SUMMARY: Children incrementally increased skill development in demonstrating simple geographic knowledge and exploring musical concepts and expression. The Spring checkpoint for indicator 34 decreased by two children / 1 percent.



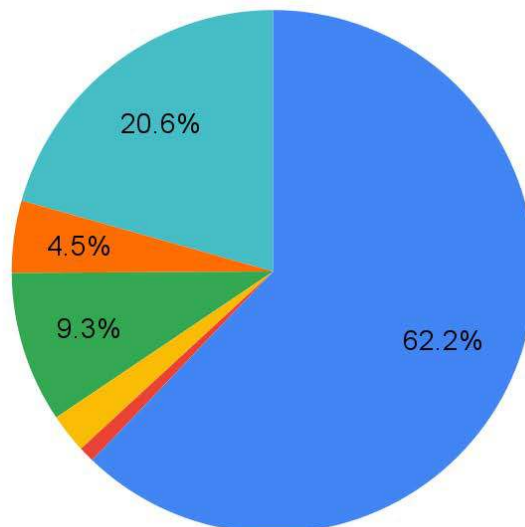
2022-2023 BUDGET REVENUE AND EXPENDITURES

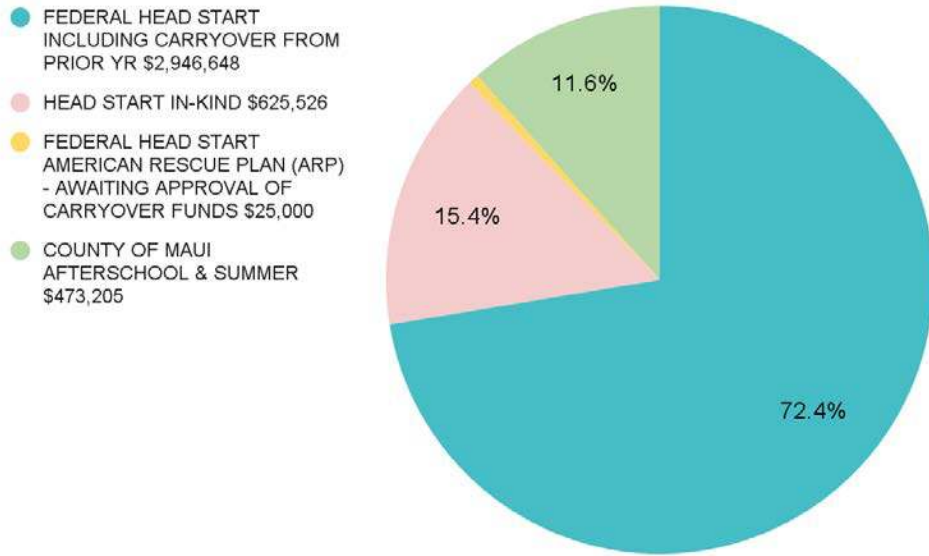
Funding for the MEO Head Start program is provided by the Federal Administration for Children and Families (ACF), County of Maui and private funding sources. During the funding period of June 1, 2022 through May 31, 2023 a total of \$3,362,129 was obtained to operate the program during the school year and summer program.

- Federal Head Start (Including Carryover) \$231,0581
- Head Start In-Kind \$403,727
- Federal Head Start Coronavirus Response and Relief Supplemental Appropriations (CRRSA) \$13,521
- Federal Head Start American Rescue Plan (ARP) \$202,438
- County of Maui Afterschool \$296,143
- County Summer Maui/Molokai \$133,744
- Private Foundations/Other \$1,975



- PERSONNEL \$2,090,308
- TRAVEL \$32,758
- SUPPLIES \$81,597
- EQUIPMENT \$313,945
- CONTRACTUAL CONSULTANTS \$150,143
- OTHER \$693,378





2023-2024 BUDGET REVENUE

During the funding period of June 1, 2023 and May 31, 2024, a total of \$4,070,379 was granted to the program to operate services for children and families. Funding sources include Federal Administration for Children and Families (ACF), County of Maui and Hawaii Children’s Trust Fund.



YEAR IN REVIEW

MEO Head Start began to welcome family members back into the classrooms upon drop off and pick-up as part of our ongoing efforts to move towards recovery after the pandemic.

A continued partnership with Maui Family Support Services provided five centers (UHMC, Kahului, Kaunakakai, Wailuku A, and Lahaina) with children's books and literacy implements throughout the year. These items were distributed to families with the intention of building their home libraries, and increasing literacy in the home, as part of the Early Literacy Program implementation plan.

Five MEO Head Start Team members attended the Hawai'i Outer Pacific Region 9 Institute on the island of Kauai in April. The training was focused on positive guidance using the Pyramid Model, and strategies for staff recruitment and retention.

Families received a number of donations consisting of food boxes and gifts for the Thanksgiving and Christmas Holidays. Various community members and organizations including Kula Catholic Community contributed to the efforts of ensuring that all children in our program received items, and had something special to look forward to and celebrate during the holidays.

MEO Head Start continued to promote our Staff Wellness Program. Monthly wellness training was provided, and Staff Wellness Committee members also encouraged wellness via Wellness Wednesday messages throughout the program year. A Staff Wellness Retreat was held at the South Maui Gardens-Hidden Oasis of Kihei. Staff members had an opportunity to network with peers, participate in a mixture of wellness activities such as crafting, Tai chi, Portuguese horseshoes, Bingo, and other games. Staff members were recognized for their years of service in our program, while having lunch and great conversation. It was a wonderful closing to our program year 2022-2023.

