

CHIPPEWA LUCE MACKINAC COMMUNITY ACTION AGENCY
EARLY CHILDHOOD PROGRAMS

Annual Report



FY 25

WHO WE ARE

Head Start is a federally funded program that provides education, health/mental health, disability, nutrition, and family support services to engage families and ensure children enter school ready to learn and succeed. Since 1965 the Chippewa-Luce-Mackinac Community Action Agency has been providing high quality, comprehensive early childhood programs in the Eastern Upper Peninsula.

Education:

Head Start parents and teachers work together to ensure each child receives individualized, educational instruction according to their strengths and needs. Educational services are designed to ensure all children grow physically, socially, intellectually, and emotionally.

Health, Dental, and Mental Health:

Comprehensive health care services are coordinated for every child to identify and address health, mental health, and dental problems early so that they do not interfere with a child's learning and development.

Disability Services:

The program coordinates with the Local Education Agencies (LEA) and other groups to provide high quality services that benefit children with disabilities and their families.

Nutrition:

Head Start assists families in meeting each child's nutritional needs while promoting the development of good eating habits and a healthy lifestyle.

Family Engagement Services:

The program uses a family centered approach to support and assist the families in developing skills necessary to identify their own strengths and goals, while effectively utilizing community resources to help achieve those goals.



OUR MISSION

Our Mission is to support children and families in realizing their potential by providing quality programs in partnership with our communities.

OUR LOCATIONS

Algonquin
Brimley
Cedarville
Drummond Island
Kinross
Newberry
Rudyard
St. Ignace
Sault Ste. Marie
Soo Township

FEDERAL MONITORING

In the 2024-25 program year, CLMCAA did not have any scheduled monitoring visits.

Results from the most recent review (2022-23) were as follows: In May of 2023, The Administration of Children and Families conducted a Focus Area two monitoring review that incorporated both the Head Start and Early Head Start Programs compliance and performance. It was determined that there were no deficiencies, no areas of non-compliance, and only one area of concern. This area was solely in the area of qualifications of Early Head Start staff that need to obtain Child Development Credentials. To mitigate this concern, we have increased our partnerships with local community colleges and began a : “grow your own” program that focuses on professional development of new staff.

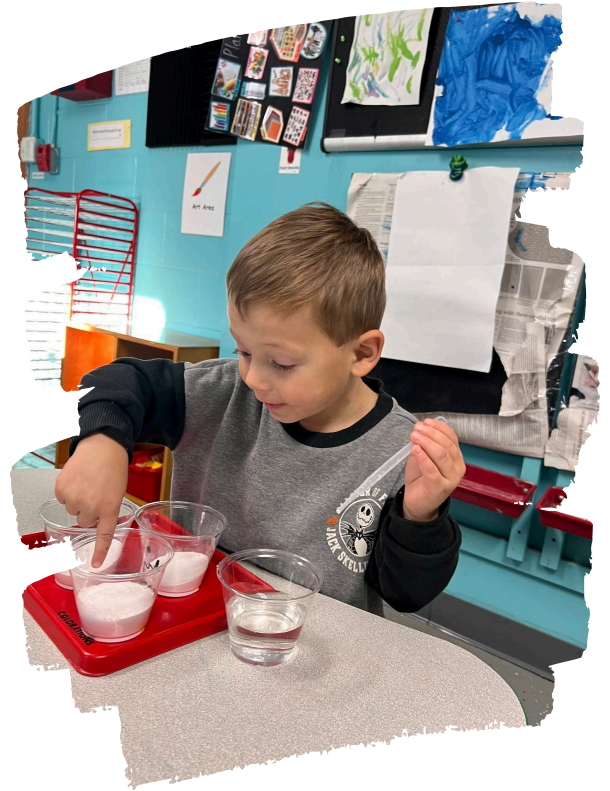
At the time of publication, the program is awaiting results from a Focus Area 1 review that took place 4/13/26-4/15/26.



FINANCIAL OVERVIEW

The 2025 fiscal year has demonstrated our commitment to prudent financial management and resource allocation, ensuring the effective operation of our Early Childhood Programs. Our most recent single financial audit of FY 2025 received an unmodified opinion, with no findings or questioned costs.

Our program applied for, and was awarded, \$99,415 one time Supplemental Funds for Nutrition and Healthy Eating. The program was unable to obligate \$57,660.27 in the quick timeline provided and has applied to carry these funds over to FY26.



Budget

Head Start Program/ T&TA: \$3,178,372 / \$29,710
Early Head Start Program/ T&TA: \$1,205,451 / \$22,636
Non Federal Share: \$1,109,042
Great Start Readiness Program/Transportation: \$613,771 / \$100,869
Child and Adult Care Food Program (CACFP): \$135,000

Grantee Expenditures Head Start/ EHS CACFP Fiscal Year 2023/24

Personnel: \$2,699,379
Fringe Benefits: \$861,236
Travel: \$16,415
Equipment: \$12,225
Supplies and Food: \$370,843
Contractual: \$39,488
Training: \$43,486
Other: \$460,463
Total: \$4,503,535



Grantee Proposed Budget Head Start/ EHS CACFP Fiscal Year 2025/26

Personnel: \$2,664,727
Fringe Benefits: \$869,970
Travel: \$30,175
Equipment: \$150,000
Supplies and Food: \$184,200
Contractual: \$18,020
Training: \$22,171
Other: \$496,906
Total: \$4,436,169

ERSEA OVERVIEW

Eligibility, Recruitment, Selection, Enrollment, Attendance

**Funded Enrollment
FY24/25**

Head Start-152
Early Head Start-64
Great Start Readiness-82
Strong Beginnings-28

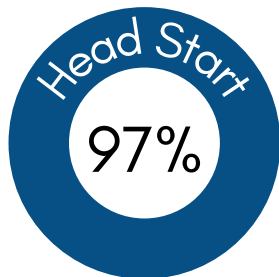
Our program actively participated in the Full Enrollment Initiative, taking strategic steps to strengthen enrollment practices and better align services with community needs.

This included right-sizing our program by applying for a “change of scope”. With this approval, we were able to reduce our funded enrollment to ensure consistent, full enrollment, high-quality service delivery, and increase wages for our staff.

We also expanded access for families by launching an online application system. Utilizing Supplemental Nutrition Assistance Program (SNAP) benefits as an eligibility pathway, helped remove barriers and simplify the process for families. These efforts resulted in a more efficient, accessible, and responsive enrollment process for the families we serve.

Average Monthly
Enrollment FY 24/25

Eligible Children
Served FY 24/25



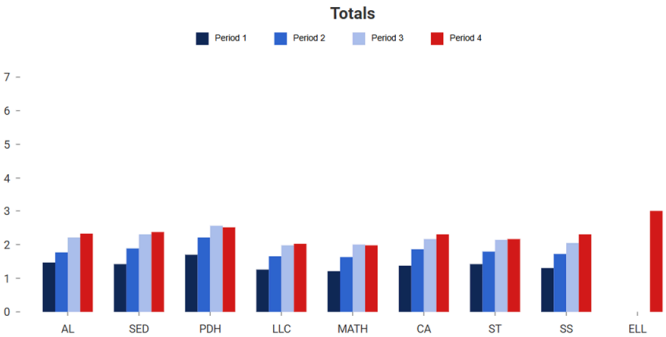
SCHOOL READINESS OVERVIEW



Efforts to Prepare Children for Kindergarten-and for Life

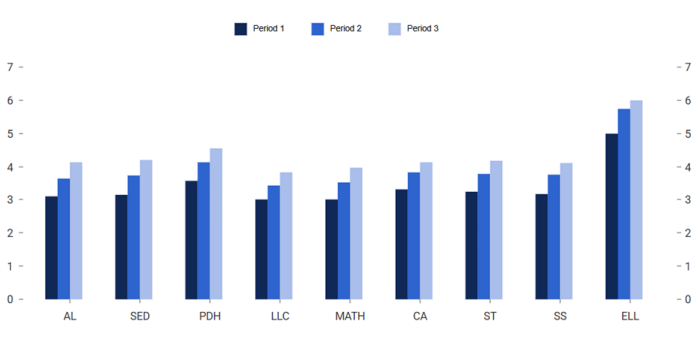
During the 2024-2025 program year, our School Readiness data shows measurable growth across all domains of development, including language and literacy, cognition, social-emotional development, and physical development. Children demonstrated consistent progress from fall to spring checkpoints, indicating that our instructional practices, intentional planning, and responsive interactions are effectively supporting developmental growth for all learners. This progress reflects the strength of our teaching strategies, ongoing assessment practices, and the use of data to individualize instruction. By regularly reviewing child outcomes, teachers were able to adapt learning experiences, provide targeted support, and create meaningful opportunities for children to build skills in developmentally appropriate ways. School Readiness growth is a critical indicator of program quality because it demonstrates that children are gaining the foundational skills needed for success in kindergarten and beyond. When children make progress across developmental domains, they are better prepared to engage in learning, build relationships, regulate their emotions, and think critically. This not only supports their immediate transition to school but also contributes to long-term academic and life success.

Early Head Start
2024-25

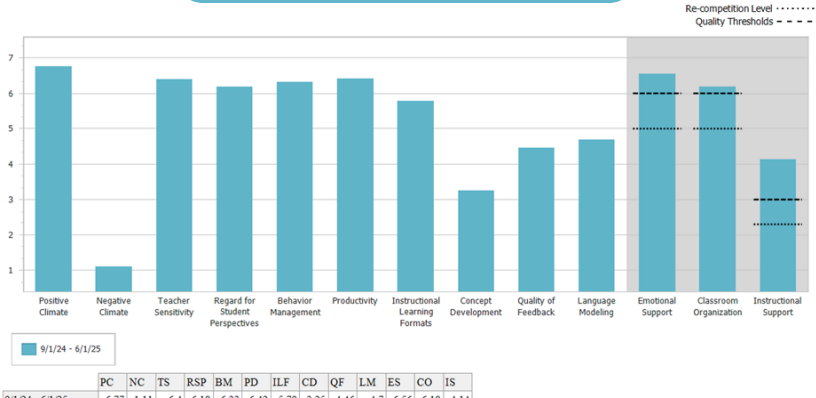


During the 2024-2025 program year, our CLASS (Classroom Assessment Scoring System) data reflects strong performance across all domains of teacher-child interactions. Scores exceeded both re-competition expectations and national quality thresholds. These results demonstrate consistent, high-quality interactions across our classrooms. These outcomes highlight the effectiveness of our professional development, coaching, and intentional teaching practices. Teachers are fostering supportive environments, managing classrooms effectively, and promoting meaningful learning experiences that support children’s development. CLASS scores are an important indicator of program quality because they measure the interactions that drive learning. Strong performance across domains supports children’s social-emotional development, engagement, and critical thinking, helping to build a solid foundation for school success.

Preschool
2024-25



CLASS 2024-25
Emotional Support 6.56
Classroom Organization 6.18
Instructional Support 4.14



HEALTH & WELLNESS OVERVIEW

Comprehensive health services are a cornerstone of our commitment to each child's well-being and school readiness. In 2024-25, we provided: Developmental (ASQ) and Social Emotional screenings (ASQ-SE) within 45 days of enrollment, Hearing and Vision Screenings, Nutrition and Physical activities, and Mental Health consultations.

Disabilities Services and Support

Children with disabilities are not just welcomed into the program- they are embraced. We worked in close partnership with local school districts and early intervention agencies to support children with Individualized Education Plans (IEP's) and Individualized Family Service Plans (IFSP's). 8 children enrolled in Early Head Start had IFSP's; 2 of those were diagnosed during the program year. 57 children enrolled in Head Start, Great Start Readiness Program and Strong Beginnings had IEP's 25 of those were diagnosed during the program year.

Health Services

We partnered closely with area physicians and dentists to help families establish medical and dental homes and supported families with referrals when necessary. With the help from CLMCAA Early Childhood Programs, by the end of the program year:

Head Start

100% of children had a medical home

100% of children had health insurance

100% of children were up to date on immunizations

72.8% of children had a dental home

100% of children were up to date on preventative health care



Early Head Start

98.6% of children had a medical home

100% of children had health insurance

91.8% of children were up to date on immunizations

67.1% of children had a dental home

68.5% of children were up to date on preventative health care

FAMILY ENGAGEMENT OVERVIEW



We believe parents are their child's first and most important teacher. Family engagement is more than participation in activities; it is the foundation of strong, trusting relationships built through communication, collaboration, and mutual respect. Throughout the 2024-2025 program year, we partnered with families to support both child and family success.

What Family Engagement Looked Like in 2024-2025:

Family Goal Setting

- Families were encouraged to identify personal and family goals with the support of program staff. Goals ranged from securing stable housing and employment to continuing education and improving overall family wellness.

Home Visits & Classroom Visits

- Our teaching staff completed at least 4 home visits and family-teacher conferences. These visits created opportunities to strengthen relationships with families, celebrate children's progress, and support shared goals for learning and development.

Family Engagement Events & Workshops

- We hosted over 140 family events, including:
 - Literacy Nights
 - Home Based Socializations
 - "Touch a Truck"
 - "Tea Parties" and dances
 - Kindergarten Transition Events
 - Budgeting & Wellness Workshops



Volunteer & Leadership Opportunities

- Parents volunteered in classrooms, on field trips, and served on our Parent Committees and Policy Council, ensuring family voices helped shape program decisions.

"I love that I can come spend a day in the classroom any time I want, I learn the songs and the schedule. They are always doing something fun" -Head Start Parent, June 2024

THE POWER OF VOLUNTEERS!



Volunteers are more than helpers—they are mentors, role models, storytellers, and difference-makers. Their time, presence, and generosity make our classrooms warmer, our communities stronger, and our impact deeper.

During the 2024-2025 program year, over 1200 volunteers gave their time to support our program totaling 57,083 hours! Community members and non-parents totaled 459 volunteers and 2,617 hours. Their contributions took many forms:

In the Classroom:

- Reading stories during circle time
- Assisting with art and nutrition activities
- Helping with classroom prep and clean-up
- Supporting children during meals and outdoor play

On the Go:

- Chaperoning field trips and community walks
- Providing transportation for parent meetings and events
- Coordinating donations of clothing, books, and supplies

Behind the Scenes:

- Serving on Policy Council and Parent Committees
- Helping plan family engagement events
- Supporting recruitment and outreach



This data is a testament to the deep connection between our program and the community we serve. We are deeply grateful for every minute, every smile, and every helping hand. Volunteers are a living reminder that we're all in this together—and that it truly takes a village to raise a child.