

Montcalm Area ISD Preschool Annual Report 2025-2026



Montcalm Area Intermediate School District
621 New Street, PO Box 367, Stanton, MI 4888



Approved: July 2026

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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
FPL	Federal Poverty Level
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 ISDs. GSRP programming supports the development of young children through partnering with parents. GSRP programming acknowledges that children must be educated with a whole-child view. Children in the program are developing their minds, bodies, and social-emotional capacities. GSRP programming strives to support parents and students in all areas. GSRP also recognizes that 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 the National Institute for Early Education in the country. GSRP is a key component in the Michigan PreK for All system.

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, 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 269 students in 2025-26. All programs have articulation agreements allowing students to earn free college credits.
- Operates Early College program that services students who are 11th, 12th, and 13th grade high school students, services students in the seven local school districts, serving 72 students in 2025-26.
- Provides a technology infrastructure that supports local district systems, allows for curriculum integration, and provides 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 evidence-based Great Start Readiness Programming (GSRP) for four-year-old preschool opportunities. There are ten sub-recipients that include all seven school districts and three community-based organizations.

In the 2025-26 school year, the MAISD received funding for 428 GSRP students. This was an increase from the 423 children served in 2025-26. We were able to increase the number of GSRP classrooms within the MAISD through partnerships. All programming was used to support school day programming. Historically, GSRP targets families who have identified risk factors that may interfere with their child's educational success. The priority risk factor with PreK for all, these factors are taken into consideration for enrollment priority, and no family is charged tuition. For 2025-26, priority was identified at or below 400% of the federal poverty income level.

In 2025-26 we continued to focus on educating our preschool children with a whole child approach. We continue to problem solve and learn from the COVID pandemic, we focused on serving 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. In August of 2025, we were able to develop three partnerships with CBOs. We continued to invest in building our CBO partnership throughout the 2025-26 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.

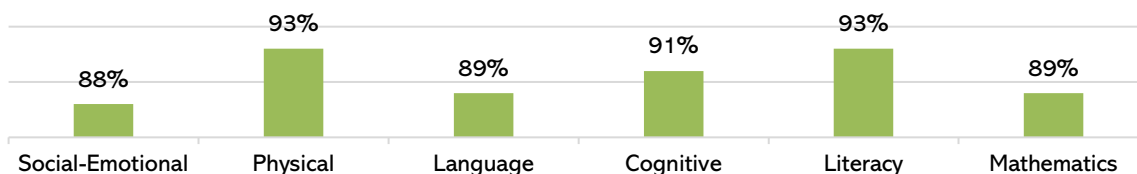
1. Enhancing Quality – Set goals and receive coaching and consultation for validation.
 - 5 out of 14 buildings are under this improvement system.
2. Enhancing Quality-Validated – Complete validation and prepare for on-site observation.
 - 1 out of 14 buildings are under this improvement system.
3. Demonstrating Quality – Meet threshold scores during on-site observation.
 - 6 out of 14 buildings are under this improvement system.
4. 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 14 buildings are under this improvement system.

In 2025-26, there were twenty-seven classrooms directly operated by seven sub-recipients. Three classrooms were Community-Based Organization (CBO) GSRP classrooms (operated by Huntley's Clubhouse, Natural Wonders, and EightCAP, Head Start), 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. Two local school districts and two of our CBO operated the five-day-a-week GSRP option with success. All of the GSRP programs in the MAISD ran school-day operations last year, which helped to support working parents in our identified childcare deserts. In the 2025-26 school year over 842 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 SmartTeach. 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 SmartTeach (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 their kindergarten readiness journey. Last year 22 hours of face-to-face professional learning opportunities were offered by the MAISD to GSRP teaching teams. Topics included Fine-Motor, CLASS Assessment, Math and Literacy, and Language. The MAISD provided virtual professional learning opportunities for a total of 16 hours for CLASS, PELI, Conscious Discipline, and Curriculum support. Optional Social Emotional professional learning was also offered, as Social Emotional Learning continued to be a priority for 2026-27. Working with teaching teams to support literacy training and math competency is reflected in our student growth data as well. The data above reflects growth in all five areas from previous years. The overall benchmark of 91% of students meeting or exceeding learning objectives was met by all classrooms within the MAISD in the 2025-26 school year.

Percent of Children at or Above Expected Growth Range



Programming Information

The data represented in this selection is gathered throughout the program year using Dropbox, Online CLASS assessment, and SmartTeach assessment database system. Data review teams met quarterly (3x a year) as a classroom team, a district team, and the MAISD team to review child, classroom, and district progress. 22 parents in total participated in the data review process in the 2025-26 school year.

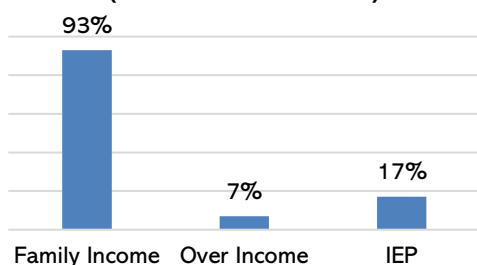
Enrollment

The total cumulative enrollment for the 2025-26 was 428 Children. This is an increase from previous years (2023-24 enrollment of 418 children and 2022-23 enrollment of 389 children and completed).

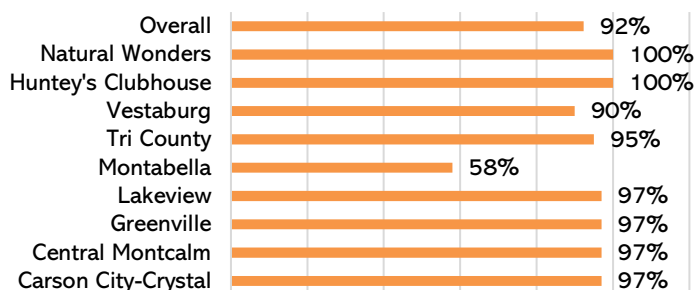
Type of Enrollment Priority

1. **Low family income-** Equal to or less than 400% of the Federal Poverty Level (FPL)
2. **Diagnosed disability or identified developmental delay-** Child's developmental progress is less than 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.

MAISD GSRP Children Enrolled by Type of Eligibility (over 400% of FPL)



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.

2025-26 Year-End Data:

Language and Literacy:

- ◆ Children will engage with print (e.g., stories and books) appropriately. **91% of MAISD GSRP preschools are meeting or exceeding this objective.**
- ◆ Children will hear, distinguish, and identify the sounds of rhymes of language. **90% 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. **95% 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. **92% 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. **93% of MAISD GSRP preschools are meeting or exceeding this objective.**
- ◆ Children will learn and use words to describe what they are thinking and doing. **94% 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.**

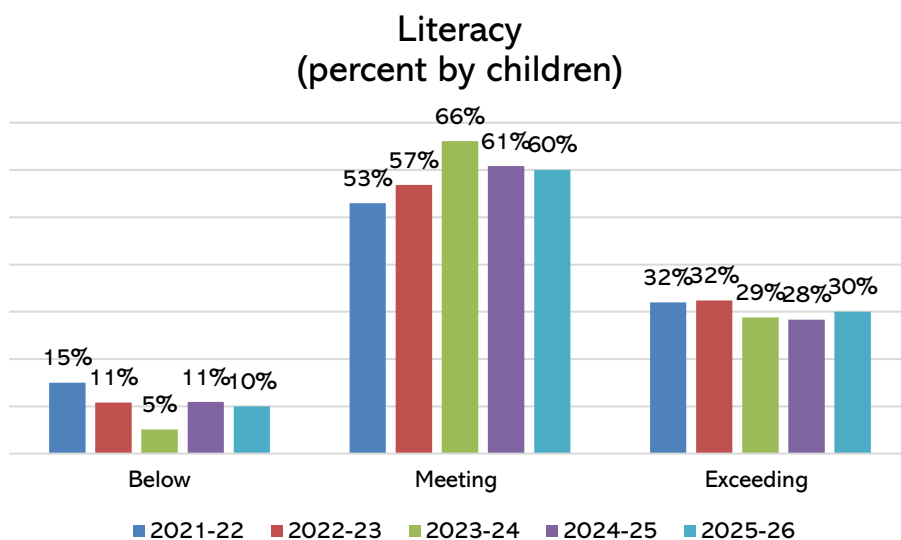
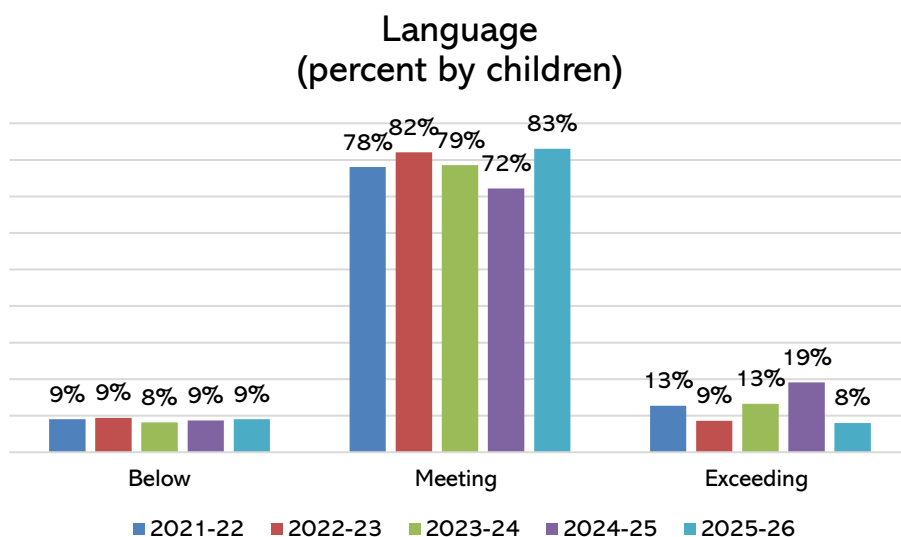
Language and Literacy

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. **91% of GSRP students met or exceeded this area in 2025-26.**

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 school. It is a key area for young children's growth, development, and learning. **90% of GSRP students met or exceeded this area in 2025-26.**

Source: GSRP SmartTeach Database Year End Data

MAISD GSRP Program Data for Literacy and Language Objectives (average):



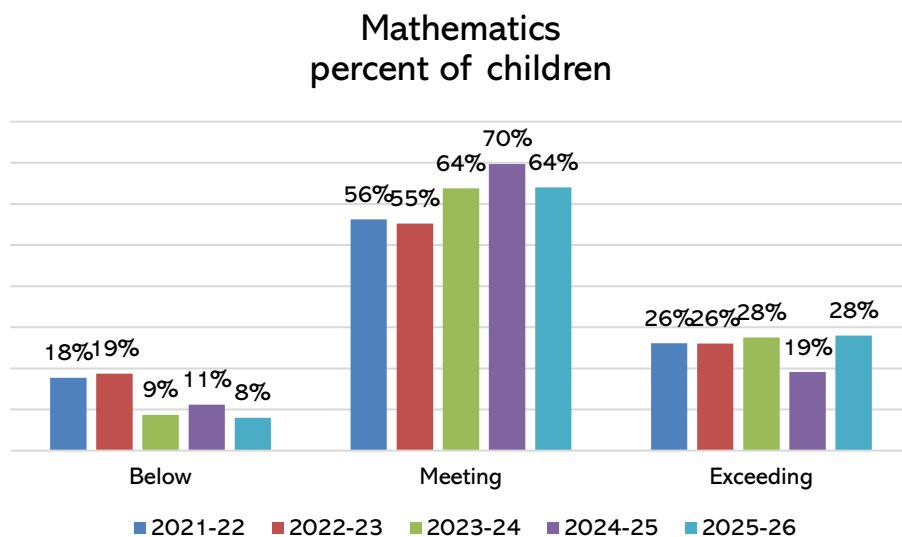
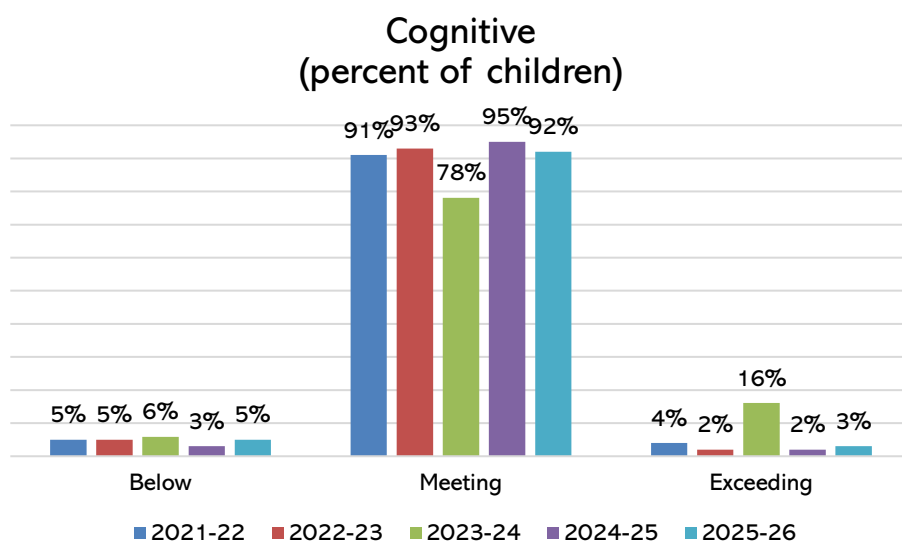
Cognitive and Mathematics

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. **95% of GSRP students met or exceed this area in 2025-26.**

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. **92% of GSRP students met or exceed this area in 2025-26.**

Source: GSRP SmartTeach Database Year End Data

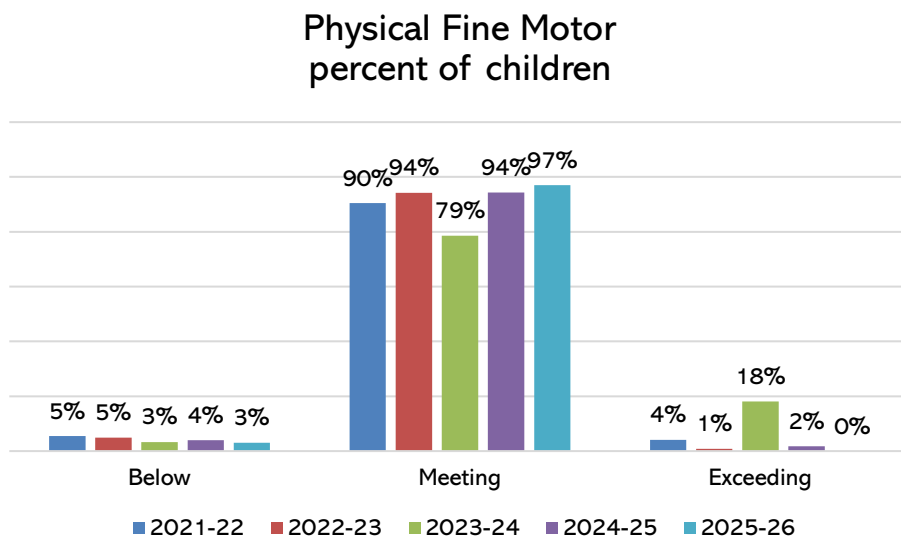
MAISD GSRP Program Data for Cognitive Function and Mathematics Objectives (average):



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 2025-26.**

Source: GSRP SmartTeach 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.

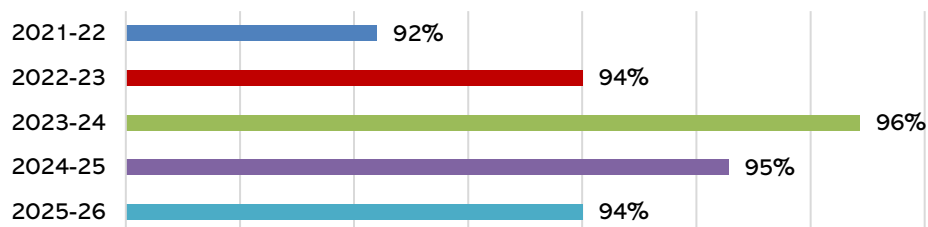
Expanding Expressive Vocabulary - Incorporates new words or less familiar or technical words in everyday conversations.

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

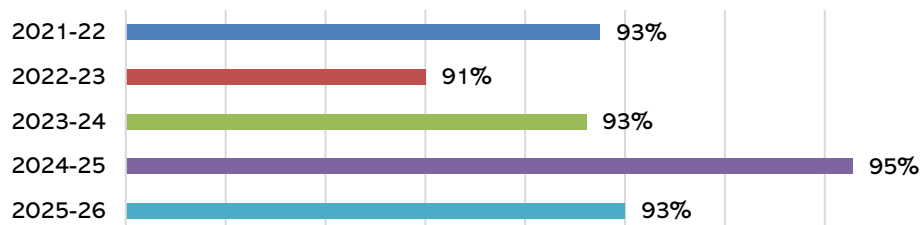
Persists - Demonstrate planning, persistence, and problem-solving skills while working independently or with others during creative processes.

Source: GSRP SmartTeach Data Base
MAISD GSRP End of Year Program Data:

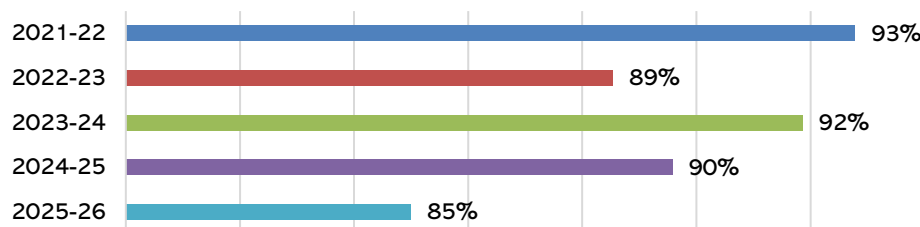
Expanding Expressive Vocabulary



Attends and Engages



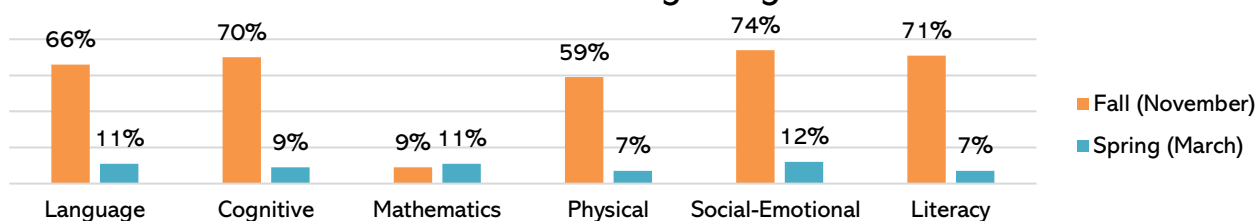
Persists



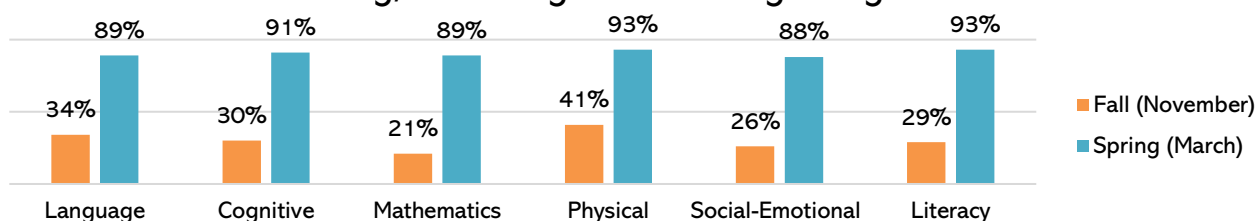
Classroom Learning

Classroom learning data is from teachers using assessments within SmartTeach (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 2025-26 SmartTeach 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.

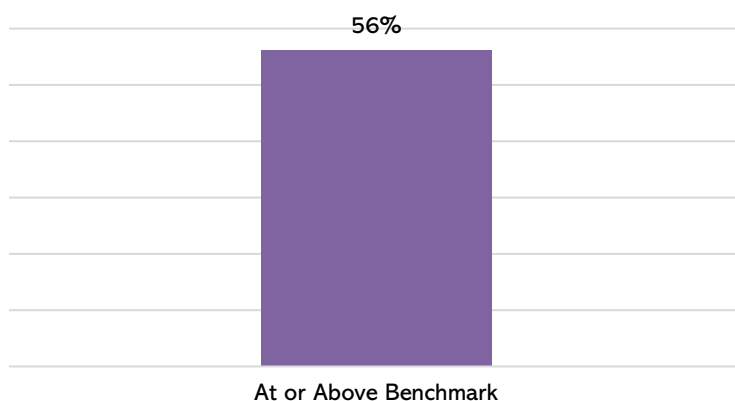
**Areas to Address for Improvements (percent of children)
Below Growth Range Target Goal**



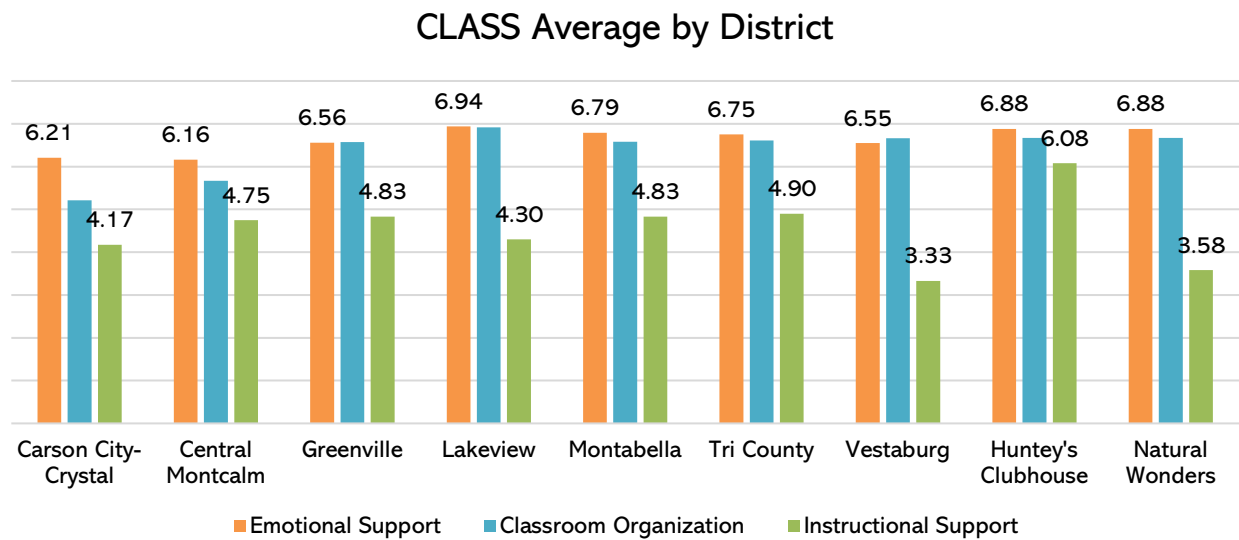
**Areas to Address for Improvements (percent of children)
Meeting/Exceeding Growth Range Target Goal**



**Preschool Early Literacy Indicator
(PELI)
May 2026 (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 teachers’ growth in their classroom competencies and best practices. CLASS is a 7-point scale. Each classroom dimension receives a score ranging from 1 (minimally characteristic of the classroom) to 7 (highly characteristic of the classroom). Composite scores for each dimension are created by averaging individual cycle scores across the number of cycles of observation completed. Composite scores for each domain are created by averaging dimension composite scores across the number of dimensions within the domain.

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 \$86,000 was poured into classroom materials around social emotional, and math learning tools for students use during this fiscal year. Data from TPOT, ICP, and CLASS were used to determine the need by classroom.



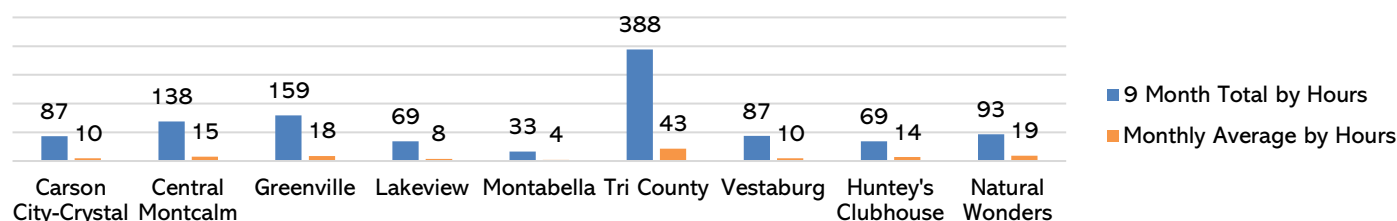
MAISD Early Childhood Coaching

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 2025-26

District	Number of Classrooms	Number of Goals Set	Percent of Goals Achieved
Carson City-Crystal	2	7	100%
Central Montcalm	4	8	88%
Greenville	6	19	95%
Lakeview *teacher exit	2	4	50%
Montabella	2	4	100%
Tri-County	4	11	100%
Vestaburg	3	5	80%
Huntery's Clubhouse	1	3	100%
Natural Wonders	1	2	100%

Hours of Face to Face ECS Coaching Support
Total 1123 Hours



2025-26 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 SmartTeach data, ASQ data, PELI data, and CLASS feedback. Math and Fine Motor learning were the focus of professional learning.
 - The average evaluation of the three data meetings held at the MAISD were as follows:
 - 78% felt the time spent was valuable use of their time.
 - 80% stated that the pacing and amount of material presented were appropriate for the time allocated.
 - 82% felt the content and activities are well aligned with the goals and priorities of my program/district.
- ◆ Other professional development opportunities were provided at the MAISD for the Early Childhood community, GSRP teachers, and staff.
 - Fine Motor: Digging Deeper into Writing with the Essentials evaluation results:
 - 96% felt the time spent was valuable use of their time.
 - 100% stated they left with the tools and strategies to support families.
 - 92% felt the materials for the day facilitated their learning and their team's productivity.

- CLASS Assessment: What's Language got to do with it? evaluation results:
 - 92% felt the time spent was a valuable use of their time.
 - 100% stated they left with the tools and strategies to support families.
 - 97% felt the materials for the day facilitated their learning and their team's productivity.
- ◆ Virtual opportunities self-paced were offered to all teaching team members on CLASS, Creative Curriculum, Conscious Discipline elements, Math Essentials, and PreK Literacy Essentials

2025-26 Highlights of Montcalm Great Start Readiness Classrooms

- ◆ Served 428 children in 27 classrooms and supported 27 teaching teams.
- ◆ Collaborated with 0-5 early childhood service providers in Montcalm County to provide support to all GSRP families for resources and referral information.
- ◆ Early Childhood Mathematics preschool professional development and classroom material supports were provided using GSRP grant district grant funds.
- ◆ Continued to partner with private preschool providers to support the development of high-quality programs in Montcalm County, which has resulted in three CBOs for 2025-26, and two potential sites.
- ◆ 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) with an average of 22 parent participants.
- ◆ Supported building inclusion capacity with EC coaches: ICP, Literacy and Math Essentials, and over 22 hours of face to face professional development for coaching staff.
- ◆ Targeted Early Math Essentials, Implementation of Creative Curriculum, Coaching and PELI fidelity support with teaching teams to provide individual classroom growth and increase staff capacity.

2025-26 Parent Satisfaction Survey Results for GSRP Programming

96% said that GSRP prepared their child for kindergarten.
 94% said that GSRP helped their child grow socially and emotionally.
 96% said that GSRP helped develop their child's thinking skills.
 94% said that GSRP supported their child's academic skills.
 96% 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.
 97% stated that scheduled parent-teacher meetings or school events/activities met their needs.
 97% stated that GSRP supported and respected their families' cultural backgrounds.
 94% that teacher communicated about their child's academic progress and development.
 98% stated that they felt involved and engaged by their teaching team.
 98% stated that the schedule (4 days a week or 5 days a week) classroom met their family's needs.
 81% stated that they received information on before and/or after school childcare.



Montcalm Area ISD GSRP SmartTeach Data Hits a Milestone of Success



Celebrating Our Impact

We're building strong classrooms and brighter futures. Here's what MAISD - GSRP achieved this year!



64
Teachers



14
Sites



394
Children



Engagement

5,659

Logged In

Up from **23%** in 2024-25



46 teachers embedded their practice using tools consistently with intention.



Documentation

74,067

Pieces of Documentation Created



99% showed teachers individualizing their instruction.



Most used small group activity with **patterns**.



33% used Smart Suggestions to identify relevant dimensions faster.



Teachers showed strength across the board

and it's making a real difference for children.



EightCAP, INC. 0-5 Head Start Annual Report 2024-2025

EightCAP, Inc. 0-5 Head Start

EARLY CHILDHOOD SERVICES

1

EightCAP's Head Start and Early Head Start programs provide essential early childhood education services across multiple counties in Michigan. With a strong commitment to fostering school readiness and comprehensive family support, the programs serve infants, toddlers, preschoolers, and expectant mothers.

Through a whole-child approach, EightCAP promotes cognitive, social-emotional, physical, and language development while partnering with families to build stability, strengthen parenting skills, and connect to community resources. By delivering high-quality, research-based programming, the agency helps ensure children enter kindergarten prepared to succeed in school and in life.

Program Highlights & Demographic Impact

99%

Avg. Monthly Enrollment – Ensuring services reach families in need.

36

Classrooms – Supported early childhood education for 3-5 year olds.

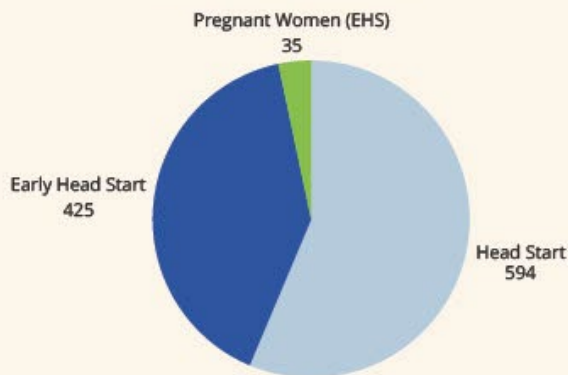
17

Home Visitors – supported early childhood education to 0-3 year-olds & expectant mothers

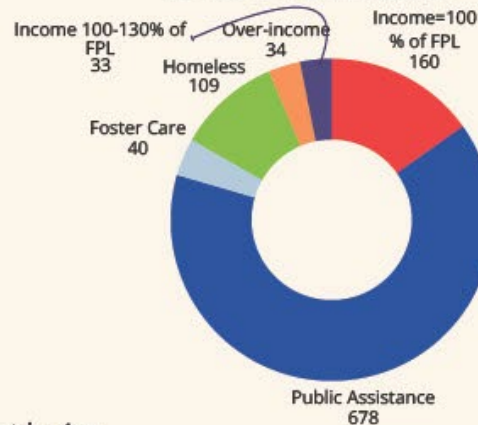
1,054

Children & Expectant Mothers – Served across five counties.

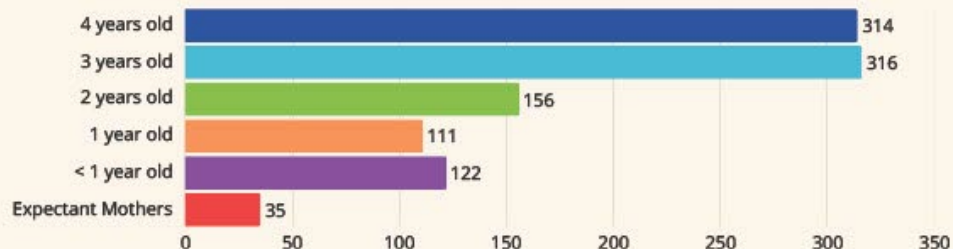
Enrollment by Program



Enrollment by Program



Enrollment by Age



EARLY CHILDHOOD SERVICES

2

At EightCAP, school readiness means that children leave our program with the skills, knowledge, and attitudes necessary for success in kindergarten and beyond. In alignment with the Office of Head Start, we recognize that strong early learning environments—built on trust, encouragement, responsive relationships, and high expectations—are the foundation for lifelong learning.

EightCAP's School Readiness Goals are aligned with the **Head Start Early Learning Outcomes Framework (HSELOF)**, the Michigan Department of Education Michigan Early Childhood Standards of Quality for Prekindergarten, and the Creative Curriculum® for Preschool and Creative Curriculum® for Infants, Toddlers & Twos developed by Teaching Strategies. These frameworks ensure that our programming reflects research-based best practices and state and federal expectations.

 APPROACHES TO LEARNING	 SOCIAL & EMOTIONAL DEVELOPMENT	 LANGUAGE & LITERACY	 COGNITION	 PERCEPTUAL, MOTOR & PHYSICAL DEVELOPMENT
				
Children and families will engage in learning to acquire knowledge, learn new skills, and achieve goals.	Children and families will express, recognize and manage their own emotions in order to create and sustain positive relationships with others.	Children will expand their receptive and expressive language to establish a foundation for reading and writing.	Children will experiment with the world around them in order to gain complex cognitive abilities, including mathematic strategies and emerging scientific reasoning skills.	Children will enhance their well-being by exploring their environment and investigating objects in the world around them.
Early Head Start 99% Head Start 91%	Early Head Start 96% Head Start 90%	Early Head Start 93% Head Start 91%	Early Head Start 99% Head Start 83%	Early Head Start 97% Head Start 94%

During the 2024–2025 program year, the percentage of Head Start and Early Head Start children who met or exceeded EightCAP's school readiness goals in each domain is reflected above. Through intentional instruction, individualized support, ongoing assessment, and strong family engagement, EightCAP continues to prepare children for success in kindergarten and future academic achievement.

EARLY CHILDHOOD SERVICES

3



Family Engagement & Parenting Impact

EightCAP utilizes the Positive Solutions for Families parenting curriculum, which is grounded in the Pyramid Model for Promoting Social Emotional Competence in Young Children. The curriculum was developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and consists of seven structured sessions designed to help families: Promote children's social and emotional development; Understand the purpose behind challenging behaviors; Use positive, proactive strategies to teach appropriate behavior; Strengthen parent-child relationships.

Family feedback indicates that Positive Solutions for Families strengthens parent confidence, improves consistency between home and school, and supports children's social-emotional growth. By equipping families with research-based strategies, EightCAP continues to promote healthy relationships, and positive behavior supports that extend beyond the classroom.

90% of families reported using information from the **Positive Solutions for Families®** curriculum

Building confidence, connection, and positive parenting skills at home

What Parents are Saying

- “ This was a good eye opener to help change my wording for praising the kids when they do something good.
- “ He's achieving his milestones faster now.
- “ I learned about positive reinforcement and how to address tantrums and attention seeking behavior.
- “ I learned how to validate our children's emotions and how to help them calm down.

By the Numbers



225 Families
received parenting
education services



32 Parent Events
-24 Parenting Skills
-6 Life Skills
-2 Community Engagement



**179 Fathers/Father
Figures**
engaged in family goal setting



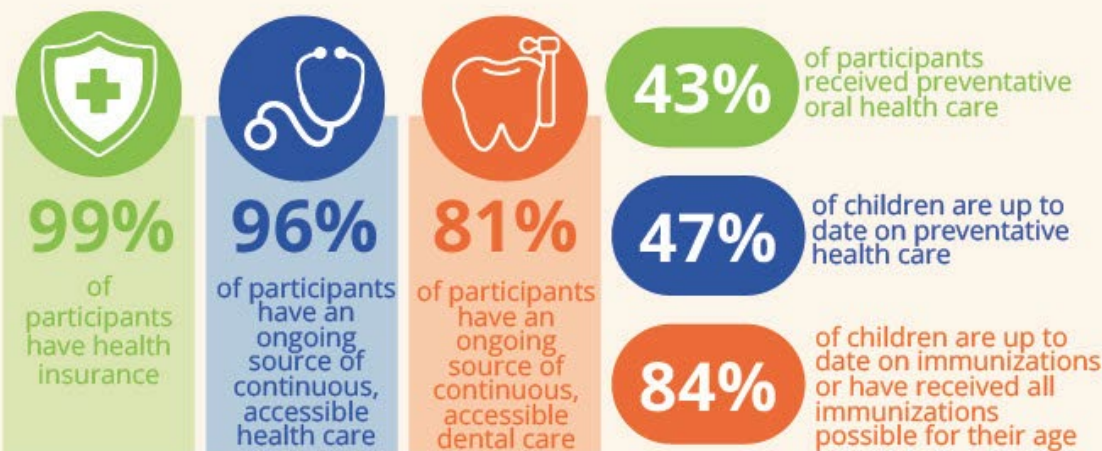
1,417 Volunteers
Provided services and/or
donations to the 0-5 Head
Start program

EARLY CHILDHOOD SERVICES

Health & Wellness

EightCAP's Head Start Health Services program ensures children have access to medical, dental, vision, and mental health services that support school readiness and overall well-being. Staff partner closely with families to establish medical and dental homes, complete required screenings and physicals, and remove barriers to care through strong community collaborations.

Through preventive care, nutritious meals that meet USDA guidelines, and family education on healthy habits, EightCAP promotes children's growth and development. By addressing health concerns early and helping families overcome challenges such as lack of insurance, transportation, or financial resources, the program helps ensure children are healthy, present, and ready to learn each day.



Participation in the **Child and Adult Care Food Program** allowed for the following meals:

Breakfasts - 56,059 Lunches - 59,044
Snacks - 54,064

62 participants received a service from EightCAP
Mental Health staff

Collaboration Success Stories

After a Head Start child did not pass a routine vision screening, the family could not afford a comprehensive eye exam. Through partnership with the local health department and Lions Clubs International, the child received a full exam and new glasses at no cost. With improved vision, the child was able to fully engage in classroom activities and learning experiences—demonstrating how community collaboration removes barriers to success.

In another instance, when a child's attendance declined, staff identified the need to establish a medical home and complete a required physical. Through partnership with a local mobile clinic, the family connected with a primary care provider and obtained the necessary physical. With this barrier removed, the child's attendance increased by 44%, underscoring the critical link between access to health care, consistent school participation, and child success.



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