



Meeting Street

Early Head Start

Early Head Start Annual Public Information Report

January 1, 2026 – December 31, 2026

Pursuant to the Head Start Act as amended in 2007, Head Start and Early Head Start grantees must make available to the public an annual report. The following is the 2026 calendar year report for Meeting Street's Early Head Start Program.

Funding

The projected budget for 2026 is **\$1,348,847** with **\$ 1,079,078** in federal funds and **\$269,769** in matching funds. Projected expenditures are as follows:

Operations

\$806,845 for personnel and benefits

\$27,053 for program supplies

\$136,711 for other expenses

\$101,875 for indirect expenses

\$6,594 for contractual

There is \$19,573 designated for staff training and technical assistance. In the allocation of training funds, special consideration will be given to planning professional development around leadership development as well as self-care and team building to address staff retention. This will be in addition to required trainings as well as a wide array of other content area trainings determined to be of high priority through the collaborative efforts of the Early Head Start staff, management, and Policy Council members.

Total Number of Children and Families Served

During the period August 1, 2025, through July 31, 2026, Meeting Street Early Head Start served 94 families totaling 117 participants. Participants were comprised of 108 children and 9 prenatal mothers. For the duration of the program year, the Meeting Street Early Head Start program remained in compliance with full enrollment of 72 children on a monthly basis.

The RI Meeting Street Early Head Start served 30 children identified as having a disability. Sixteen of the children were determined eligible to receive Early Intervention services prior to enrollment in Early Head Start and entered the program with an active IFSP in place. Fourteen children were determined to be eligible during the program year through the use of developmental screenings, ongoing monitoring and staff observation.

Medical & Dental Updates

The following is an overview of participant's medical and dental needs and compliance with requirements during the program year August 1, 2025, through July 31, 2026.

As a program we are pleased that 100% of program participants completed the program year with a reliable medical home in place, in addition to 100% of families holding health insurance. Home visitors and the health coordinator worked tirelessly to support families in ensuring their children were up to date with their medical and dental needs. Despite starting the program year with only 60% of clients meeting Early and Periodic Screening, Diagnosis and Treatment (EPSDT) age-related requirements, through dedication and a commitment to assisting families with overcoming barriers to addressing medical needs, 87% of children completed the program up to date. In addition, 94% of children were determined to be up to date on immunizations applicable to their age at the end of the program year.

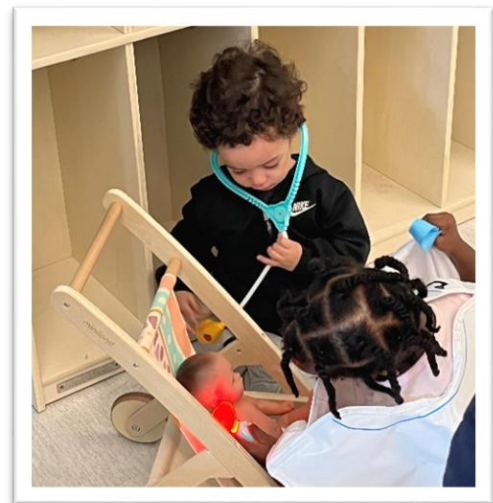


Compliance with dental regulations was an area we worked really hard as a team to support families and educate them on the importance of dental exams. Additional supports provided to home visitors proved to be worthwhile as we closed out the program year with 79% of children having a secure dental home, due to 46 children being under 1 year old, and 100% of clients being up to date with routine dental care.

Parent Engagement Activities

Engaging families in the services provided by the Meeting Street Early Head Start program is an area of continuous improvement in which we are heavily invested. There is undoubtedly a connection between the overall success of our program and the emphasis placed on engaging the families we serve. An area of particular interest has been improving the participation of male role models in both home visits and programmatic offerings.

In addition to the focus on further engaging fathers/male role models, the Parent Committee, Policy Council, and program, staff also collaborated to organize and execute the following events during this program



year; a Welcome event in October with 15 families in attendance, a Winter Wonderland event in January with 20 families in attendance, a Spring Fling event in April with 12 families in attendance and a Field Day event in June with 22 families in attendance.



Policy Council and Parent Committee Elections were completed in November. To organize the above events, the Parent Committee held 5 meetings throughout the year with an average of 4 parents participating. The above information points towards continued progress towards our programmatic goal of improving families' knowledge of and participation in programmatic offerings.

Families have also taken advantage of opportunities to engage with their children and other parents through participating in socialization groups. Socialization groups were held from September through June of the program year and offered twice a week at Meeting Street. A total of 9 families attended at least one socialization experience throughout the program year with many families consistently attending on a weekly basis. With the focus on conveying to parents and caregivers the importance of participation in socialization and the promoting of the rich school readiness and social experiences provided, home visitors continue to motivate their parents to attend socialization. Along with the hope for improvements in socialization attendance we also strive to improve the consistency of home visit completion rates.

Moving forward with a much more efficient tracking system in place and continued dedication to engaging families we anticipate continued growth. We are pleased that the more rigorous tracking systems implemented during the year have afforded leadership the opportunity to more intently review data and utilize it in continuous program planning.

School Readiness

The Early Head Start program at Meeting Street utilizes the *Growing Great Kids* curriculum. This comprehensive, interactive, strength-based curriculum coincides seamlessly with the Early Learning Outcomes Framework. The content is deeply rooted in the importance of a positive parent-child relationship and has a very reflective component to utilize in sessions with parents. Using the curriculum, home visitors are afforded the opportunity to model tools and strategies which focus on the exploration of school readiness, promote the recognition of strengths not only in the child but also in the family unit, and support families in articulating goals for both their children and themselves. Home visitors work diligently to motivate parents to work towards their goals and to become active participants in their child's learning both during the home visits and regularly outside of visits. In efforts to foster continued understanding of a parent's impact on a child's readiness for school, home visitors work with parents to collect data on a weekly basis throughout the program year. This data is entered into *Teaching Strategies Gold*, an online assessment tool. The data is aggregated at 3 points during the program year to evaluate each child's progress towards school readiness goals. The following chart outlines the results obtained during the 2026 program year.

The indicated percentages represent the number of children meeting or exceeding expectations at the time the data was collected:

Teaching Strategies Gold Checkpoint Data			
	Fall	Winter	Spring
Social Emotional	90%	95%	92%
Physical	86%	93%	90%
Language	77%	90%	76%
Cognitive	94%	96%	88%
Literacy	92%	98%	94%
Math	90%	98%	80%

The data above was shared with home visitors and parents and used throughout the year to facilitate the setting of appropriate developmental goals for children in the program. In addition, the collection and review of this data was instrumental in making changes to the classroom setting and curriculum implementation in order to drive continued success. Although we are encouraged by the consistent growth of children in the program, we want to ensure effective norming procedures and reliable data. To be certain of the validity of data interpretation by staff members, all staff have completed an interrater reliability training for their professional development plan.

Data reveals significant improvements in more than half of the outcomes from the start of the program year to the end. This promising data confirms the efforts towards furthering the understanding of the importance of building capacity in the area of school readiness have been recognized by staff and parents alike. In exploring the data while we are celebrating our successes, we are also being mindful of recognizing areas of growth opportunity.