

Annual Report to the Public

This annual report to the public reflects program term 09/02/24-08/29/25, and budget period 12/01/23-11/30/24. Per Sec. 644(a)(2) of the Head Start Act of 2007, the annual report will contain the following information:

- A. The total amount of public and private funds received and the amount from each source.
- B. An explanation of budgetary expenditures and proposed budget for the fiscal year.
- C. The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.
- D. The results of the most recent review by the Secretary and the financial audit.
- E. The percentage of enrolled children that received medical and dental exams.
- F. Information about parent involvement activities.
- G. The agency's efforts to prepare children for kindergarten.
- H. Any other information required by the Secretary.

The report is made available to the public on the HumanKind Early Head Start (HKEHS) website. It can be accessed by visiting the website at www.humankind.org/early-head-start/, and navigating to the "EHS Annual Operations Reports" section. Here, stakeholders and community members can view detailed information about the program's performance, financials, and ongoing efforts to support children and families.

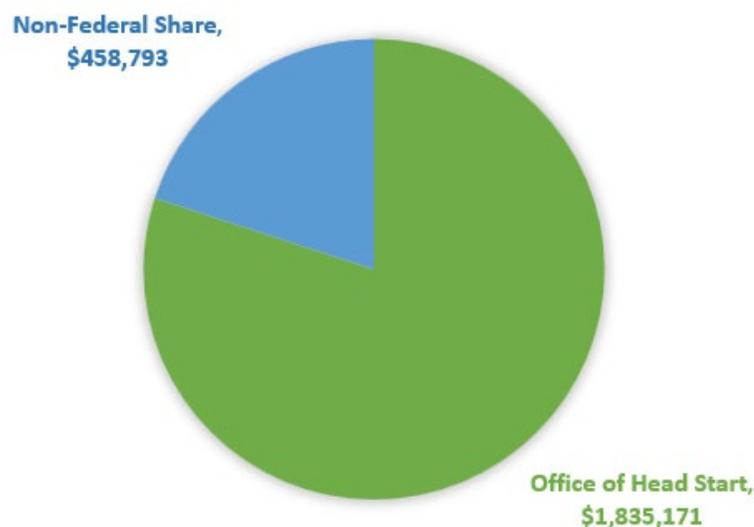
A - Total Amount of Public and Private Funds Received

During Fiscal Year 5 (12/01/23–11/30/24), HKEHS received a federal base grant of \$1,835,171, with a required 20% non-federal match of \$458,793, for a total of \$2,293,964 in operating and Training and Technical Assistance (T/TA) funds.

In July 2024, HKEHS received \$42,779 for Cost-of-Living Adjustments, which increased the non-federal share by \$10,695. In September 2024, HKEHS was awarded \$83,296 in one-time supplemental funding to enhance health and safety measures across both centers; a waiver of the non-federal match was granted, so this award did not increase the overall non-federal obligation. That same month, HKEHS received a prorated federal expansion award totaling \$2,485,435 to support increased enrollment at both centers and renovations at the Lynchburg site, which required an additional \$621,358 in non-federal match. None of these awards are reflected in the chart below.

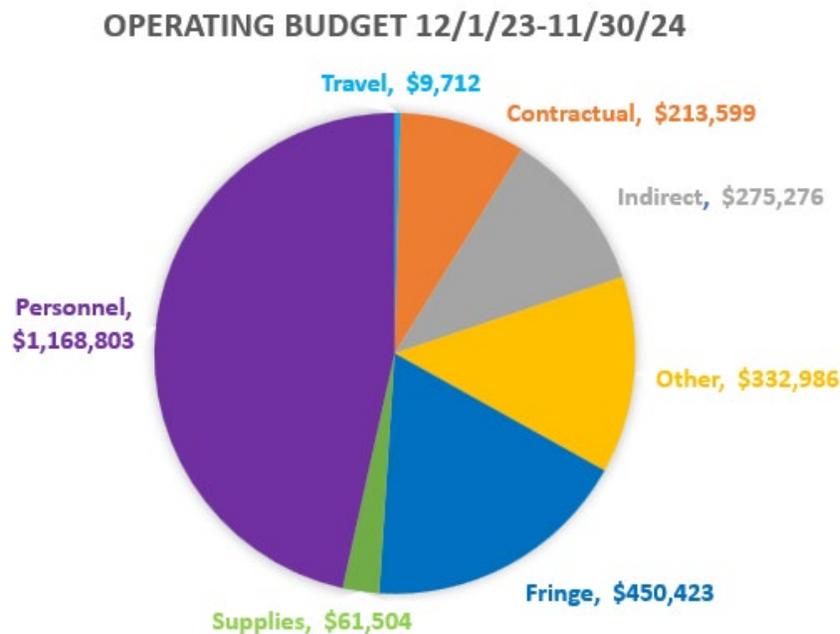
In addition, HKEHS received \$87,304 from the Child and Adult Care Food Program (CACFP), and \$150,029 from the Child Care and Development Fund (CCDF), for a total of \$237,333 in additional federal funds. These amounts are also not included in the chart below.

PUBLIC AND PRIVATE FUNDS 12/1/23-11/30/24



B – Proposed Budgetary Expenditures

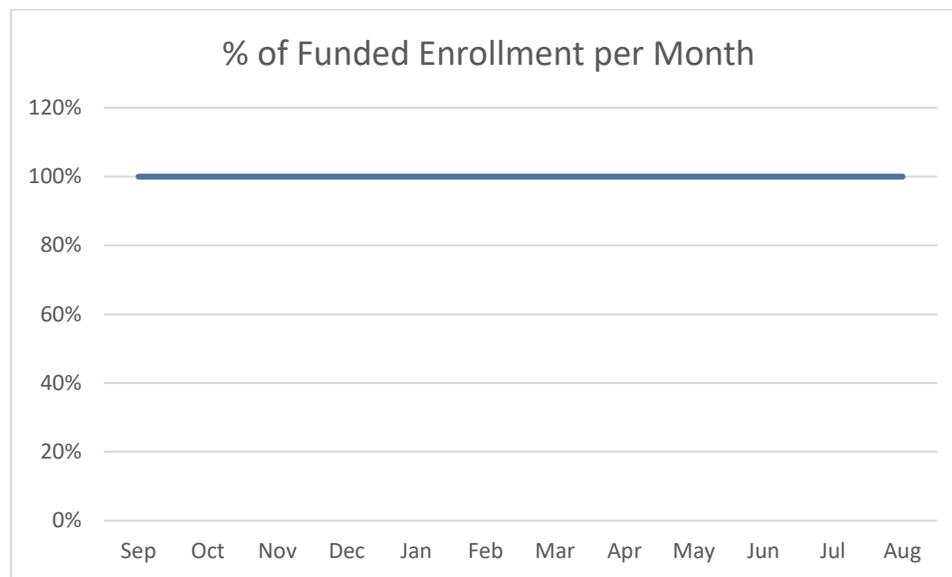
HKEHS projected to receive \$218,340 in additional federal funds from the Child and Adult Care Food Program (CACFP) and the Child Care and Development Fund (CCDF) for the budget period 12/1/23–11/30/24. Of this amount, \$183,430 was allocated for personnel expenses, contributing to a total personnel budget of \$1,168,803, and \$34,910 was designated for fringe benefits, bringing the total fringe benefits budget to \$450,423. A Cost-of-Living Adjustment (COLA) of \$42,779 was also granted by the Office of Head Start on 7/28/24 and is included in the budget, designated for personnel, fringe benefits, and contractual expenses. The figures in the chart below include COLA funds, but do not include CACFP or CCDF funds.



C – Enrollment

From 09/02/24-08/29/25, HKEHS served 97 children and 82 families (14 sibling groups). HKEHS remained fully enrolled throughout the program term.

During this program term, 97% of enrolled children were categorically eligible for HKEHS services based on living at or below 100% of the federal poverty level, receiving public assistance, or experiencing homelessness, or foster care. The remaining 3% qualified under other eligibility provisions outlined in HSPPS 1302.12, which allows programs to enroll children who would benefit from services even if they do not meet standard criteria, provided these participants make up no more than 10% of total enrollment (for HKEHS, up to 6 children). Of these, two children qualified under the allowance for families with incomes below 130% of the poverty level, and one child was enrolled due to having a sibling already in HKEHS, ensuring continuity of services despite the family's improved income status.



D – Monitoring Review and Financial Audit

The annual financial audit report for HumanKind (HK), dated May 15, 2025, was clean, with no findings, observations, or questioned costs. The audit confirmed no material weaknesses, significant deficiencies, or instances of noncompliance in financial reporting or federal awards.

HKEHS did not receive an Office of Head Start monitoring review during this program year; the most recent review was conducted in 2023.

E – Medical and Dental Services

From 09/02/24-08/29/25, all children enrolled in HKEHS (100%) have an ongoing source of medical care, and 70% have an ongoing source of dental care. Of those with dental care, 35% access services through the mobile dental unit provided under the Memorandum of Agreement (MOA) with Johnson Health Center, established in August 2022. Under this agreement, the mobile dental unit visits HKEHS centers semiannually, ensuring all enrolled children have access to age-appropriate preventive dental services. The overall dental care rate remains limited, in part because infants are not recommended to see a dental provider until 12 months of age. Additionally, many local providers do not schedule dental appointments until children are 3 or 4 years old due to limited availability, and the majority of HKEHS children are under age 3.

F – Parent Involvement

From 09/02/24-08/29/25, HKEHS offered several ways for families to be involved with Early Head Start staff and community members.

- Total number of Parent Committee meetings held: 12 (6 in Lynchburg, 6 in Bedford)
- Total bi-monthly Policy Council meetings held: 6
- Three Policy Council members participated in the July 2025 Health Services Advisory Committee meeting alongside medical professionals and community members
- Six family members served as substitutes or assistant teachers
- Twelve family clothing exchange events held across both centers to support sharing of children's clothing among families

- Families contributed to the HK Strategic Planning session, providing input to help shape goals from a client perspective
- One family story featured in 2025 Summer HumanKind Newsletter
- Family Outcome Assessments & Goal Setting:
 - 98% of families enrolled during the program term completed at least one FOA/Goal Setting interview with Family Engagement Specialists
- Families had at least one home visit conducted by teaching staff:
 - 77% of Bedford families
 - 72% of Lynchburg families
- Families had at least one conference held in center by teaching staff:
 - 69% of Bedford families
 - 90% of Lynchburg families
- Seven new children were enrolled as siblings to current or former students, continuing parent involvement and HKEHS support of their families
- Policy Council members participated in the Lynchburg Center Groundbreaking Ceremony alongside community members

G – Kindergarten Readiness

HKEHS utilizes the HighScope Curriculum to promote kindergarten readiness. To evaluate children's progress toward kindergarten readiness, the Desired Results Developmental Profile (DRDP) is used. According to the DRDP Child Development Summary (see report below), children demonstrated steady developmental progress across all domains from Summer 2024 to Summer 2025. In *Approaches to Learning–Self-Regulation*, children advanced from the Exploring levels into the Building levels, showing greater persistence, curiosity, and self-regulation skills. In

Social and Emotional Development, children moved at least one level forward, with many progressing from Exploring Later to Building Earlier, reflecting stronger peer and adult relationships, emotional understanding, and symbolic play. In *Language and Literacy Development*, growth was observed from the Exploring stages into the Building stages, indicating emerging literacy skills and more advanced language use. In *Cognition, Including Math and Science*, children advanced within the Exploring Later level—moving from lower Exploring Later to higher Exploring Later and approaching Building Earlier—with notable improvements in problem-solving, inquiry, and early number sense. In *Physical Development–Health*, children showed advancement from the Exploring to the Building levels, with stronger fine and gross motor skills as well as improved independence in personal care routines.

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5043 - DRDP Child Development Summary

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Program Term: Early Head Start 2024 - 2025 | All | Time Frame: Summer 2024 and Summer 2025 | Domain: All
 Domains: Subdomains: None | Subgroup: None | Optional Data: Median Score Lines: Domain Descriptions | Page
 Break: None | Language: English | Enrollment Status: All | Flag/Group: Not Filtered | Program Option: All | Responsible
 Staff: All | Disability: Not Filtered | Custom Filter: Not Filtered | Group By: Agency

Approaches to Learning–Self-Regulation (ATL-REG)

The Approaches to Learning skills include attention maintenance, engagement and persistence, and curiosity and initiative. The Self-Regulation skills include self-comforting, self-control of feelings and behavior, imitation, and shared use of space and materials.

	RE	RL	EE	EL	BE	BM	BL	IE
Summer 2025								
Summer 2024								

Social and Emotional Development (SED)

The knowledge or skill areas in this domain include identity of self in relation to others, social and emotional understanding, relationships and social interactions with familiar adults, relationships and interactions with peers, and symbolic and sociodramatic play

	RE	RL	EE	EL	BE	BM	BL	IE
Summer 2025								
Summer 2024								

Language and Literacy Development (LLD)

The LLD domain assesses the progress of all children in developing foundational language and literacy skills. These skills can be demonstrated in any language and in any mode of communication.

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Summer 2025									
Summer 2024									

Cognition, Including Math and Science (COG)

The Math knowledge or skill areas in this domain include spatial relationships, classification, number sense of quantity, number sense of math operations, measurement, patterning, and shapes. The Science knowledge and skills in this domain include cause and effect, inquiry through observation and investigation, documentation and communication of inquiry, and knowledge of the natural world.

	RE	RL	EE	EL	BE	BM	BL	IE
Summer 2025								
Summer 2024								

Physical Development–Health (PD-HLTH)

The Physical Development knowledge or skill areas in this domain include perceptual/motor skills and movement concepts, gross locomotor movement skills, gross motor manipulative skills, fine motor manipulative skills, and active physical play. The Health knowledge or skill areas in this domain include nutrition, safety, and personal care routines (hygiene, feeding, dressing).

	RE	RL	EE	EM	EL	BE	BM	BL	IE
Summer 2025									
Summer 2024									

The vertical line represents the median score for the group. RE = Responding Earlier, RL = Responding Later, EE = Exploring Earlier, EM = Exploring Middle, EL = Exploring Later, BE = Building Earlier, BM = Building Middle, BL = Building Later, IE = Integrating Earlier

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