

The Bussey Center for Early Childhood/Southfield Public Schools  
2024-2025 Annual Report will be shared on the Bussey's District  
website at

[Bussey/Southfield Public Schools 2024-2025 Annual Report](#)

Southfield Public Schools  
Bussey Center for Early Childhood Education

ANNUAL REPORT

2024-2025



PREPARED BY: Dr. Connie A. Thompson  
ISSUED DATE: March 2025

## A LETTER FROM THE DIRECTOR

The center continues to rebuild and rebrand to ensure the continued delivery of high-quality, comprehensive early childhood programs to the community. During the 2024-2025 program year, a Head Start Enrollment Reduction grant enabled the program to offer salary increases or retention incentives to staff, to consolidate two classrooms, and to open all eight classrooms, comprising two Early Head Start, two Head Start/GSRP blend, and four Head Start classrooms. While staffing challenges persist, a committed contracted and substitute staff is dedicated to preparing young students for kindergarten and beyond. Bussey leadership, staff, and the community remain focused on providing an exemplary early childhood experience for students, families, and the community.

The Center continues to grow and make gains with the support of the Southfield Public Schools (SPS) Board of Education, Executive Directors Network, Policy Council, and community members and organizations. The leadership team, staff, and families have worked diligently to achieve positive outcomes for children and families as are evidenced by the results of the COR Advantage, Ages and Stages Questionnaires, and Brigance assessments.

The Head Start and Early Head Start programs, which are funded by the Office of Head Start, provide the systems, standards, and guidance that support the Center in developing foundational school readiness skills that promote future success of Bussey students. Bussey's Mission Statement is aligned with the direction and purpose of the Office of Head Start. The Mission Statement follows: Bussey Center for Early Childhood Education is committed to providing an inclusive, quality, comprehensive program which promotes a **peaceful** environment. We embody **integrity, compassion, and respect**. We support children, families, and staff by **L**istening, **O**bserving, **V**aluing, and **E**ncouraging home-school collaborations. Bussey's mission statement is also aligned with Southfield Public Schools mission to "cultivate a continuously improving, collaborative, safe, supportive, and high-quality, student-centered learning experience in order to prepare dynamic, innovative learners who realize their maximum potential in a global society." Bussey is indeed preparing young learners for the future, which is embodied in our slogan, "College Begins at Bussey."

Connie A. Thompson, Ph.D.  
Early Head Start/Head Start Director  
Bussey Center for Early Childhood Education

## ABOUT

### Bussey Mission Statement

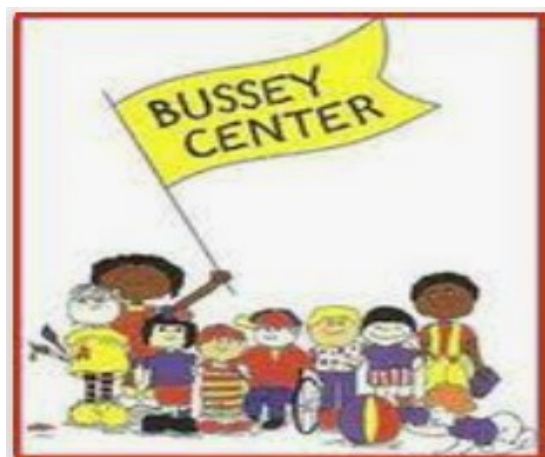
Bussey Center for Early Childhood Education is committed to providing an inclusive, quality, comprehensive program which promotes a **peaceful** environment. We embody **integrity**, **compassion**, and **respect**. We support children, families, and staff by Listening, Observing, Valuing, and Encouraging home-school collaborations.

### Bussey Vision Statement

To deliver comprehensive services for children and families, by giving them a head start and great start on their future, thus preparing them for Kindergarten and life.

### Bussey Philosophy Statement

Bussey Center for Early Childhood Education believes individual children develop best in a nurturing classroom through active learning experiences. Teaching teams work to build confidence in all children to establish a solid foundation at their own developmental level. We foster supportive relationships with families and community partners to enrich the child's emotional and social development. These beliefs guide our practice and provide the framework for program decisions.



## INTRODUCTION

Head Start and Early Head Start are federally Funded programs that Promote the school Readiness of young Children from low income Families birth to five.



Head Start programs support the mental, social, and emotional development of children from ages three to five. In addition to Education services, Head Start programs provide children and their families with health, nutrition, and other services. Head Start promotes the highest standards of quality in the delivery of evidence-based, comprehensive, early care and education services to low-income children and families. Preparing children for kindergarten is a central goal of the HS program, achieved through educating families on expectations, collaborating with kindergarten teachers, and connecting families with district kindergarten programs.

Early Head Start programs provide access to authentic learning opportunities for expectant families and children up to three years old. Early Head Start (both home and center-based programs) includes Parent-Infant Education and opportunities to develop relationships with other children and families, resources for parents and families (including prenatal support), and a seamless transition from Early Head Start to Head Start programs and services.

### General Information

Grantee

Southfield Public Schools

Address:

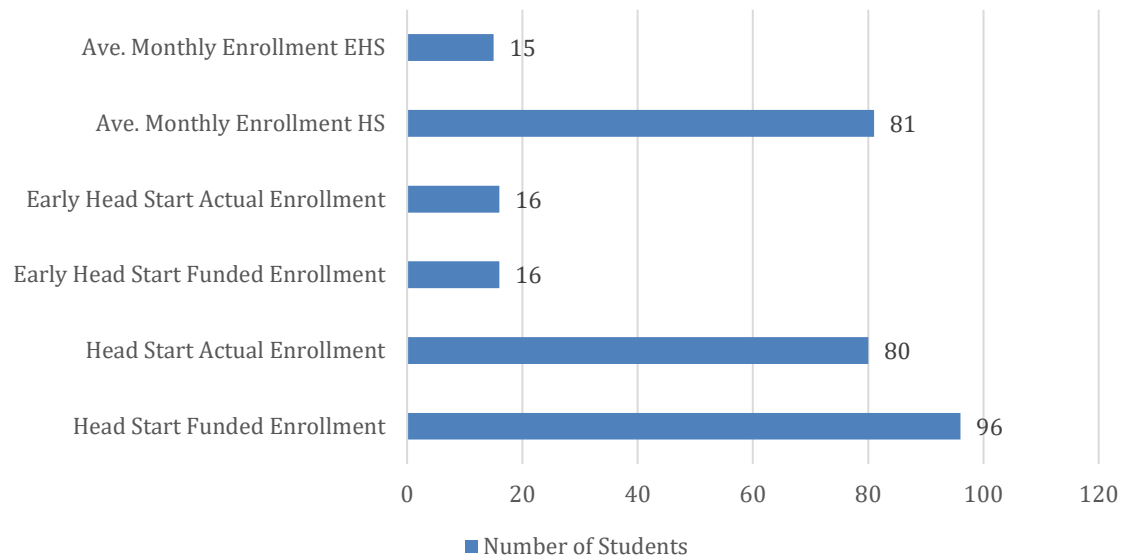
24501 Fredrick St.

Telephone:

248-746-7350



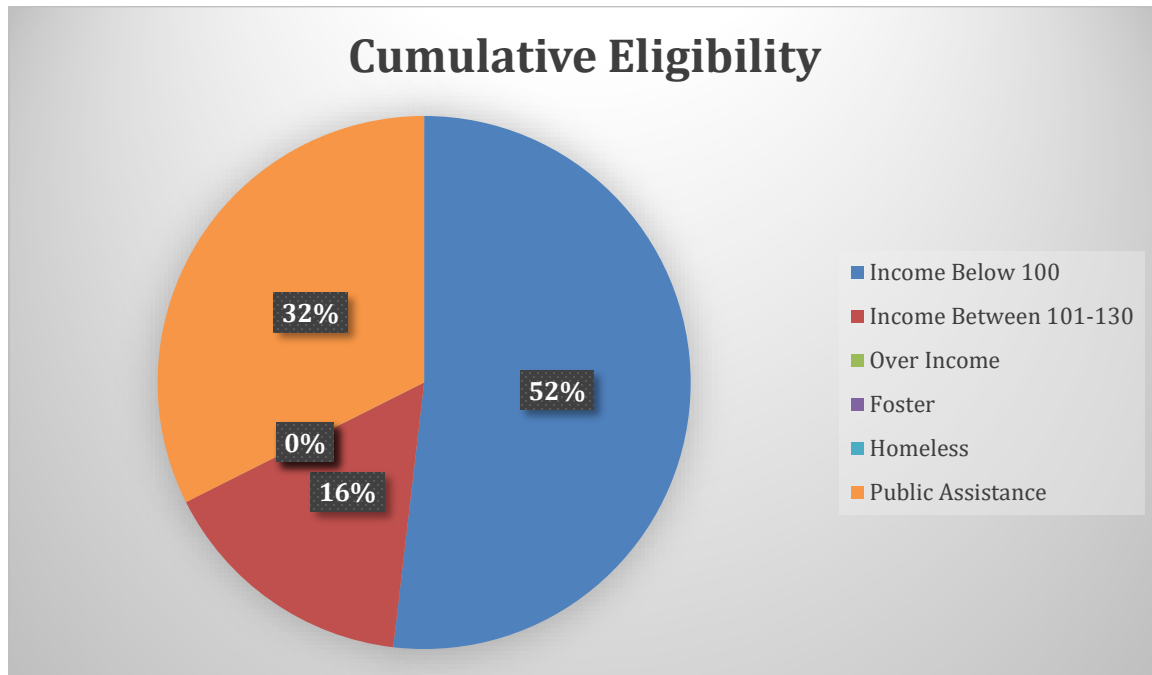
## HS/EHS Enrollment





## ELIGIBILITY

Figure 1. Percentage Eligibility of Students Enrolled in the Programs



## GENERAL FAMILY DATA

Figure 2. Languages Spoken by Children Enrolled in the Programs

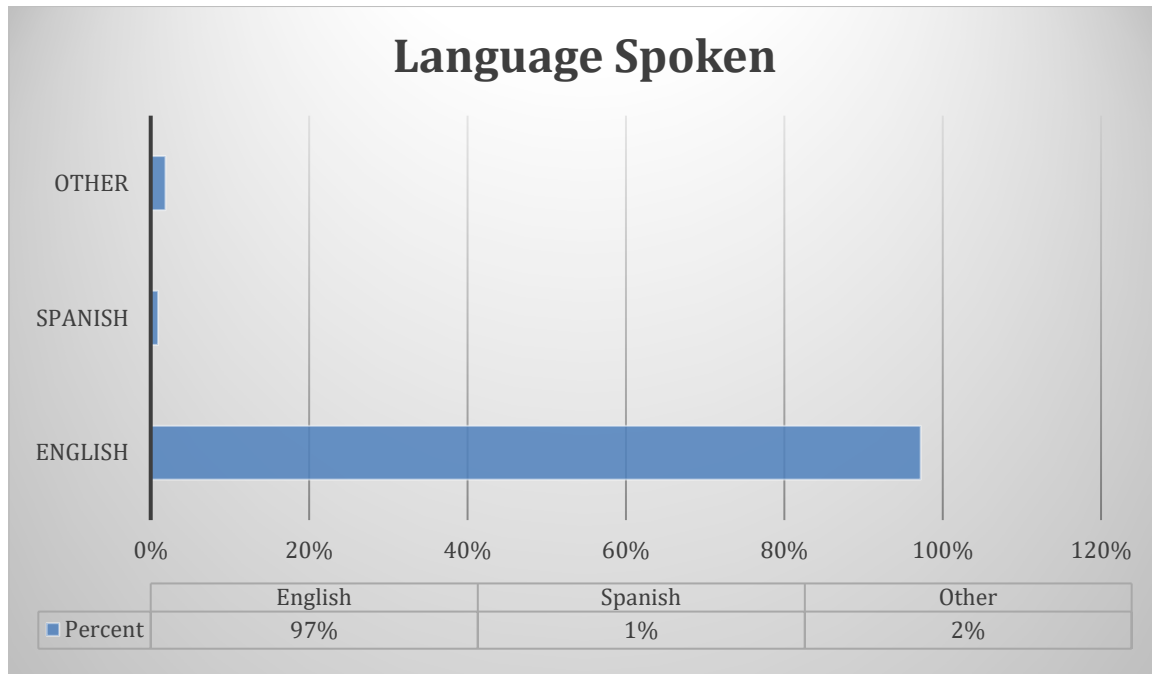
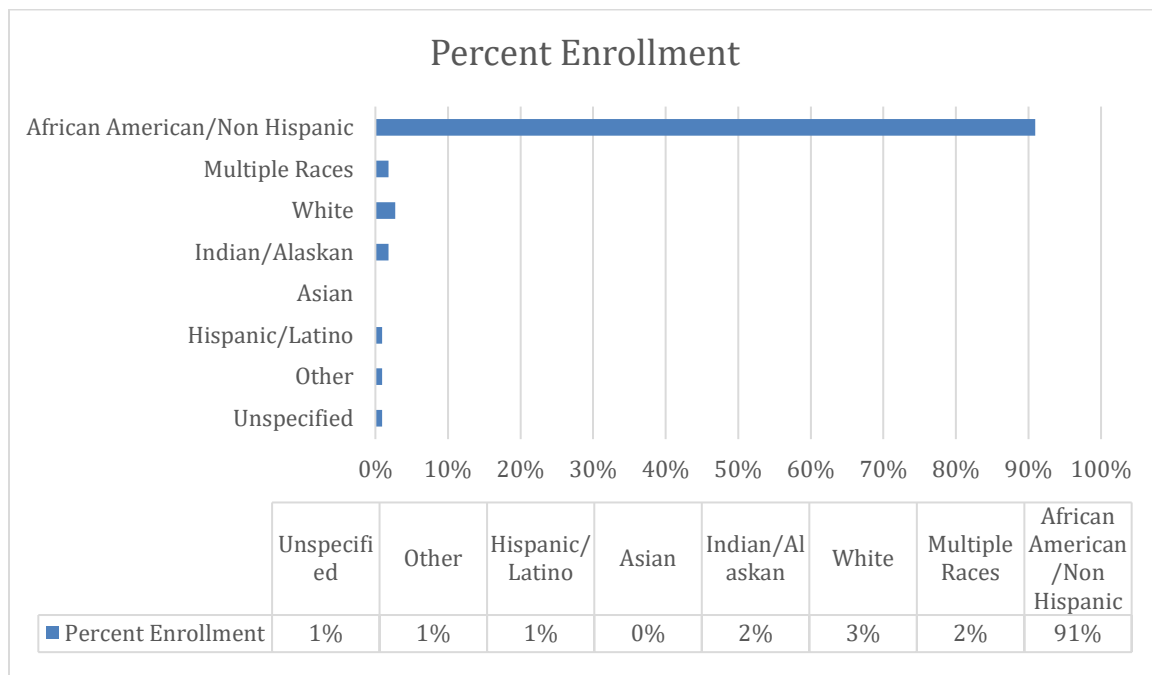


Figure 3. Race and Ethnicity of Children Enrolled in the Programs





## FAMILY HEALTH DATA

Figure 4. Vision and Hearing Screening Results

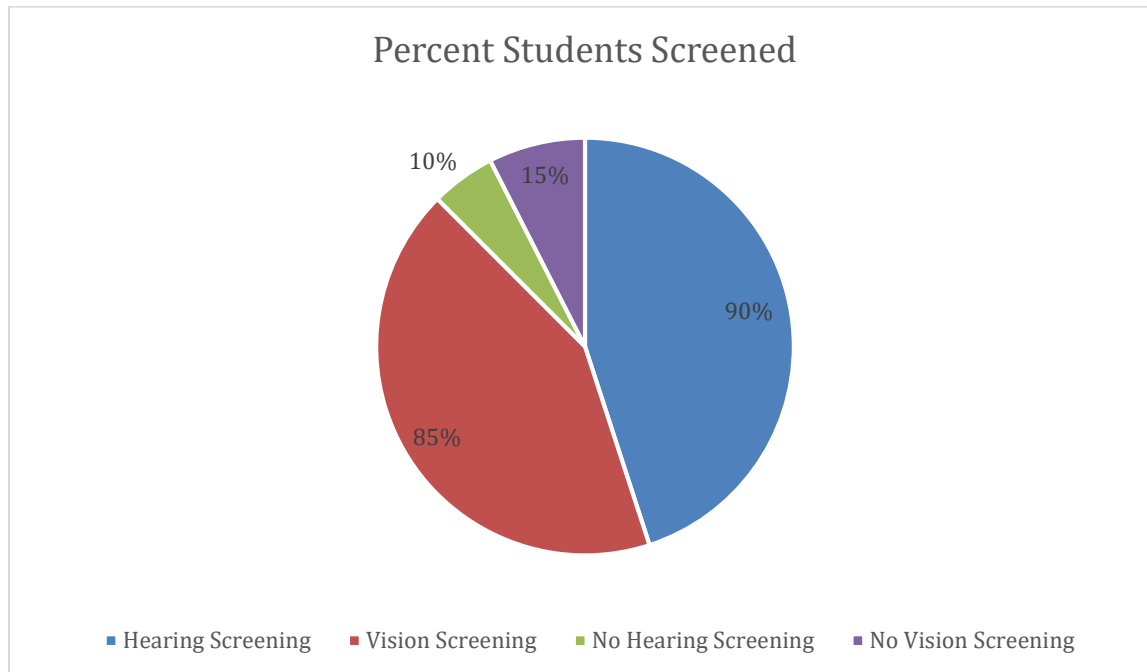


Figure 5. Percent Children Who Have Received a Physical Exam

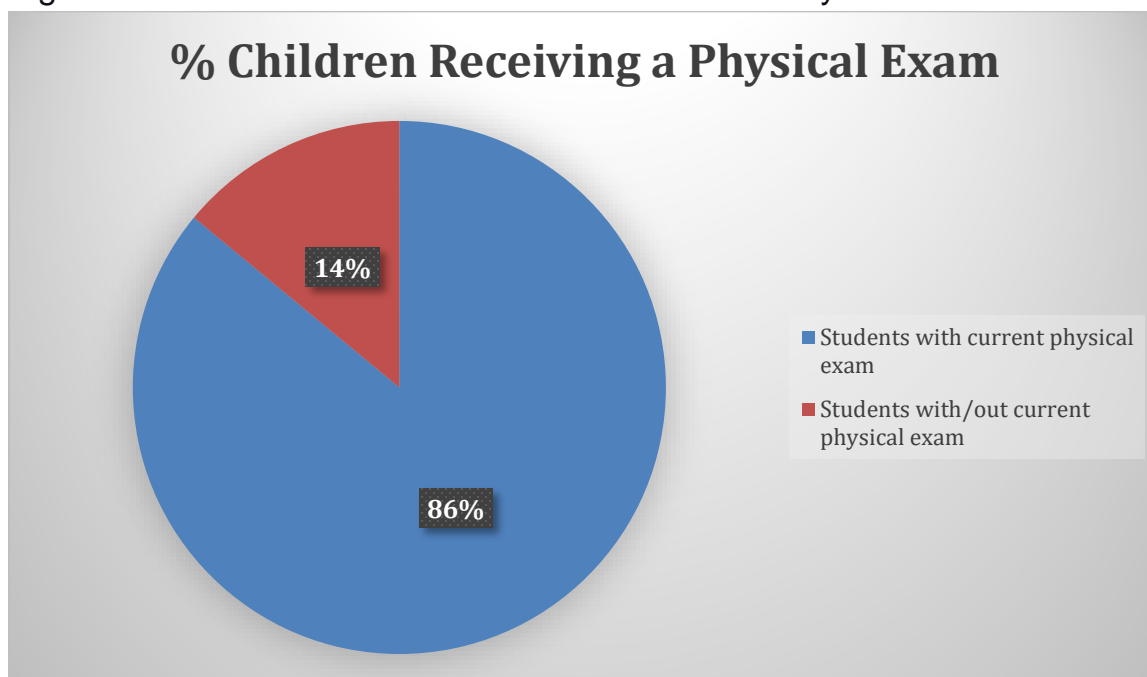
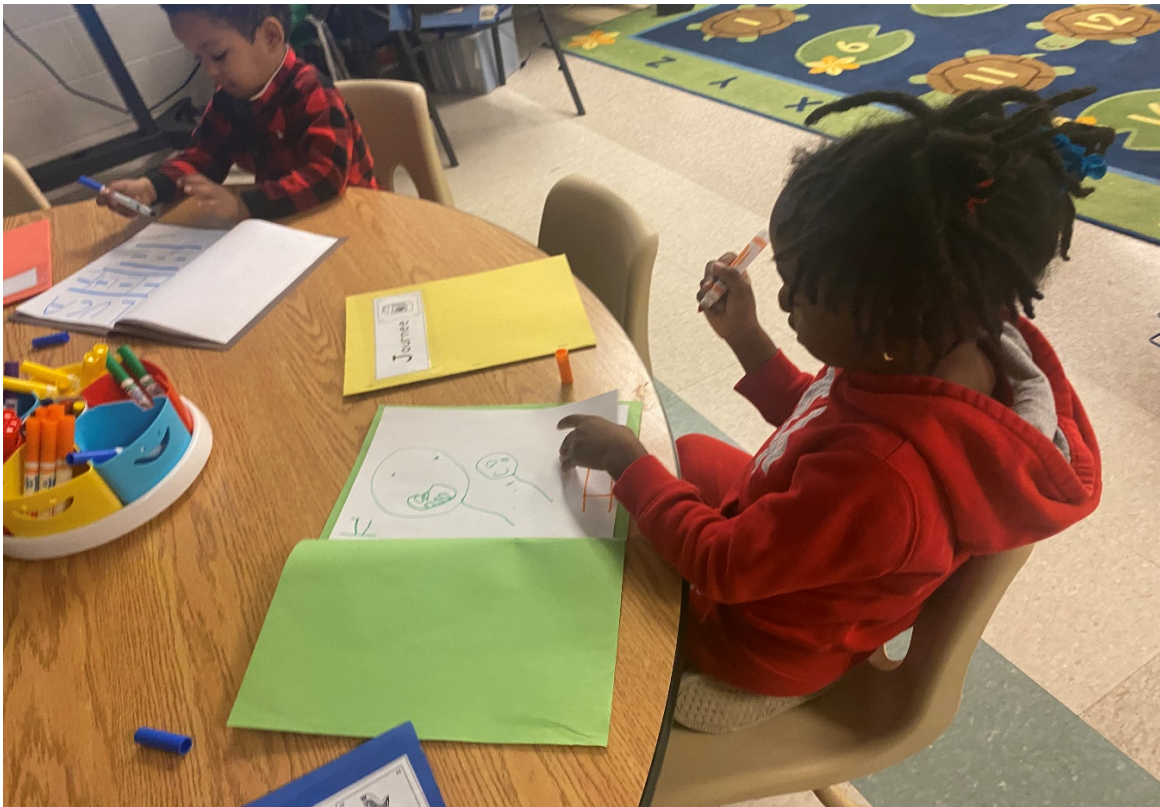
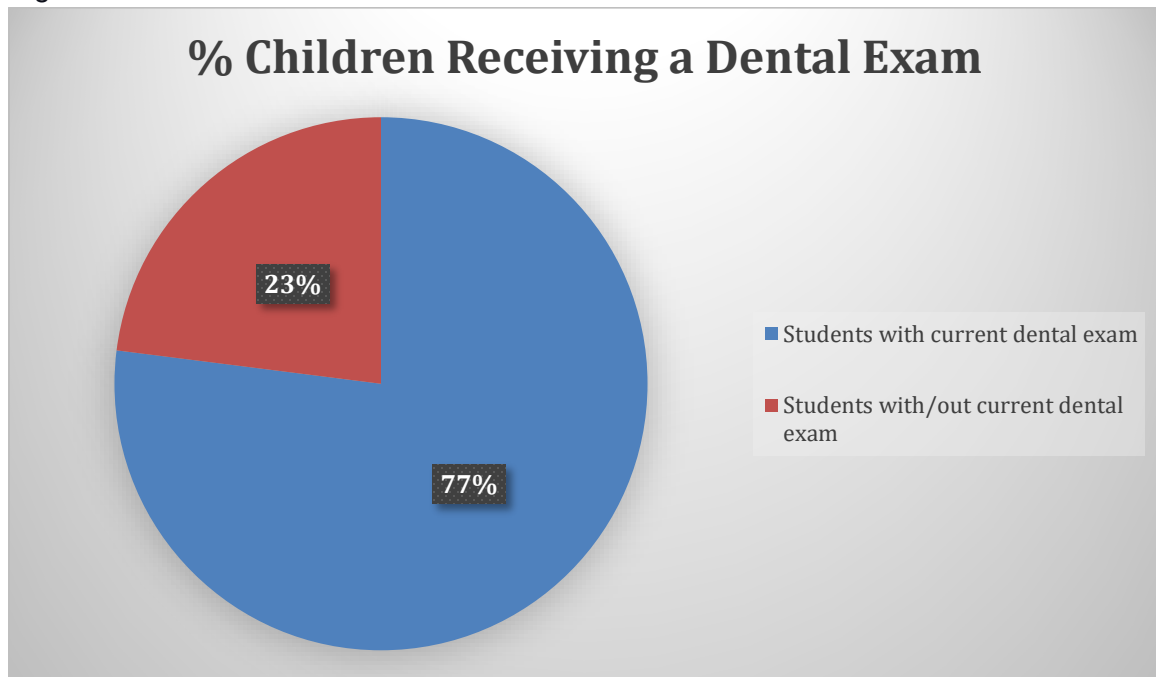


Figure 6. Percent of Children Who Have Received a Dental Exam



## FAMILY HEALTH DATA

Figure 7. Health Insurance Data for Children and Families

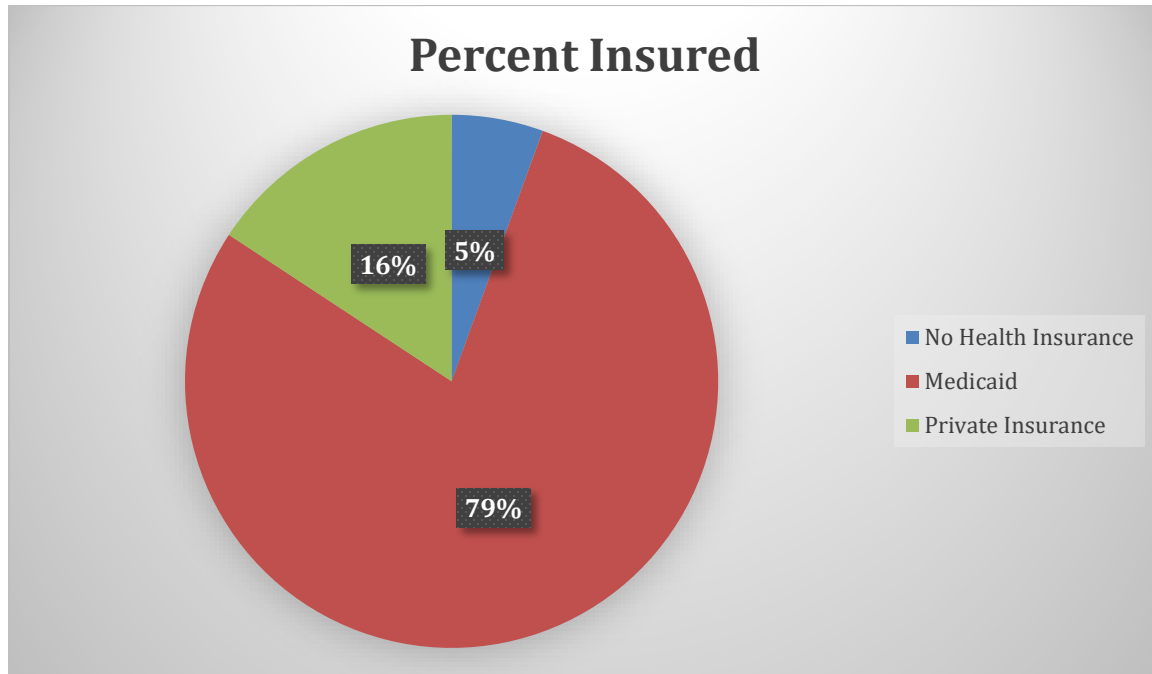
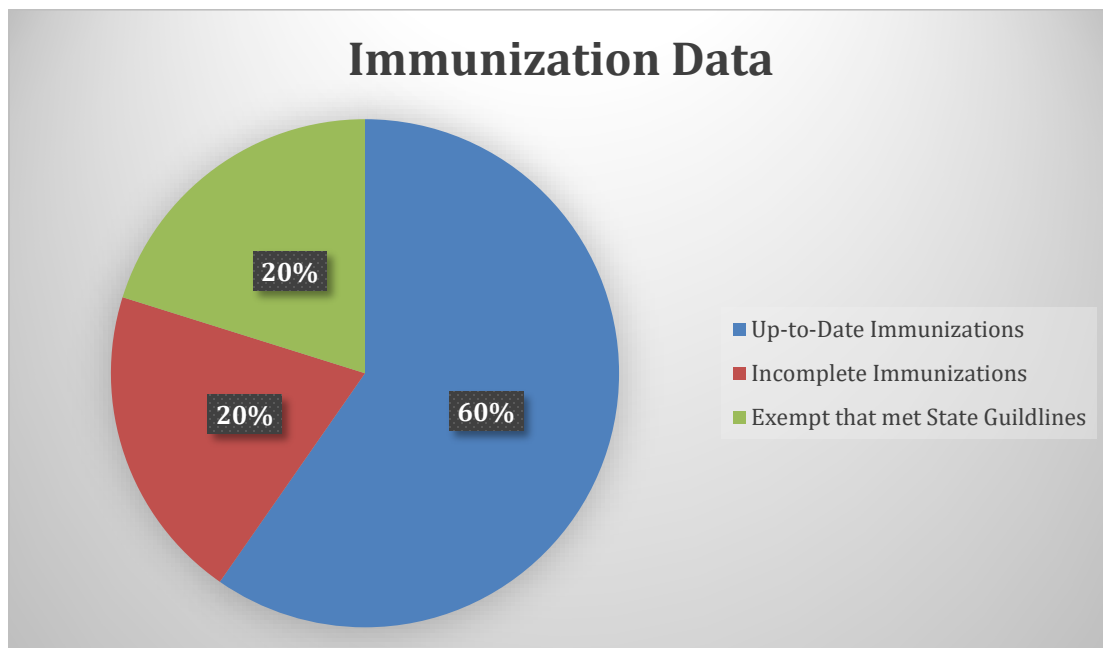


Figure 8. Immunization Data for Children Enrolled in Head Start & Early Head Start



The graph illustrates the percent of children that are up-to-date on their immunizations, are exempt due to receiving an immunization waiver, and have incomplete immunizations.

## SCHOOL READINESS

The Head Start Approach to School Readiness focuses on three foundational pillars: ensuring children are prepared to learn, empowering families to support their child's education, and ensuring schools are prepared to welcome and teach a diverse student body with varying abilities and skills. Head Start and Early Head Start programs must develop school readiness goals that are appropriate to the ages and developmental level of the children enrolled in the programs and are based on the Early Learning Outcomes Framework (ELOF): Ages Birth to 5. The ELOF addresses the following areas of children's development: Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, and Perceptual, Motor, and Physical Development.

### School Readiness Goals

The program's School Readiness Goals are aligned with the ELOF. The program uses the High Scope curriculum, a research-based curriculum and the Child Observation Record (COR) Advantage, which is the on-line assessment companion tool to the High Scope and is aligned with the ELOF. Using COR, teachers conduct observations and gather anecdotal notes based on children's play and interactions. Anecdotal notes are entered into the COR Advantage database and allow assessment of students' growth in the eight content areas: 1) Approaches to Learning, 2) Social and Emotional Development, 3) Physical Development and Health, 4) Language, Literacy and Communication, 5) Mathematics, 6) Creative Arts, 7) Science & Technology, and 8) Social Studies. COR Advantage uses 58 Key Developmental Indicators (KDI's) to measure progress in the eight essential areas of learning.

COR Advantage includes a numerical scoring system that ranges from 0 (the simplest skills) to 7 (complex/more abstract skills). Infants and toddlers enrolled in the Early Head Start program have a typical range from 0-3. Infants (birth to 11 months) may score within the 0 to 1 range. Toddlers (12 to 23 months of age) may achieve a score of 1 to 2. Older toddlers (24 to 36 months) may score within the 2 to 3 range. The following are the current school readiness goals.

#### **Approaches to Learning:**

Infant/Toddler (I/T): Children will manage feelings and emotions with support of familiar adults.

Preschool (P): Children will show interest in and the curiosity about the world around them.

#### **Social and Emotional Development**

I/T: Children will learn to express a range of emotions

P: Children will express a broad range of emotions and recognize these emotions in self and others.

### **Approaches to Learning**

Infant/Toddlers: Children will demonstrate interest, curiosity, and problem solving about objects, materials, or events through play.

Preschool: Children will use imagination, problem solving, and critical thinking in play and interactions with others.

### **Social and Emotional Development**

Infant/Toddler: Children will learn to manage their emotions with the support of familiar adults.

Preschool: Children will learn to manage their emotions with increasing independence.

### **Language and Communication**

I/T: Children will attend to, repeat, and use some rhymes and phrases.

P: Children will demonstrate an awareness that spoken language is composed of smaller segments of sound.

### **Cognition**

Infant/Toddler: Children will learn to use matching and sorting of objects or people to understand similar or different.

Preschool: Children will demonstrate understanding of simple patterns.

### **Physical Development and Health**

Infant/Toddler: Children will use their hands for exploration, play, and daily routines.

Preschool: Children will demonstrate increasing control, strength, and coordination of small muscles.

Figures 8 and 9 illustrate progress the programs have made in each of the categories identified on the COR Advantage. On average, children enrolled in the Head Start and Early Head Start programs made gains on all COR categories. The largest gains were made in. On average, the infant class demonstrated the largest gains on

Figure 8. Head Start COR Advantage Results - Fall to Winter (2024-2025)

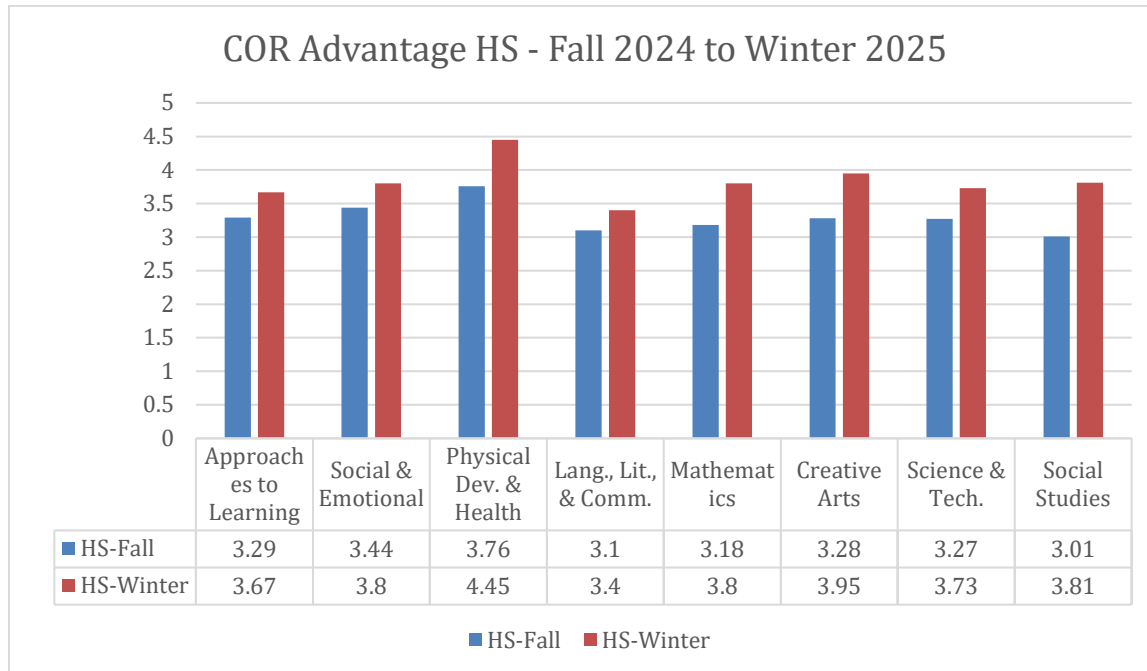
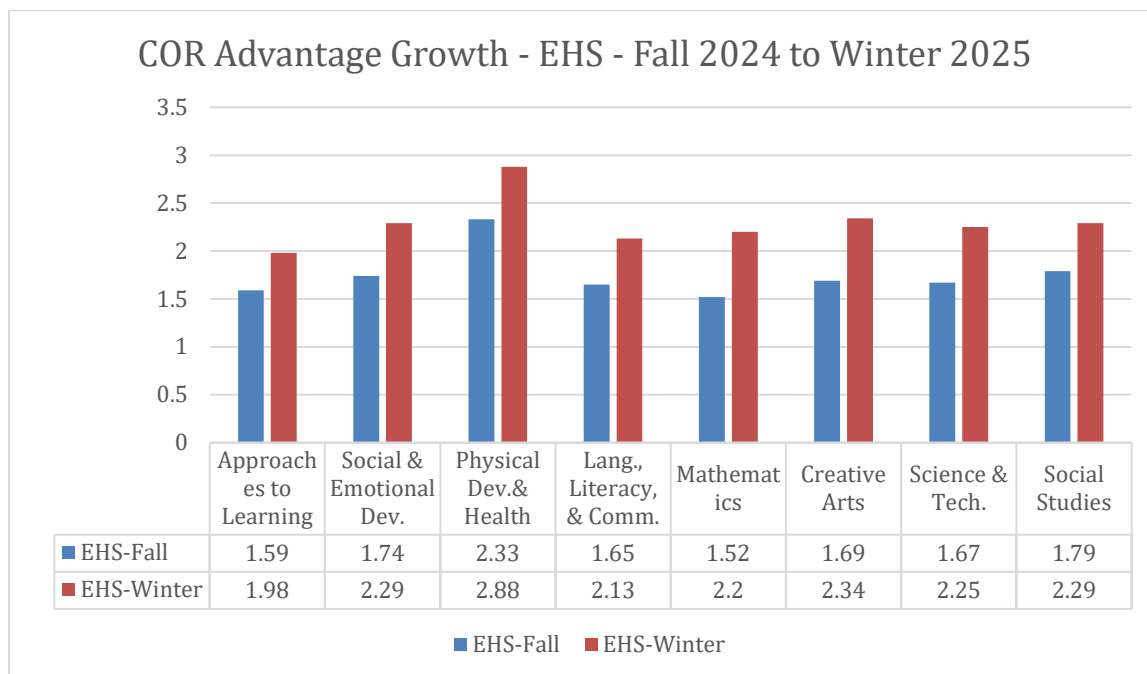


Figure 9. Early Head Start COR Advantage Results - Fall to Winter (2024-2025)



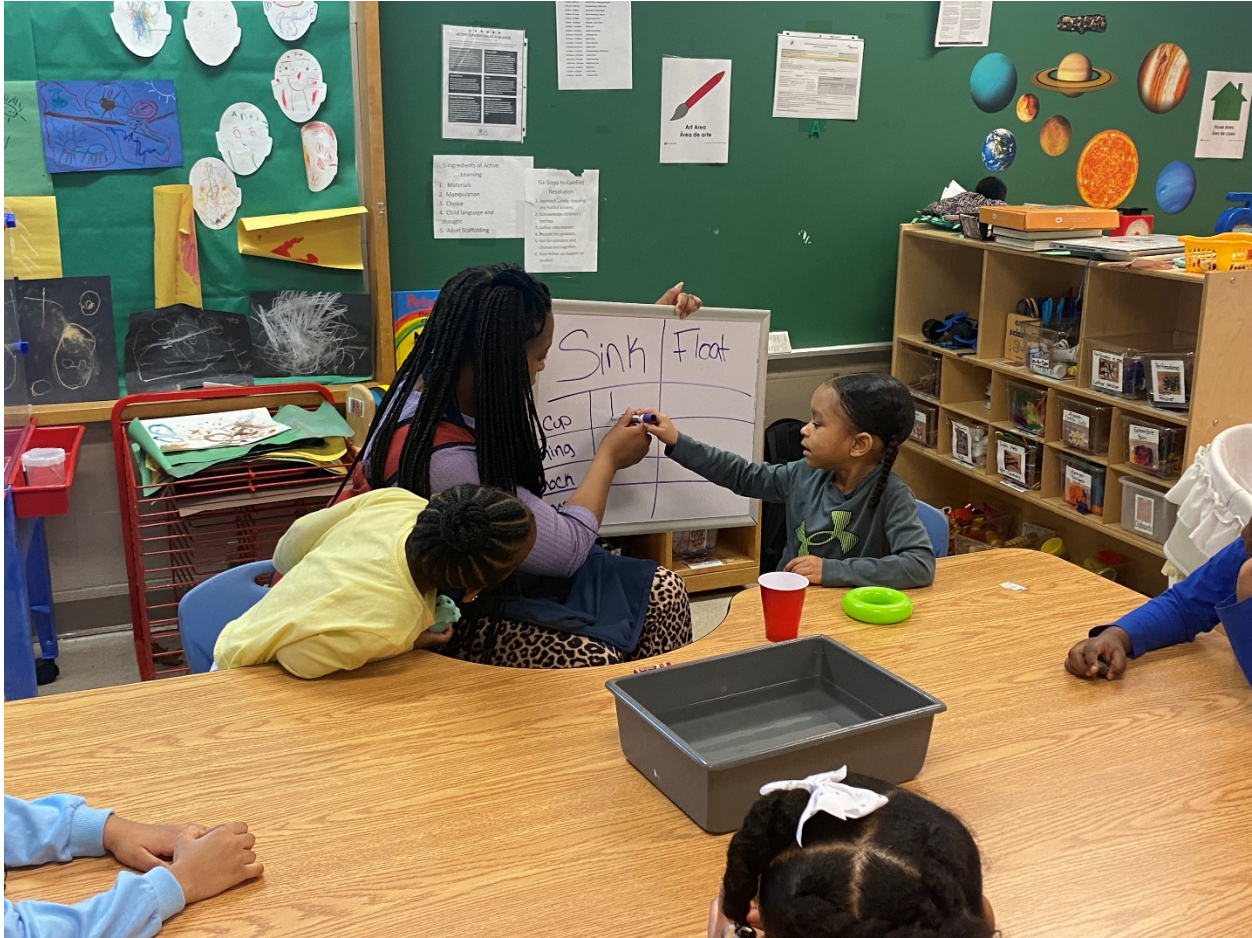




## CURRICULUM AND PROGRAM MODEL

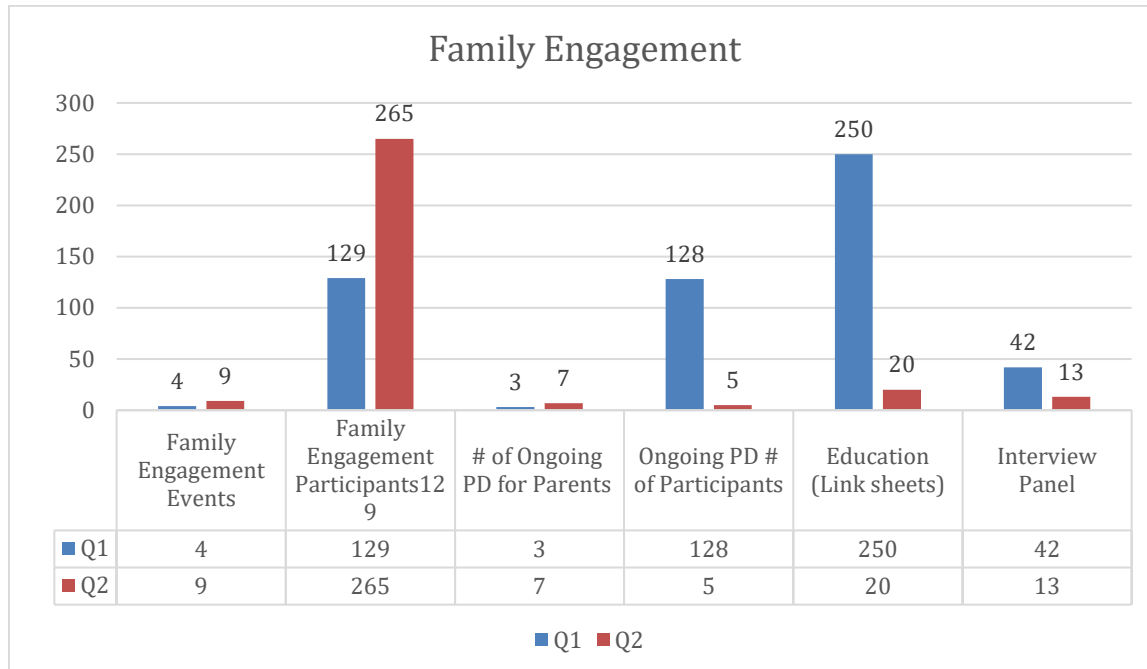
The program uses the HighScope curriculum as the primary curriculum for both Early Head Start and Head Start. High Scope is a comprehensive, researched-based curriculum that provides a solid framework for teachers to create a rich learning environment to develop children's academic, motor, cognitive, social and emotional, and creative skills. High Scope is a play-based, child-centered curriculum that promotes active learning, exploration, and creativity.

Children are encouraged to construct their own knowledge of the world around them through engagement and interaction with materials, their peers, and adults in their environment. Teachers build on children's learning by observing them and building on activities that interest them. Children are encouraged to plan, engage in activities, and share their learning with others. The Plan-Do-Review process is a fundamental part of the HighScope curriculum and is foundational for children's learning, development of critical-thinking skills, school readiness skills, and for future success.



## FAMILY AND COMMUNITY ENGAGEMENT

- Families served in the Early Head Start and Head Start programs were provided with varied services in the school and were connected with community resources in order to meet their needs and accomplish goals that were set with program staff.
- Families received support in the following areas: Clothing Resources, Food Referrals, and Health and Wellness



Topics of events and workshops are identified by surveys, input from educational staff, administration staff and from the other success events in previous years.



## FAMILY AND COMMUNITY ENGAGEMENT

**POSITIVE PARENT CHILD  
RELATIONSHIPS  
PARENTS ENGAGED IN EVENTS AND  
ACTIVITIES THAT CULTIVATED RELATIONSHIPS**



**AND COMMUNITY SUCH AS:**

Harvest Festival  
Muffins for Moms  
Donuts for Dads  
Father/Daughter Dance  
Mother/Son Dance  
Movie Night  
Multicultural Day  
Savvy Parent Workshop  
Black History Program  
Winter Showcase

**FAMILIES AS LEARNERS**

**PARENTS ENGAGED IN WORKSHOPS AND  
TRAININGS THAT DISCUSSED TOPICS  
SUCH AS:**

The High Scope Curriculum  
Classroom Routines  
Program Governance  
Supporting each other as parents  
Surviving Domestic Violence  
Health and Wellness/Hair Care/Money saving tips  
Multiculturalism/Diversity  
Early Head Start Transitions  
Kindergarten Transitions



**FIVE YEAR PROGRAM GOALS**

<b>1 a. Program Goals</b>	<b>1 b. Measurable Objective Description</b>	<b>1 c - i. Activities/ Strategies</b>	<b>1 c – ii. Data, Tools, &amp; Methods for Tracking Progress</b>	<b>1 c – iii. Expected Outcomes</b>	<b>1 c – iv. Expected Challenges</b>
<p>Program Goal #1</p> <p>To provide an environment that fosters ongoing awareness, training, and coaching that leads to outcomes in support of teachers building capacity academically, social-emotionally, and professionally .</p>	<p>Objective #1</p> <p>Increase the capacity of new and continuing teaching staff as measured by 50% of eligible staff completing courses toward CDAs, Associate’s and Bachelor’s degree programs and 100% of COR Advantage, HighScope 1, 2, and 3 Training within a three-year time frame.</p> <p>Objective #2</p> <p>Build an awareness of professional opportunities embedded in Head Start and early childhood as measured by 100% completion of</p>	<p>Develop a Professional Development Plan for Curriculum training (High Scope) &amp; COR Advantage, CLASS training</p> <p>Ensure teachers have time to participate in coaching and mentoring and opportunities to attend trainings.</p> <p>Hire a mental health provider to provide integrated health (mental, nutrition, fitness) services to staff.</p>	<p>PD Plan spreadsheet will be created as well as the MiRegistry data will be used to track training completion.</p> <p>Monthly mentor/ coaching schedules with a record of meeting times and goal setting documents.</p> <p>Sign in sheets, spreadsheet tracking number and frequency of health sessions attended.</p> <p>A survey will be distributed to gather feedback regarding the benefits of mental health/ integrated</p>	<p>Increased Staff Retention</p> <p>Improved Staff Morale as a result of achieving milestones (e.g., CDA certificate, higher education degree) and goal setting.</p>	<p>Staff turnover</p> <p>Staff being comfortable engaging in health and wellness activities within and outside of the work context.</p>

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	<p>ongoing surveys, and individual goal setting based on teacher evaluations.</p> <p>Objective #3 80% of staff (administrative and teaching) will participate in at least two mental health, nutrition, and movement activities biweekly during the program year as measured by survey data.</p>		health services.		
<p>Program Goal #2 Improve mental health and overall health of Head Start children, families, and staff to</p>	<p>Objective #1 100% of children will be screened and connected to a medical and a dental home to receive quality health,</p>	<p>Implement a schedule for tracking health data in ChildPlus.</p> <p>Collaborate with Comm. Partners to provide health</p>	<p>Biweekly reports will be run in ChildPlus to track health data Agendas and sign in sheets to record health events</p>	<p>Children, families, and staff will develop strategies to manage stress and trauma, and develop resilience.</p>	<p>Parents/Guardians work schedules to take children to medical appointments</p> <p>Ensuring that outside MH consultant</p>



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promote health and wellness outcomes.	<p>oral health, mental health and nutrition services for preventive, follow up, and immediate treatment of health concerns as measured by documented visits to health care providers.</p> <p>Objective #2 Embedded in each group's daily plan, there will be documentation of mindfulness activities, health, wellness, and safety at least twice daily.</p> <p>Objective #3 To enhance teachers, staff, and family's awareness of mental health, health, nutrition, and</p>	<p>services onsite.</p> <p>HS Admin. staff daily checklist – monitoring document.</p> <p>Hire a mental health specialist to provide integrative health services to HS staff.</p> <p>The Director will provide a weekly wellness tip in the Staff Updates and biweekly tip in the parent newsletter.</p>	<p>and stakeholder participation.</p> <p>Analysis of daily checklists.</p> <p>Sign in sheets, spreadsheet to track amount &amp; frequency of health events.</p> <p>Parent and staff surveys will be administered to determine the impact of health/ wellness tips on well being.</p>	<p>Students will demonstrate increased cognitive academic, social emotional, and motor (fine motor/gross motor) outcomes between fall and spring of each program year.</p> <p>Increased mental health outcomes for students, staff, and families.</p>	meets requirements outlined in HSPPS

<b>1 a. Program Goals</b>	<b>1 b. Measurable Objective Description</b>	<b>1 c - i. Activities/ Strategies</b>	<b>1 c – ii. Data, Tools, &amp; Methods for Tracking Progress</b>	<b>1 c – iii. Expected Outcomes</b>	<b>1 c – iv. Expected Challenges</b>
	wellness, individuals will read and respond to health tip surveys with 80% accuracy.				
Program Goal # 3 Increase family engagement in transitions to maximize preschool gains and support family outcomes	Objective #1 Schools will strengthen parents’/guardians’ understanding of the importance of their role in supporting their children’s school readiness and transition from Early Head Start to Head Start and Head Start to Kindergarten as measured by 100% parent/guardian participation in at least three transition	Collaborate with receiving schools to ensure that kindergarten registration events are held at places and times convenient for HS parents; ensure that materials are translated and interpreters are present as needed.  Ensure staff have conversations in families’ home language about opportunities for family engagement	Kindergarten registration events will be included in the program’s monthly calendar on the program’s and district’s website  Talking points & literature in relevant languages will be distributed to staff to use to engage parents.	Families will have a better understanding of the Head Start transition process Parents will have increased sense of advocacy and empowerment with transition process  Children will experience a sense of comfort and ease with transitions  Building stronger relationships and effectively bridging gaps	Potential scheduling conflicts with feeder elementary and K-8 schools. Timely information and records to communicate with feeder elementary schools.

1 a. Program Goals	1 b. Measurable Objective Description	1 c - i. Activities/ Strategies	1 c – ii. Data, Tools, & Methods for Tracking Progress	1 c – iii. Expected Outcomes	1 c – iv. Expected Challenges
	<p>activities/events.</p> <p>Home Visits Parent Teacher Conferences Parent Meetings Enrollment Fairs Districtwide Kindergarten Round up Kindergarten Showcase – on site Kindergarten Boot camp</p> <p>Objective #2 Increase collaboration between Head Start and Kindergarten teachers as measured by a 20% increase in collaboration in professional development, activities, events during each program year.</p>	<p>in the new school.</p> <p>Create and distribute a Parent/ Teacher compact that includes kindergarten expectations to all families of preschoolers transitioning to kindergarten.</p> <p>During home visits, preschool teachers will review the Parent/ Teacher Compact with families and share the importance of kindergarten transitions.</p> <p>Host a Kindergarten Showcase where elementary and K-8 principals and kindergarten</p>	<p>Agendas and sign in sheets to track Kindergarten Showcase participants (e.g., parents, staff).</p> <p>Sign in sheets and agendas to track preschool/ kindergarten teachers PD and planning sessions.</p>	<p>between Head Start and elementary and K-8 schools that have kindergarten programs.</p> <p>All preschool students will be enrolled in a kindergarten program on the first day of the respective school year, parents will understand kindergarten expectations and be familiar with family engagement opportunities available at the elementary school level.</p>	

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		<p>teachers, transportation , pupil accounting, and the ESL programs provide an informational session at Bussey.</p> <p>Host a Kindergarten Bootcamp to prepare students for transitioning to Kindergarten</p>			
<p>Program Goal # 4</p> <p>Enhance comprehensive services to strengthen child and family outcomes through enhanced Community Partnerships</p>	<p>Objective #1</p> <p>Develop and maintain partnerships with community agencies/organizations that provide education resources, mental health supports, infant/toddler resources, access to public libraries and books, resources to</p>	<p>Identify potential Community Partners to provide services to students and families within the Center.</p> <p>Identify a space for Community Partnerships to provide services within the Center.</p>	<p>Signed Memorandum of Understanding (MOUs)</p> <p>Agendas and sign in sheets for family events.</p> <p>Including Monthly Family events on 2024-2025 Program Calendar.</p> <p>Analysis of the results of</p>	<p>Increased school readiness and family outcomes. Families will demonstrate improved parenting skills and increased relationships with other parents.</p> <p>Increased language and literacy, mental health, and health</p>	<p>Difficulty securing MOUs with potential Community Partners. Scheduling Conflicts – Families work schedules conflict with the date/time of the Family Engagement events.</p>

1 a. Program Goals	1 b. Measurable Objective Description	1 c - i. Activities/ Strategies	1 c – ii. Data, Tools, & Methods for Tracking Progress	1 c – iii. Expected Outcomes	1 c – iv. Expected Challenges
	<p>support active supervision, employment, and financial literacy resources as measured by a 75% increase in partnerships by June 2029.</p> <p>Objective #2 Collaborate with Community Partners to provide onsite health, nutrition, and mental health services students, families, and staff at least twice a month as measured by sign in sheets and service logs.</p> <p>Objective #3 Collaborate with Community Partners to provide monthly Family Engagement</p>	<p>Develop a Calendar of Events with Comm. Partners that is aligned with the outcomes identified on the Family Needs, &amp; Outcomes Assessments</p>	<p>Family Needs &amp; Outcomes Assessments based on participation in family events.</p>	<p>outcomes for students and families as measured by COR Advantage, Brigrance, and Family Partnership goals achieved; increased Non-Federal share dollars collected.</p>	

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	events that offer activities that teach children school readiness skills, support young African American boys and provide families with workshops/training that will enhance their family and life outcomes as measured by pre/post survey data and attainment of Family Partnership goals.				
Program Goal #5 Southfield Public Schools will maintain healthy and safe indoor and outdoor environments to provide a	Objective #1 Through engagement in developmentally appropriate play experiences, students will improve fine	Completion of Daily Health and Safety Checklist, Playground Checklist, and Admin. Observation and	Monthly analysis of fine & gross motor outcomes in COR Advantage database  Weekly review &	SPS indoor and outdoor environments will be safe, healthy, and conducive to learning at all times.  Parents will have	Timeline for installation for new ground cover and playground structure.  Outside contract with cleaning

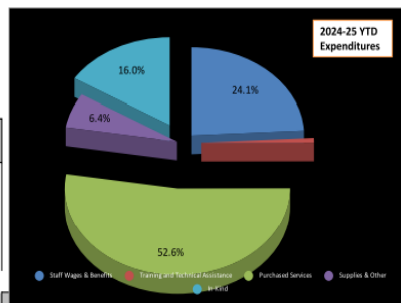


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safe foundation for children to learn and grow.	<p>and gross motor skills by 50% from fall to spring as measured by the COR Advantage and the Brigance</p> <p>Objective #2 Students will be able to safely navigate areas in the Center (e.g., classrooms, gym, and playground areas, Media Center) as measured by a 20% decrease in monthly incident reports (minor incidents).</p> <p>Objective #3 Children will learn and problem solve through exploration and engagement with varied outdoor play structures,</p>	<p>Classroom Checklist.</p> <p>Renovate playground and purchase new playground equipment for existing playground and new play are spaces.</p>	analysis of checklists. Biweekly review & analysis of accident and incident reports.	<p>confidence that their children are in a safe environment and well cared for.</p> <p>Parents will increase awareness of Health &amp; Safety practices</p> <p>Staff will understand their role in maintaining healthy and safe environments</p> <p>Staff will report decreased minor child accidents.</p> <p>Students will be able to follow classroom routines and procedures and assist daily with classroom activities (e.g., daily</p>	company – ensuring that they follow similar H&S procedures

# ANNUAL REPORT 2024-2025

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	equipment, and nature areas as measured by increased cognitive growth on the COR Advantage and Brigrance.			sign in, setting the table for meals, distributing milk for meals)	

<b>Head Start Summary Operating Budget</b> <b>Fiscal Year 2024-25</b> <b>Results through January 31, 2025</b>  Presentation Date: February 25, 2025					
<b>Grant Award:</b> Head Start & COLA Early Head Start & COLA Training & Technical Assistance Subtotal - Federal Local Match GRAND TOTAL		B+ Grant/Program # 7231/0000, 1905 7231/6420 7232/0000, 6420    	Total Award \$ 1,625,694 \$ 376,553 \$ 21,000 \$ 2,023,247 \$ 505,812 \$ 2,529,059	Percent of Total      	
		Total To Date (Excludes Open Purchase Orders- see notes)	Balance Remaining	Percent Spent	Percent Remaining
<b>FEDERAL GRANT</b>		Working Budget			
Head Start & COLA		\$ 1,625,694	666,565.53	959,128	41.0%
Early Head Start & COLA		\$ 376,553	140,976.16	235,577	37.4%
Technical Training and Assistance		\$ 21,000	8,189.53	12,810	39.0%
<b>TOTAL FEDERAL</b>		<b>2,023,247.00</b>	<b>815,731.22</b>	<b>1,207,515.78</b>	<b>40.3%</b>
<b>TOTAL IN-KIND</b>		<b>505,812.00</b>	<b>155,673.08</b>	<b>350,138.92</b>	<b>30.8%</b>
<b>GRAND TOTAL</b>		<b>2,529,059.00</b>	<b>971,404.30</b>	<b>1,557,654.70</b>	<b>38.4%</b>
NOTES:					
1. Open Purchase Orders are not included in the above statement. Open Purchase orders:					
Head Start		64,142.59			
Early Head Start		52.80			
		<b>64,195.39</b>			
PCard Expenditures pending posting					
Head Start		1,299.75			
Early Head Start		155.69			
T&TA		-			
		<b>1,455.44</b>			
2. In-Kind YTD provided by Dr. Connie Thompson					
3. As of 1/31/25, based on spending, in-kind should be \$203,932.81. The current Non Federal Match is \$48,289.73 below this number.					



Staff Wages & Benefits	\$234,325.53
Training and Technical Assistance	\$8,189.53
Purchased Services	\$511,357.02
Supplies & Other	\$61,859.14
In-Kind	\$155,673.08
	<b>\$971,404.30</b>

In October 2024, Plant Moran completed a financial audit of Southfield Public Schools, which yielded no findings.

