



# ANNUAL REPORT 2019

**Anoka/Washington County Head Start-Early Head Start**

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## Head Start-Early Head Start Programming

Head Start is a multi-faceted child and family development program that serves income eligible families, children in foster care and families experiencing homelessness in Anoka and Washington Counties. The program is designed to help children, ages birth to five, pregnant women and their families achieve their full potential. The Head Start program gives children a “Head Start” on their journey of lifelong learning, while also giving their parents a “Head Start” in maintaining family continuity and achieving self-sufficiency. Anoka County Community Action Program, Inc. has been the Head Start grantee for Anoka & Washington County since 1965. Our program provides responsive high-quality individualized services in the areas of education and early childhood development; medical, dental, and mental health; nutrition; parent involvement; and family development. The entire range of Head Start-Early Head Start services is responsive and appropriate to each child and family’s development, ethnic, cultural, and linguistic heritage and experience with the overall goal to prepare the child for entry into kindergarten. Current core curricula include: *Creative Curriculum for Preschool*, *Creative Curriculum for Infants, Toddlers and Twos*, and *Partners for a Healthy Baby*.

***ACCAP Head Start is committed to partnering with families and communities to help children reach their full potential.***

### Services Provided

Total number of children served during the 2018-2019 program year: 802

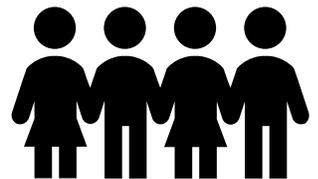
Of these children served:

Percentage of children who received a medical exam: 99.1%

Percentage of children who received a dental exam: 95.5%

Average monthly enrollment: 100%

Percent of eligible children served: 63.8%



### Program Options

**Center-Based:** This program option serves children 3-5 years old in a classroom setting at eight locations in Anoka and Washington Counties. Center Based programming includes a Full Day/Full Year option where children receive services for 6.5 hours per day, September-July,

Part Day/Part Year option where children receive services for 3.5 hours per day, September-May, and Full Day/Part Year Option where children receive services for 6.5 hours per day September-May .

**Home-Based:** This program option is one of the many ways Head Start supports families in the community. Services are provided to pregnant mothers, children birth to three, and three to five in the home setting. Enrolled families receive a weekly home visit from the teacher for 1.5 hours. Together, parents and teachers develop an individual curriculum for each child supported by the *Creative Curriculum for Preschool* or Partners for a Healthy Baby. In addition, two center socialization days each month are available for parent education, peer support, and interaction with other peers of their age group.

**Early Head Start Child Care Partnerships:** The child care partnerships deliver high-quality comprehensive and relationships-based services through a shared services alliance among Child Care Providers, Parent Aware and Child Care Assistance.

## Parent Engagement and Involvement

Head Start and Early Head Start programs empower families to become self-sufficient in order to achieve their life goals: school readiness, family literacy, social competency and parent involvement are all promoted. To support these goals, parents and caregivers are extensively involved in all facets of the program's activities from curriculum planning to making decisions in how to use parent activity funds, planning events, monthly meetings and providing input on staff selection/hiring. Parent Engagement Activities include; Systematic Training for Effective Parenting, Parent Committees, Self-Assessment, Health and Safety Fair, Families Doing Good Together, Flag Day, Family Fun Night, and more. In addition, our program also recognizes male involvement as a vital part of their child's growth and development and provides fatherhood programming which includes, Father's Reading Every Day, Fabulous Fun for Fathers and Dad's Groups to support this initiative.

## Health Services

Anoka/Washington County Head Start-Early Head Start's commitment to wellness embraces a comprehensive vision of health for children and their families. Children and their families are linked to continuous, accessible health care so that a relationship may develop between the provider and the family that will continue after the child leaves the Head Start program. Each child is encouraged to visit a health care provider on a schedule of preventive and primary health care, to ensure that problems are quickly identified and addressed. Early identification

and treatment of health problems reduces complications and improves health outcomes. With increased awareness of the long-term effects of childhood obesity, emphasis is placed on healthy meals and snacks through our participation in the Child and Adult Care Food Program (CACFP).

A child's mental health is just as important as his or her physical health. The Head Start program makes mental health a priority by providing screenings and treatment services. Mental health professionals visit on-site to assess children's needs; conduct workshops; train staff in making referrals to needed services; and act as a liaison between the families and community mental health resources. Fraser Mental Health has an on-site day treatment classroom located at the Coon Rapids Family Development Center, offering wrap around treatment services to Head Start children.

## USDA

Head Start's child nutrition services assist families in meeting each child's nutritional needs and in establishing good eating habits that nurture healthy development and promote lifelong wellbeing. Through CACFP participation, the children attending Head Start receive a nutritious breakfast, lunch, and snack that provide at least 2/3 of the daily nutritional requirement for full day classes and 1/3 of the daily nutritional requirements for part day classes.

### Meals served during 2018-2019 program year

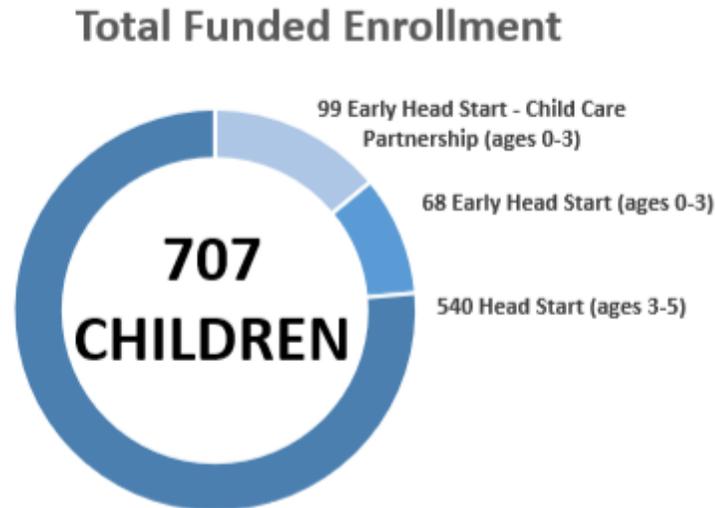


## Recruitment and Enrollment

Families living in Anoka or Washington County who meet Federal Poverty Guidelines, receive MFIP, SSI or who have special needs or are homeless are eligible. Head Start has an impressive history of providing services to children with disabilities by supporting their inclusion in all classroom and program experiences. Since 1965, Head Start has operated under a mandate to make available, at a minimum, ten percent of its enrollment opportunities to children with disabilities. Head Start and Early Head Start programs partner with Local Education

Agencies (LEAs) the State of Minnesota Help Me Grow referral system and public schools to design individual education plans for children with disabilities and provide services to promote each child's development.

Each funded slot is filled by our extensive waiting list within 30 days of becoming vacant. Program attendance year average for all children was maintained at **85%**.



### **In-Kind**

The program derives volunteer services from community partners, parents and other individuals throughout the year. Federal requirements stipulate that our agency must gather In-Kind in an amount equal to 25% of the financial award granted. In-Kind is not comprised of actual dollars but rather a value of donated time, services, materials and space. During the 2018-2019 school year, we collected over one million dollars' worth of donated time, services, materials and space. Thank you to all our community partners, parents, and families for supporting Anoka/Washington County Head Start-Early Head Start.

### **Self-Assessment**

Anoka/Washington County Head Start-Early Head Start's 2019 Self-Assessment of all service areas was conducted with the active involvement of Head Start parents, governing bodies, community partners, and staff members. Feedback from the Self-Assessment process is collected and analyzed by the Head Start management team. The Head Start director uses feedback and data from Self-Assessment in order to create a continuous improvement plan that is submitted annually to the Office of Head Start.

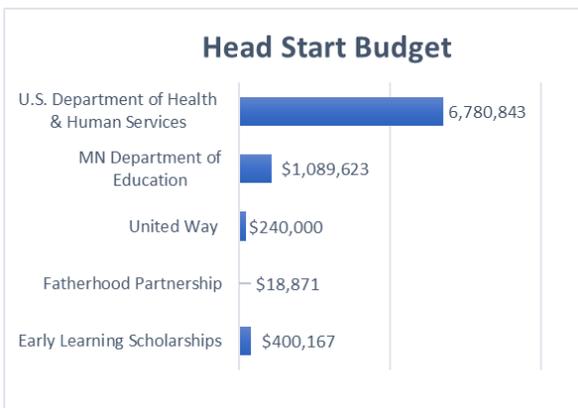
## Independent Audits

In addition to regular internal reviews and audits of the program, on an annual basis the agency has an independent audit firm review the program's procedures for compliance and provide suggestions to improve activities. The most recent fiscal audit was for the period which ended on December 2018; this audit included no material findings. A complete copy of the audit is available at [www.accap.org](http://www.accap.org).

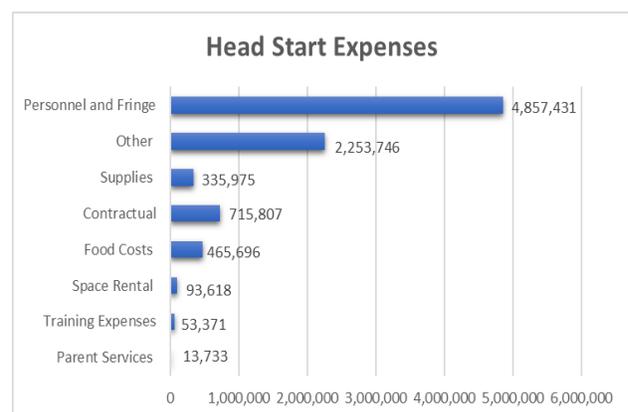
## Federal Monitoring Review

The most recent federal onsite monitoring review of the Head Start and Early Head Start Program was completed in April 2018. Anoka/Washington County Head Start-Early Head Start was found to be in full compliance and had no findings. This is the first time the program has been monitored under the new federal monitoring system.

## Funding



Total Head Start Budget



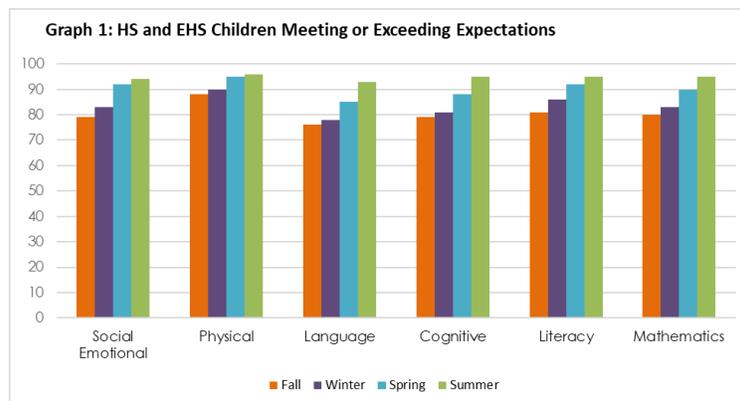
Total Head Start Expenses: \$8,789,377

## School Readiness

**School Readiness:** Anoka/Washington County Head Start-Early Head Start increased school readiness for our children across the five domains as identified in the Head Start Early Learning Outcomes Framework. The Teaching Strategies GOLD (TS GOLD) assessment system data for the 2018/2019 school year showed significant gains in the school readiness domains of Social Emotional, Physical, Language, Cognitive, Literacy and Mathematics. This data suggests that the ongoing work to support classroom practices and address children's needs successfully helps the Head Start children of Anoka and Washington counties become ready for school. Reference our School Readiness Goals and Objectives at the end of this document.

**Assessment:** From the most recent data, it was found that children transitioning out of Head Start into kindergarten are ready according to the goals that have been established. All children make progress according to their abilities. TS GOLD, an online assessment system, helps teachers determine where children are developmentally according to widely held expectations based on child development research. Teachers use this information to individualize programming for children and to support children in reaching their own unique potential. The program also uses this information to assess and develop program goals, plan training, and monitor systems and quality. In regard to infants and toddlers, it is found that they are building social/emotional skills through relationship-based opportunities in the program. Ongoing assessments guide the individualizing of the curriculum for infants and toddlers that are linked with the school readiness goals.

2018-2019 Program Year TS Gold Child Assessment Data



## Head Start-Early Head Start Birth to Five School Readiness Goals and Objectives

Domain	Birth – Three	Preschool 3-5
<b>Social/ Emotional Development:</b>  <b>Teaching Strategies GOLD: Objectives 1 &amp; 3</b>	<ol style="list-style-type: none"> <li>1. Establishes and sustains positive relationships with familiar adults.</li> <li>2. Uses those positive relationships as a resource to develop relationships with other adults to meet their needs.</li> <li>3. Shows interest in, interacts with, develops relationships with other children.</li> <li>4. Imitates and engages in play with other children.</li> <li>5. Expresses a range of emotions through recognition, care and concern towards others.</li> <li>6. Manages emotions.</li> <li>7. Shows awareness about self and understanding of others.</li> <li>8. Shows confidence in their own abilities.</li> <li>9. Develops a sense of belonging through relationships with others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engages in and maintains positive, prosocial and cooperative behavior with adults.</li> <li>2. Engages in and maintains positive interactions, relationships and cooperative play with other children.</li> <li>3. Uses basic problem-solving skills to resolve conflicts with other children.</li> <li>4. Expresses a broad range of emotions and recognizes these emotions in self and others.</li> <li>5. Expresses care and concern towards others.</li> <li>6. Expresses confidence in own skills and positive feelings about self.</li> <li>7. Demonstrates a sense of belonging to a family, community and other groups.</li> </ol>
<b>Approaches to Learning:</b>  <b>Teaching Strategies GOLD: Objectives 11-14</b>	<ol style="list-style-type: none"> <li>1. Demonstrates increasing management of feelings, emotions, actions and behavior with support from familiar adults.</li> <li>2. Demonstrates increasing focus, sustained attention, persistence and flexibility in actions and behavior.</li> <li>3. Demonstrates emerging interest in, curiosity about interactions, experiences and explorations about objects, materials, or events.</li> <li>4. Utilizes creativity, imagination in play, and interactions with others to increase understanding and learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Follows classroom rules and routines through appropriate handling and use of classroom materials.</li> <li>2. Manages their actions, words, and behavior with increasing independence.</li> <li>3. Maintains focus and sustains attention with minimal adult support.</li> <li>4. Persists in tasks.</li> <li>5. Uses information to perform tasks and demonstrates flexibility in thinking and behavior.</li> <li>6. Demonstrates initiative, independence and interest in the world around them.</li> <li>7. Expresses creativity through thinking, communication, imaginative play and interactions with others.</li> </ol>
<b>Language and Communication:</b>  <b>Teaching Strategies GOLD: Objectives 8-10 &amp; 17-19</b>	<ol style="list-style-type: none"> <li>1. Attends to, understands, responds and learns from communication and language experiences with others.</li> <li>2. Communicates needs and wants using non-verbal and language to engage others in interaction.</li> <li>3. Uses increasingly complex language or initiation of non-verbal communication to learn, gain information and converse with others.</li> <li>4. Understands and uses an increasing number of words in communication and conversation with others.</li> <li>5. Handles books, recognizes pictures, some symbols, signs, or words and comprehends meaning from pictures and stories.</li> <li>6. Makes marks and uses them to represent objects or actions.</li> <li>7. Attends to communication and language from others and understands and responds to increasingly complex communication and language.</li> <li>8. Uses verbal and non-verbal communication to get needs met.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands and responds to communication and language from others.</li> <li>2. Understands and responds to increasingly complex communication and language from others.</li> <li>3. Understands, follows, and uses appropriate social and conversational rules.</li> <li>4. Demonstrates self-expression through increasing use of a wide variety of words that are long, detailed and sophisticated.</li> </ol>
<b>Literacy:</b>  <b>Teaching Strategies GOLD: Objectives 15-19</b>		<ol style="list-style-type: none"> <li>1. Demonstrates awareness of spoken language and its composition into segments of sound.</li> <li>2. Demonstrates an understanding of how print is used.</li> <li>3. Identifies letters of the alphabet and produces correct sounds associated with letters.</li> <li>4. Demonstrates an understanding of narrative structure through storytelling/re-telling.</li> <li>5. Asks and answers questions about a book that was read aloud.</li> <li>6. Writes for a variety of purposes using increasingly sophisticated marks.</li> </ol>

## Head Start-Early Head Start Birth to Five School Readiness Goals and Objectives

Domain	Birth – Three	Preschool 3-5
<b>Cognition Including Science and Math</b>  <b>Teaching Strategies GOLD:</b> <b>Objectives 20-28</b>	<ol style="list-style-type: none"> <li>1. Actively explores people and objects to understand self, others and objects.</li> <li>2. Uses the understanding of causal relationships to act on social and physical environments.</li> <li>3. Recognizes differences between familiar and unfamiliar people, objects, actions, or events.</li> <li>4. Recognizes the stability of people and objects in the environment.</li> <li>5. Uses memories as a foundation for more complex actions and thoughts.</li> <li>6. Uses a variety of strategies in solving problems such as reasoning and planning ahead.</li> <li>7. Develops a sense of number and quantity.</li> <li>8. Uses spatial awareness to understand objects and their movement in space.</li> <li>9. Uses matching and sorting of objects or people to understand similar and different characteristics.</li> <li>10. Observes and imitates sounds, words, gestures, actions, and behaviors.</li> <li>11. Uses objects or symbols to represent something else.</li> <li>12. Uses pretend play to increase understanding of culture, environment, and experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates knowledge of number names and the count sequence.</li> <li>2. Recognizes the number of objects in a small set.</li> <li>3. Understands the relationship between numbers and quantities.</li> <li>4. Identifies whether the number of objects in one group is more than, less than, or the same.</li> <li>5. Understands addition as adding to and understands subtraction as taking away from.</li> <li>6. Understand simple patterns.</li> <li>7. Measures objects by their attributes and uses those to make comparisons.</li> <li>8. Identifies, describes, compares, and composes shapes.</li> <li>9. Explores the positions of objects in space.</li> <li>10. Observes, categorizes and describes, in scientific talk, objects, materials, organisms, and events.</li> <li>11. Asks questions, gathers information, conducts investigations and experiments and makes predictions.</li> <li>12. Analyzes results, draws conclusions, and communicates results.</li> </ol>
<b>Dual Language Learners:</b>  <b>Teaching Strategies GOLD:</b> <b>Objectives 37 &amp; 38</b>	<ol style="list-style-type: none"> <li>1. Children will demonstrate increasing progress in listening to and understanding English.</li> <li>2. Children will demonstrate increasing progress in speaking English.</li> </ol>	<ol style="list-style-type: none"> <li>1. Children will demonstrate increasing progress in listening to and understanding English.</li> <li>2. Children will demonstrate increasing progress in speaking English.</li> </ol>
<b>Perceptual, Motor, and Physical Development</b>  <b>Teaching Strategies GOLD:</b> <b>Objectives 4-7</b>	<ol style="list-style-type: none"> <li>1. Uses perceptual information to understand objects and experiences and in directing their own actions and interactions.</li> <li>2. Demonstrates effective and efficient use of large muscles for movement, position, and exploration of their environment.</li> <li>3. Uses sensory information and body awareness to understand how their body relates to the environment.</li> <li>4. Coordinates hand and eye movements to perform actions.</li> <li>5. Uses hands for explorations, play, and daily routines.</li> <li>6. Adjusts their reach and grasp to use tools.</li> <li>7. Demonstrates healthy behaviors with increasing independence as part of everyday routines.</li> <li>8. Uses safe behaviors with support from adults.</li> <li>9. Demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates control, strength, and coordination of large muscles.</li> <li>2. Uses perceptual information to guide motions and interactions with objects and other people.</li> <li>3. Demonstrates increasing control, strength, and coordination of small muscles.</li> <li>4. Demonstrates personal hygiene and self-care skills.</li> <li>5. Develops knowledge and skills that help promote nutritious food choices and eating habits.</li> <li>6. Demonstrates knowledge of personal safety practices and routines.</li> </ol>
<b>Parent, Family &amp; Community Engagement</b>	<ol style="list-style-type: none"> <li>1. Parents will participate in the program through involvement in various opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parents will participate in the program through involvement in various opportunities.</li> </ol>