



ANOKA COUNTY COMMUNITY ACTION PROGRAM, INC.

Anoka/Washington County Head Start-Early Head Start Program

9574 Foley Blvd. Coon Rapids, MN 55433 • Phone (763) 783-4300 • TTY 711 • Fax (763) 783-4333 • www.accap.org



# 2020 ANNUAL REPORT

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

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## **An Unprecedented School Year: Head Start Staff Help Where Help Is Needed**

As we navigate through these new and unexpected challenges brought on by COVID-19, we continue to stay connected to our children and their families. The Head Start community has always known we are much stronger when we act together. This past year has been one of many successes, and one of many challenges. Despite the ongoing public health crisis we face, ACCAP Anoka/ Washington County Head Start-Early Head Start staff have continued to focus on the “mission” of the program by providing the services outlined in this year’s annual report. In response to the COVID-19 pandemic, the program was forced to close by a mandate from the governor’s office. This drastically changed the way we served families in the second half of the 2019-2020 program year. With less than a two-week notice, the ACCAP Head Start program transitioned from serving hundreds of children in classrooms across Anoka and Washington counties to offering families virtual learning from home. Some COVID-19 modifications include implementing center-based Head Start through a hybrid model of in-class and remote teaching approaches. All Early Head Start and Home-based Head Start learning takes place using weekly virtual home-visits. Classroom sizes were kept to ten children and all students and staff received a temperature check when arriving each morning. Services were provided to children with special needs via an online platform to the greatest extent possible and Spanish speaking families received communication in their home language.

In June 2020, with additional CARES Act funding, we offered summer enrichment programing that allowed rising kindergarten students to attend an education program in preparation for their transition to kindergarten in the Fall. In preparation for reopening in the Fall and understanding that the pandemic could affect program practices for quite some time, we decided to add the Creative Curriculum Cloud component to our established Creative Curriculum practices. This component is designed to provide distance and virtual learning in the same intentional way that Creative Curriculum does in the classroom. We also researched and obtained the Ready Rosie program as our new parenting curriculum. These improvements allowed us to enhance and expand family’s involvement in their child’s learning.

As we begin planning for another year of helping young children and their families grow and thrive in a supportive and nurturing environment, we are taking extra precautions to ensure everyone remains safe. We are committed to providing the services young children need for their early development. ACCAP Head Start believes that every child, regardless of their circumstances at birth, has the ability to reach their full potential. We are, and always have been in this together, and it is our privilege to continue to bring the Head Start-Early Head Start model to life.

We applaud and thank the community, funders and stakeholders for their support and resources that have contributed to another successful year. Again, it is a pleasure to share with you the results of a dedicated team. This report will reflect on the impact of ACCAP Head Start and the thousands of children and families whose lives we have touched and served.

Respectfully,

*Jacqueline Cross*



## **Introduction**

### **Anoka County Community Action Program Head Start History**

#### **AGENCY MISSION STATEMENT**

The Anoka County Community Action Program, Inc. is an innovative catalyst for empowering lower income Anoka County residents to achieve their aspirations and dreams. Anoka County Community Action Program (ACCAP) opened its first Head Start program in the summer of 1965 with 88 children in center-based and home-based program options. By September of 1966, the program was deemed so successful that ACCAP was funded to run the program during the school year. Throughout the past 55 years, ACCAP has been the grantee agency for Anoka and Washington Counties.

ACCAP is a non-profit Minnesota Corporation, which is organized in Federal and State statutes. Our agency is a leading non-profit that is on the cutting edge of human service delivery. Our organization is justifiably well regarded by all the stakeholders associated with it. The services we offer are necessary and most appropriate and make a measurable difference in people's lives. Head Start is one of many programs operated by ACCAP.

#### **PROGRAM MISSION STATEMENT**

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

#### **VISION**

The Anoka/Washington County Head Start-Early Head Start program's vision is to educate families by providing a diverse learning experience.

#### **Long Range Goals:**

- Goal I:** Our first commitment is to each child. Focus on developing the whole child by emphasizing skills, nurturing self-esteem and preparing for academic success.
- Goal II:** Support parents by providing a comfortable environment where they can grow and learn in their parenting role through strong communication with staff, exposure to a wealth of resources beyond Head Start and access to training and parent education opportunities.
- Goal III:** As they grow and develop, children and families will be successful when making transitions to programs, services and schools.
- Goal IV:** Each of us commit to presenting our program to the community in a positive manner and increasing community awareness of our program.
- Goal V:** Management systems ensure a well-managed program that meets standards for high quality facilities, professional development and fiscal integrity.

### **Head Start-Early Head Start Program Description**

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. 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 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.

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. Children in the ACCAP Head Start program benefit from highly qualified teachers, research-based curriculum, and well-equipped classrooms. Social-emotional, math, early language and literacy development are areas of focus for the ACCAP Head Start program. ReadyRosie, Creative Curriculum, Handwriting Without Tears, S.M.A.R.T. and Conscious Discipline materials support learning that occurs throughout the classroom day through intentional and thoughtfully planned learning activities. Parents are included in the screening process and provide input at home visits and through the use of Ages and Stages-3. Children’s learning is observed and documented, and the assessment of skills is on-going. Teaching Strategies Gold is used to assess children’s learning and scores are reported three times a year for part/day part year, four times a year for full day/full year and home base during the program year. Families complete a home language survey during the enrollment process and administrative staff along with the Education Team analyze and aggregate to determine trends within the Dual-Language Learners (DLL) population.

Our program’s history shows that this organizational structure has successfully supported the accomplishment of program objectives through several program expansions and many special program projects, pilots and initiatives that enhance program operations. Anoka/Washington County Head Start-Early Head Start is proud to have achieved and been awarded the “Center of Excellence” designation by the State of Minnesota. This is awarded in accordance to the Center of Excellence Program and is administered by the Administration for Children and Families Office of Head Start. Our program completed a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis in Spring 2019. The SWOT Analysis indicated strengths in three areas: individualized services, dedicated staff, and collaborative partnerships. In addition, all our Head Start locations are rated through Parent Aware, Minnesota’s Quality Rating and Improvement System, and have received the highest rating of four-stars.



### **Program Options/Models**

For external readers, it is helpful to start with a description of the center and home-based child development models we currently offer. Due to COVID-19, classroom services were modified during the 2019-2020 school year to support social distancing and safety guidelines. Head Start serves children ages 3 to 5, while Early Head Start serves children birth to age 3 and pregnant women.

Center-based Head Start: We offer Head Start at four centers in Anoka County and four in Washington County. Among 28 total classes, 12 are Part Day/Part Year classes (3.5 hours M-Th, Sept.-May); 4 are Full Day/Part Year classes (6.5 hours M-Th, Sept.-May); and 12 are Full Day/Full Year classes (6.5 hours M-Th, Sept.-July).

Home-based Head Start: As an alternative to center-based programming, we offer home-based Head Start via weekly home visits for a small number of children in Anoka and Washington County. 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. 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: We work with eligible pregnant women and children from birth to age 3 by providing learning and resources via weekly home visits.

Early Head Start - Child Care Partnerships: We have formal partnerships that bring Early Head Start programming to children enrolled at seven childcare centers and two family-based sites. Children attend up to five days a week throughout the year. The childcare partnerships deliver high-quality comprehensive and relationships-based services through a shared services alliance among Child Care Providers, Parent Aware and Child Care Assistance.

Families served by all our models benefit from our Family Service Workers whose role is to support vulnerable families to overcome stressful barriers and build resilience. Family Service Workers provide a wide range of resources including social support, information, concrete service linkages and parental education and leadership training.

## **Health Services**

ACCAP Head Start's commitment to wellness embraces a comprehensive vision of health for children and their families. To ensure children are healthy and ready to learn ACCAP Head Start provides on-site health, dental, and mental wellness services for all enrolled children. Our 2019-2020 Vision and Hearing screening was successful this year. We were able to plan and collaborate in advance of COVID-19 with health partners and schedule to get children screened in a timely manner. Family Service workers and support staff were also successful in working closely with families to ensure that they had a primary care physician and dentist for routine screening. The pandemic impacted the percentage of children receiving medical and dental exams, staff continues to monitor this area. Due to COVID-19, it was difficult to screen children who enroll late in the program year for vision and hearing within the first 45 days from the date of their entrance to the program. Families were reluctant to schedule and attend routine physicals or dental appointments for their children. However, as time has passed, Family Service Workers and support staff have reached out to families and supported them in scheduling those appointments. 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. ACCAP Head Start ensures that staff collaborate with parents to promote their children's health and well-being by providing medical, oral nutrition, and mental health education, in addition to support services that are understandable and in the families' home language. 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. ACCAP Head Start participates in the Child and Adult Care Food Program (CACFP) and provides enrolled children with up to two-thirds of their daily nutrition needs, including a healthy breakfast, lunch, and snack.

### **Meals served during 2019-2020 program year:**



## **Parent Engagement and Involvement**

Active parental involvement is important to the program success. Active parent engagement is encouraged from the point of enrollment and throughout the enrollment period. ACCAP Head Start works to build and strengthen families, which is done by using a strengths-based approach. Parents are engaged as equal partners and their knowledge, pride, and concerns about their children are welcomed. Staff also work with parents to support child learning and development; to provide, if applicable, services and support for children with disabilities and to foster parental confidence and skills that promote the early learning and development of their children. 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. The early closure in the spring meant not all in person activities could be completed. We hope to be able to offer in person group activities to families again as soon as public health guidelines permit.



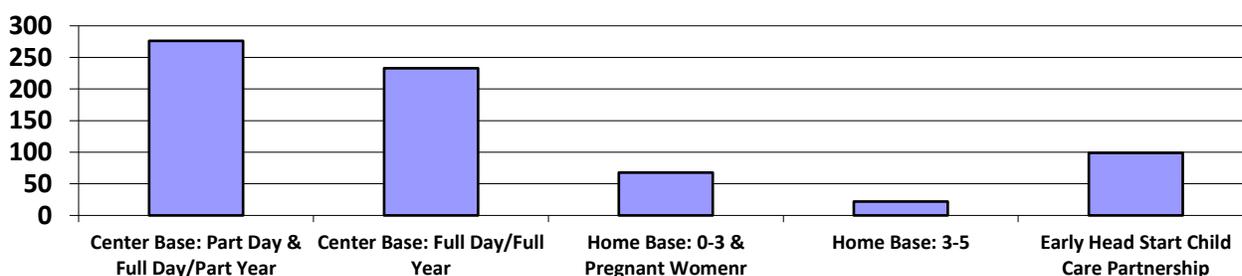
## Recruitment and Enrollment

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's 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%**. Total number of children served during the 2019-2020 program year: 765. Percentage of eligible children served during the 2019-2020 program year was 76%.

### **Enrollment 2019-2020 Program Options**

Center Base, Part Year .....	276
Center Base, Full Year .....	233
Home Base, 0-3 and Pregnant Women.....	68
Home Base, 3-5 .....	22
Early Head Start Child Care Partnership.....	99
<b>Total Enrollment .....</b>	<b>698</b>



## Funding Sources

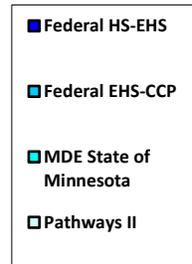
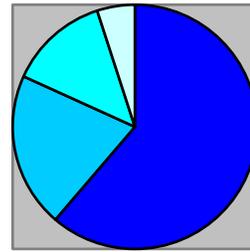
The Anoka County Community Action Program as the grantee (recipient) of federal funds to operate both a Head Start and Early Head Start (EHS) program for preschool children, infants, toddlers, and pregnant women who reside within Anoka and Washington Counties zip codes. The federal funding includes a basic grant and a training and technical assistant grant. The basic grant funds general program operations (i.e., personnel, health and welfare benefits, materials, supplies, equipment, facilities), while the training and technical assistant grant is earmarked to support training and technical assistance (i.e., professional development, training, consultants, and training materials). There are four funding sources for the Head Start program; the administration for Children and Families; the State of Minnesota; the State Early Learning Scholarships, and the USDA Food Program. In addition to program grant dollars, Head Start relies heavily on in-kind donations of cash, volunteer time, donated supplies, materials and other resources in order to deliver quality services to Head Start children, families and communities.

### *2019-2020 Budgetary Expenditures*

The program's 2019-20 federal share for operating its programs was \$6,840,345, \$5,192,468 for Head Start-Early Head Start (HS-EHS) and \$1,647,877 for Early Head Start-Child Care Partnership (EHS-

CCP). The programs obtained non-federal share match in the amount of \$1,109,863, \$1,082,894 from HS-EHS and \$26,969 from EHS-CCP.

Federal HS-EHS	\$4,827,577	61.84%
Federal EHS-CCP	\$1,647,877	20.77%
MDE State of Minnesota	\$1,059,131	13.35%
Pathways II	\$400,167	5.04 %
<b>Total</b>	<b>\$7,934,752</b>	



### *2020-2021 Budget*

For the 2020-21 program year, ACCAP Head Start is funded for 431 HS 3-5 children, 60 EHS 0-3 children, and 99 EHS-CCP 0-3 children. For the HS-EHS programs, the total operating budget for the 2020-2021 program year is \$5,059,455. For the EHS-CCP program, the total operating budget for the 2020-2021 program year is \$1,647,877.

Additionally, \$60,945 was awarded for the HS-EHS cost-of-living adjustment, and \$87,208 was awarded for the EHS-CCP cost-of-living adjustment and Quality Improvement dollars; \$411,594 was extended in HS-EHS CARES funding, \$87,002 was carried over in the EHS-CCP CARES funding, these COVID dollars were utilized to prevent, prepare and respond to the COVID-19 pandemic.

### **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 2019-2020 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.

### **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 annual agency wide audit was conducted for Funding Year 2019. There were no audit findings or questioned costs of any program conducted by ACCAP including Head Start. A complete copy of the audit is available at [www.accap.org](http://www.accap.org).

### **Program Reviews and Monitoring**

In accordance with Head Start Performance Standards, different aspects of our program are regularly reviewed and monitored. From April 23 – April 27, 2018, the Administration for Children and Families (ACF) conducted a Focus Area Two Monitoring Review of our Head Start program. The review looked at our performance and compliance with the requirement of the Head Start program Performance Standards. Based on the information gathered during the review, our program was found to be in full compliance and have met the requirements of all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

## Self-Assessment

Anoka/Washington County Head Start-Early Head Start's 2020 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.

## Kindergarten Transition

The program ensures that skills taught in preschool help prepare children for school. In addition, several transition activities and events are offered, including kindergarten connection experience, to prepare children and parents alike for kindergarten. All children at the program entering kindergarten receive a take-home bag of activities that will encourage reading and pre-kindergarten skills during the summer. Parents also receive information on how to enroll their child in kindergarten and how to help prepare their child for public school. Historically, data has shown that children who enter kindergarten having attended the ACCAP Head Start program were well-prepared both academically and from a social-emotional perspective. With the shutdown in the spring of 2019, these transition activities had to be adjusted. Videos of teachers reading stories and staff giving tours of the building were posted to the website for families to watch with their children. Appropriate socially distanced orientation activities will also take place in order to help families transition to their new school.



## School Readiness/Child Outcomes - Anoka /Washington Child Outcomes Report Comparison of Fall and Winter 2019-2020 Progress Checkpoints

The Improving Head Start for School Readiness Act of 2007 continues to expect that programs record and analyze children's outcomes based on the identified domains. Teaching Strategies Gold provides ACCAP teachers and administrators with valuable data three to four times a year to track each individual child's progress as well as to assess progress in each classroom and each site. Aggregating the data provides an overall snapshot of performance agency wide. The domains covered by TSG are designed to assess all the domains of school readiness in the Head Start Child Development and Early Learning Framework. A comparison of data gleaned from the TSG assessments shows that ACCAP children, both Head Start and Early Head Start, made marked progress in meeting or exceedingly widely held expectations for their age group in the second, winter, assessment period when compared with the first, fall, period – when children were assessed close to their date of entry into the program.

In the **social-emotional area**, the data show growth in every age group. There is some small divergence in the numbers when the Early Head Start home-based program is included in the data, but the minimum growth is 20% in the 1-2 age group, with larger gains in the older groups, who scored lower upon entry.

In the area of **physical development**, the children scored higher upon entry, but all made substantial gains over the third, with more than 90% of the children in the 1-3 age group achieving widely-held expectations by the end of the marking period; gains in the 3-5 age group were also substantial – more than 20%, but here, too, the children scored lower upon entry than did the younger group.



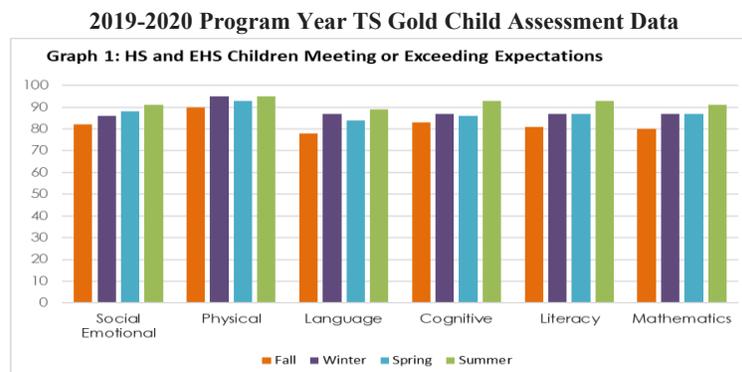
In the area of **language**, entry scores were lower overall for all age groups, and gains were, for the most part, greater. In the Head Start group, for example, gains of over 30% were realized for both the 3-4 age group and for the 4-5 group. The **cognitive** gains followed a similar pattern for the older children; the tasks required for the younger children to meet widely held expectations in this area are minimal, so more of them were able to meet them upon entry.

In terms of **literacy** and **mathematics**, the two other domains tested, the percentages show that, for Early Head Start, when home-based children are included in the numbers, they are a bit lower than when these children are excluded from the analysis, which is to be expected. These are two areas where children benefit most from a center-based experience, with daily exposure to teachers; homebased children are visited only once a week. In the older children, gains are almost double for the 3-4 group in both areas. The 4–5-year-olds realized similar gains in the area of mathematics, with more than 30% gain in literacy, attesting to the effectiveness of ACCAP teachers in these areas.

Our analysis of the data at this point shows that our teachers are succeeding in moving children from one level to another successfully. The final checkpoint of the year will, we are sure, demonstrate that most children in ACCAP have achieved the widely held expectations for their age group.

### **Due to the COVID-19 pandemic, changes were made to the learning environment for 2019-2020**

Some center-based learners returned to classrooms while others are learning remotely. Home-based Head Start and Early Head Start are now conducted virtually. Teachers use web-based platforms such as Zoom, Seesaw and ClassDojo for remote teaching. For many children, time with their teachers and in group activities has been reduced. Teachers, teaching assistants and families work hard to make the most of their time and resources, and that effort is paying off. Overall, winter outcomes from this year align closely with those from last winter. Thus, learners are keeping up with expected progress despite programming differences.



In 2019-2020, we continued the established School Readiness Goals for all children in our preschool program. We monitor our progress on these goals through child observations collected on a daily basis by our preschool teachers and entered into Teaching Strategies GOLD, our online assessment system.

## 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>