



ANOKA COUNTY COMMUNITY ACTION PROGRAM, INC.

Anoka/Washington County Head Start-Early Head Start Program

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2022 ANNUAL REPORT

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

Reviewed and Revised

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Help Where Help Is Needed

ACCAP Anoka/Washington County Head Start-Early Head Start is committed to providing high-quality 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 model to life.

We applaud and thank the community, funders and stakeholders for the support and resources that have contributed to another successful year. It is again a pleasure to share with you the results of a dedicated team. This report will reflect on the impact of ACCAP Head Start and on 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, mathematics, early language and literacy development are areas of focus for the ACCAP Head Start program. Second Step, 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 use of Ages and Stages questionnaires. 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 full 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 summer 2022. SWOT Analysis indicated strengths being having dedicated, knowledgeable staff and increased use of program data to inform ongoing monitoring and continuous improvement.

Program Options/Models

Currently, our program serves 346 federally funded children in center-based settings, 60 federally funded children in Early Head Start home-based settings, and 99 Early Head Start-Child Care Partnership infants and toddlers through center-based and family childcare settings. In addition to the funded federal enrollment, the state of Minnesota provides supplemental funding and local sources of in-kind funds that support services to 80 Head Start children and 14 Early Head Start children. We will continue to serve federally funded and state-funded children within the same classroom/program option. The numbers of our state-funded children vary annually.

Families served by all of 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.

Parent Engagement and Involvement

Active parental involvement is important to the program's 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 Policy Council, parent meetings, fatherhood activity boxes, virtual cooking classes, Ready Rosie parenting curriculum 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. Due to continued effects of the pandemic, many in person activities were held virtually and/or materials were sent home.



Health Services

ACCAP Head Start-Early 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. We were able to plan and collaborate 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. 91% of children had a medical exam on file and 87% of children had a dental exam on file. 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 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 2021-2022 program year



Recruitment and Enrollment

Families living in Anoka or Washington County who meet Federal Poverty Guidelines, receive MFIP, SNAP, 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. The program's cumulative enrollment for the year was 600. The program served 82% of eligible children. The average monthly enrollment for the Head Start program was 68%. The average monthly enrollment for the Early Head Start program options was 53%.

Enrollment 2021-2022 Program Options

Center Base, Part Year	274
Center Base, Full Year	233
Home Base, 0-3 and Pregnant Women	74
Home Base, 3-5	30
Early Head Start Child Care Partnership	99
Total Enrollment	710

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 the value of donated time, services, materials, and space. During the 2021-2022 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 2022 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 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 results of the most recent 2021 fiscal audit found no material findings. The most recent federal monitoring review took place in June 2021 and there were no findings or areas of non-compliance.

Program Reviews and Monitoring

In accordance with Head Start Performance Standards, different aspects of our program are regularly reviewed and monitored. The week of June 7, 2021, the Administration for Children and Families (ACF) conducted a Focus Area One 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 has met the requirements of all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

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.

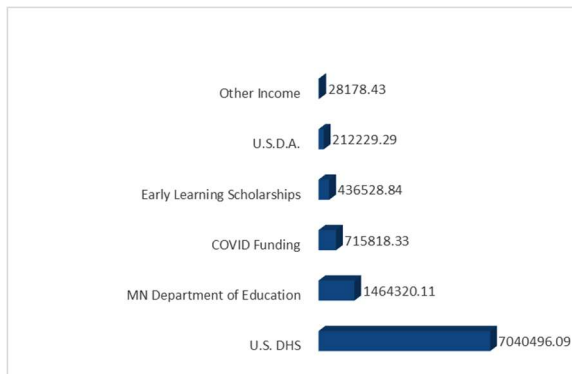
2021-2022 Budgetary Expenditures

The program's 2021-22 federal share for operating its programs was \$6,876,196 for Head Start-Early Head Start (HS-EHS) and for Early Head Start-Child Care Partnership (EHS-CCP). The programs obtained non-federal share match in the amount of \$1,342,929.75.

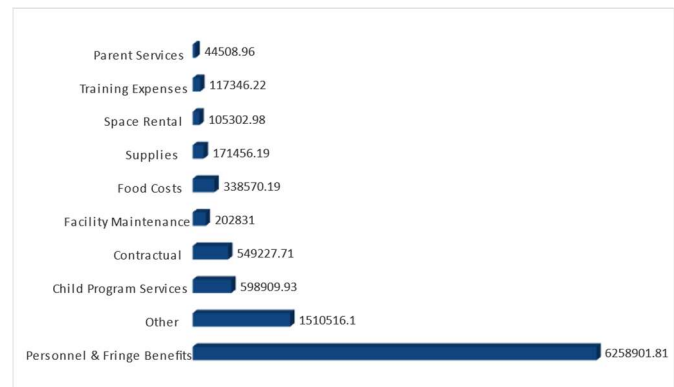
2021-2022 Budget

For the 2021-22 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 programs, the total operating budget for the 2021-2022 program year is \$4,385,595. For the EHS program, the total operating budget for the 2021-2022 program year is \$2,490,601.

Additionally, \$121,329 was awarded for the HS cost-of-living adjustment, and \$68,209 was awarded for the EHS cost-of-living adjustment and Quality Improvement dollars; \$454,839 was awarded in COVID funds. COVID funds were utilized to prevent, prepare, and respond to the COVID-19 pandemic.



Total Head Start Budget \$9,897,571

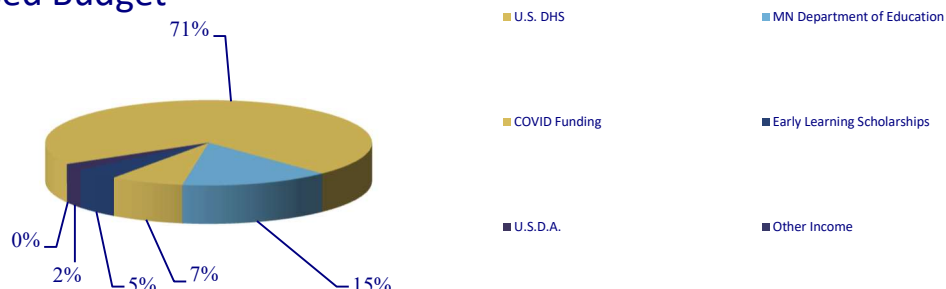


Total Head Start Expenses \$9,897,571

Total Amount of Public and Private Funds Received

U.S. DHS	\$7,040,496.09
MDE State of Minnesota	\$1,464,320.11
COVID Funding	\$715,818.33
Early Learning Scholarships	\$436,528.84
U.S.D.A.	\$212,229.29
Other Income	\$28,178.43

Proposed Budget



Kindergarten Transition

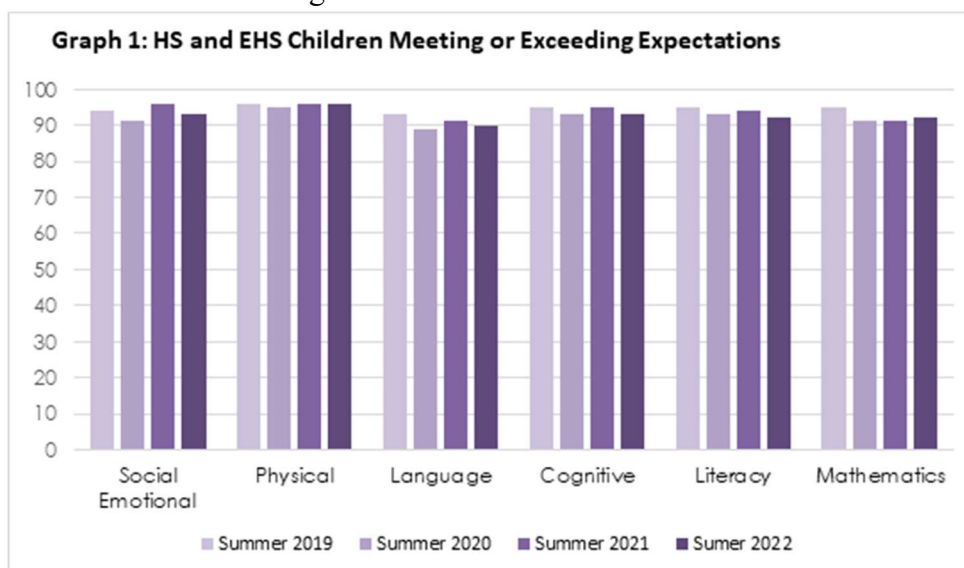
The program ensures that skills taught in preschool help prepare children for school. In addition, several transition activities and events are offered, including Kindergarten connection experience, to prepare children and parents alike for kindergarten. All children at the program entering Kindergarten 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 are well-prepared both academically and from a social-emotional perspective.



School Readiness/Child Outcomes - Anoka /Washington Child Outcomes Report

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 of the domains of school readiness in the Head Start Child Development and Early Learning Outcomes Framework. Below is data highlighting the percentage of Head Start and Early Head Start children meeting or exceeding expectations during the 2021-2022 program year.

2021-2022 Program Year TS Gold Child Assessment Data



In 2021-2022, 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
Social/Emotional Development: Teaching Strategies GOLD: Objectives 1 & 3	1. Establishes and sustains positive relationships with familiar adults. 2. Uses those positive relationships as a resource to develop relationships with other adults to meet their needs. 3. Shows interest in, interacts with, develops relationships with other children. 4. Imitates and engages in play with other children. 5. Expresses a range of emotions through recognition, care and concern towards others. 6. Manages emotions. 7. Shows awareness about self and understanding of others. 8. Shows confidence in their own abilities. 9. Develops a sense of belonging through relationships with others.	1. Engages in and maintains positive, prosocial and cooperative behavior with adults. 2. Engages in and maintains positive interactions, relationships and cooperative play with other children. 3. Uses basic problem-solving skills to resolve conflicts with other children. 4. Expresses a broad range of emotions and recognizes these emotions in self and others. 5. Expresses care and concern towards others. 6. Expresses confidence in own skills and positive feelings about self. 7. Demonstrates a sense of belonging to a family, community and other groups.
Approaches to Learning: Teaching Strategies GOLD: Objectives 11-14	1. Demonstrates increasing management of feelings, emotions, actions and behavior with support from familiar adults. 2. Demonstrates increasing focus, sustained attention, persistence and flexibility in actions and behavior. 3. Demonstrates emerging interest in, curiosity about interactions, experiences and explorations about objects, materials, or events. 4. Utilizes creativity, imagination in play, and interactions with others to increase understanding and learning.	1. Follows classroom rules and routines through appropriate handling and use of classroom materials. 2. Manages their actions, words, and behavior with increasing independence. 3. Maintains focus and sustains attention with minimal adult support. 4. Persists in tasks. 5. Uses information to perform tasks and demonstrates flexibility in thinking and behavior. 6. Demonstrates initiative, independence and interest in the world around them. 7. Expresses creativity through thinking, communication, imaginative play and interactions with others.
Language and Communication: Teaching Strategies GOLD: Objectives 8-10 & 17-19	1. Attends to, understands, responds and learns from communication and language experiences with others. 2. Communicates needs and wants using non-verbal and language to engage others in interaction. 3. Uses increasingly complex language or initiation of non-verbal communication to learn, gain information and converse with others. 4. Understands and uses an increasing number of words in communication and conversation with others. 5. Handles books, recognizes pictures, some symbols, signs, or words and comprehends meaning from pictures and stories. 6. Makes marks and uses them to represent objects or actions. 7. Attends to communication and language from others and understands and responds to increasingly complex communication and language. 8. Uses verbal and non-verbal communication to get needs met.	1. Understands and responds to communication and language from others. 2. Understands and responds to increasingly complex communication and language from others. 3. Understands, follows, and uses appropriate social and conversational rules. 4. Demonstrates self-expression through increasing use of a wide variety of words that are long, detailed and sophisticated.
Literacy: Teaching Strategies GOLD: Objectives 15-19		1. Demonstrates awareness of spoken language and its composition into segments of sound. 2. Demonstrates an understanding of how print is used. 3. Identifies letters of the alphabet and produces correct sounds associated with letters. 4. Demonstrates an understanding of narrative structure through storytelling/re-telling. 5. Asks and answers questions about a book that was read aloud. 6. Writes for a variety of purposes using increasingly sophisticated marks.

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

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