Head Start Reauthorization, through the Improving Head Start for School Readiness Act of 2007, requires grantees to issue a report following each fiscal year to inform the public of program outcomes. In compliance with this requirement, ACAP is pleased to present the Head Start Annual Report for 2016.

**Children and Families Served**

322 Pregnant Women & Children
- 12 Pregnant women
- 20 Under age one
- 36 One-year-olds
- 34 Two-year-olds
- 112 Three-year-olds
- 108 Four-year-olds

283 Families
- 152 Two-parent families
- 131 Single-parent families

**Enrolled By Eligibility**

- 183 Income below 100% poverty
- 22 Over income
- 12 100%-130% of poverty
- 89 Receiving public assistance
- 11 Foster children
- 5 Homeless

**Average Monthly Enrollment**

The program remained fully enrolled each month of the program year:
- 183 Federal Head Start preschool children
- 64 Federal Early Head Start children
- 4 At Risk Infants and Toddlers (State Funding)
- 12 Children in EHS were offered extended day programming (State Funding)

**Health and Disability Services**

- 100% Children up to date on immunizations
- 76% Children have a dental home
- 95% Children received a dental exam
- 100% Children have a medical home
- 20% Children have a diagnosed disability

**Homelessness**

- 10 Families and 11 Children were homeless
- 8 Families found housing during the program year
Head Start values parent and community involvement through shared decision making and volunteering. The child's parent is viewed as the child's first and most important teacher therefore we embrace parent involvement in every aspect of the program.

**Policy Council**

**Parent Representatives**
- Katie Devoe
- Ashley Eastman
- Sara Casey
- Dawn Dalebout
- Leslie Belanger
- Meagan Raymond
- Brittni Basu
- Amesley Connors
- Julie Lawrence
- Jason Dalebout
- Tammy Nelson, Chairperson
- Sheldon Nelson
- Angel King
- Britney Wentworth
- Angela Stubbs

**Community Representatives**
- Tracy Tarr

**ACAP Board of Directors Representatives**
- Tracy Tarr
- Trudy Gorneault
- Wendy Love
- Leslie Belanger

**Health Advisory Board**

**Parent Representatives**
- Sara Casey
- Angela Toner
- Katina Burby
- Nicole Walker
- Lyndsey Lyons
- Penny Levesque

**Community Partners**
- Stacey Boucher
- Mike Beaulieu
- Laura Turner
- Lisa Fishman

**AlAN Head Start Representatives-Little Feathers Head Start**
- Tammy Deveau
- Lori Plissey
- Lois Griffin
- Fred Corey

**ACAP Head Start/Early Head Start Representatives**
- Kathy Manning
- Rachelle Roy, CLC
- Addy Beck-Bell, RN, CLC
- Lucy Morin, PHD
- Jamie Chandler

**Provider Representatives**
- Dr. Norma Desjardins, DDS
- Catherine Varnum, OD
- Linda Butler, PHN
- Dr. Erik Johnson, DDS (Pediatric Dentist)
- Amy Bouchard, RD
Parent and family engagement in Head Start and Early Head Start is a systemic process fully integrated into ACAP’s program planning. We believe parent and family engagement happens only through the development of strong, goal-oriented relationships with staff. Program staff partner with parents and families to support family well-being, building a strong parent-child bond, and nurturing lifelong learning and development for family and children. Parent and family engagement is measured not by the number of meetings attended but by the child and family outcomes achieved through the goal setting process. A large aspect of ACAP’s program continues to link families with the community through community partnerships and projects. These are just a few examples of family and community engagement activities available during the program year.

**Family & Community Activities**
- Head Start Goes To Augusta
- Annual St. Jude Children’s Research Hospital Trike-a-Thon
- Animal Shelter Donations
- Contributions to the local food banks
- Link Up for Learning Day
- SNAP Education
- Parent Committee Meetings and Trainings
- Kindergarten Field Trip
- Home Based Socializations
- Grocery Store Tours
- Story time with Community Members

**Early Care and Education adds Early Intervention Classrooms**

In May 2016, ACAP expanded services by adding State of Maine approved Early Intervention classrooms in Presque Isle, Houlton and Caribou. These three classrooms provide an educational learning environment for children with significant learning barriers by providing Specially Designed Instruction in a lower ratio environment. In these classrooms, children work to build foundations for future learning and build skills for school readiness. ACAP has established a classroom structure that provides children with a continuum of services to move them from a special education classroom to an integrated classroom environment. In the integrated classroom children with special learning needs work side by side with typically developing peers to build skills to move into a regular education classroom. The opportunities children have to build cognitive, behavior and social emotional skills will help them in their ability to be successful in public school.
ACAP Head Start has entered into a 5 year grant cycle. The Office of Head Start has established a new monitoring schedule that will divide content area reviews over 3 years of the cycle. In October 2015, ACAP received a CLASS monitoring, the second of five content reviews. CLASS monitors preschool classrooms to assess teacher-child interactions. ACAP scores validated quality early childhood classroom experiences. Scores achieved were: Emotional Support 6.2841; Classroom Organization 6.1515; Instructional Support 3.3788. These scores directed management in developing a professional development plan to assure continuous program improvement. In March 2016, ACAP was reviewed in the areas of Fiscal and ERSEA (eligibility), review three of five. We were found to be 100% in compliance with performance standards in these areas.

Aroostook County Action Program was audited by Wipfli LLP in January 2016 for program operations from October 1, 2014 through September 30, 2015. The Summary Auditor’s Results state “There were no audit findings relative to the major federal programs for Aroostook County Action Program, Inc.”. Major programs tested: U.S. Department of Agriculture, WIC; U.S. Department of Agriculture, CACFP; U.S. Department of Health and Human Services, CSBG; and U.S. Department of Health and Human Services, Head Start. ACAP was determined in this audit to be a low-risk agency. There were no Findings or Questioned Costs identified.

A full audit report is available at Aroostook County Action Program, Inc., 771 Main Street, Presque Isle, Maine.

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Head Start & Early Head Start Child Outcomes

Head Start Performance Standards require staff to promote and support children’s learning and development based on observations and ongoing assessment (Head Start Performance Standard 1304.21 (c)(2)). ACAP teachers assess the development of children using the web-based COR Advantage (Child Observation Record) assessment developed by the High Scope Research Foundation. COR Advantage measures child development using anecdotes collected during daily routines and activities. COR Advantage is a Birth to 5 Assessment tool. Teachers collect anecdotes for 34 indicators in eight domains of development including Approaches to Learning, Social and Emotional Development, Physical Development and Health, Language, Literacy, and Communication, Mathematics, Creative Arts, Science and Technology, and Social Studies. Developmental scores on COR Advantage range from 0 to 7 for children from birth through Kindergarten. The graphs below show enrolled children’s developmental growth across the eight domains of learning for program year 2015-2016.

Average amounts of growth in Early Learning Outcomes Framework (ELOF) developmental domains was measured August 2015 through May 2016. Data reflects growth in every sub domain demonstrated by each child as measured by COR Advantage. Sub Domain averages for all children were then combined to yield Domain averages for all children 0 to 3 in our 5 Early Head Start Classrooms. While COR Advantage is not explicitly age-referenced for very young children, 1 is approximately one year's growth and would be the maximum expected. We plan to provide professional development in supporting development in Language and Communication AND in supporting parents to enhance children's learning in Language and Communication by increasing language and literacy in the home.