Mission Statement

Arrowhead Head Start works in community partnerships to provide comprehensive support to young children and families in need on their journey toward social and economic growth; together, we build a stronger future.

Program Options/

Center-Base
- Chisholm
- Ely
- Eveleth-Gilbert
- Hermantown-Proctor
- Hibbing
- Mesabi East
- Virginia

Combination Option
- Babbitt
- Chisholm
- Hermantown-Proctor
- Mountain Iron-Buhl
- Two Harbors
- Virginia

Family Child Care
- Hermantown
- Virginia

Child Care Partnership
- Hibbing

Center-Base EHS
- Virginia Toddler

Home-Base EHS
- Hermantown
- Hibbing
- Lake County
- Quad Cities
- East Range
- West Range
- Northern Tier
- CHIC

FUNDING

Revenue & Expenditures

Federal Head Start 2,092,175
Federal Early Head Start 569,082
Federal Early Head Start Expansion 366,604
State Head Start 552,526
USDA/CACFP 139,401
MHCP Fluoride Varnish 11,731
CCAP 3,761

Total Funding 3,735,280

Enrollment

FUNDED ENROLLMENT

Federal Head Start 272
Federal EHS 82
State Head Start 58
State EHS 9

Total 421

NUMBER OF CHILDREN

Head Start 379
Early Head Start 128
Total 507

ELIGIBLE CHILDREN SERVED

<table>
<thead>
<tr>
<th>Program</th>
<th>Apps Received</th>
<th>Eligible Children Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>573</td>
<td>326</td>
</tr>
<tr>
<td>Early Head Start</td>
<td>279</td>
<td>115</td>
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<tr>
<td>Total</td>
<td>852</td>
<td>441</td>
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</table>

98 Head Start children had a diagnosed disability (19%)

62 Children received mental health services (15%)

28 Early Head Start infants or toddlers had a diagnosed disability
**School Readiness**

From the time they enter Head Start, children are being prepared for their educational careers. Head Start teaching staff focus on building children's skills in the areas of social/emotional development, physical development, cognitive development, language and literacy, math and science. A skills assessment is completed to determine each child's strengths and how we can better serve each child. Our curriculum and assessments are aligned with the Head Start Early Learning Framework and the Minnesota Early Learning Standards. Teachers conduct home visits and parent conferences to discuss their child's progress throughout the year. CLASS is incorporated in all of our preschool classrooms.

Head Start teachers collaborate with local school districts, supporting Kindergarten transition and school readiness. Most of our preschool classrooms are located in public school buildings. We partner with schools to ensure a seamless transition to Kindergarten. Head Start teachers coordinate field trips/events to familiarize children and parents with the expectations of their new school. Head Start teachers meet with Kindergarten teachers, principals, and school nurses to discuss the children who will be entering Kindergarten and coordinates the transfer of children's Head Start educational files to the school.

**Parent Family Community Engagement**

As their child's first and most important teacher, parents have an important role in the program. From the very first meeting with the family, parents are offered the opportunity to be involved with the program. Parents attend parent meetings, serve on the Policy Council, and participate on various committees to help make decisions about the program.

Parents are offered training opportunities throughout the year that includes the MHSA Parent Conference along with other training opportunities.

Parents are always welcome in the classroom by helping or leading activities or projects, attending field trips, planning classroom activities with the teaching staff, and introducing or sharing their culture with the class.

Our new Family Service Manager will work with our Family Service Staff on family involvement. We will be establishing our PFCE goals in partnership with parents, Family Service Workers, community partners and Head Start Management in the fall of 2012.

**Technical Assistance Center for Social Emotional Intervention (TACSEI)**

Arrowhead Head Start in partnership with the Hibbing Public Schools and the Minnesota Department of Education is a pilot site for TACSEI (Technical Assistance Center for Social Emotional Intervention). TACSEI uses the pyramid model to provide comprehensive services to children. The first level addresses universal issues for all children in early childhood programming at any level with nurturing and responsive care giving relationships and high quality supportive environments. The second tier is an early intervention level with targeted social emotional supports built off of meaningful assessment, intentional curriculum, and effective teaching. The top of the pyramid addresses intensive interventions to target the most challenging behaviors. The pyramid model includes evidence-based teaching practices and intervention approaches that promote children's social development or are effective in addressing challenging behaviors. While the pilot site is in Hibbing, all Head Start and EHS staff have been trained with future plans to expand at all sites.
Midwest Expansion of the Child-Parent Center — I3 Grant

Arrowhead Head Start is pleased to partner with the Virginia Public Schools and the Human Capital Research Collaborative (HCRC) of the University of Minnesota to participate in the Midwest Expansion of the Child Parent Center. Official partner organizations include: **Management & Administration**—University of Minnesota HCRC in collaboration with Chicago Public Schools; **Implementation Sites**—Chicago Public Schools, Evanston-Skokie (IL) School District, Normal (IL) School District, Milwaukee Public Schools, Battle Creek (MI) Schools, St. Paul Public Schools, and Virginia (MN) Public Schools and Arrowhead Head Start; **Professional Development**—Erikson Institute, Chicago; **Dissemination/Sustainability**—Illinois State University; **Independent Evaluator**—SRI International.

The Child-Parent Center (CPC) Program is a center-based early childhood model that provides comprehensive educational and family support services to children residing primarily in low-income neighborhoods from preschool to third grade. After an intensive language- and activity-based prekindergarten at ages 3 to 4, the kindergarten and school-age component in the elementary school provides reduced class sizes, teacher aides for each class, continued parent involvement activities, and enriched classroom environments for strengthening language and literacy, math, science, and socio-emotional skills. Curriculum alignment and performance monitoring are key elements and are integrated within the professional development system of school facilitators and on-line supports.

The program has 5 major goals that will be assessed in the expansion. These goals are consistent with the historical record of the program to strengthen schools and communities: (1) Promote readiness for kindergarten in language and literacy, math, science, and socio-emotional learning. (2) Increase proficiency and excellence in early school achievement, including reading, math, and science. (3) Enhance social adjustment and psychological development in the early grades, including socio-emotional learning, school commitment, and self-control. (4) Increase parent involvement and engagement in children’s education throughout early childhood. (5) Enhance educational attainment, career opportunities, and the personal development for parents and family members.

**Data Accountability Center (DAC) Pilot**

Arrowhead Head Start, the Northland Special Education Cooperative, and St. Louis County Schools was selected to participate in the DAC Pilot project through Louisiana State University and the Minnesota Department of Education. The purpose for this project was to build and support sustainable state and local partnerships in the use of data to improve results for children and youth with disabilities. The MDE identified a problem/issue: “From 2008-2011, young children with high needs in Minnesota did not make satisfactory progress.” This indicates that better early childhood education is needed to have children reading well by grade 3. Through the DAC training we determined that the COSF (Child Observation Scoring Forms) was not being consistently completed in the participating schools. To ensure that the COSF scores are accurate to know if children on IEP’s are at age level, our partnership is planning a training for Region 3 this fall entitled, “Share The Data . . . Lighten Your Load”. Our goals are, (1) increase understanding of curriculum-based assessments in pre-school programs, (2) increase understanding of the relationship between curriculum-based assessment and accurate COSF ratings, (3) increase collaboration among Early Childhood Partners, and (4) decrease duplication of assessment/evaluation.
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Medical & Dental Exams

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<th>Physical</th>
<th>Dental</th>
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<td>333</td>
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<tr>
<td>Early Head Start</td>
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USDA/CACFP

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<th>Meal Type</th>
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<td>Breakfasts</td>
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<td>Lunches</td>
<td>31,792</td>
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<td>Snacks</td>
<td>6,014</td>
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<td>Total Reimbursement</td>
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Health Plans

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Father/Male Involvement

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<th>Count</th>
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<td>Head Start</td>
<td>139</td>
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<tr>
<td>Early Head Start</td>
<td>37</td>
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Monitoring Review

Based on the information gathered during our last triennial review the week of October 17, 2010, it was determined that our Head Start and Early Head Start programs are in full compliance with all applicable Head Start Performance Standards, laws, regulations, and policy requirements. Accordingly, no corrective actions were required.

Audit

Walker, Giroux, Hahne, Ltd., conducted the annual financial audit for the year ending June 30, 2011. AEOA and Arrowhead Head Start is in compliance with the requirements described in the U.S. Office of Management & Budget (OMB) Circular A-133. All of our documents are available for public inspection.

Head Start children learning the Ojibway culture.