



REACH-UP, INC.'S
ANNUAL REPORT TO THE PUBLIC
(August, 2020)

Mission Statement

Reach-Up Head Start & Early Head Start provides comprehensive education and support services that strengthen Children and their families who are experiencing low income.

Core Values

We Value:

- *All relationships and base them on integrity, trust and respect;*
- *Strength-based partnerships with children, families, and community agencies;*
- *Uniqueness and diversity within communities.*

Vision Statement

Reach-Up Head Start & Early Head Start is recognized throughout the community and state as a family focused early childhood developmental model of excellence that has lasting impact.

2019-2020 Revenue

<u>Funding Source</u>	<u>Amount</u>
Federal Head Start/Early Head Start	\$ 3,548,582
State Head Start/Early Head Start	898,099
USDA/CACFP	168,656
MDE Early Learning Scholarships	125,455
Child Care Receipts	72,779
United Way Grant	41,611
MDE Literacy Grant	269,393
Other Receipts/Donations	<u>12,533</u>
Total	\$5,137,098
InKind	<u>906,358</u>
 Total with InKind	 <u>\$ 6,043,456</u>

2020-21 Projected Budget

Revenues:	\$ 6,364,467
Expenditures:	
Salaries & Benefits	\$ 3,803,374
Equipment	191,867
Supplies	154,961
Contracted Services	114,568
Travel & Vehicle Repairs	105,843
Space & Rental	572,062
Food	204,454
Professional Fees	27,844
Other Operating	258,467
InKind	<u>923,928</u>
Total Expenditures with InKind	<u>\$ 6,357,368</u>
Excess Revenues over Expenses	<u><u>\$ 7,099</u></u>

Highlights 2018-19

Head Start Funded Enrollment	275(average of 85% of those requesting service)
Early Head Start Funded Enrollment	87(average of 75% of those requesting service)
Head Start Average Monthly Enrollment	97%
Early Head Start Avg Monthly Enrollment	97%

EHS & HS Children Who Are Up-To-Date For Preventative/Primary

Health Care Services:	HS=77%, EHS=39%*
HS Children With Continuous, Accessible Dental Care::	HS=90% EHS=99%

*Clinics stopped well-child-exams during initial COVID timeframe

Compliance

Last Federal Review: April, 2019. One instance of non-compliance was identified (i.e., ensuring up-to-date child health status). A Corrective Action Plan (CAP) was successfully completed, and the Office of Head Start "...closed the previously identified findings". Results from the CLASS review of October 2018 resulted in a DRS status of "recompetition" for the 2021-22 grant. A DRS grant application will be completed and submitted by the November, 2020 deadline.

Last Financial Audit: An independent audit by Clifton LarsonAllen CPA firm for the fiscal year ending March 31, 2020 provided an "unmodified" opinion, which is the highest level of assurance a CPA firm can provide.

CLASS Mean Scores

(Classroom Environment), Scale of 1-7

	<u>Fed. Rev. 2018</u>	<u>National-2019</u>
Emotional Support	6.1875	6.05
Classroom Organization	5.9479	5.79
Instructional Support	2.3229*	2.91

*2.3333 begins the lowest 10% and triggers "recompetition"

Parent Involvement Activities

Parents and other family members are offered the opportunity to be involved in their children's programming from the initial enrollment. Specifically, families are encouraged to attend site-based parent meetings, to visit or volunteer in the classroom and on field trips, to serve on the Policy Council, to serve on Reach-Up's advisory committees, to attend MHSA-sponsored trainings, to attend the annual MHSA parent conference, and to participate in other relevant activities. 167 current and/or former Reach-Up parents volunteered in their children's programming throughout the 2019-20 year.

Preparation For Kindergarten

Reach-Up facilitates the successful transition of past Head Start children and their families into the elementary school system. Reach-Up supports families through individualized home visits and supports kindergarten teachers and/or principals through transition meetings.

During the 2019-20 program year:

- 164 of 175 eligible families received some type of Kindergarten Transition service.

School Readiness Goals

Reach-Up realizes that a critical purpose of all its programs is to prepare children to enter the K-12 educational system on an equal “playing field” with their peers. To that end, the following specific school readiness goals were set effective for the 2019-2020 program year (2018-19 data are reported as 2019-20 students received distance learning instruction during the last checkpoint due to COVID classroom closures—some children received virtual visits 2x/week, but some families were unable to commit to distance learning for a variety of circumstances):

Goal #1: 100% of the children who have been in the program all year will meet or exceed widely held developmental expectations in the five primary domains (Social Emotional, Language and Literacy, Approaches to Learning, Cognitive and General Knowledge, Physical Development and Health) as measured by Gold-On-Line.

Results: <u>4 year olds</u>	<u>3 year olds</u>	<u>2 year olds</u>	
86%	92%	96%	Social-Emotional development
98%	100%	100%	Physical development
84%	92%	59%	Language development
83%	100%	100%	Cognitive development
83%	97%	95%	Literacy development
83%	97%	95%	Math development

Goal #2: 100% of the children who have been in the program all year will demonstrate developmental progress in the five domains (Social Emotional Development, Language and Literacy, Approaches to Learning, Cognitive and General Knowledge, Physical Development and Health) as measured by Gold-On-Line.

Results: <u>4 year olds</u>	<u>3 year olds</u>	<u>2 year olds</u>
72%	78%	73%

Family Engagement in Transitions

(Head Start → Kindergarten)

- 96% of parents, who complete individualized kindergarten transition visits prior to kindergarten entry, will indicate increased knowledge and/or skills related to helping their children and families be ready for kindergarten as measured by the Kindergarten Transition Family Survey.

In 2019-2020, 99% of parents who completed individualized kindergarten transition visits prior to kindergarten entry indicated increased knowledge and/or skills related to helping their children and families be ready for kindergarten as measured by the survey!

Parent Engagement Goals

- Re: Family Well-Being: 85% of families who set housing, financial, or health goals (and have follow-up) will meet at least one goal. 96% met this goal.
- Re: Positive Parent-Child Relationships & Families As Lifelong Educators: 85% of families who set an “achievement gap” goal (and have follow-up) will meet the goal. 85% met this goal..
- Re: Families As Learners & Family Connections to Peers and Community: A minimum of 200 Reach-Up families will demonstrate parent participation/education (e.g., parent meetings, parent education classes, socializations, parent conferences/referral visits). 242 families demonstrated participation.
- Re: Families as Advocates and Leaders: A minimum of 20 Reach-Up families will be represented in parent leadership positions throughout the agency (e.g., policy council, parent meetings). 37 families were represented.

2020 Community Assessment’s significance for Reach-Up

Brenda Holden, formerly with UpFront Consulting, worked with Reach-Up administration and staff to conduct a community assessment completed in December 2019. Key findings from the research are included below. In January 2020, Reach-Up’s management team reviewed these findings, and discussed how the findings are important to the organization, and initial steps Reach-Up will consider taking to address the findings.

Relevant Findings	Importance to Reach-Up and steps Reach-Up may consider
<p>According to census figures, white population in the three county area ranges from 85.5%-93.2%. Reach-Up has a significantly higher minority population.</p> <p>Census figures also estimate that the percent of population over 5 years old who speak a language other than English in the home is 4.9% in two counties and 9.7% in one county.</p>	<p><i>Reach-Up has a significantly higher percentage of children who live in homes where adults speak a language other than English. This impacts parent involvement, student learning and communication between staff and families.</i></p> <p><i>Reach-Up will explore expanding the number of cultural navigators and translators.</i></p> <p><i>Reach-Up will develop a recruitment/retention emphasis targeting minority populations for staff positions.</i></p>
<p>According to the parent survey, there may be at least 25 children that need childcare.</p>	<p><i>This may indicate a need for adding a classroom.</i></p> <p><i>Reach-Up will explore the potential need by determining the ages of these children, how many families are using friends or relatives but may prefer childcare center and whether families need and could access assistance in covering costs.</i></p> <p><i>A first step is to have a more focused survey to identify those who indicated need for childcare.</i></p> <p><i>If the need for Reach-Up to expand childcare services, Reach-Up will plan accordingly.</i></p>
<p>According to the parent survey, 24 family members might like to work at Head Start.</p>	<p><i>Although Reach-Up attempts to inform parents of available positions, this survey</i></p>

<p>The local unemployment rates and the number of people who have degrees beyond high school or GED are two contributing factors to the challenge of finding qualified employees.</p>	<p><i>response raised staff questions about why they have not applied or been hired by Reach-Up.</i></p> <p><i>Reach-Up will explore the needs and barriers for these individuals to determine how to move forward.</i></p> <p><i>Reach-Up will explore other models of 'grow-your-own' staff recruitment, training and hiring program.</i></p> <p><i>After developing a tailored program for Reach-Up, staff will reach out to potential individuals.</i></p>
<p>Education was the highest need according to parents who completed the survey.</p>	<p><i>Further exploration, perhaps via a survey could be used to identify topics of interest. (Examples brainstormed by Reach-Up leadership team included: training to prepare for future Head Start employment, basic car maintenance, self-defense, CPR, vaping, parenting and wellness topics.)</i></p>
<p>Only 27% of parent surveys indicated no improved access to dental care.</p>	<p><i>Reach-Up will continue its plan to help more families get adequate dental care.</i></p>
<p>When looking at the Special Education Preschool Outcomes reports by districts, there is room for improvement.</p>	<p><i>Reach-Up will continue to monitor the services that children should be receiving through IEPs and discuss discrepancies with the school districts' director of pupil services or special ed directors.</i></p> <p><i>Reach-Up will continue to facilitate referrals for special education evaluations using whatever supports are available, such as minority representatives and Help Me Grow.</i></p>
<p>Parents indicated less awareness of financial, housing and legal resources than the other eight topics listed in the survey.</p>	<p><i>Reach-Up may focus more on these topics when sharing resource information and delivering parent education sessions on said topics.</i></p>