



Northwest Community Action Head Start / Early Head Start Badger, MN

Annual Report - Program Year 2015-2016

Northwest Community Action provided comprehensive Head Start services to 182 children and their families in our four county service area. A total of 174 families were served in Lake of the Woods, Roseau, Marshall and Kittson counties. Of this group of children, 61 were 3 years old, 114 were 4 years old, and 7 were 5 years old but not ready to start kindergarten. 36 children were identified with special needs and individual services meeting their needs were provided in conjunction with each area school district. Services include home visits, centers at area schools, and nutritious breakfasts, snacks or lunches. Also provided are medical screenings done with each county's Nursing Service, oral health screenings, and follow-up work. Head Start is the payer if the child is not covered by MA, MN Care, MN Sure or other private insurance.

Northwest's Early Head Start program provided EHS services to 114 children, 0-3 years old, in all four of our counties. This number includes children funded by Federal funds as well as ones funded with Minnesota funds. A total of 103 families were served. 23 of the children were 0-12 months, 41 were 1-2 years, and 50 were 2-3 years old. 15 children had identified special needs and received coordinated services with Nursing Services, schools and other service providers. All traditional services were supplied to these children and families in the same fashion as with 3-5 Head Start. Due to families' relocation and schedules, some dropped and moved before all services could be supplied. Additionally, 5 pregnant woman was provided EHS services that included pre-natal referrals and support. In Head Start, 99% of eligible children that we identified were provided services. In Early Head Start, 92% of eligible children were served.

Funding for these programs consisted of federal HS/EHS funds of \$2,039,171, \$205,008 in state funds for services listed earlier and Parent Aware Pathway II Scholarship funds of \$150,000 to extend program duration and services in Lake of Woods, Grygla, Middle River and Warroad school districts. Fund expenses included wages (56.5%) and benefits (21.9%) for the teachers, paraprofessionals, family services staff and costs for administrative support. Additionally, supplies for both children's and parent's services (6.3%) are budgeted for as well as services as previously noted earlier. Other expenditure categories include contractual

expenses for Oral Health, Mental Health and Nutrition consultants (2.2%) and also includes public health nursing services, travel (1%) and other expenses (10%) such as insurance, rent, utilities and vehicle expense.

Both HS and EHS programs maintained full enrollment throughout the year. Centerbase attendance has averaged 89.6%. All children and families received the same services regardless of funding source. Federal funding for complete services for 2016-2017 amounts to \$2,075,163, state funds will be \$219,500 and PA totaling \$187,500 with the addition of Tri-County, Karlstad.

A yearly Training and Technical Assistance plan has been developed in conjunction with a Self-Assessment and Professional Development plans that involved review and input from staff, parents and community members. Federal funding provided \$39,578 for the additional training and technical assistance for Head Start and Early Head Start staff. For 2016-2017, \$39,578 is again provided for Training and Technical Assistance for staff. Topics include child behaviors, instructional support and child abuse reporting training to name just a few.

With a larger waiting list of eligible 0-3 year olds than 3-5 years old in our service area, we continued to see the demand for our Early Head Start program. Through staff discussion as well as Policy Council discussions, the decision was made to again request focusing Minnesota Head Start funding for Early Head Start. Following our Community Assessment, we provided Early Head Start services to 20 added slots for infants and toddlers in the Warroad area. We served 24 children and families with funding from Minnesota. Note: these 24 children are included in the 114 listed above. Services were uniform across all EHS areas regardless of funding. Minnesota funds used for this program were \$205,008. The funding for the same program in 2016-2017 will be \$219,500 in Minnesota funding as noted earlier.

Three federal HS/EHS monitoring visits were completed during this program year. Those reviews included CLASS, a classroom environment tool and ERSEA which covers child eligibility, recruitment, selection, enrollment and attendance. Also reviewed was Environmental Health and Safety in each of our classrooms. No findings or problems were noted in any area. Our most recent financial audit was completed in September, 2014 by Brady, Martz Accounting Services. There were no findings and it was a clean audit. The yearly audit for the past year will be completed in September, 2016.

Our health-related services are well-received. 98.9% of our HS children and 100% of our EHS children have received an oral health screening. 99.5% of our HS children and 98.2% of our EHS children received a health screening. Immunizations were complete in 100% of our HS enrollees and 98.2% of our EHS enrollees. Percentages less than 100% are due to families being in the program a very short time before moving/dropping due to schedule conflicts before completion of the screenings. BMI, body mass index, was high in 25% of our HS children so we have training and activities planned to the new PY year to assist children and families with those health concerns.

Parents are encouraged to volunteer in HS classrooms as well as having parent meetings throughout the year. Additionally, 4 conferences are held with each family. In Early Head Start,

a weekly (48 total) Home Visit of 1.5 hrs is done with each enrolled child and a parent. Also, a Buddy Group get-together is held for all EHS families and their members twice each month in each local area. Activities are provided for the children and parent information and education is shared. Parents are also encouraged to participate with our Policy Council. Parent engagement is emphasized. Literacy activities, budgeting education, mental health counseling and crisis assistance are a few of the parent support services provided.

The year also included a Literacy Curriculum called Words Work started in conjunction with the Minnesota Community Foundation and the St. Paul Foundation. Private foundation grants were received to enhance literacy materials in each classroom. iPads are also made available to HS children on a limited, rotating basis. Teachers are also provided an iPad for their own professional use with training provided. Head Start also continued using a classroom observation tool called CLASS which is designed to provide uniformity through excellence in classroom observations. Federal monitoring reviews incorporated the CLASS as well with no findings this year as noted above.

We continued our involvement in a project to aggregate child outcome data statewide using the Teaching Strategies Gold online. Data reports do not involve identifying any participant. The intent of the program is to document child growth success as well as point to areas for improvement. The results will also help refine our efforts to optimize each child's development and for transitions to kindergarten as well as individual teacher growth. Math will be a training topic for the new PY.

Early Head Start continued to utilize the Child Observation Record for outcome and growth tracking. The COR has worked well to follow infant and toddler development. An enhancement has been the COR Advantage that allows for better data aggregation for viewing the overall program.

During each school year, communications occur with kindergarten teachers in each school district to review expectations and discuss transition experiences. Each child going to kindergarten is presented with a backpack with school supplies as a part of the transition program. Developmental growth is shared as appropriate. Memorandums of Agreement that lay out transition activities and mutual school readiness goals are developed with each school district. Overarching goals and the developmental growth of Kindergarten-bound children are included below. Based on Teaching Strategies Gold Assessment scores, we saw growth from Fall to Spring of 30% in Social-Emotional scores, 25% in Gross Motor, 26% in Fine Motor, 28% in Language, 34% in Cognitive, 56% in Literacy and 45% in Math scores.

School Readiness Goals

Domain: Physical Development and Health

1. Children will acquire and maintain a high level of physical health, including being up to date on physical and dental checkups and immunizations.
2. Children will demonstrate an increased ability to care for their own needs appropriately. They will become more independent and resourceful getting needs met.

3. Children will demonstrate increasing control of large muscles for movement, navigation and balance consistent with their chronological and developmental level.
4. Children will demonstrate increasing fine motor strength, coordination and agility for use in self care, manipulation of materials and exploring their environment.

Domain: Social Emotional Development

1. Children will be able to manage feelings appropriately and self-regulate with regard to their emotions, attention span and behavior.
2. Children will demonstrate positive, appropriate social relationships with family members, peers and other significant adults.

Domain: Approaches to Learning

1. Children will demonstrate a positive approach to learning through persistence, attentiveness, engagement and curiosity.
2. Children will show an increasing ability to express themselves through sound, movement, visual media and role play.

Domain: Language and Literacy

1. Children will demonstrate increasing skills in comprehension and use of more complex and varying vocabulary.
2. Children will demonstrate increasing proficiency using language to communicate needs, wants and for self expression.

Domain: Cognition and General Knowledge

1. Children will use Math skills in everyday routines as appropriate for their developmental level with increasing competency in counting, comparing, relating and problem solving.
2. Children will engage in exploring their environment through observation, imitation, manipulation, and curiosity.
3. Children will demonstrate use of skills to solve problems, find multiple solutions and answer questions.