

**Southeastern North Dakota Community Action Agency**  
**Head Start Birth to Five**  
**Annual Community Report**  
**2016-2017**



**This report is prepared to comply with the Head Start Reauthorization Act of 2007. This act states:**

Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

- (A) The total amount of public and private funds received and the amount from each source.
- (B) An explanation of budgetary expenditures and proposed budget for the fiscal year.
- (C) The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.
- (D) The results of the most recent review by the Secretary and the financial audit.
- (E) The percentage of enrolled children that received medical and dental exams.
- (F) Information about parent involvement activities.
- (G) The agency's efforts to prepare children for kindergarten.
- (H) Any other information required by the Secretary.

**SENDCAA Head Start Birth to Five Mission Statement:**

Creating a community of learners through nurturing children and engaging families.

**SENDCAA Head Start Birth to Five Vision Statement:**

Building on a cornerstone of success that inspires all children and families to reach their full potential.



**Southeastern North Dakota Community Action Agency**

| Grant Revenue                      | Federal     | State       |
|------------------------------------|-------------|-------------|
| US Dept of Health & Human Services | \$3,142,389 |             |
| USDA                               |             | \$ 234,393  |
| In-Kind                            | \$ 785,597  |             |
| Total Program Revenues             | \$3,897,986 | \$ 234,393  |
|                                    |             |             |
| Program Expenses                   |             |             |
| Salary & Wages                     | \$1,893,260 | \$ 89,658   |
| Fringe                             | \$ 484,225  | \$ 27,164   |
| Contracted Services                | \$ 46,558   |             |
| Supplies                           | \$ 96,140   |             |
| Travel                             | \$ 51,735   |             |
| Space Costs/Rentals                | \$ 345,754  |             |
| Other Direct Costs                 | \$ 199,792  | \$ 117,571  |
| Insurance                          | \$ 24,925   |             |
| In-Kind                            | \$ 785,597  |             |
| Total Program Expenses             | \$3,142,389 | \$1,019,590 |

**Site Information:**

| <b>Location</b>            | <b>Funded Enrollment</b> |
|----------------------------|--------------------------|
| Central (Fargo) Head Start | 70                       |
| South (Fargo) Head Start   | 88                       |
| North (Fargo) Head Start   | 31                       |
| West (W. Fargo) Head Start | 68                       |
| Wahpeton Head Start        | 34                       |
| Lisbon Head Start          | 9                        |
| Gwinner Head Start         | 9                        |
| Early Head Start (Fargo)   | 60                       |

**Total Number of Children Served**

|                  |     |
|------------------|-----|
| Head Start       | 352 |
| Early Head Start | 99  |

**Average Monthly Enrollment as a percentage of funded enrollments**

|                  |      |
|------------------|------|
| Head Start       | 100% |
| Early Head Start | 100% |

**Health Services:**

Health Coordinators renewed their commitment to most efficiently meet the health and dental needs of our children, and improve the overall data reported. We continue to work collaboratively to build positive family relationships. Team work, networking, and new partnerships are the center of our biggest accomplishments. Our data reflects the continuous improvement and growth in all of the health areas. We strive to build upon new partnerships each year. As a result of our past collaborations with Pediatric Dentistry and new collaboration with Maple Family Dental and Community Health Services Inc., we were able to improve the number of children receiving dental exams, physicals, hemoglobin, and lead screens. As a

program we ensure our children are kindergarten ready and that they are healthy enough to continually grow and learn.

**Health Data:**

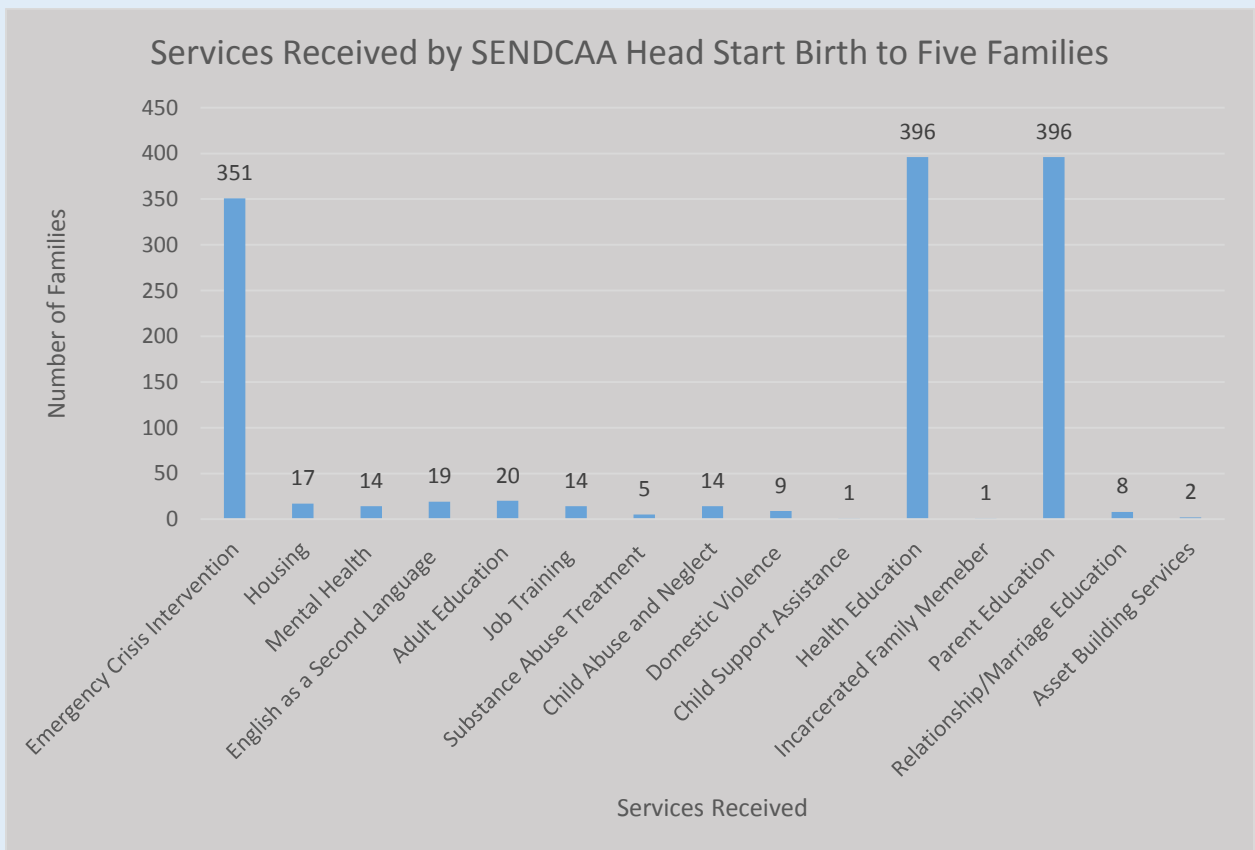
| HEAD START   | At Enrollment | At End of Enrollment |
|--|---------------|----------------------|
| Children on Health Insurance                             | 328           | 334                  |
| Children with Ongoing Accessible <b>Health</b> Care      | 303           | 343                  |
| Children Up to Date on Age Appropriate Preventative Care | 259           | 327                  |
| Children Up to Date on Immunizations                     | 342           | 349                  |
| Children with Ongoing Accessible <b>Dental</b> Care      | 208           | 333                  |

| EARLY HEAD START   | At Enrollment | At End of Enrollment |
|--|---------------|----------------------|
| Children on Health Insurance                             | 80            | 86                   |
| Children with Ongoing Accessible <b>Health</b> Care      | 73            | 82                   |
| Children Up to Date on Age Appropriate Preventative Care | 50            | 65                   |
| Children Up to Date on Immunizations                     | 90            | 90                   |
| Children with Ongoing Accessible <b>Dental</b> Care      | 35            | 74                   |



### Family & Community Services:

Family & Community Services staff worked continually throughout the year to assess and address our family's needs. We implemented a new strengths and needs assessment tied to our data system ChildPlus. We also put special emphasis last year on developing a system to address family goal setting and goal progression. We spent time touring and meeting with community partners to better learn how our community can support our families. We worked to develop and facilitate onsite goal workshops that address the most common goals we saw among families. We also partnered with the education component to welcome families into the classroom and reformulate our parent committee program. We worked to increase parent involvement activities by hosting 3 parent committee events and an end of the year picnic to encourage families to be engaged in our program and with our children.



### Education:

The Education Component's greatest accomplishment was relationships built with local Elementary schools. We are dedicated to making the transition from Head Start to Kindergarten as successful as possible for the children and families we serve. We maintain open communication and collaboration with parents and the local school district. Children in our program that will be transitioning to kindergarten are taken on field trips to local kindergarten classrooms in April each year. In addition to this, teachers use the Creative Curriculum and utilize the teaching guide: **Getting Ready for Kindergarten** each spring. Teachers practice kindergarten-like routines in their Head Start classrooms all year long in efforts to prepare children for the upcoming transition.

One of the greatest accomplishments relating to the kindergarten transition has been the creation of the **Kindergarten Transition Form**. This form was created in efforts to build a bridge between Head Start and Kindergarten. Our program reached out to approximately 22 local elementary schools. With those we were able to establish contact, we surveyed kindergarten teachers and school principals to gather what information they felt would be most beneficial to know regarding the children entering into their schools in the fall, they supplied us with information and we created the **Kindergarten Transition Form** based off of the data collected. The transition form contains a mix of academic information, family information, and child information. Our goal is to continue building these partnerships throughout the years to come, and continually re-evaluate our transition form to ensure it is as helpful as possible.

Parents are supplied with Kindergarten Open House dates for the elementary school their child will be attending that fall, and are encouraged to attend. Our program also supplies parents with information on kindergarten registration and offers assistance, as needed.





### Approaches to Learning

- Children will show an interest in topic and activities, an eagerness to learn and independence.
- Children will show initiative and curiosity.
- Children will learn and follow classroom rules, routines and directions.
- Children will learn and use words to describe what they are thinking and doing.

### Social and Emotional Development

- Children will display levels of emotions and behaviors that are appropriate.
- Children will engage in positive relationships with adults and children.
- Children will display a sense of self, competence and identity rooted in family and culture.

### Language and Literacy

- Children will demonstrate receptive and expressive language skills and communication.
- Children will use language for conversation and communication.
- Children will hear and distinguish sounds and rhythm of language.
- Children will demonstrate knowledge of the alphabet.
- Children will demonstrate increased competency in their home language while developing English skills.

### Cognition and General Knowledge

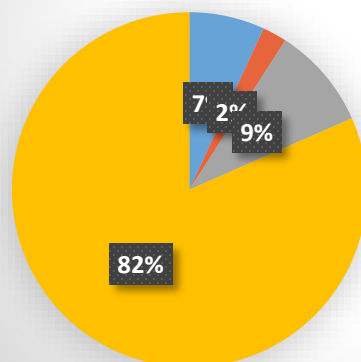
- Children will use math concepts during daily routines and experiences.
- Children will use observation and manipulation asking questions, making predictions to better understanding of information.
- Children will use their memory as a foundation for more complex actions and thoughts.

### Perceptual, Motor and Physical Development

- Children will demonstrate control of large muscles for movement, navigation and balance.
- Children will demonstrate control of small muscles for self-care, using utensils, building and writing.
- Children will learn/use safe, healthy behaviors.

July 2016

## Disability Percentage HS & EHS



- Non-Categorical/Developmental Delay
- Speech or Language Impairments
- Other Delay
- No Disability



## **Financial Audit:**

In the audit conducted by Eide Bailly, LLP. for the agency year ending December 31, 2016, the following information was presented. There were zero findings that correlated to the SENDCAA Head Start Program.

*In our opinion, except for the effects of not including the accounts of Region V Community Development Corporation in the accompanying financial statements as explained in the Basis for Qualified Opinion paragraph, the financial statements referred to above present fairly, in all material respects, the financial position of Southeastern North Dakota Community Action Agency as of and for the year ended December 13, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.*

## **Family Success: Alexander and Katherine's Story**

Alexander began attending Early Head Start in April of 2014, and our program began tracking child level assessment data at that time until he entered Kindergarten in August 2017. Alex displayed much growth over his time at Early Head Start and Head Start. He transitioned from Early Head Start to Head Start in the Fall of 2014, at which time his teacher made a referral for special services. Alexander qualified for an Individualized Education Plan (IEP) with Fargo Early Childhood Special Education (ECSE) in October of 2014 for a Speech/Language Impairment. He began receiving on-site speech therapy services two times per week. In January of 2015 it was determined to be in Alexander's best interest to receive services at Agassiz in the mornings three days a week. Head Start collaborated with ECSE to coordinate his schedule and ensure a smooth transition for him. In the fall of 2016, Alexander's schedule changed and he spent four days a week at ECSE in the afternoons. Head Start again collaborated with ECSE to ensure Alexander had smooth transitions. His Head Start teacher was involved in Alexander's individualized education planning. Child level data for Alexander shows that he made great academic gains throughout his Head Start career. He fell below the widely held expectations for his age in the fall of 2016, but by the spring of 2017 he met all expectations and even exceeded expectations in several areas. Those Alexander excelled in included: identifying names and letters, writing his name, and connecting numerals with their quantities.

Alexander was identified in our on-site dental checks as having extensive tooth decay. During the school year, we helped the family to coordinate four tooth extractions, four fillings, and stainless steel crowns on another four teeth. When it was time to enter Kindergarten, Alexander had healthy teeth and a radiant smile!

Katherine enrolled in our Early Head Start program in the fall of 2015 when she was just six weeks old. Our child level data indicates that she has continually met widely held expectations and has made appropriate growth while enrolled in our program. Katherine is currently two years old and continues to show progress, growth, and a vibrant personality!

Health Coordinators have built positive relationships with the family, which has resulted in Katherine not missing any of her well-child appointments and being up to date on all of her required immunizations. She is a healthy and growing girl!

During the 2016-2017 school year, Alexander maintained an attendance percentage of 99% while Katherine's percentage was at 96%. The family was able to form a strong friendship with another family in our program and they carpool to help maintain excellent attendance for all of their children.

On a beginning of the 2016-2017 academic year needs assessment, the family rated themselves as having needs in Financial Security, Food, Family Transitions, and Family Leadership & Advocacy. While in our program they received full time Pre-K instruction and quality care for both children, food assistance, kindergarten preparedness resources for Alexander, and opportunities to practice advocating for the family. By the spring assessment, the family rated themselves as having met all of their needs during the school year.

In addition to family goals, they set goals to work on Alexander's potty training and getting Katherine's Dad more involved in the program. The family made gains in both goals with Alexander being potty trained before heading to Kindergarten and Dad attending parent events and working to engage more in school with Katherine.

Alexander and Katherine's Mom Jenny has been a positive asset to our program as well. She has served on our Policy Council and various committees, including our Interview Committee. In addition, she has volunteered in classrooms, at Head Start events, and was a vital participant in Head Start Federal Monitoring events.

### **Our Story – written by Jenny (Alexander and Katherine's Mom)**

My name is Jenny and this is my kids and my story. My life became homeless with a two year old. Through Early Head Start and Head Start helping me with my son Alexander, I was able to look for a job and get a home. My son was behind and they were able to help me get him back on track to where he needed to be with resources for prep for kindergarten. Then his sister Katherine came along. She went right into Early Head Start and is still there. Even though Katherine didn't need the services when they tested at the beginning, they saw early signs of her needing help walking. They were right on it to refer me but before the testing was done the teachers got her to walk. I don't know what I would have done without my kids being in this wonderful program. I know my son would not have been ready for Kindergarten and my daughter would not be hitting her milestones. Head Start is not a daycare to me, my kids strive so much. I would not have a better living situation and a good job without their help.



Alexander and Katherine