

SENDCAA HEAD START
BIRTH TO FIVE
ANNUAL REPORT
2020-2021



SENDCAA Head Start Birth to Five
Mission Statement: *Creating a
community of learners through
nurturing children and engaging
families.*

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

ABOUT OUR PROGRAM

Head Start & Early Head Start programs exist to provide comprehensive early childhood education, health, nutrition, and parent involvement services to **low-income children and their families**. Our program provides services to a total of 357 children from **birth to 5** years of age. Our Early Head Start program also has a Pregnant Moms Program, which reserves 4 slots to pregnant women. This program provides support for emotional well-being, nurturing and responsive caregiving, and father engagement during pregnancy and beyond.

The SENDCAA (Southeastern North Dakota Community Action Agency) Head Start Birth to Five Program provides these comprehensive services to children and their families at our various locations across North Dakota. We have sites located in Lisbon, Wahpeton, Fargo, and West Fargo. Our administrative team consists of the following: Project Director, Assistant Director, ERSEA/Family Partnerships Coordinator, Health & Nutrition Coordinator, Education Coordinators, Administrator of Operations, and Administrative Assistant. This team oversees and supports the overall direction of the program.

We have staff who provide direct services to children in the classroom- teachers, paraprofessionals, teacher assistants, and behavior support staff. With support of program Education Coordinators, Mental Health/Disability Coordinator, and our coaching team, these staff focus on providing services in the areas of Social-Emotional, Cognitive, Physical, Mathematics, Literacy, and Language. Our program implements the Creative Curriculum and Conscious Discipline in the classrooms.

The SENDCAA Head Start Birth to Five Program also provides services to families in the areas of health, nutrition, and family involvement. Family Support Coordinators (Health Coordinators, Family Advocates) support families in maintaining overall child health & wellness, providing a variety of parent education and resources, and encouraging routine family participation. We have wonderful cooks who meet the nutritional needs of the children enrolled in our program.

EXPENDITURES AND PROPOSED BUDGET

2020-2021 grant year budget:

Grant Revenue	<i>Federal</i>	<i>State</i>
US Department of Health & Human Services	\$3,792,596	
USDA		\$190,258
In-Kind	\$948,150	
Total Program Revenues	\$4,740,746	\$190,258

Program Expenses		
Salary & Wages	\$2,406,340	\$97,533
Fringe	\$627,840	\$28,411
Contracted Services	\$41,572	
Supplies	\$30,712	
Travel	\$15,100	
Space Costs/Rentals	\$439,463	
Other Direct Costs	\$198,932	\$64,314
Insurance	\$32,637	
In-Kind	\$948,150	
Total Program Expenses	\$4,740,746	\$190,258

COVID-19 FUNDING	COVID-19	CRRSA	ARP
Training/Meeting Expense, Computer Expense	\$18,000	\$500	\$150,867
Maintenance/Repair	\$44,357		\$150,000
Supplies (medical, classroom, materials, etc.)	\$55,720	\$44,036	\$85,470
Salary & Fringe		\$64,114	
Contracted Services			\$45,600
Total COVID-19 Funding	\$118,077	\$108,650	\$431,937

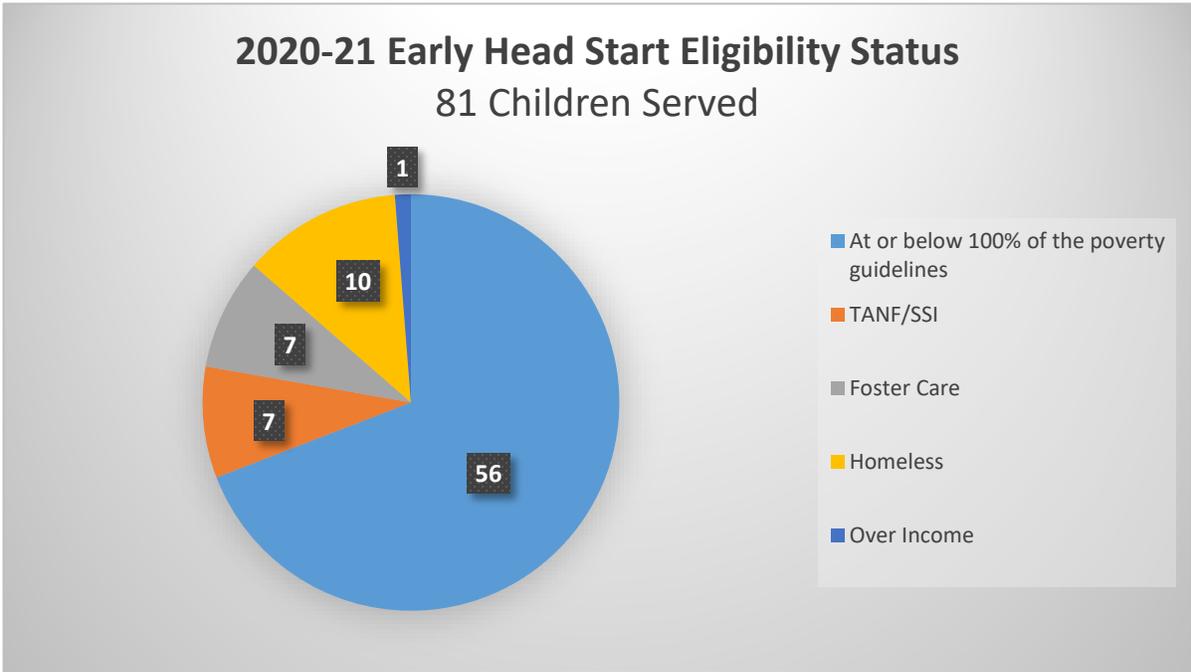
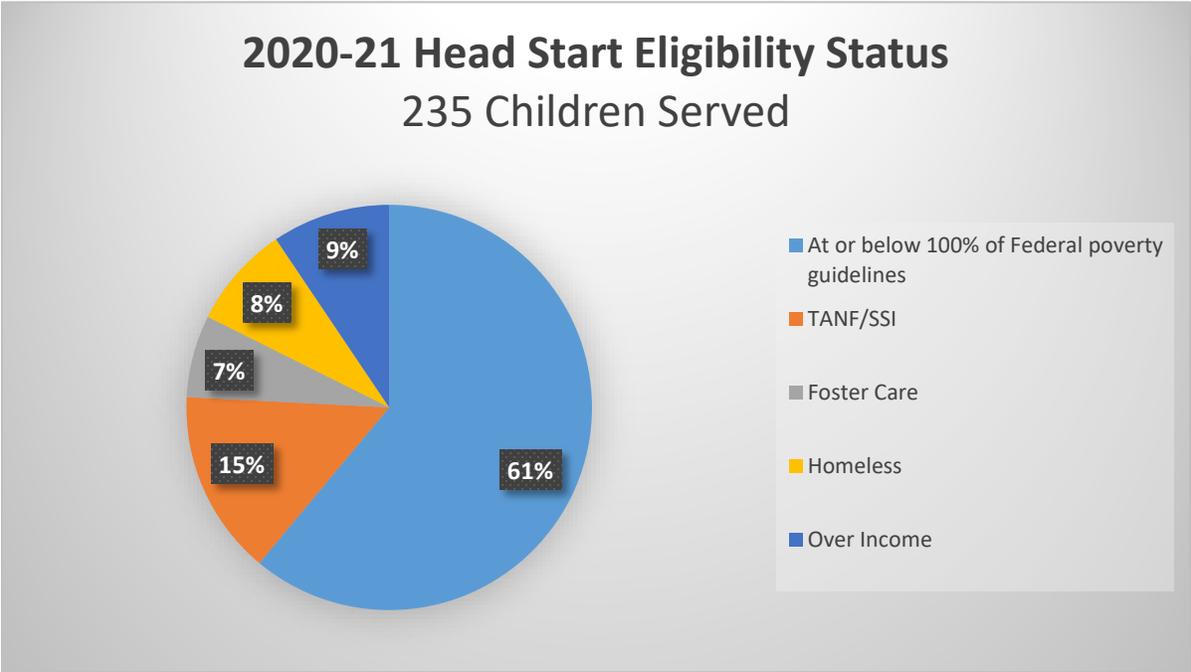
PROPOSED BUDGET 2021-2022

Grant Revenue	<i>Federal</i>	<i>State</i>
US Department of Health & Human Services	\$3,700,596	
USDA		\$323,258
In-Kind	\$925,149	
Total Program Revenues	\$4,625,745	\$323,258

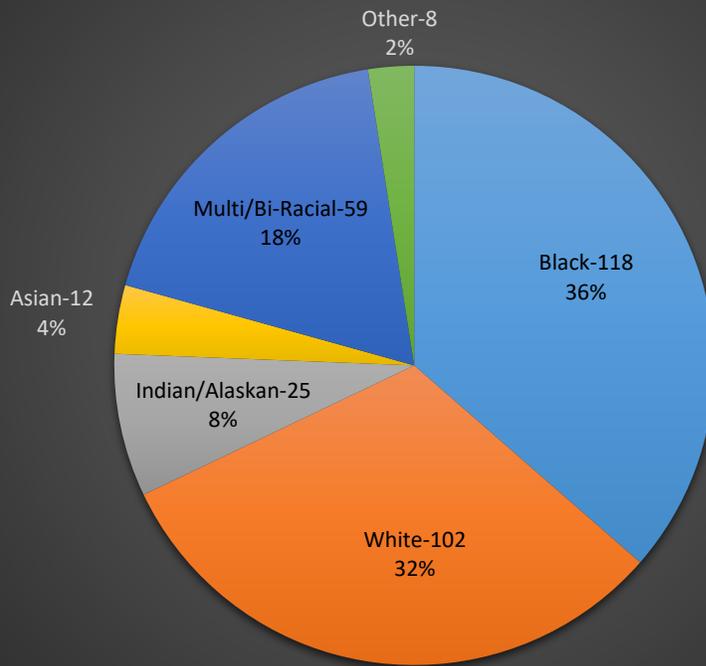
Program Expenses		
Salary & Wages	\$2,364,873	\$129,914
Fringe	\$608,071	\$32,479
Contracted Services	\$41,572	
Supplies	\$37,058	
Travel	\$34,119	
Space Costs/Rentals	\$365,465	
Other Direct Costs	\$209,698	\$160,865
Insurance	\$39,740	
In-Kind	\$925,149	
Total Program Expenses	\$4,625,745	\$323,258

MEET OUR CHILDREN & FAMILIES

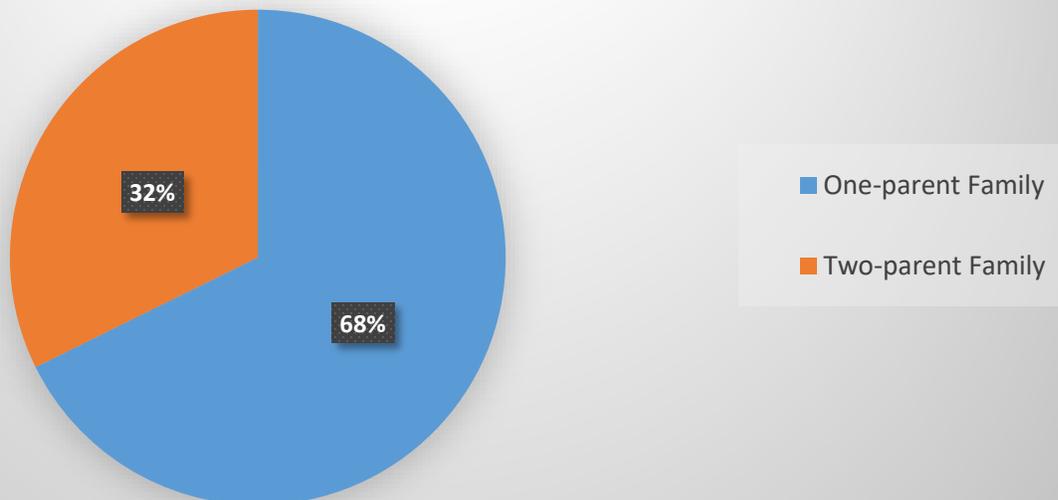
Total Number of Children Served 2020-2021	
Head Start	235
Early Head Start	81
Total Number of Families served 2020-2021	
Head Start/Early Head Start	272



Child Race Categories 2020-2021



Parental Status 2020-2021



FAMILY ENGAGEMENT SERVICES

Family Services Staff continued to work hard to engage our families throughout the school year through parenting classes, goal setting and day-to-day communication.

FAMILY GOALS

Our staff continue to partner with community members to offer education related to common goal areas such as continuing parent education, finances and relationships between parents and their children. Even during the pandemic we were able to offer a Conscious Discipline parenting class via Loom and Seesaw.

PARENT COMMITTEE

Due to the pandemic the way we complete the parent committee has changed. We send out newsletters three times a year with updates. This is done in conjunction with Education staff. Education staff send activities via Seesaw and these activities were based around social/emotional math and literacy objectives.

RESOURCES

We continue to work with families throughout the year to assess and meet the needs of our families. We use many different community partners to offer resources and referrals to our families.

Services Received/Referrals-PIR was not required in 2020-21 due to the pandemic so these numbers may not accurately reflect the referrals and services actually received.

Emergency or Crisis Intervention	271
Housing Assistance	16
Asset Building Services	15
Mental Health Services	31
Substance Abuse Prevention	15
English as a Second Language	10
Adult Education	34

POLICY COUNCIL

The Head Start Policy Council makes decisions about the overall direction of the program in Cass, Richland, Sargent, and Ransom counties. The council is made up of elected parent representatives, past parents, and individuals from community agencies. We had community representatives attend regularly from the Fargo Public Schools and the Jeremiah Program.

HEALTH SERVICES

DENTAL

We still have both of our partnerships with Family Health Care Dental and Apple Tree Dental. Both dental offices continue to provide services for our children on and off site. Family Health Care Dental continues to visit our Early Head Start children four times/ year to provide dental exams and fluoride varnish. Children receive services from Family Health Care Dental regardless of their insurance status. Family Health Care Dental also provides those same services to our pregnant moms regardless of their insurance status. As an added bonus for our program is the amount of in kind we generate as a result of those services!

Apple Tree Dental continues to transport their machines to Central Head Start a couple of times a year. During the first round, dental exams, cleaning, x-rays and fluoride varnish is completed. The second round covers dental treatment and dental exams as needed. Extensive dental treatment is completed at the clinic as needed.

Despite ongoing COVID struggles across the world, our program was able to celebrate dental health month in partnership with Toothbrush Ministries. Dr. Debates visited the classrooms and provided dental education for the children in addition to providing a free dental kit for each child that included; a toothbrush, tooth paste and dental floss.

Health Coordinators continued to share with families on Seesaw weekly dental education flyers that covered different dental topics.

% of children with continuous, accessible dental care		
	At enrollment	At end of enrollment year
Head Start	72%	100%
Early Head Start	40%	72%

NUTRITION

Our program continues to implement the EAT (Educate at the Table) Program in all classrooms. Health staff provide one lesson per classroom per month for a total of four lessons. During that time, a lesson plan and a food activity is completed with the children. Children participate in making the food and sampling it as well. At the end of each lesson, a flyer is sent home to the parents with an activity to complete at home.

WELL CHILD AND IMMUNIZATIONS

Due to a partnership with Sanford Health, some of our children were able to complete well child exams and immunizations at their clinic. We were able to add to that a flu blitz at their clinic for our children. Sanford Health provided the flu vaccine for children with and without health insurance. Due to another partnership with Public Health in Wahpeton, well child exams and immunizations were completed on site as needed. Staff continue to share weekly health flyers with the families via Seesaw.

% of children with continuous, accessible medical care		
	At enrollment	At end of enrollment year
Head Start	91%	100%
Early Head Start	51%	64%

MENTAL HEALTH & DISABILITY SERVICES

The Mental Health and Disabilities component is responsible for monitoring the social-emotional, cognitive, and physical development of all children enrolled in Head Start Birth to Five. Within 45 days of entry, all children are screened using the Ages and Stages Questionnaire: Social-Emotional screener. Teachers screen all children, and parents are also asked to complete this tool. Furthermore, all children at Early Head Start are screened for global development using the Ages and Stages Questionnaire 3. All 3-5 year olds are screened for global development using the Brigance Screen III.

The purpose of screening is to identify children who might need additional monitoring or referrals for outside services. These screening tools prove to be very effective in identifying children with such needs. In the area of Disabilities, in the 2020-2021 academic year, 52 students (nine at Early Head Start and 43 at Head Start) were referred for outside evaluation based on the results of the screens. Of these referrals, 16 parents chose not to accept the referrals, one child was evaluated but did not qualify, and 35 students (four at Early Head Start and 31 3-5 year olds) received additional services as a direct result of our screenings and referrals. In addition to these 35 students, Head Start also served 21 children who returned to our program with services already in place.

Head Start served four children with ADHD, four children with autism, and three children with anxiety. As one can imagine, the area of mental health holds a lot of stigma and many parents resist referrals for these services. However, even when parents do not welcome a referral, the screening tool is still a valuable tool in having conversations with parents and teachers regarding areas of need and skills to work on with the child both in the classroom and in the home setting. In addition to screening, our mental health coordinator submitted seven parent newsletter articles, on the topics of: the importance of adequate sleep, responding to childhood fears, helping children express gratitude and feel a sense of purpose, helping children recognize emotions, the Five Love Languages, autism, and coping with the stress of the pandemic. Staff newsletters were also submitted on the topics of: defining early childhood mental health, anxiety, and applying Adverse Childhood Experiences data to Maslow's Hierarchy of Needs.

HIGH QUALITY EDUCATION

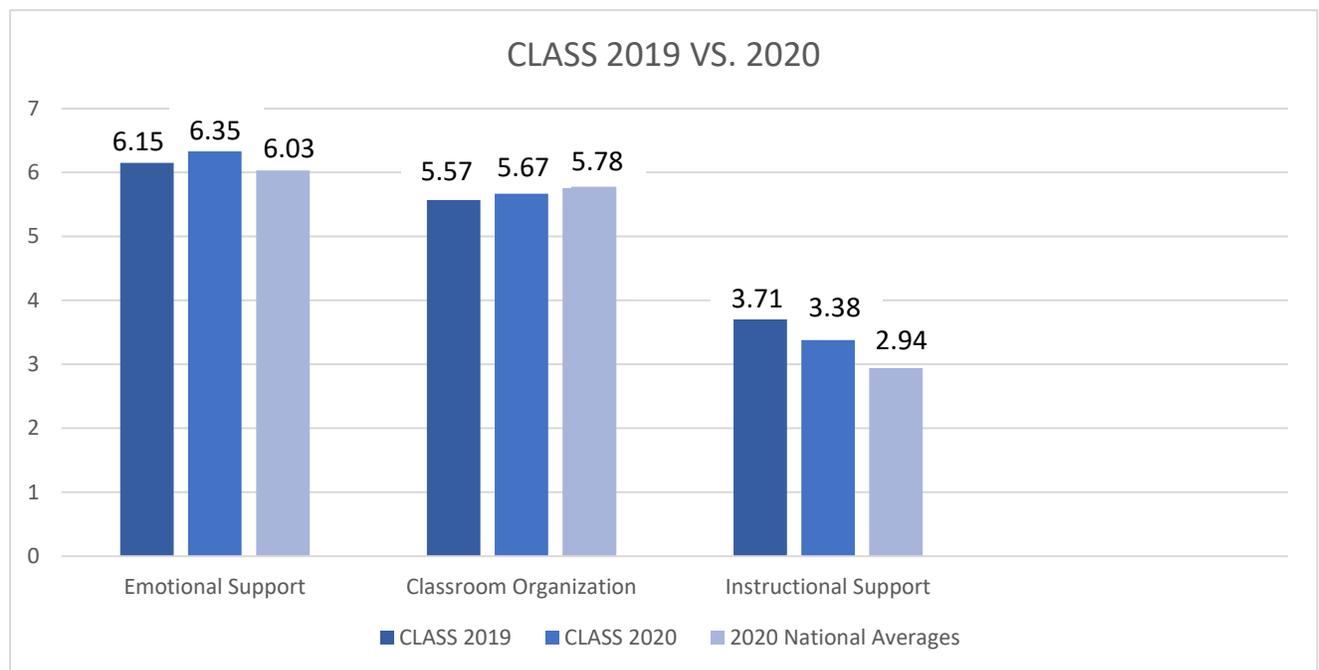
With additional grant funding, our online curriculum platform was updated for our teaching staff. With Creative Curriculum-The Cloud, teachers have access to all of the curriculum studies along with additional resources to share with their children and staff. The online platform also helps with the lesson plan layout, allowing teachers more time to individualize for their children and effectively plan their day. Teaching staff continue to implement Conscious Discipline (our social/emotional curriculum) and the Head Start ELOF (Early Learning Outcomes Framework) in their day to day activities.

COACHING

Our program continues to be intentional about providing coaching to our education staff. We assessed all classroom staff while using our Coaching Point System. This neutral system was created by our program to assess the individual strengths and needs of our classroom staff to determine where support is need. Once coaching was determined as a need, our teachers get placed with our Teacher Coach, a Peer Mentor Coach, or in one of our two TLC (Together, Learning, and Collaborative) groups.

CLASS

The Classroom Assessment Scoring System (CLASS®) is an observation instrument that assesses the quality of teacher-child interactions in center-based preschool classrooms. CLASS® includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. The chart below provides a comparison to program CLASS Scores in 2019 and 2020.



CLASS Observations occurred in the fall of 2020 by program staff who were certified CLASS observers. During the 2020-2021 school year we had seven CLASS reliable observers, which included two classroom teachers, three Education Coordinators, Assistant Director and Project Director. The chart above represents our program CLASS scores from the 2019 and 2020 year. SENDCAA Head Start scores have increased in the domains of Emotional Support and Classroom Organization, with the most gains occurring in the area of Emotional Support. Our program's score decreased in the area of Instructional Support by 0.33. In the area of Instructional Support, our program is still scoring higher than national averages in this area. After CLASS observations were completed, the CLASS Observer met with the classroom teachers to review their CLASS scores in comparison to national averages. At those meetings, they discussed overall strengths and areas of growth were needed, with examples on way to improve in specific areas.

GETTING READY FOR KINDERGARTEN

Our program collaborated with local school districts to build strong partnerships with the schools that receive children transitioning from Head Start. With parental consent, our teachers completed kindergarten transition forms that are sent to receiving schools. Our program utilized the curriculum study, "Getting Ready for Kindergarten" to prepare children for what to expect in kindergarten. Getting ready for kindergarten was an ongoing process throughout the 2020-2021 school year. Our teachers promoted the importance of regular attendance, collaborated with parents on Individual School Readiness Goals, discussed child assessment data, and worked to provide ongoing opportunities on social-emotional skills to each and every child.

EMPLOYEE WELLNESS

After the Covid-19 Pandemic our program made a push for overall staff wellness. In February we had Niki Spears lead a book study on her book, *The Beauty Underneath the Struggle*. After the book study we held an in person training day with Niki and Kermit Spears to help re-energize our staff.

In the 2020-2021 school year we also focused on creating an employee wellness committee. Each month the committee would meet to plan a challenge for all staff to join in on. The challenges ranged from mental health, nutrition, exercise, to overall focusing on each individual well-being. Staff that participated in the challenges contributed money to go towards prizes that were given out at the end of each month. We had several staff join in on these challenges throughout the different sites.

PROFESSIONAL DEVELOPMENT

A critical component for our staff is ongoing professional development. We value our employees and do everything as an organization to equip them with the tools they need to be successful in their designated role.

To start our trainings for the 2020-2021 grant cycle, our program had a CPI (Crisis Prevention Intervention) refresher training that was held virtually for 19 staff members at the beginning of January. In August we held our pre-service training. After looking into our self-assessment from the 2019-2020 year, staff expressed they would like more training days. We held a week long

training that had trainers and topics that focused on preparing for the year ahead with Compassion Fatigue with Darrin Tonsfelt, Trauma Attuned Practices with Dr. Reyes, Mental Health and Disabilities with Jody Claus, and Health and Safety Hot Dish with Sara Myers. We had the entire SENDCAA organization join us during one of the training days with trainers and topics that included Stress Management with Bethany Berkley from Dale Carnegie, Implicit Bias with Joel Friesz and Laetitia Mizero Hellerud, and a favorite from the day was Kevin McNeil on being Summoned: Why This is More than just a Job. Throughout the pre-service training week, we provided many opportunities for team building, discussions on in-kind, safety, and had component break-out sessions. Education staff learned more about the new online platform, Teaching Strategies (TS) Gold, which they would be using this upcoming year.

In October of 2021 our program held a pick and choose training day for our staff. Staff were surveyed to see where their interests were, and got to choose from the following trainers and topics; Seesaw with Dani Bittner, COVID-19 Vaccine FAQ with Kylie Hall, Friends of the Children with Dave Kemper, TS Gold: The Cloud with Lena Webb, Intimate Partner Violence with Angela Daly, Red Flags in Autism with Melissa Neimi, Churches United with Pastor Sue Koesterman, Conscious Discipline with Angela Fraley, Child Abuse Prevention Video, and Dual Language Learners Approach with Laetitia Mizero Hellerud. This training day was held virtually over Zoom to allow staff to attend the different sessions.

SUMMER PROGRAM

With additional funding from the CRRSA Act, we were able to have a summer program for the month of June 2021. The summer program supported the continued learning and growth of 30 children who were either on an IEP or heading to Kindergarten in the fall of 2021. We had three classrooms of 10 so that there was more one on one learning for our children. We knew that a summer program would be beneficial to help our children to get ready for Kindergarten after the effects of the COVID-19 Pandemic.

PROGRAM HIGHLIGHTS

We continue to have many community partners that provide a variety of services to our families. Some of our classrooms were able to partake in Red River Dance Academy dance classes, as well as participate in basketball programs provided by the Fargo Basketball Academy.

Our Conscious Discipline Action Team (CDAT) continued to meet monthly to bring concepts of Conscious Discipline into our classrooms, sites, and entire program. This included donating books to organizations that our families might utilize (Friends of the Children, The Village, Sanford Children's Clinic) to name a few. They also planned events at our sites such as potlucks and dress up days.

Our classrooms looked a little different due to the continued concerns over COVID-19. Children and staff wore face masks and classes had lower numbers. Parents only came in the buildings for conferences. Classrooms took precautions and disinfected more, including the playground equipment. Some classrooms closed due to COVID-19 but overall the classrooms stayed pretty healthy. During these closures, the teachers provided students with activities to do at home so they were still being taught. Each student also had their own art box instead of sharing a large one with the class. We continue to follow our COVID-19 Response Plan and the guidance received from the Office of Head Start for changes as it relates to COVID-19.

