

SENDCAA HEAD START
BIRTH TO FIVE
ANNUAL REPORT
2021-2022



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 340 children from **birth to 5** years of age. Our Early Head Start program also has a Pregnant Moms Program, which reserves 4 slots for 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

2021-2022 grant year budget:

Grant Revenue	<i>Federal</i>	<i>State</i>
US Department of Health & Human Services	\$3,896,072	
USDA		\$227,462
In-Kind	\$925,150	
Total Program Revenues	\$4,821,222	\$227,462

Program Expenses		
Salary & Wages	\$2,182,374	\$95,090
Fringe	\$624,121	\$31,285
Contracted Services	\$43,072	
Supplies	\$36,858	
Travel	\$14,456	
Space Costs/Rentals	\$472,613	
Other Direct Costs	\$489,578	\$101,087
Insurance	\$33,000	
In-Kind	\$925,150	
Total Program Expenses	\$4,821,222	\$227,462

COVID-19 FUNDING	COVID-19	CRRSA	ARP
Training/Meeting Expense, Computer Expense		\$500	
Maintenance/Repair		\$18,510	\$175,000
Supplies (medical, classroom, materials, etc.)		\$33,000	\$89,400
Salary & Fringe		\$56,640	\$118,537
Contracted Services			\$49,000
Total COVID-19 Funding		\$108,650	\$431,937

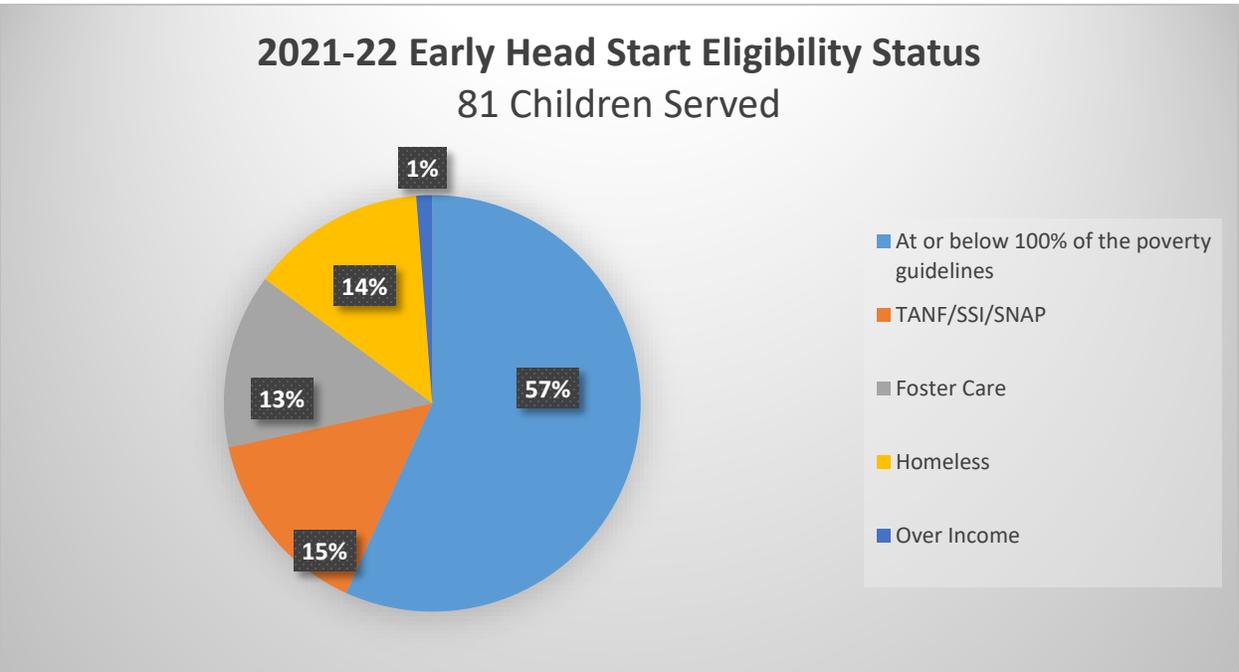
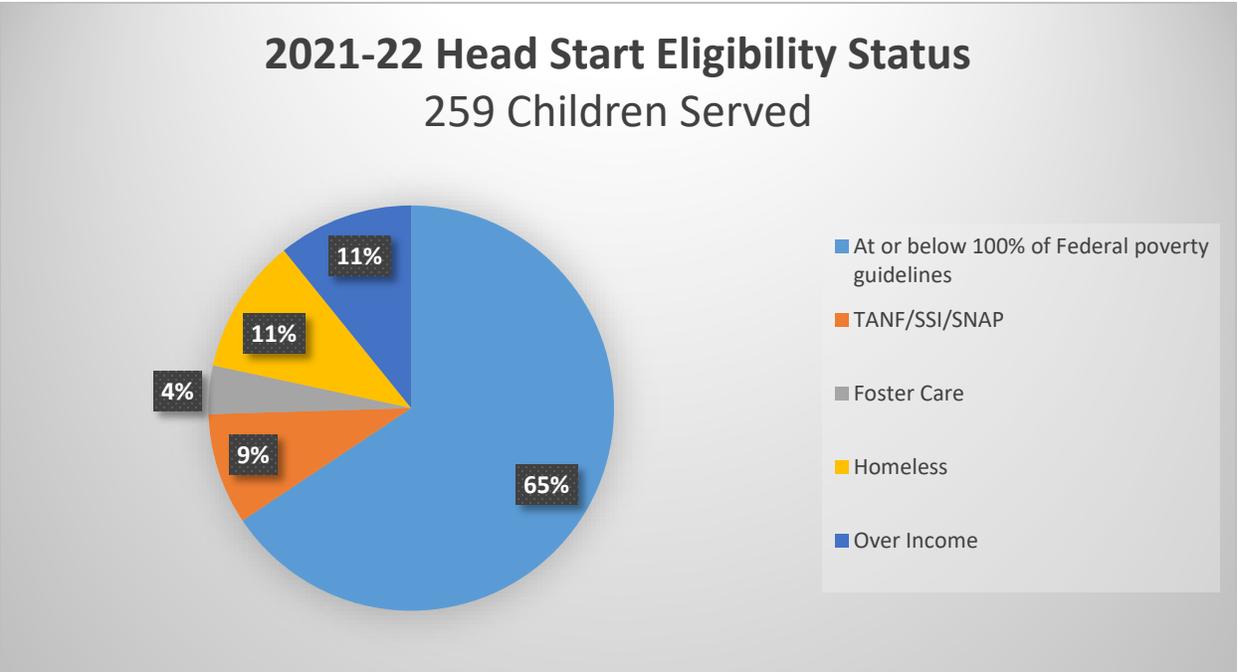
PROPOSED BUDGET 2022-2023

Grant Revenue	<i>Federal</i>	<i>State</i>
US Department of Health & Human Services	\$3,804,072	
USDA		\$359,969
In-Kind	\$951,018	
Total Program Revenues	\$4,755,090	\$359,969

Program Expenses		
Salary & Wages	\$2,436,428	\$130,974
Fringe	\$621,150	\$33,292
Contracted Services	\$41,500	
Supplies	\$40,078	
Travel	\$32,369	
Space Costs/Rentals	\$330,127	
Other Direct Costs	\$276,180	\$195,703
Insurance	\$26,240	
In-Kind	\$951,018	
Total Program Expenses	\$4,755,090	\$359,969

MEET OUR CHILDREN & FAMILIES

Total Number of Children Served 2021-2022	
Head Start	259
Early Head Start	81
Total Number of Families served 2021-2022	
Head Start/Early Head Start	340



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. During the 2021-2022 school year, we offered a Conscious Discipline parenting class via Zoom and Seesaw.

PARENT COMMITTEE

We continue to 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.

Emergency or Crisis Intervention	267
Housing Assistance	80
Asset Building Services	14
Mental Health Services	79
Substance Abuse Prevention	10
English as a Second Language Training	4
Adult Education	95

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. We offer both in-person and Zoom options for meetings.

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 per 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 a bonus for our program, we are able to generate in kind from these 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.

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, toothpaste, and dental floss.

Health Coordinators continued to share with families on Seesaw Dental, Nutrition, and Health promotion topics weekly.

% of children with continuous, accessible dental care		
	At enrollment	At end of enrollment year
Head Start	69.6%	98.9%
Early Head Start	50%	85.3%

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	92.9%	100%
Early Head Start	86.8%	95.6%

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 2021–2022 academic year, 54 students were referred for outside evaluation based on the results of the screens. Of these referrals, 21 parents chose not to accept the referrals, 12 children were evaluated but did not qualify, and 44 students received additional services as a direct result of our screenings and referrals. In addition to these 44 students, Head Start also served 13 children who returned to our program with services already in place.

Upon entry and based on parental report, we began the year with four children diagnosed with ADHD, four children with autism, and three children with anxiety. By the end of the program year, Head Start served 27 children who were receiving mental health therapy from community partners. 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 formal referrals, internally we created 15 Behavior Support Plans for children who were struggling with regulating their moods and behaviors in the classroom setting. These behavior support plans are designed to help build awareness around the purpose of the specific behavior challenges and to shift focus from disciplining the mistakes to teaching appropriate replacement behaviors.

HIGH-QUALITY EDUCATION

Teachers use our curriculum Creative Curriculum and our online platform Teaching Strategies Gold. With Creative Curriculum-The Cloud, teachers have access to all 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. Each classroom has a daily schedule that incorporates mealtimes, large and small group times, outdoor play, and naptime.

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. During the 2021-2022 school year, we had TLC 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 2020-2021 and 2021-2022.



CLASS Observations occur yearly at the SENDCAA Head Start Program. Observations are completed by program staff who are certified CLASS observers. Currently, the program has six CLASS reliable observers which include two classroom teachers, three Education Coordinators, and the Assistant Director. CLASS observations occur in the fall/winter each year. Data was reviewed from the current 2021-2022 year and the previous 2020-2021 academic year, above you will see the comparison of the CLASS scores. Our program decreased scores in all 3 areas: in Classroom Organization by .11, in Emotional Support by .21, and in Instructional support by .76. Reasons for this decrease are based on the influx of hiring new teachers this year and all our classrooms' enrollment increasing after the COVID-19 Pandemic. In the areas of Emotional Support and Instructional Support our program still scored higher than the national averages.

Our main focus for SENDCAA Head Start is the area of Classroom Organization as this has been an area where we have fallen below the past few years. Classroom Organization includes Behavior Management, Productivity, and Instructional Learning Formats. For the 2022-2023 school year we will be looking into further training opportunities to increase our scores in Classroom Organization. We will also be looking further in training new teachers about Emotional and Instructional Support in their classrooms.

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 2021-2022 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 every child.

SUMMER PROGRAM

With additional funding from the CRRSA Act, we were able to have a summer program for the month of June 2022. The summer program supported the continued learning and growth of 58 children who were either on an IEP or heading to kindergarten in the fall of 2022. We had planned three classrooms of 20 but had two children drop. 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.

Our classrooms continued to adjust to updated guidelines related to COVID-19 and started the year still wearing masks. 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 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.

