

Annual Report

November 1, 2020 – October 31, 2021

Northeast South Dakota Head Start Program, Inc.

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The mission of the Northeast South Dakota Head Start program is to provide assistance through education, training, awareness and support to enable Head Start children and families to identify and remove obstacles that keep them from attaining their fullest potential as self-assured, self-sufficient individuals and families.

Funding and Budgets

Funding Sources:

Department of Health & Human Services (DHH), Administration for Children and Families	\$2,877,284
Training/Technical Assistance Funds	\$35,424
Child & Adult Care Food Program (CACFP)	\$85,738

Expenditures from DHH Funding Source:

	<u>2020-2021</u>	<u>Proposed 2021-2022</u>
Salaries	\$1,682,740	\$1,724,997
Employee Payroll Taxes	\$214,143	\$164,212
Employee Benefits	\$389,526	\$424,066
Out of State Travel	\$1,400	\$1,400
Office Supplies	\$30,000	\$26,637
Program Supplies	\$50,972	\$78,010
Postage & Freight	\$11,000	\$10,000
Admin Services & Contracts	\$57,040	\$60,040
Transportation	\$124,500	\$124,000
Health Services	\$12,000	\$8,000
Space Costs	\$135,360	\$136,620
Utilities, Telephone & Maintenance	\$58,000	\$63,000
Insurance & Bonding	\$46,517	\$56,405
Employee Recruitment & Development	\$29,086	\$22,000
PC & Parent Activity	\$8,000	\$8,000
Board Activity	\$5,000	\$5,000
Equipment Purchased	\$22,000	\$0

Children and Families Served

The Northeast South Dakota Head Start Program, Inc. was affected by the COVID-19 pandemic. Modifications were made in for both Center Base and Home Base for the school year. Virtual services were offered as well as modified in-person services. Despite the challenges, the program provided quality services to children and families. Numbers reported below reflect the COVID-19 pandemic.

September 2020 – May 2021

Total Cumulative Enrollment: 330

Total Families Served: 307

Approximately 88% of eligible children in the 13 counties of the service area were served by Head Start.

Average Monthly Enrollment:

	Enrolled	% of Funded Enrollment
September	301	79%
October	299	79%
November	303	79%
December	301	79%
January	307	81%
February	305	80%
March	308	81%
April	305	80%
May	305	80%

Enrollment by Type of Eligibility:	Children	Percentage
Income below 100% of federal poverty line	225	69%
Public assistance such as TANF, SSI	20	6%
Status as a foster child	7	2%
Status as homeless	5	1%
Other type of need not listed above	35	10%

Over income	38	12%		
Enrollment by Race & Ethnicity	Children	Percentage	Children	Percentage
	Hispanic/Latino		Non-Hispanic/Latino	
American Indian or Alaska Native	2	1%	44	13%
Asian	0	0%	31	9%
Black or African American	1	1%	6	2%
White	36	11%	175	53%
Biracial/Multi-racial	3	1%	32	9%

Health Data

Enrolled children that received medical insurance:	309	94%
Enrolled children that are up to date on immunizations:	297	90%
Enrolled children that found a medical home:	315	95%
Enrolled children that received medical exams:	160	48%
Enrolled children that found a dental home:	304	92%
Enrolled children that received dental exams:	180	54%

Annual Financial Audit

The most recent financial audit for the year ended October 31, 2020 did not identify any material uncorrected misstatements, individually or in aggregate, to the financial statements taken as a whole.

Parent Involvement Activities

Currently, the Northeast South Dakota Head Start Program, Inc. determines goals and outcomes with parents and families by utilizing the Family Partnership Agreement (FPA) and the Family Strengths and Needs priority form. The Program attempts to individualize and accomplish all goals and objectives noted in the FPA and the Family Strengths and Needs priority form as these procedures do explicitly identify goals and objectives for families to pursue.

Utilizing the Seven Engagement Outcomes identified in the Parent, Family and Community Engagement (PFCE) Framework, the Program has established a plan to ensure opportunities for meaningful family engagement are embedded throughout the Program.

To support the implementation and constant evaluation of the PFCE goals for each child and family, families participate in activities at Head Start such as Open Houses, home visits,

teacher/parent conferences, monthly parent meetings/events, transition meetings, and Policy council meetings.

A “Child Development Plan” is developed between the family and classroom teacher. The information provided on School Readiness Goals establishes the basis for the conversation between parents and teachers to work together jointly to formulate goals for the child.

Kindergarten Readiness

Child Assessment Data

Developmental Screenings will be completed on each Head Start child within 45 calendar days from the first day of services. The DIAL4 screening will be used by the Program to screen in the areas of motor, concepts, language, social, self-help and behavior. As a result of screening and assessment, a determination is made as to whether the child needs to be rescreened within the 45 days, referred for formal evaluation or no action is needed. Children in need of a referral are referred to the LEA as soon as the need is evident. On-going child assessment is completed by classroom teachers using the Teaching Strategies GOLD Assessment System.

Data from Teaching Strategies GOLD is aggregated and analyzed three times per year at the Program, site, classroom and individual levels. The data is examined for patterns of progress for groups of children to include but not limited to: age, Program Options (Center-based, home-based), language, attendance, children on IEP’s, etc. Information from the analysis is used to inform staff and parents how best to individualize for each child’s continued development and learning across the domains.

Based on the analysis of children’s progress, CLASS observations and needs of new teaching staff in the classrooms, the Program will continue to provide an on-going, individualized professional development. This area will include continuing training and professional development in teacher / child interactions, CLASS with emphasis on the Instructional Support and Language areas. The analysis will be used of each individual site and to set-up training and coaching to meet their needs based on their demographics.

The information gained from the child assessment data analysis, in combination with other Program data, is compared to the NESD School Readiness Goals (which are aligned with the Head Start Early Learning Outcomes Framework, Ages Birth to Five, Teaching Strategies GOLD Assessment, the South Dakota Early Learning Guidelines and local school district goals). Information is shared with parents – for their individual child and on the Program level, as a whole. Throughout the year, short-term goals are determined in order to make any necessary changes / recommendations for classroom planning, professional development and parent engagement. Annually, the analysis information is compared to the Program’s 5-year Program goals, in order to ensure the Program is on the right track to meetings its goals and intended impacts.

Teachers and Home Visitors receive training on implementing the Teaching Strategies GOLD on-line tool as part of their “New Teacher Training.” This training includes 6 hours of on-line training modules, on-line practice portfolios and justifications of dimensions’ ratings.

Curriculum

The Northeast South Dakota Head Start Program, Inc. utilizes the Creative Curriculum for Preschool Edition 6 as it is scientifically valid, comprehensive, linked to an assessment system and fully meets the criteria for appropriateness and effectiveness. The Creative Curriculum addresses the Teachers need to know what to teach and why and how children learn best. With such a curriculum, Teachers can respond to the individual needs and learning styles of all of their children. It is a curriculum and assessment system that is inclusive of all children – those developing typically, children with disabilities and English language learners. Second Step Social-Emotional Skills for Early Learning is a supplemental curriculum used to enhance children’s success in the classroom, school readiness and social and life success. Furthermore, the Program has adopted the revised Head Start Early Learning Outcomes Framework, Ages Birth to Five.

The Program has worked diligently to align the curriculum, assessment, SD Early Learning Guidelines, local school district goals and the updated Head Start Early Learning Outcomes Framework, Ages Birth to Five. A School Readiness Team was established to update the School Readiness Goals, review and update all of the alignments and to make recommendations for improving overall School Readiness Goals. A state-wide work group was also assembled to assist in aligning the various assessments and curriculums, which the Program was a participant. The Program Action Plan includes the alignments.

Staff-Child Interaction Observation Tools

The Program will continue using the Pre-K Classroom Assessment Scoring System (CLASS) to observe the quality of teacher-child interactions in all classes throughout the Program. The Home-based component of the Program will continue to utilize the Home Visit Rating Scales (HOVRS) which is a valid and reliable instrument that emphasizes a developmental parenting approach and evaluates high quality home visiting practices to help parents support the early development of their children.

All Teachers are trained on the CLASS dimensions and effective teacher / child interactions and Home Visitors receive training on the HOVRS and effective home visiting techniques. Education Coordinators and the Education Manager also receive on-going training on coaching / mentoring staff to improve staff / child interactions. The Program assesses staff / child interactions using CLASS and HOVRS two times per year. Education Coordinators meet with Program staff to discuss the results and to plan for any necessary changes or improvements.

To improve the quality of children’s experiences, the Program has implemented a procedure which includes the following steps:

- Observations are conducted in the classrooms and one home visits in the fall and spring. Staff observing are the Education Manager and Education Coordinators, who are all CLASS certified observers and also re-calibrate mid-year in order to ensure high quality observations. Feedback and individualized professional development suggestions are given to each staff person by their respective Education Coordinator. Staff make professional development goals according to the results of the observations and Education Coordinators keep in contact with staff to give assistance with meeting their goals.

- Data from the CLASS and HOVRS assessments is aggregated and analyzed two times per year, using the myTeachstone and ChildPlus on-line services. Information from the analysis is used on a classroom level to help plan individualized professional development and on a Program level to help plan overall Program professional development and adjust any training / budgeting needs. Information is also reported to the Policy Council and Governing Body.
- Analysis of the scores over recent time suggests that the Program has improved in all areas. The Program is very proud of the quality of their classroom instruction; but, recognizes continual quality improvement is always a goal.

The Program assures fidelity and reliability of the two staff-child interaction assessment tools by:

- New classroom staff and Home Visitors are trained in their respective assessment tools through the myTeachstone system and their Education Coordinator.
- The Education Manager and Education Coordinators (observers) maintain CLASS reliability status annually and re-calibrate mid-year, in order to ensure CLASS data is obtained and used with fidelity. Education Coordinators receive training in the use of the HOVRS tool and they attend the annual SD Home Base Institute, in order to keep up-to-date on the tool and use.
- Staff write professional development goals to co-relate with the results of their observations and their coach / mentor (Education Coordinator) follows up with them to determine progress and further professional development needs.