**Annual Report**

**November 1, 2022 – October 31, 2023**

**Northeast South Dakota Head Start Program, Inc.**

**200 S Harrison St. #1**

**Aberdeen SD 57401**

**Phone: 605-229-4506**

**Fax: 605-226-0196**

**Website:** [**www.nesdhs.org**](http://www.nesdhs.org)

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 $2,996,588

Training/Technical Assistance Funds $35,424

Child & Adult Care Food Program (CACFP) $238,271

**Expenditures from DHH Funding Source:**

 2021-2022 2022-2023 Proposed 2023-2024

Salaries $1,724,997 $1,746,305 $1,954,638

Employee Payroll Taxes $164,212 $167,256 $189,009

Employee Benefits $424,066 $375,520 $390,400

Out of State Travel $1,400 $1,400 $1,400

Office Supplies $26,637 $34,356 $26,378

Program Supplies $78,010 $91,810 $101,800

Postage & Freight $10,000 $8,000 $8,000

Admin Services & Contracts $60,040 $73,140 $91,140

Transportation $124,000 $139,000 $134,000

Health Services $8,000 $10,000 $10,000

Space Costs $136,620 $197,310 $182,829

Utilities, Telephone & Maintenance $63,000 $71,000 $71,200

Insurance & Bonding $56,405 $60,000 $60,000

Employee Recruitment & Development $22,000 $24,000 $30,000

PC & Parent Activity $8,000 $3,500 $4,000

Board Activity $5,000 $3,991 $3,000

**Children and Families Served**

September 2022 – May 2023

Total Funded Enrollment: 330 Total Cumulative Enrollment: 360

Total Families Served: 332

Average Monthly Enrollment:

 Enrolled % of Funded Enrollment

September 324 98%

October 327 99%

November 330 100%

December 330 100%

January 326 99%

February 327 99%

March 326 99%

April 327 99%

May 327 99%

Enrollment by Type of Eligibility: Children Percentage

 Income below 100% of federal poverty line 176 49%

 Public assistance such as TANF, SSI 74 21%

 Status as a foster child 24 7%

 Status as homeless 4 1%

 Other type of need not listed above 34 9%

Over income 48 13%

Enrollment by Race & Ethnicity Children Percentage Children Percentage

 Hispanic/Latino Non-Hispanic/Latino

American Indian or Alaska Native 5 1% 59 16%

 Asian 0 0% 39 11%

 Black or African American 1 1% 4 1%

 White 40 11% 178 49%

 Biracial/Multi-racial 3 1% 31 9%

**Health Data**

Enrolled children that received medical insurance: 343 95%

Enrolled children that are up to date on immunizations: 309 85%

Enrolled children that found a medical home: 335 93%

Enrolled children that received medical exams: 171 48%

Enrolled children that found a dental home: 319 89%

Enrolled children that received dental exams: 170 47%

**Annual Financial Audit**

The most recent financial audit for the year ended October 31, 2022 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. A secondary curriculum for social-emotional learning utilized by NESD Head Start is Conscious Discipline which utilizes everyday events to cultivate emotional intelligence through a self-regulation program that integrates social-emotional learning and discipline. 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.