

# Annual Report 2013-2014



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# Who We Are

Mayville State University Child Development Programs has been providing comprehensive programming to Head Start and Child Care families since 1991 and to Early Head Start families since 2002 with an expansion in the city limits of Grand Forks, ND in 2010. The program provides collaborative pre-k within three school districts, childcare for children ages birth to 13, and is Mayville State University's hands-on lab site used for educating future early childhood educators and teachers. It is through such partnership and diverse programming that children, families, and community member receive high quality comprehensive services.

## Mission

Mayville State University Child Development Programs will assist in empowering children, families, the community, staff, students, and volunteers by providing opportunities and resources to improve their quality of life.

## Goals

### **For Our Children**

- To provide the opportunities for individualized comprehensive development (physical, social, cognitive, emotional and language) through developmentally appropriate practice, safe environments, continuity of care, and respect for individual differences.

### **For Our Families**

- To value and support "parents as their children's first and primary teachers."
- To engage families in their children's education.
- To foster independence, self-sufficiency and individual empowerment by linking families with temporary and appropriate supportive services.

### **For Our Communities**

- To promote partnership with community resources by linking children, families, staff and students with appropriate agencies according to their individual needs.

### **For Our Staff**

- To encourage and mentor each other in professional and personal growth.
- To work and communicate with fellow employees respectfully and professionally.

### **For Our Students**

- To provide opportunities for leadership, learning and direct experiences in a developmentally appropriate environment.
- To provide support services and opportunities for personal growth

### **For Our Volunteers**

- To provide opportunities and support for individuals to share their time, talent, and culture.

## Service Area



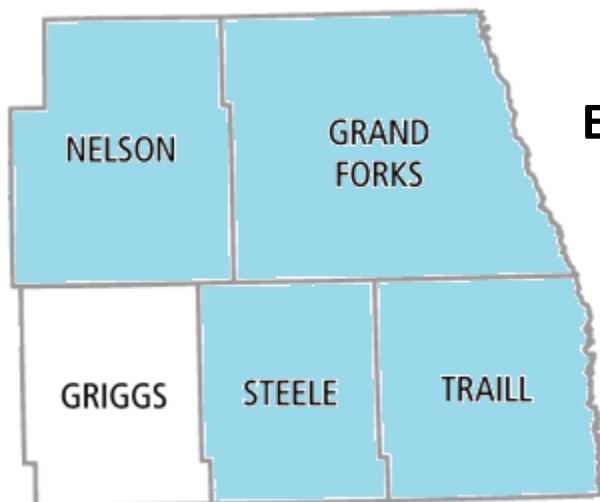
### Head Start

**Counties:**

Nelson, Griggs, Steele, Traill

**Center Locations:**

Mayville (MSU Campus), Hillsboro (Armory), Hillsboro Elementary School, Central Valley Public School, and McVille (Dakota Prairie School)



### Early Head Start

**Counties:**

Nelson, Grand Forks, Steele, Traill

**Center Locations:**

Grand Forks (UND Campus-EHS center & UCC), Mayville (MSU Campus), Hillsboro (Armory)

## Program Options Available

**Center-based Head Start (HS)** is a 9 month (August-May) federally-funded program, which provides a comprehensive child development program for children ages three to five. HS center-based services is offered at no charge to income and age eligible families from 8:30am to 3:00pm with before and after child care offered at an hourly fee which is the responsibility of the family.

**Center-based Early Head Start (EHS)** is a year-around federally funded program, which provides a comprehensive child development program for children ages birth to three and pregnant women. EHS center-based services is offered at no charge to income and age eligible families from 8:30am to 3:00pm with before and after child care offered at an hourly fee which is the responsibility of the family.

The **Home-based** program serves Head Start and Early Head Start families within our service areas. Families receive weekly home-visits and bi-monthly socialization opportunities. Home-based provides the same services and activities as the center-based services within the enrolled family's home.

**Prenatal Early Head Start** services provides expectant mothers and family support on issues related to pregnancy with a minimum of monthly home visits and bi-monthly socializations opportunities.

The **Child Care** program offers an integrated classroom approach where children enrolled in this program receive daily care and education for their children. Child care is a monthly fee-based program.

All children and their families enrolled at the MSU CDP are involved with all HS and EHS components including health, nutrition, family services, parent engagement, and child development with an integrated approach. All staff of the MSU CDP will support and assist all families with any goals they choose to strive for.

## Eligibility Requirements

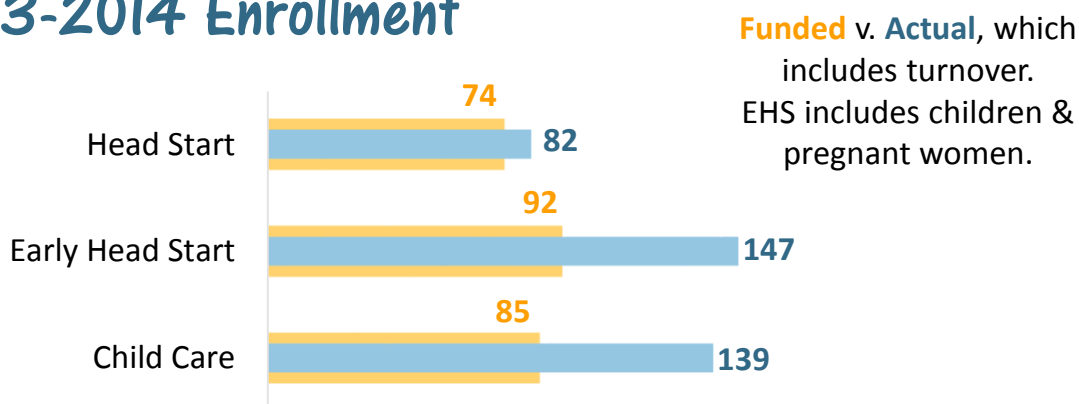
Families must meet federal administration for children and families age and income guidelines to be eligible for Head Start and Early Head Start. Ninety percent of children must be from income-eligible families. Ten percent over-income families may be accepted according to the programs selection criteria. Children receiving Supplemental Social Security Insurance (SSI), who are in foster care, on Temporary Assistance for Needy Families (TANF), or are homeless are automatically eligible. The program must serve ten percent of it's enrollment opportunities to children with a diagnosed disability.

Early Head Start serves pregnant women and children from birth to age three. Head Start serves children age three to five and who are not kindergarten eligible.

Select communities within Traill, Steele, Griggs and Nelson counties have been declared as "Medically Underserved." This is a federal designation that allows the program to serve a higher number of over-income families from these designated communities. Other factors such as preschool program access and population are also factored into the communities eligibility for this designation. Designation is determined annually and is based on the federal declarations.

Child Development Programs is operated on a nondiscriminatory basis. Equal treatment and access to service is given without regard to race, color, creed, religion, disability, gender, national origin or ancestry. The program encourages families that have children with disabilities to apply.

## 2013-2014 Enrollment



The Head Start program served 100% of the eligible children within the service area who chose to enroll in the program, and the Early Head Start program served 31.4% of the eligible children within the service area.

The program maintained 99% average monthly enrollment for HS and 100% for EHS.

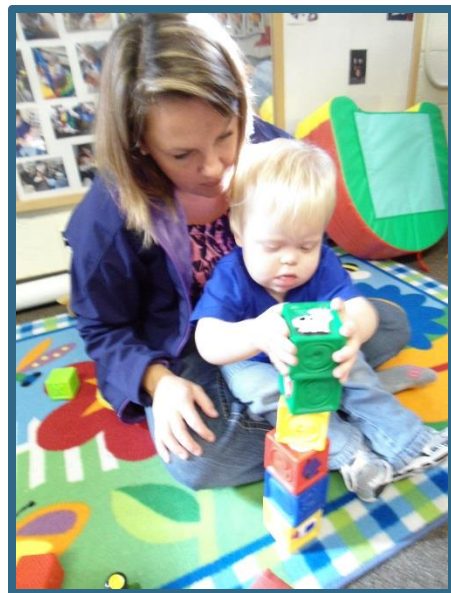
# Program Services

## Educational Screenings

- Brigrance developmental screenings is completed within the first 45 days of enrollment. It is a screening of skills that are critical predictors of school success, including physical development, language, academic/cognitive, self-help, and social-emotional skills.
- Ages and Stages Questionnaire (ASQ) is completed within the first 45 days of enrollment to identify potential health, developmental, or social-emotional problems in infants and young children in the context of family, community, and culture who may need a health assessment, diagnostic assessment, or educational evaluation.
- If any concerns appear through this screening, referrals are provided

## Educational Assessments

- Teaching Strategies GOLD is an authentic, ongoing assessment of children designed to support infants, toddlers and twos, and preschoolers; it is the key to planning appropriate early childhood learning experiences and helping all children succeed. TS GOLD uses the latest research, is proven valid and reliable, and is fully aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework.



# Program Services continued

## **Family Partnership Agreement**

- Each family completes a family needs assessment & partnership agreement with program staff. This helps identify family strengths & areas for growth
- Staff help families by providing referral and support information for services

## **Special Services**

- Health & disability services staff make referrals and assist parents in finding special education and special health related services for children and families when necessary

## **Health Screenings**

- Physicals are completed within the first 90 days of enrollment
- Dental exam/screening are completed within the first 90 days of enrollment
- Hearing & vision screenings are completed within 45 days of enrollment
- Heights & weights are done twice a year to monitor physical growth and Body Mass Index's (BMI's)
- All children must provide proof of immunizations
- Staff provides information to parents that supports the identification of ongoing medical and dental homes

## **Individual Child Development Plan**

- After educational, social/emotional, and health screenings are completed, individualized learning outcomes and goals are developed and discussed with parents
- Ongoing child assessment (TS GOLD) is used to monitor the growth and development of the children

## Family Statistics at a Glance

	Early Head Start	Head Start
<b>Total Number of Families Served</b>	<b>115</b>	<b>74</b>
Parent(s) working or going to school	115	70
Military Families	5	4
1 Parent Families	51	19
2 Parent Families	64	55
Families Experiencing Homelessness	4	0

## Children Statistics at a Glance

	Early Head Start	Head Start
<b>Total Number of Children Served</b>	<b>147</b>	<b>82</b>
TANF	17	3
SNAP	59	25
WIC	86	35
Child Care Assistance	6	20
SSI	10	2
Foster Care	22	4

## Education/Disabilities Statistics at a Glance\*

	Early Head Start	Head Start	Child Care
<b>Total Number of Children Served</b>	<b>147</b>	<b>82</b>	<b>131</b>
Children with learning outcomes growth	147	82	131
Children on IFSP (Early Intervention)/ IEP	29	8	6
Children transitioning to Kindergarten	N/A	35	25

\*Children are screened within 45 days of enrollment, children enrolled for less than 45 days may not have received developmental and growth screenings. Children on IEP or IFSP's receive screening through Part B or Part C.

# Teacher Qualifications



Mayville State University Child Development Programs believes high quality services to children and families begin with highly qualified staff.

The MSU teachers because of their education understand the connections between the developmental stages of children birth through age 8, the educational domains, and developmentally appropriate practices. They are able to demonstrate the understanding and implementation of developmentally appropriate practice through their planning, individualization, and learning outcomes. 100% of birth to age 3 teachers and preschool (ages 3-5) teachers have an Early Childhood Degree.

All program staff receive ongoing both group and individualized professional development opportunities related to developmentally appropriate practice, curriculum implementation, child screening and ongoing assessment, health and safety, and other early childhood curricular areas.

# Educational Programming and School Readiness

Children are screened using the Brigance Screen and Ages and Stages Social Emotional. Teaching Strategies GOLD is used to monitor the progress each child makes (child outcomes) in their learning. The program uses Creative Curriculum, a scientific research-based curriculum in the classroom and Parents as Teachers and Creative Curriculum for families enrolled in the home-based option.

Children are monitored throughout the program year. Child outcomes data is reviewed three times during the school year and once during the summer. Information is shared with parents so that together we can achieve individual goals. Parent engagement and support in meeting individual child outcomes is critical to achieving child growth and development and future success in school.

## For children ages 0-3 we look at:

- *Social and Emotional Development* - trust, security, self awareness and relationship development
- *Language and Communication* - listening and understanding, communicating and speaking and emergent literacy
- *Cognitive Development* - exploration and discovery, memory, problem solving and imitation and symbolic play
- *Physical and Motor Development* - gross and fine motor development, physical healthy and well-being

All of these areas are developed through providing a supportive, safe and trusting environment where children can learn through their play.



# Educational Programming and School Readiness

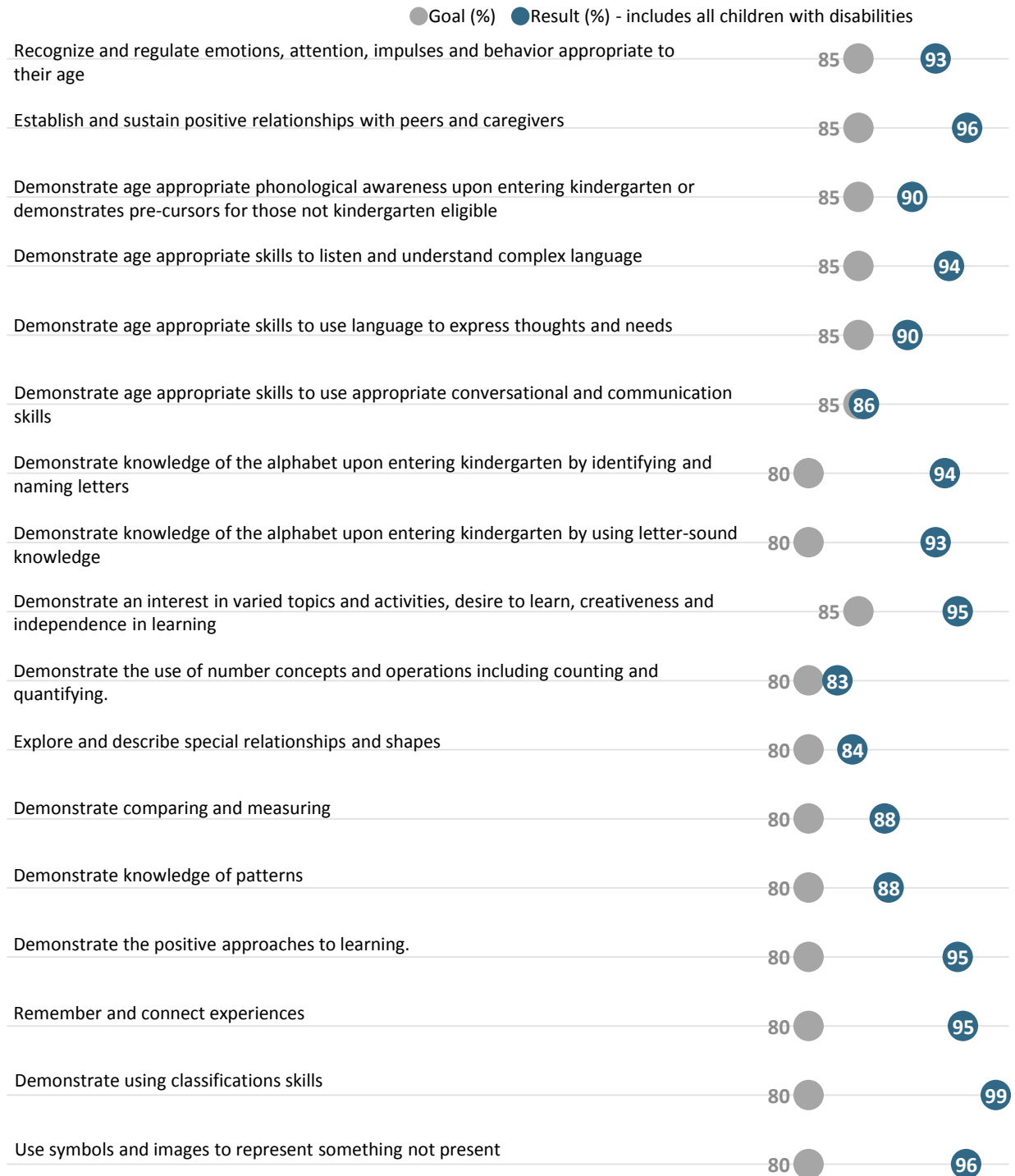
**For children ages 3-5 we look at 11 domains of learning:**

1. *Physical Development & Health* - self-help skills, fine and gross motor development
2. *Social & Emotional Development* - social relationships, self-regulation, emotional and behavioral health
3. *Approaches to Learning* - initiative and curiosity, persistence and attentiveness, cooperation
4. *Logic & Reasoning* - reasoning and problem solving, presentation
5. *Language Development* - receptive and expressive language
6. *Literacy Development & Skills* - book appreciation, phonological awareness, alphabet knowledge, early writing
7. *Mathematics Knowledge & Skills* - number concepts and quantities, number relationships and operations, geometry and spatial sense, patterns, measurement and comparison
8. *Science Knowledge & Skills* - scientific skills and method, conceptual knowledge of the natural and physical world
9. *Creative Arts Expression* - music, creative movement and dance, art, drama
10. *Social Studies Knowledge & Skills* - self, family, and community, people and their environment, history and events
11. *English Language Development* - engagement in English literacy activities

All of these areas are developed through providing a supportive, safe and trusting environment where children can learn through their play. Activities are both child initiated and teacher directed. Program wide child outcome data is available upon request at the MSU CDP main office.

Growth for all children is measured by learning outcomes, including children with disabilities; 10% of HS and 20% of EHS children were on IEP's during the program year.

# School Readiness Goals & Objectives: Children will...



# School Readiness Goals & Objectives: Children will...

● Goal (%) ● Result (%) - includes all children with disabilities



# Child Health Statistics



Comprehensive health services provided to all Head Start and Early Head Start children include:

- *Fall and Spring Heights and Weights for BMI's*
- *Hearing and Vision Screenings*
- *Socio-Emotional Screenings with Ages and Stages (ASQ SE)*

Continuous and preventative health care supported by medical and dental homes:

- *Immunizations\** - Head Start: 84.5% of children were up to date with their immunizations at year end. Early Head Start: 78.23% of children were up to date with their immunizations at year end. Parents make the decision to take their children to receive immunizations.
- *Physical Exams and Well Baby Checks\** - Head Start: 80.9 % of children were taken to the a physician by their parent/s and are up to date with all well child check ups. Early Head Start: 47% of children were taken to a physician by their parent/s and are up to date with all well care checks.
- *Prenatal Care\** - 100% of new moms received prenatal health care
- *Dental Exams\** - Head Start: 64.2 % of children were taken to the dentist by their parents to receive a dental exam. Early Head Start: 47% of children were taken to the dentist by their parents to receive a dental exam.

*\*Children who were enrolled for less that 90 days may not have completed some screenings and/or exams. Parents are responsible to take children to receive dental and physical exams and immunizations, parents have the right to refuse screenings and exams but are encouraged to visit their medical home for these services.*

## Health Care Access

The program works with parents to ensure children are and remain healthy throughout the program year. Parents are encouraged to participate in all health care opportunities. Families needing financial assistance are counseled in accessing assistance as the program is the payer of last resort. Providing a healthy, clean and safe environment for children is essential to maintaining child health and future school success.

### Of 82 HS Children Served:



### Of 147 EHS Children Served:



## Mental Health Services

There is a growing need for access to wellness and mental health services across our service area. The program contracts with UND Counseling Center for child, parent, and program consultation.

- 13 children received support services
- 17 children received formal assessments
- 8 parents accessed support/consultation services

# HS/EHS Fiscal Information

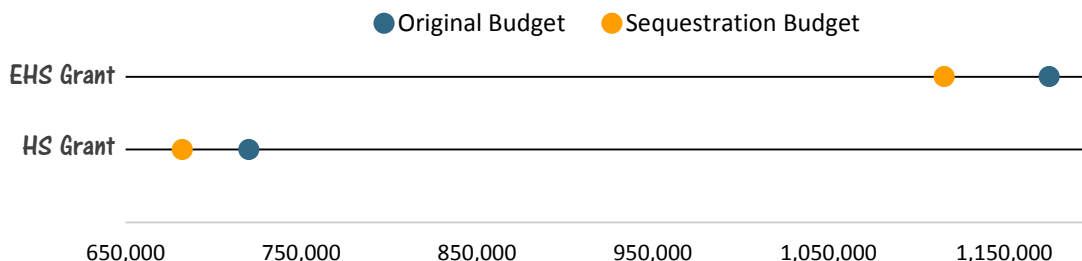
February 2013-January 2014

	Original Proposal	Sequestration Proposal	Actual
<b>Income</b>			
EHS Grant	1,175,720	1,115,946	1,115,946
HS Grant	720,302	682,342	682,342
Donations			300
Other Income			6,995
USDA Food Reimbursements			80,041
<b>Total Income</b>	<b>1,896,022</b>	<b>1,798,288</b>	<b>1,885,624</b>
<b>Expenses</b>			
Personnel	985,584	910,436	900,058
Fringe Benefits	627,348	630,438	571,530
Travel	18,025	17,000	16,622
Supplies	41,600	35,400	70,956
Food (USDA)*	20,203	16,000	106,305
Contractual	62,984	58,784	59,917
Other	116,826	105,753	139,990
T/TA	23,452	24,477	27,246
<b>Total Expenses</b>	<b>1,896,022</b>	<b>1,798,288</b>	<b>1,885,624</b>
*Food Budget is low due to anticipated USDA Reimbursements			

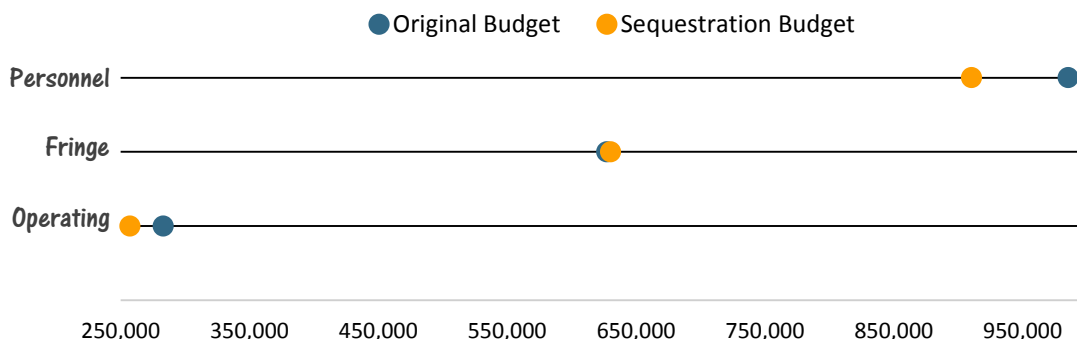
MSU CDP takes its fiduciary responsibility to be good stewards of your investment seriously. The program complies with accounting principles found in the Head Start Act, the Office of Management and Budget (OMB Circulars), the Code of Federal Regulations (CFR), and the HS Performance Standards.

# Sequestration Impact

## Income



## Expenses



The program received their notification regarding sequestration June 2013. Due to cuts in the federal budget, the program's total HS/EHS budget was decreased by \$97,734. On top of the lessened budget, the program was hit with mandatory increases in salaries and fringe including health insurance and retirement, which totaled \$103,888.

The most noticeable impact was in closing down the Cooperstown site and changing that service area from center-based to home-based. The other change was cutting slots. HS went from having 80 slots down to 74, and EHS went from 96 slots down to 92. We also had to eliminate five employee positions, but fortunately, they were all open at the time so no jobs were lost due to sequestration.

## Non-Federal Share



For every federal dollar awarded, the Head Start/Early Head Start Program is required to match \$0.25/dollar by receiving donated goods and/or services. The non-federal share goal for 2013-2014 was **\$449,572**. We received **\$455,627** in non-federal share for the year.

Parents are encouraged to participate in the program in many ways including volunteering in the classroom, attending parent meetings and trainings, attending parent/child activity days, attending Policy Council meetings, and through special events.



The program is grateful for all of the volunteer support. In 2013-2014, over 300 people volunteered for Head Start and Early Head Start, with over half of those volunteers being former or current Head Start/Early Head Start parents. Other volunteers included college and high school students, foster grandparents, and community members and groups.

The program is required to have volunteer support to meet financial goals.



# Child Care Fiscal Information

July 2012-June 2013

	Child Care Budget	Child Care Actual
<b>Income</b>		
Child Care Collected	475,000	456,817
Donations		130
Other Income	3,900	26,226
USDA Food Reimbursements	23,000	22,755
<b>Total Income</b>	<b>501,900</b>	<b>505,928</b>
<b>Expenses</b>		
Personnel	210,845	221,885
Fringe Benefits	143,900	142,485
Operating Expenses	35,875	24,888
Food (USDA)*	7,000	50,545
<b>Total Expenses</b>	<b>397,620</b>	<b>439,803</b>
*Food Budget is low due to anticipated USDA Reimbursements		

## Federal and State Monitoring



The most recent federal monitoring occurring during the week of October 27, 2013. The program was determined to be in full compliance with all Head Start Program Performance Standards, laws, regulations and policy requirement, with no required corrective action. The results of this review are available for review at the MSU CDP main office or on the Office of Head Start website at <http://eclkc.ohs.acf.hhs.gov/hslc/grants/monitoring/review-reports.html>.

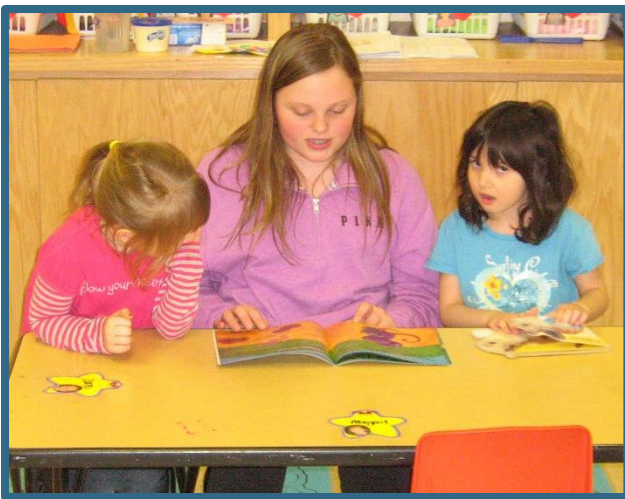
The program's audit coincides with Mayville State University's federal and state auditing requirements. Full audit reports are available upon request from the Mayville State University Business Office. The program was in compliance during the last audit cycle.

The program had a comprehensive USDA food services monitoring during the 2013-2014 school year. We were determined to be in full compliance.

The sites of Mayville, Hillsboro Armory, and Grand Forks are annually licensed through the county. Classrooms located in School Districts are not required to be licensed. Although all locations have health and fire inspections annually to ensure health and safety.

## A few more facts about the program....

- Supports parent's as their child's first and foremost teacher and encourages family engagement in their child/children's ongoing education
- Serves families over a 5,000 square mile service area
- Provides pre-k collaboratively with 3 school districts
- Employs over 45 full-time staff
- Have ongoing Individual Professional Development Plans for all staff
- Have pre-employment comprehensive criminal record checks for all employees
- Conducts an annual self-assessment (program evaluation) that provides for continuous improvement
- Serves as a lab site for students enrolled at Mayville State University, the University of North Dakota and East Grand Forks Technical College
- Mayville State University serves as the Grantee. The Grantee Board, in partnership with the Policy Council and the program staff, partake in shared decision making across the program.





This annual report covers the program year beginning August 2013 – July 2014.

For more information regarding the program please contact Allison Johnson, Executive Director, at [allison.johnson.3@mayvillestate.edu](mailto:allison.johnson.3@mayvillestate.edu) or at 701-788-4743.

Visit our website at [www.mayvillestate.edu/cdp](http://www.mayvillestate.edu/cdp) or check out our Facebook page “Mayville State University Child Development Programs.”

The program welcomes community and parent participation and feedback.

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