

Annual Report

2012~2013



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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 comprehensive development (physical, social, cognitive, emotional and language) through developmentally appropriate practice.

For Our Families

- To value and support "parents as their children's first and primary teachers."
- 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.

For Our Students

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

For Our Volunteers

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

Program Options Available

Center-based Head Start (HS) is a 9 month (August-May) federally funded program, which provides a comprehensive children development program for children age's three to five. Head Start Center-Based services is offered at no charge to income and age eligible families from 8:30am to 3:00pm, with wrap around 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 children 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 wrap around 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 services area. Families receive week 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's 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 involvement, 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.

Service Area



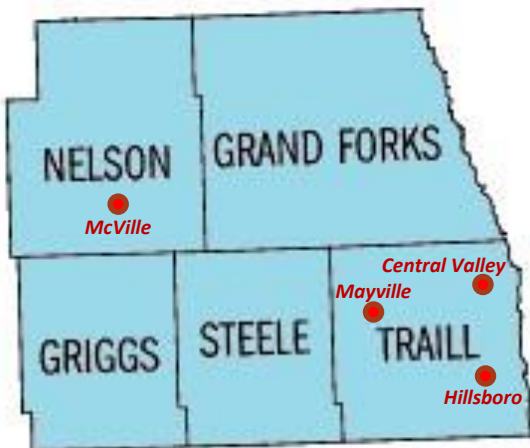
Early Head Start

Counties:

Grand Forks, Steele, Traill, Nelson

Sites:

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



Head Start

Counties:

Nelson, Griggs, Steele, Traill

Sites:

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

Eligibility Requirements

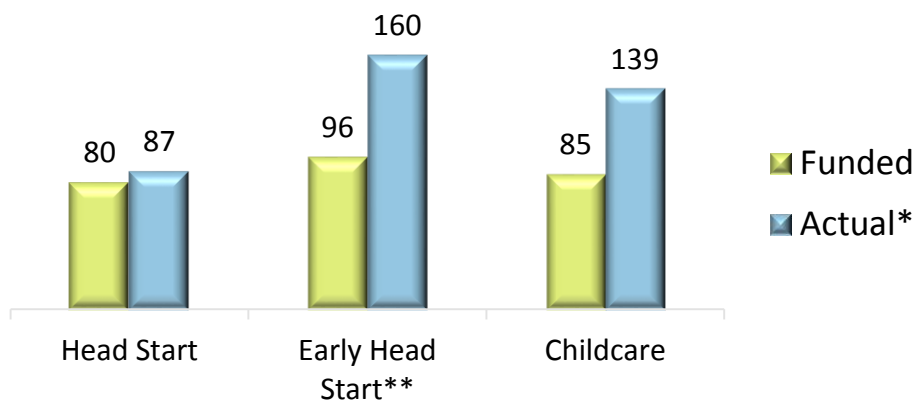
Families must meet federal administration for children and families age and income guidelines to be eligible for Head Start and Early Head Start. Ninety percent of children must be from income-eligible families. Ten percent over-income families may be accepted according to selection criteria outlined in 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 population 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.

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.

2012~2013 Enrollment



**Actual Enrollment includes turnover*

***Early Head Start includes children and pregnant women*

Program Services

Education Screenings

- Brigance developmental screenings is completed within the first 45 days of enrollment
- If any concerns appear through this screening, referrals are provided

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

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 is used to monitor the growth and development of the children

Special Services

- Health & disability services staff make referrals and assist parents in finding special 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 BMI's
- All children must provide proof of immunizations
- Staff provides information to parents that supports the identification of ongoing medical and dental homes

Family Statistics At A Glance

	Early Head Start	Head Start
Total Number of Families Served	110	78
Parent(s) working or going to school	105	78
Military Families	5	4
1 Parent Families	48	21
2 Parent Families	62	57
Families Experiencing Homelessness	6	0
Foster Care	15	6

Children Statistics At A Glance

	Early Head Start	Head Start
Total Number of Children Served	160	87
TANF	9	6
SNAP	52	29
WIC	71	40
Child Care Assistance	3	7
SSI	6	4

Education/Disabilities Statistics At A Glance

	Early Head Start	Head Start	Child Care
Total Number of Children Served	160	87	131
Children with outcomes growth	160	87	131
Children on IFSP/IEP	15	12	6
Children transitioning to Kindergarten	N/A	18	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.*

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 with individual child outcomes is critical to child growth and development.

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.



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.

School Readiness Goals & Results

Domain	Goal	Objectives	Results
Social Emotional	Children will establish and sustain positive relationships with peers and caregivers.	85% of all children will be at minimum within their age ranges or above in GOLD objective 2.	92% are within their age range or above
Language & Literacy Development	Children will demonstrate age appropriate phonological awareness upon entering kindergarten or demonstrates pre-cursors for those not kindergarten eligible.	85% of all children will be within age range or above in GOLD objective 15 upon entering kindergarten.	89.3% are within their age range or above
Language & Literacy Development	Children will demonstrate age appropriate expressive & receptive communication skills.	85% of all children will consistently be within age range or above in GOLD objectives 8-10.	Children within their age range or above: Objective 8: 95% Objective 9: 94% Objective 10: 84%
Language & Literacy Development	Children will demonstrate knowledge of the alphabet upon entering kindergarten or demonstrates pre-cursors for those not kindergarten eligible.	80% of all children will identify and name at least 10 letters of the alphabet upon entering kindergarten (GOLD objective 16). 80% of all children will demonstrate age appropriate understanding of alphabet knowledge pre-cursors. 100 % of children's alphabet knowledge (age appropriate) will be tracked using GOLD Forms (recognition, writing and sounds)	Children within their age range or above: Objective 16: 92% Two classrooms did not follow through with all children.
Approaches to Learning	Children will demonstrate an interest in varied topics and activities, desire to learn, creativeness and independence in learning.	80% of all children will demonstrate positive approaches to learning (GOLD objective 11).	94.8% are within their age range or above
Cognitive/General Knowledge	Children will demonstrate math concepts in everyday routines to count, compare, problem solve, knowledge of shapes and patterns.	80% of all children will be within the age range or above in GOLD objectives 20-23. 100% of children(age appropriate) will be tracked using GOLD Forms (Shapes and Numbers)	Children within their age range or above: Objective 20: 97.52% Objective 21: 93% Objective 22: 93% Objective 23: 93.4% One classroom did not follow through with all children on numbers
Cognitive/General Knowledge	Children will demonstrate the ability to recognize, understand and analyze problems and draw on knowledge of experience to seek solutions (problem solve).	80% of all children will demonstrate problem solving skills and be within their age range or above in GOLD objectives 11-14.	Children within their age range or above: Objective 11: 94.8% Objective 12: 96% Objective 13: 97.5% Objective 14: 94.6%
Physical Development & Health	Children will practice healthy and safe habits and self-help skills	75% of all children will demonstrate and practice healthy and safe habits (hand washing, toileting, covering cough) and be within their age range or above in GOLD objective 1c & 7.	Children within their age range or above: Objective 1c: 90.9% Objective 7: 96.5%
The Arts	Children will begin to explore and develop an appreciation for the arts.	75% of all children will be giving the opportunity to explore the visual arts, musical concepts, drama and dance and be within their age range or above in GOLD objectives 33 – 36.	Children within their age range or above: Objective 33: 85.9% Objective 34: 87.6% Objective 35: 87.1% Objective 36: 86.3%
Science and Technology	Children will demonstrate knowledge and appropriate technology use in the classroom.	100% of classrooms will provide the opportunity for children to experience technology in the classroom using IPADS.	100% are within their age range or above
Science and Technology	Children will demonstrate understanding of scientific inquiry and concepts.	75% of children will demonstrate an understanding of scientific inquiry and concepts and be within their age range or above in GOLD objectives 24 – 28.	Children within their age range or above: Objective 24: 80.6% Objective 25: 82.7% Objective 26: 82.7% Objective 27: 81.0% Objective 28: 85.1%
Social Sciences	Children will begin to demonstrate an understanding of personal self and identity in the world around them.	80% of children will demonstrate knowledge of self, others around them, and simple geographic concepts/knowledge and be within their age range or above in GOLD objectives 29 – 32.	Children within their age range or above: Objective 29: 82.3% Objective 30: 83.1% Objective 31: 82.7% Objective 32: 79.8%

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 degrees 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. An Indicator of a high quality program is one that has degreed staff. 100% of pre-school (ages 3-5) teachers have an Early Childhood Degree. 100% of birth to age 3 teachers have an Early Childhood Degree.

All program staff receive ongoing professional development opportunities in developmentally appropriate practice, curriculum, child screening and assessment, health and safety, and other early childhood curricular areas.

Health Statistics At A Glance



The program works with parents to ensure they are and remain healthy throughout the program year.

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*

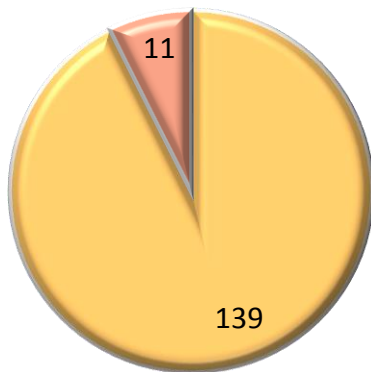
Continuous and preventative health care supported by medical and dental homes:

- *Immunizations* - 85% of children are up to date with their immunizations
- *Physical Exams and Well Baby Checks* - 73% of families are up to date with all well child check ups
- *Prenatal Care* - 100% of new moms received prenatal health care
- *Dental Exams* - 80% of children received dental exams

Children who were enrolled for less than 90 days may not have completed some screenings and/or exams. Parents have the right to refuse screenings and exams.

Health Statistics At A Glance

Early Head Start

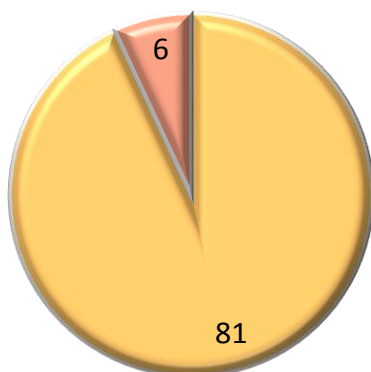


■ With Health Insurance ■ No Health Insurance

Of the 160 Early Head Start children served:

- 102 were on CHIP/Medicaid
- 144 had a medical home
- 115 had a dental home

Head Start



■ With Health Insurance ■ No Health Insurance

Of the 87 Early Head Start children served:

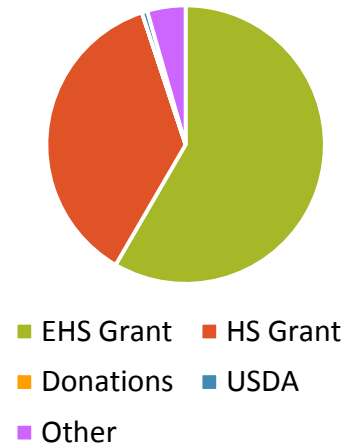
- 37 were on CHIP/Medicaid
- 85 had a medical home
- 76 had a dental home

HS/EHS Fiscal Information

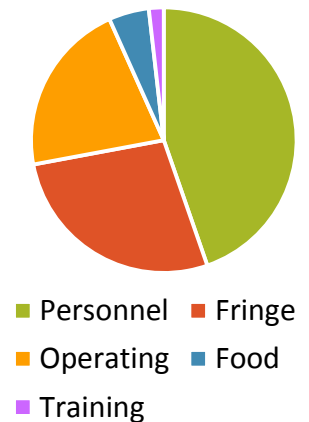
February 2012-January 2013

	HS/EHS Budget	HS/EHS Actual
Income		
EHS Grant	1,183,272	1,183,272
HS Grant	740,096	740,096
Donations		75
Other Income		14,538
USDA Food Reimbursements		90,166
Total Income	1,923,368	2,028,147
Expenses		
Personnel	969,186	952,872
Fringe Benefits	635,538	583,985
Operating Expenses	277,192	452,652
Food (USDA)	27,720	104,492
Training	41,452	38,638
Total Expenses	1,923,368	2,028,147
**Food Budget is low due to anticipated USDA Reimbursements		

Income



Expenses



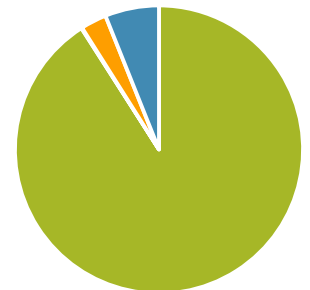
MSU CDP takes its fiduciary responsibility to be good stewards of your investment seriously. The program complies with accounting principles found in the Head Start Act, the Office of Management and Budget (OMB Circulars), the Code of Federal Regulations (CFR), and the HS Performance Standards.

Child Care Fiscal Information

July 2012~June 2013

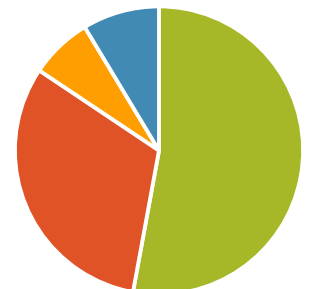
	Child Care Budget	Child Care Actual
Income		
Child Care Collected	400,000	368,764
Donations		350
Other Income	3,900	11,808
USDA Food Reimbursements	27,392	24,573
Total Income	431,292	405,495
Expenses		
Personnel	211,991	214,488
Fringe Benefits	133,621	127,662
Operating Expenses	35,800	28,381
Food (USDA)	7,600	34,964
Total Expenses	389,012	405,495
**Food Budget is low due to anticipated USDA Reimbursements		

Income



■ Child Care
 ■ Donations
 ■ Other
 ■ USDA

Expenses



■ Personnel
 ■ Fringe
 ■ Operating
 ■ Food

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 2012-2013 was \$480,842.

We received \$489,190.75 in non-federal share for the year. Over \$238,000 came from volunteers.

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 2012-2013, over 600 people volunteered for Head Start and Early Head Start. Many were 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.



Federal and State Monitoring



The most recent federal monitoring occurring during the week of October 3, 2010. 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. Many strengths were noted in the formal report which include staff and parent communication, family and community partnerships, and the distinction as a Program of Excellence across the State of North Dakota. The results of this review are available for review at the MSU CDP main office. The program will be reviewed again sometime in fall of 2013.

The program will have a USDA food services monitoring during the 2013-2014 school year.

The sites of Mayville, Hillsboro Armory, Cooperstown and Grand Forks are annually licensed through the county.

All locations have health inspections and fire inspections annually to ensure health and safety.



This annual report covers the program year beginning August 2012 – July 2013.

For more information regarding the program please contact Allison Johnson, director at allison.johnson.3@mayvillestate.edu or at 701-788-4868.

Visit our website at www.mayvillestate.edu/cdp or check out our Facebook page "Mayville State University Child Development Programs"

The program welcomes community and parent feedback.

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