

## **Program Performance Report**

**Semcac Head Start  
Grant No. 05CH4231  
November 2010 – April 2011**

### **1. Describe accomplishments and positive developments that had a significant impact on the Head Start Program during the reporting period.**

The following performance report is framed by our Strategic Action Plan. Our Strategic Goal is: To provide high quality early childhood education services for children and effective, supporting comprehensive services to their families

*Objective 1: Engage each parent in a network of opportunities that leads toward personal growth and family success*

After adopting a fatherhood initiative mission statement that guides each center's Fatherhood Involvement plan for the year, an on-going monitoring tool was developed to ensure the plans are intentional. A representative sample of our activities implemented this program year to involve fathers in the lives of their children:

- Securing non-custodial father's contact information so he can be kept informed of his child's Head Start progress;
- Fathers of newborn babies will receive a backpack of fatherhood education, a water bottle and a stress ball;
- Each site planned a special Buddy Event. Mothers were invited also.

March 17 provided an opportunity for children and families to attend the annual Voices for Children event at the MN State Capitol in St. Paul. Eight parents, two children and three staff represented our program. Meeting legislators during this event provided the parents with an opportunity to strengthen their advocacy skills and speak out for what Head Start has done for their family. In addition, Family Service Workers have worked with families this winter to write letters to their legislators sharing how Head Start has changed their lives. Eighteen letters have been mailed with many receiving responses from their legislator.

*Objective 2: Maintain and develop community involvement and partnerships to increase access to a variety of community-based services and program options*

Head Start, in collaboration with two local higher ed institutions, sponsored a Road to Readiness workshop for our early childhood community. Angele Passe, a noted professional, was the featured speaker on topic of successful transition strategies and services. Her presentation was complemented by a panel presentation of representatives from State Department of Education, including our Collaboration Director. There were 124 participants who work in 12 counties in our southeast region. The workshop opened communication between preschool and kindergarten educators. Participants explored the meaning of readiness and received tips for supporting families in the transition to kindergarten. Planning time was given for community teams to discuss and plan for the transition of children to kindergarten. We have participated in follow-up meetings. And, a second workshop is planned for May with a focus on parent engagement during transition.

In response to comments from school districts, we combined the Interagency Agreement and Memorandum of Understanding into one document. We continued discussions with school districts on how we can work together to meet needs of children in community.

As a result of our efforts, the Sustainable Resources Center from the Cities provided free lead testing and training in Austin on 24 March. Mower County Public Health also was involved to promote and encourage parents to attend the event open to the public. Twenty-five children were tested. Staff will follow-up with families as needed on the results of the lead testing.

Interagency Early Intervention Committee /Help Me Grow system in MN is being reorganized. Head Start is represented on local committees in all communities and is supportive of an efficient, effective system. It remains to be seen the impact the reorganization will have on the MN early intervention system. Head Start will continue to work with community partners to develop and maintain an effective system.

We pooled resources with our agency's Energy Assistance program to make available Transition kits for each family. The kits will promote energy assistance, encouraging families to apply, while also providing a variety of educational materials for children and families to use over the summer.

*Objective 3: Provide educational services that are individualized and inclusive to support each child's developmental progress*

Our Dual-Language Learners (DLL) consultant Angele Passe, finished observations in classrooms with DLLs. She was impressed by the high-level of classroom management and remarked on how very happy the children were/are. Yet, there are noted areas to strengthen. She will meet with DLL work group in May to present her recommendations/report and guide planning for next steps.

Our Mental Health Professional (MHP) has completed individual assessments and follow-up classroom observations for nine students. The MHP provided training to two local teams on appropriate expectations for behavior. By coming to sites, she was able to relate her training to individual students and successfully reinforce the pyramid model approach.

Video cameras were provided for each classroom. They are used to document children's activities, illustrate and document children's development, enhance staff observation capability and provide an avenue to provide support to teachers.

*Representative Accomplishments from Component Program Plans in addition to above*

#### Early childhood education and child development

- Progress was made in implementing our "self-designed" classroom observation tool. The tool incorporated CLASS principles, mental health, DLL, family engagement and professionalism. It proved cumbersome for giving feedback to teachers. As a result, a simplified form to document strengths and areas for growth was designed to better provide feedback to teachers. A work group met with our TTA EC Ed specialist to start process to enhance our alignment of professional development with school readiness goals. Training for teachers was set as part of in-service for fall 2011.

- Quality Assessment Clusters, designed as a professional development opportunity for teachers met three times in the period. This is also a forum for teachers to work through challenges presented by switching from CC.net to TS.GOLD reporting system for on-going assessment.
- Updating the Learner Outcome Brochure to be more accessible by parents is still in process. Consultant Angele Passe provided valuable feedback.

### Disabilities

- We are currently providing services, in collaboration with local ECSE programs, to 41 children who have IEPs under IDEA. We have seen numbers vary as children have moved out of the area or successfully tested out of ECSE services. Thirty children were referred for evaluation through the year. We are serving 4 children with diagnosed disabilities who do not have IEPs, yet are receiving medical or counseling services from community agencies.
- Ninety-eight percent of enrolled children have been screened for development concerns.
- A resource packet for parent of child who is referred for evaluation is under development.

### Mental Health

- Ninety-nine percent of enrolled children have been screened for MH concerns using the ASQ-SE. Training provided to teachers in fall has resulted in better understanding of the tool and more accurate scoring.

### Health

- Immunizations were reported at 99% complete in the annual immunization report to Minnesota Department of Health.
- Our triennial CACFP review was conducted April 27-29. The purpose of the review was to validate the claims made to USDA/CACFP to support our meal services. In the exit interview, the Program Specialist reported her few findings, all of which are minor. She said we were “8.5 out of 10” and one of the better Head Start programs. We should receive the official report in 30 days.

### Community Partnerships

- We collaborated with partners to hold community celebrations of the Week of the Young Child during 10 – 16 April.
- County teams connected with partners to support recruit strategies for 2011-12 program year.
- Representative examples of community support and recognition during the period are:
  - A Winona parent nominated our teacher Tracy Smith as the Winona Radio Teacher of the Week. Tracy was selected the week of 11 March.
  - A Spring Valley couple donated \$50 to our Ostrander center.
  - The Lions Club in St. Charles donated a copy of “Green Eggs and Ham” to every child of our St. Charles Head Start Center.
  - The Forest Industry awarded a grant of \$600 to Bonnie Hulsing, our partnership teacher with Houston and Rushford-Peterson schools. The grant will provide for books and materials to teach the children and their parents about the forest industry and conservation of trees, etc.

### Family Partnerships

- Records of children transitioning to kindergarten have been transferred to school districts.

- Three Family Services Workers have completed training to earn their Family Service Credential. The fourth FSW began her credential training.
- Four staff attended the Fathers and Family Services Conference in St. Cloud, MN. Excellent keynote speakers and workshops challenged staff to increase our quality of services to children through male involvement.

#### Facilities, Equipment, and Materials

- Risk Reduction Plans were completed for all sites in compliance with new MN Dept. of Human Services requirement for licensed centers.
- As part of the self-assessment, we experimented with the ECERS (Early Childhood Environment Rating Scale) at four classrooms. State-level discussions name ECERS as a tool that would be used in a proposed state-wide Quality Rating Information System.

#### Transportation

- Our drivers maintained a safe driving record despite very tough winter road conditions.
- We increased safety information to staff and families, providing guidance such as: The Distracted Driver and Preventing Fatalities to Pedestrians.

#### Human Resources

- Annual staff performance appraisals and orientation periods for new staff were completed.
- Director attended the OHS Summit on School Readiness in Baltimore, 15-17 February. Information was shared with staff, Board and Policy Council.

#### Management Systems

- Our annual self-assessment was completed in March and April. Follow-up to address findings will be included in annual updates to component Program Plans.
- Staff continues to gain knowledge on all aspects of Childplus software in order to utilize it to its full potential.
- The ERSE plan and necessary forms were updated with Policy Council input and approval. Teachers, FSWs and Semcac Field staff received a refresher training in enrollment processes. We anticipate 130 children could return.

#### Program Governance

- Director and Coordinators participated in meetings with Board and other agency staff to develop new Semcac Strategic Plan.
- Semcac completed a review by the Charities Review Council, and on 14 April the Council awarded the "Meets Standards" seal. The review process involved a detailed look at our agency's policies and procedures related to four areas of accountability: public disclosure, government, financial activity, and fund-raising.
- At its April meeting, the Semcac Board conducted its annual election of officers. The Board President is Randy Dahl, a public-sector representative from Fillmore county. Region V and our program profile on the Enterprise system were updated accordingly.

**2. List significant goals and objectives established for the reporting period which were not met and state: a) the reason(s) for the delay and/or problem in meeting goal and objective; b) plans to achieve or modify the goal or objective; and, c) any assistance requested from the Regional Office.**

The emphasis on using assessment data in lesson planning was delayed because teachers/coordinators are learning the new tool/system TS.Gold for reporting. The new system will make the use of data for group and individual planning more clear-cut.

We were unable to hire a driver for the St. Charles site due to lack of qualified applicants. Families have been self-transporting. We have met with local school district to explore the potential for coordinated transportation services, however, there is no resolution. In last report, we informed of similar difficulty in Hayfield. We were able to hire a qualified driver beginning January 2011.

**3. List funded and actual enrollment on the last day of the reporting period by program option (or the last day of classes if the program is not in session). If the Head Start program is under-enrolled, describe any problems, delays, or adverse conditions that prevented the agency from achieving and maintaining full enrollments, as well as plans to address this issue.**

Program Option	Funded Enrollment	Actual Enrollment
Center-based	370	370
TOTAL:	370	370

A total of six hundred fifty (650) applications have been processed for the year. One hundred sixty-nine (169) children on the waiting list. Fifty-one (51) children have dropped from the program due to various reasons. Sixty-seven (67) children were accepted into the program but never started.

**4. Describe any unexpected cost overruns or savings during this reporting period and their implications for program operations.**

We were relieved to receive PI-11-02 with FY2011 funding guidance. This allows us to complete our plans for 2011-12 program year with some assurance of budget. Our state allocation for 2011-12 is still pending legislative negotiations.