

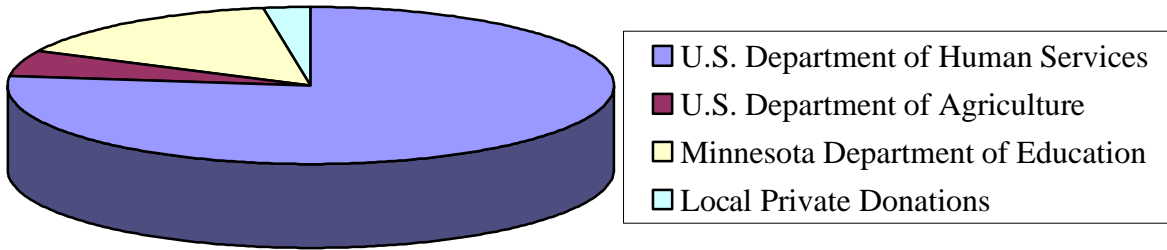


Three Rivers Community Action, Inc.

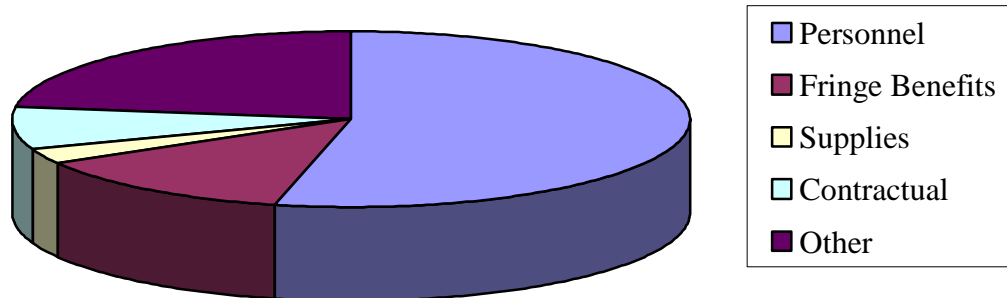
Working with you in Southeastern Minnesota

Head Start Annual Report to the Public Program Year 5/1/07 – 4/30/08

2007 - 2008 Head Start Revenues



2007 - 2008 Head Start Expenditures



Enrollment

	Federal	State	Total
Funded Enrollment	187	41	228

Average monthly enrollment: 100% funded enrollment

Percent of eligible children served: 40 % of children birth through four years

Monitoring Review

The Three Rivers Community Action, Inc. Head Start program received a follow-up review from the Office of Head Start in the Spring of 2007. The program was determined to be in full compliance with all applicable Head Start Performance Standards, laws, regulations and policy requirements.

Audits ó Our latest financial audit is located at: www.threeriverscap.org

Percentage of enrolled children that received medical and dental exams

- 100% of enrolled children received dental exams
- 100% of enrolled children are up to date on schedule of medical care

Parent Involvement Activities

- 90% of families participated in a goal setting process resulting in a family partnership agreement
- 61% of families received emergency/crisis assistance and/or education services
- 125 fathers participated in their child's activities

Agency Efforts to Prepare children for School

2007-2008 Developmental Observations and Outcomes Report

During the 2007-08 program year 196 children participated in all three observation periods of the Developmental Observations. Over 50% (107) of these children will go onto Kindergarten. 70 of the children were 2nd year participants. While the majority of the children spoke English (112), other languages were represented in the program (Spanish=82, Somali=1 Vietnamese =1). 25 of the children were also receiving special education services as outlined on their Individual Education Plan with the child's local school district.

Children continue to show strides in their motor development. By the end of the year 67% more children could cut a curved line than at the beginning of the year and 50% more could write their names. 37% of the children could skip alternating feet at the end of the year whereas at the start of the year there were children who could not even demonstrate jumping up and landing on two feet.

Much progress was seen in the social-emotional domain. At the end of the year 90% of the children could identify and label their own feelings. 55% more of the children could assert and describe their feelings and needs verbally than at the start. At the end of the year, 85% of the children put away materials before starting another activity

56% of the children can recognize 10 or more letters and 29% more are making letter-sound connections. 45% more can complete a 3 step pattern 14% more can sort objects into groups and then subgroups and state the reason why after a year in Head Start.

Words Work: Words Work! is designed to prepare children for success in school and life. This is accomplished by: 1) Investing in those closest to the children; 2) Building on program strengths; 3) Respecting home language and culture and 4) Identifying and supporting the developmental process of individuals and organizations. The Words Work! Approach includes 1) Building capacity; 2) Creating a community of learners; 3) Using reflective practice; 4) Helping programs access resources for staff and families and 5) Assessment and Evaluation

WW! is an approach, rather than a curriculum, that places the teachers, children and their families at the center of the program and positions them for success. It is systemic in that it has a valuable impact on all aspects of a program. Words Work! offers a unique approach to increasing the professional development of teachers while improving outcomes for children. It helps programs build their capacity by creating a caring, supportive community of learners. It focuses on evaluation and reflective practice to inform decisions and planning. WW! helps programs learn in a way that continually looks at ways they can improve. The investment in a program, staff and children, helps children reach literacy goals.

Transitional Bilingual Education Research Project: In Faribault, Minnesota, we have piloted a Transitional Bilingual Education Research Project with Mankato State University. The study is being done to fill a significant gap in the literature in bilingual education documenting the effects of Spanish Immersion in preschool on the language, literacy development and academic performance of Spanish speaking children. The program is a two year model with 3 year olds spending the first year in a One-way Immersion Spanish classroom and the second year in a 50/50 One-way Dual immersion setting where time will be split between English and Spanish. The second classroom will of English Language Learners will be taught only in English. The goal of the research is to document the effects of this program through the end of the Kindergarten year on these students and to learn how to best support early language and literacy skills in young Spanish speaking children to improve long-term academic outcomes. This study works with Spanish speaking parents also on how parentø can best support their childø education.

Fathers Reading Everyday (FRED) is a program designed to encourage fathers to read to their children daily. FRED is a four-week program that plants the seed among fathers and father figures to form a habit of reading to children (ages 0-5) everyday. The program consists of two sessions: an opening event with free books and refreshments that highlights the fun and importance of reading with children, and a closing celebration that also features free books and refreshments. The goal of the program is to institute a new habit for fathers/male caregivers of reading and sharing stories with children on a daily basis. The fatherø role and responsibility is to read to their child a minimum of 15 minutes a day for the first two weeks and a minimum of 30 minutes per day for the last two weeks. During the 4 weeks, fathers record on their FRED log, the number of books and the amount of time they spend reading to children. At the closing celebration, features include a light dinner, group storytelling, distribution of photo book marks and certificates of participation, interactive games and activities, distribution of two free books per child and encouragement to continue the habit of FRED! The events began last year with community volunteers and local donations providing the support for the project and the Minnesota Humanities Commission providing the books as a start-up for the first events in Red Wing, Wabasha and Zumbrota. In 2007-2008 over 300 fathers and their children were served.

To all our donors, community partners and volunteers....THANK YOU!