



Three Rivers Early Childhood Programs

Head Start, Early Head Start Home Visiting, Evidence Based Home Visiting, Child Care Partnership

Who We Are: Program Coordinators

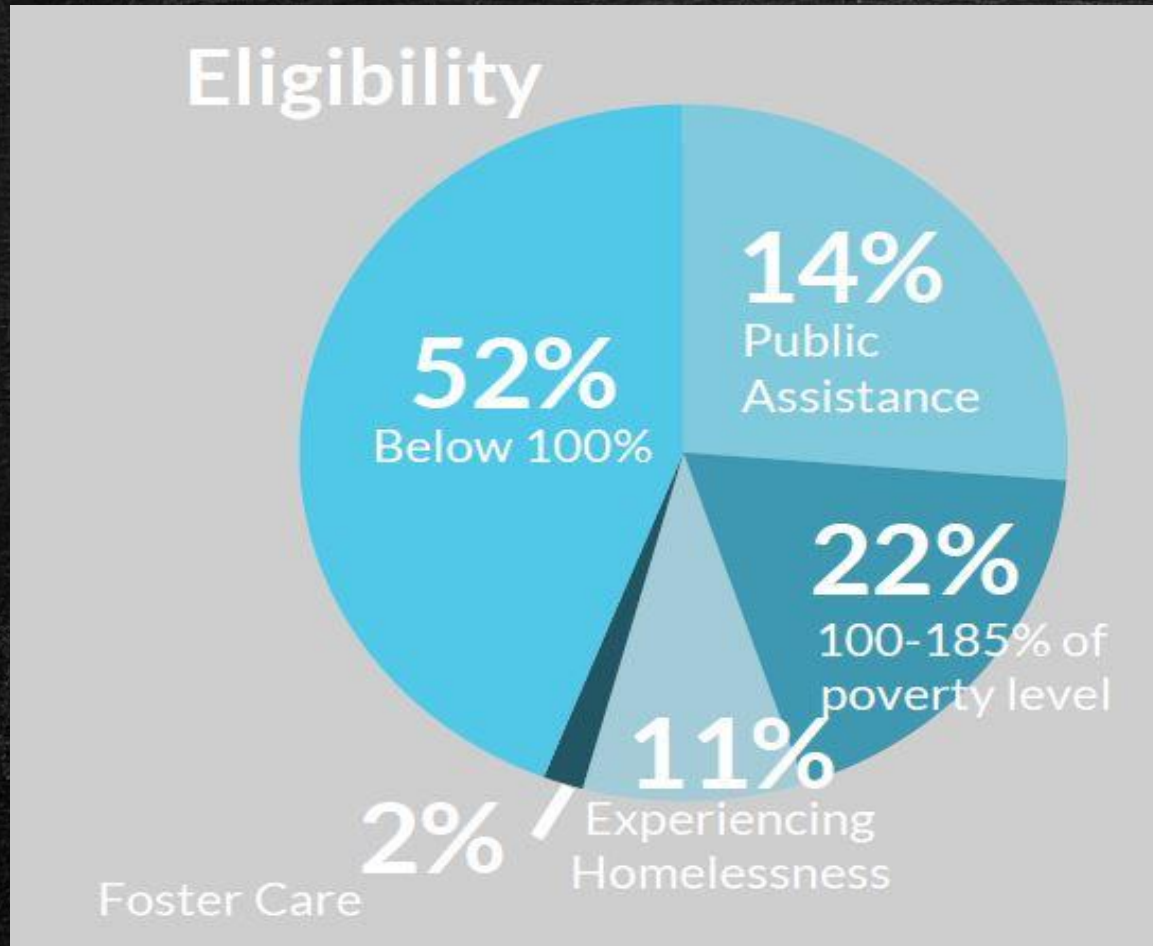
- Early Childhood County Coordinators: Marin Rodewald, Sharon Wolf
- Early Childhood Home Visiting Coordinator: Marin Rodewald
- Child Care Partnership Coordinator: Beth Buck
- Enrollment, Eligibility, Recruitment, Selection, Attendance: Chelsey Klein
- Data Management: Chelsey Klein
- Parent, Family, Community Engagement: Dawn Tommerdahl
- PFCE and Health Assistant: Melanie Tropa
- Health Coordinator: Diane Hinrichs
- Mental Health Coordinator: Dawn Tommerdahl

Today's Presentation

- Head Start 2019-20 Data
- Family Engagement Data
- Guidance Used to Develop COVID Plan
- Head Start COVID Modifications
- Head Start Extension Study

2019-2020 Demographic Data

219 total students served



Gender:

48% Girls
52% Boys

Primary Language:

60% English
21% Spanish
18% Arabic African Languages
1% Other (French Creole, Chinese)

Race:

30% White/non-Hispanic
31% Spanish/Hispanic/Latino
28.5% Black or African American
4.5% Bi-racial/Multi-racial
4.5% Native American
1.5% Asian

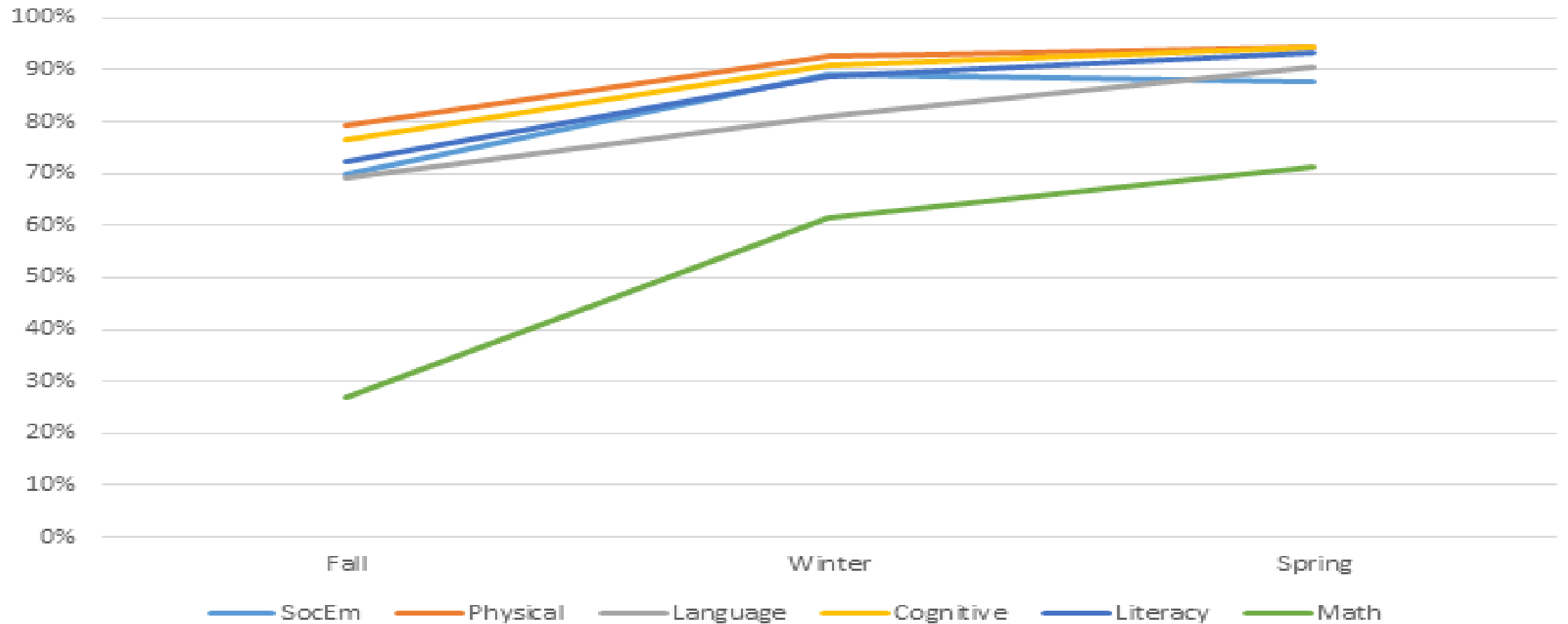
IEP:

82% without IEP
18% with IEP

Age or Class/Grade:

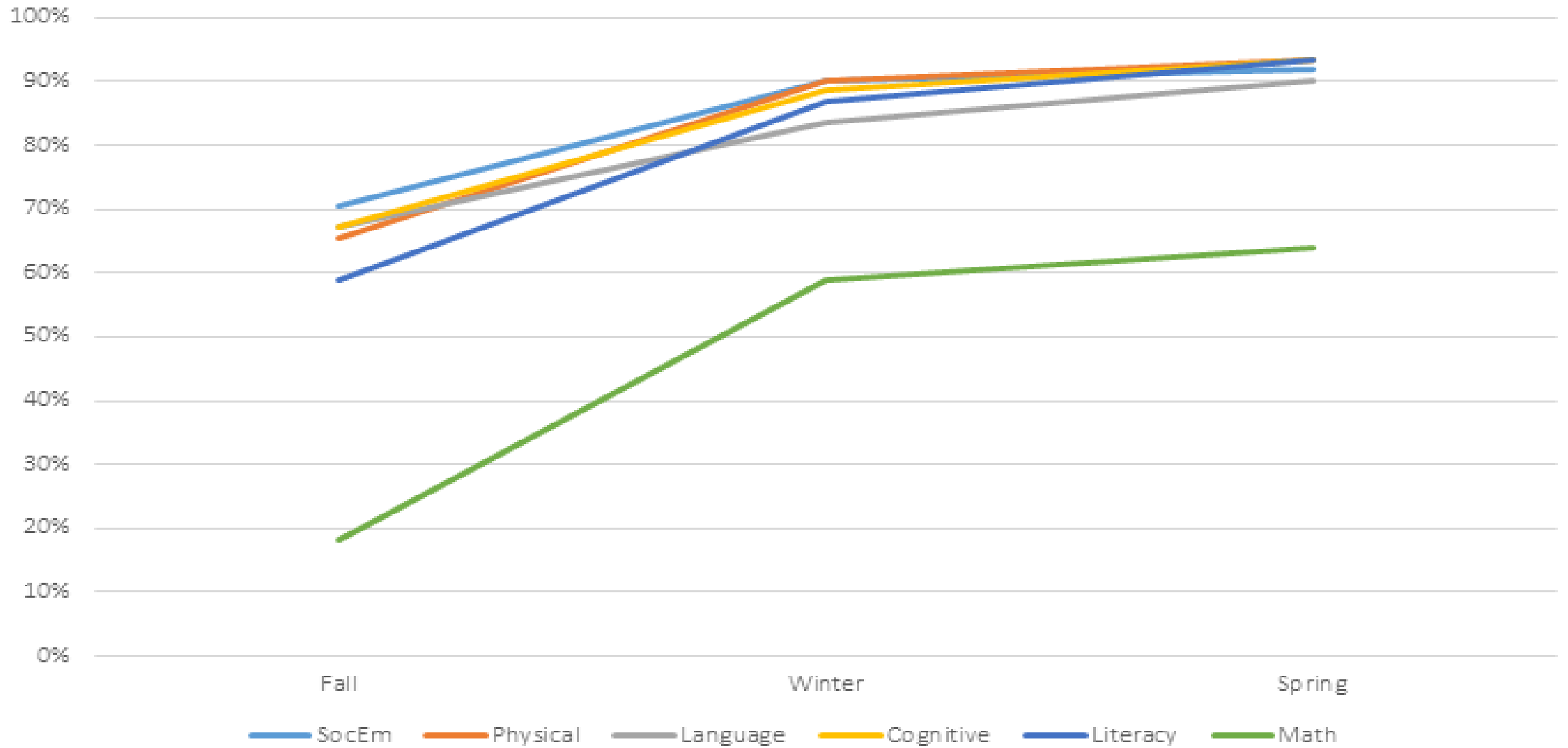
Age 4 by 9/1/19	56.5%
Age 3 by 9/1/19	41.5%
Turned 3 after 9/1/19	2%

% of Students Meeting or Exceeding TS Gold Expectations Combined ages

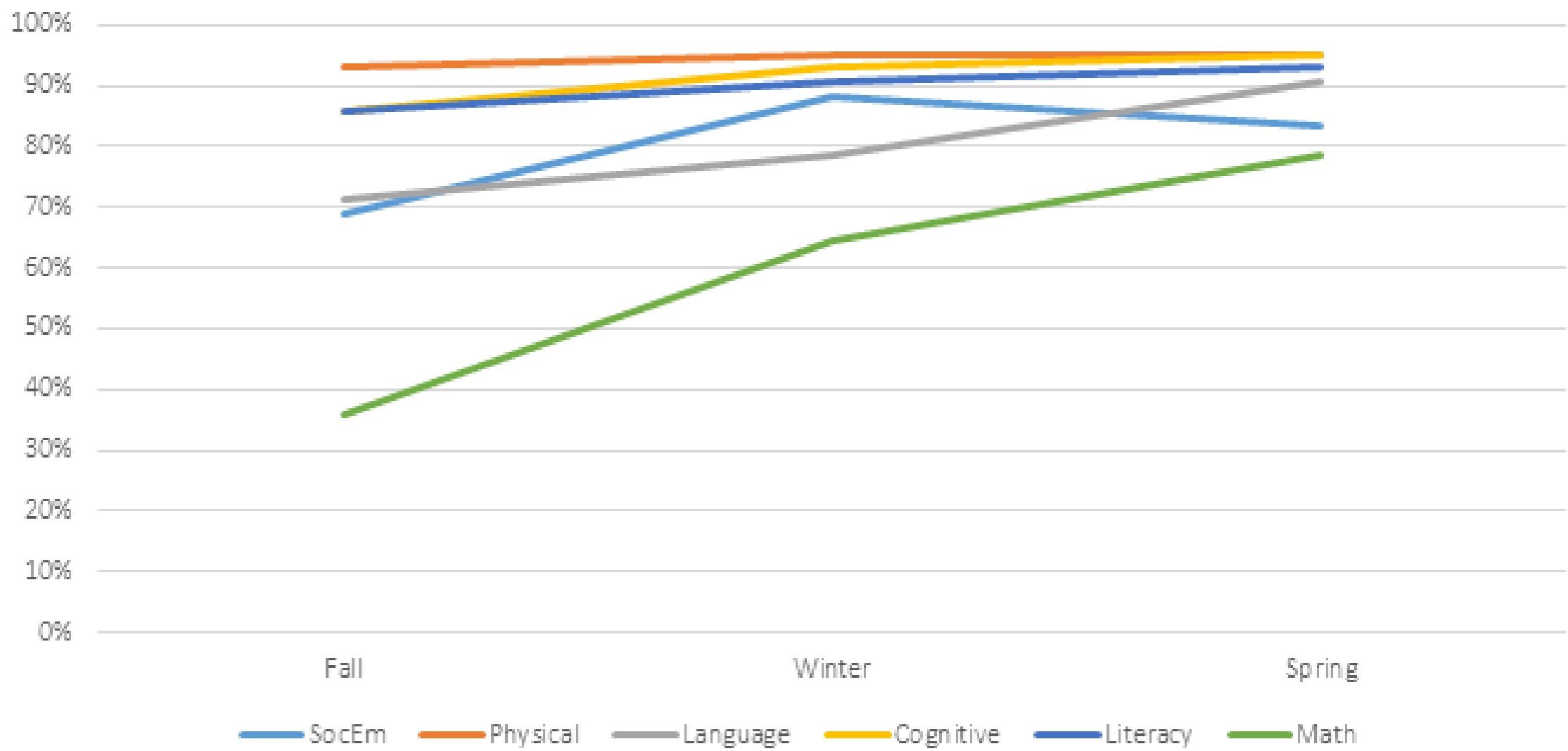


The program typically sees the largest growth between the Winter and Spring checkpoints. This year, that growth slowed during this period. We attribute this slower growth rate to Distance Learning that occurred in March, 2020.

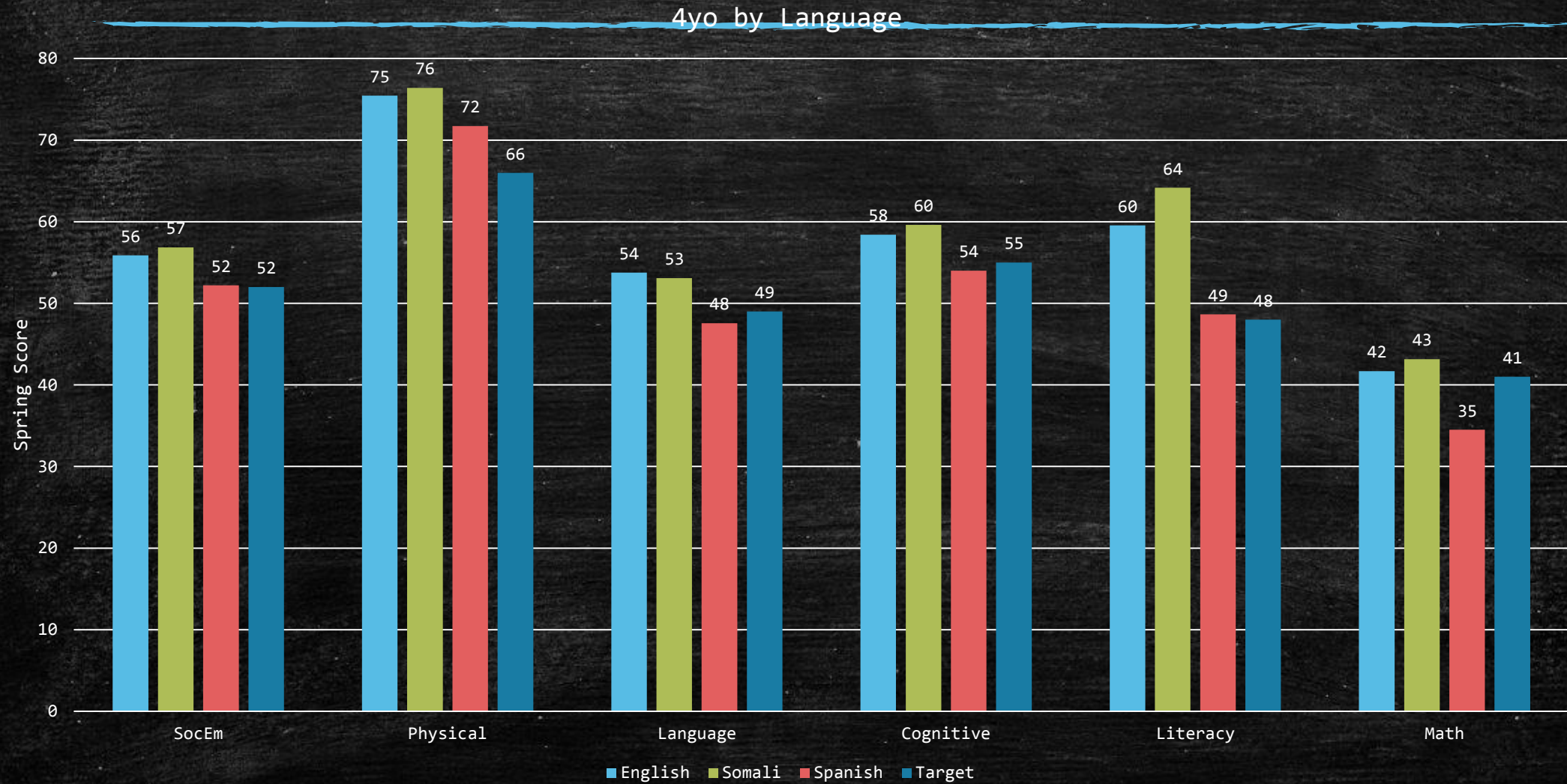
% of Students Meeting or Exceeding TS Gold Expectations 4 year olds



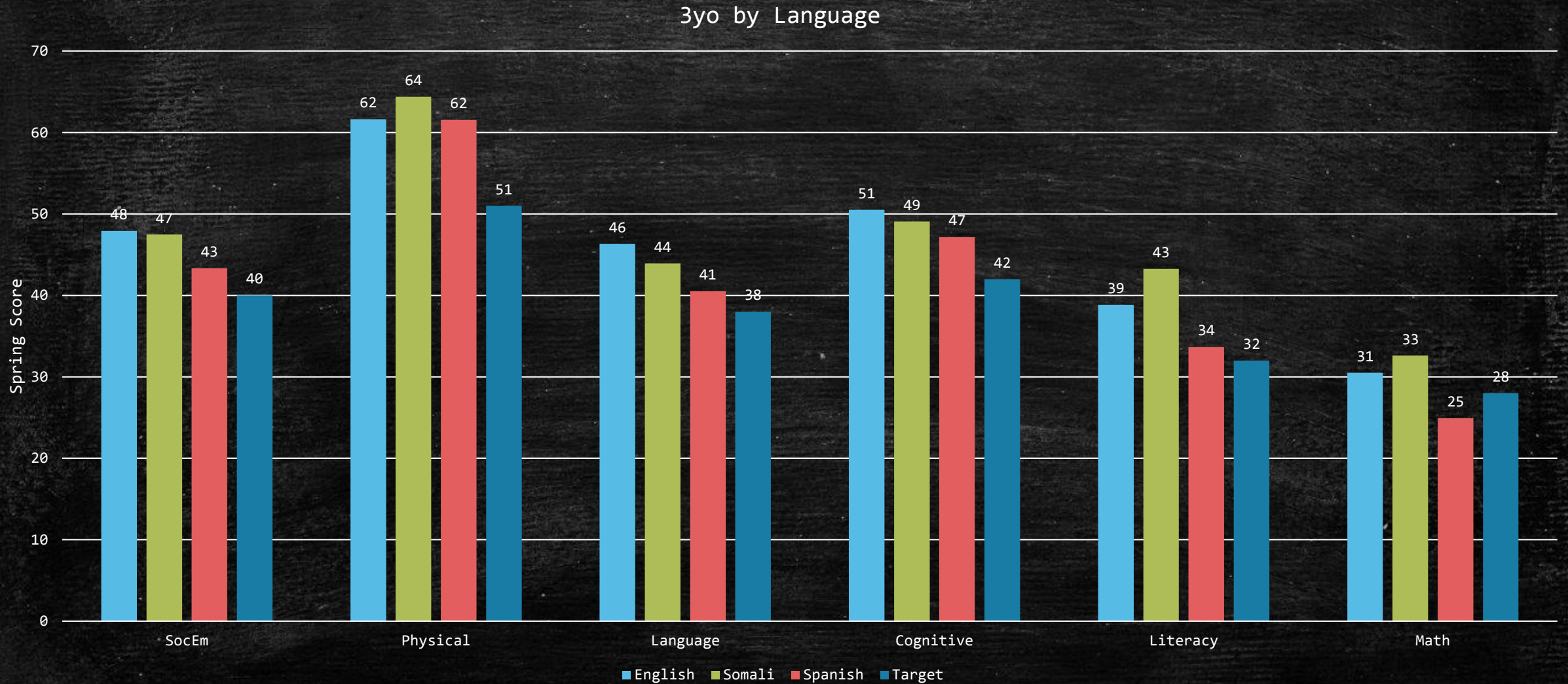
% of Students Meeting or Exceeding TS Gold Expectations 3 year olds



Outcomes by Spoken Language 4 Year Olds

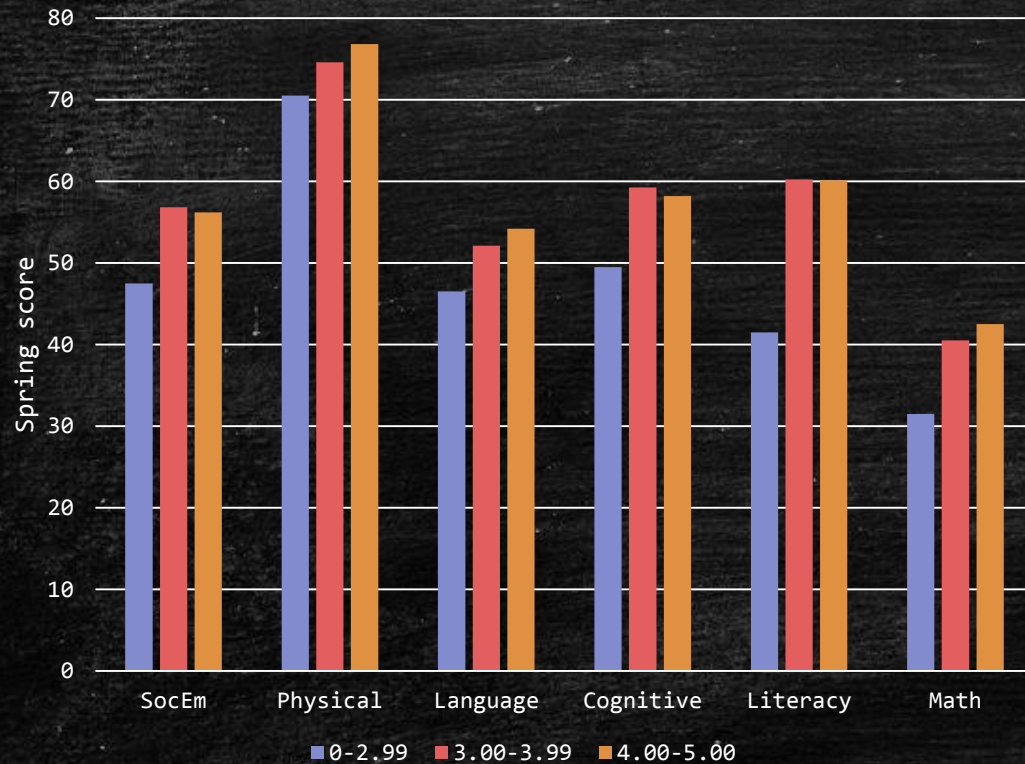


Outcomes by Spoken Language 3 Year Olds

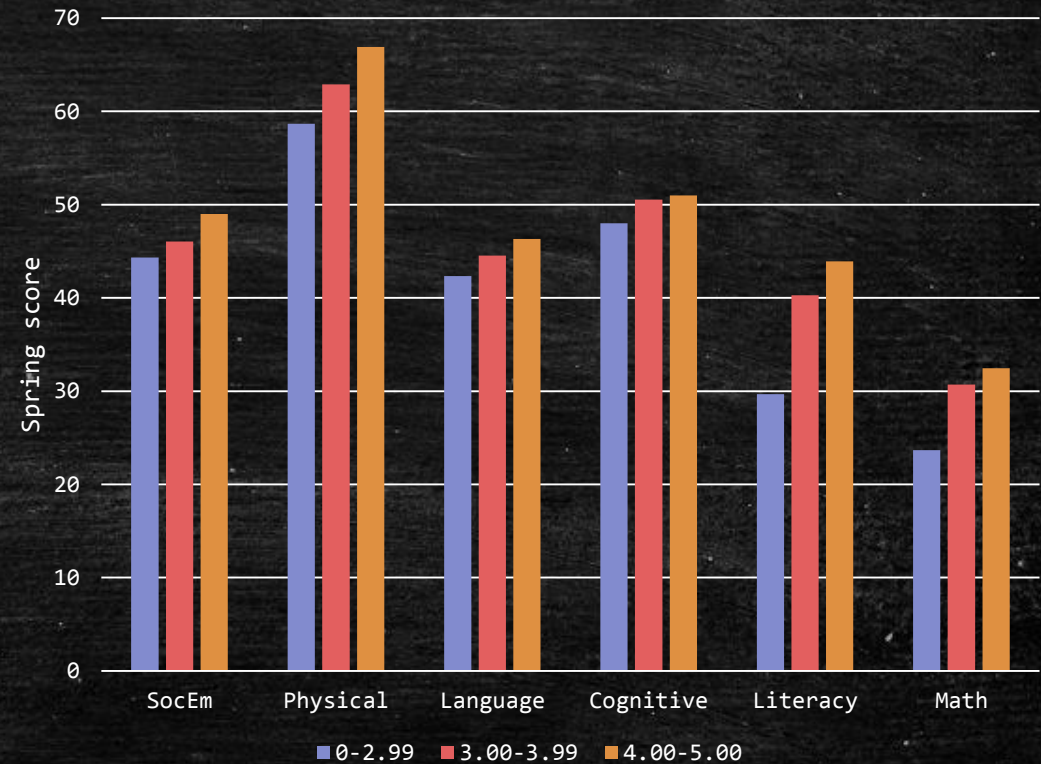


Correlation Between Child Outcomes and Family Life Outcomes

Child outcomes and family life outcomes
4yos



Child outcomes and family life outcomes
3yos



There is a clear relationship between family life and child outcomes.

Family Engagement Distance Learning

- Teaching staff recorded 1757 actions associated with contacting 159 families during the last two months of the school year.
- Outreach included:
 - Distributing literacy and other activities to children for parents and children to work on together
 - Connecting families to local resources (employment, housing, food, technology)
 - Ensuring families apply for EAP crisis funds
- End of year celebrations

Distance Learning-What was helpful

- What was helpful about distance learning:
 - The internet is the most useful and I have never had the internet. (Staff helped the family get connected)
 - Getting support and coaching from teachers
 - Being able to read with my child and learning every story.
 - Constant communication
- What was difficult or challenging about distance learning:
 - Missed their friends/teachers.
 - Having my child at home
 - Being the second teacher

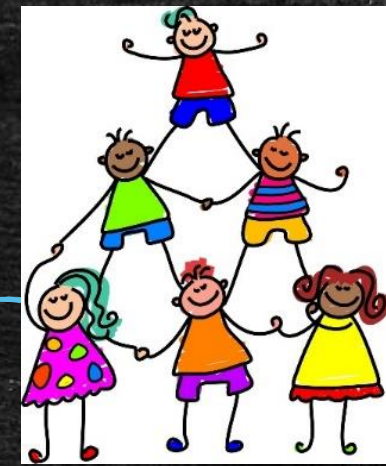
Parent Gauge-Areas of Growth

- I participate in activities that have helped me get my child ready for school.
- I set aside time to read with my child.
- I make sure that my child is in class every day.
- I make sure my child receives regular medical care.
- I make sure my child receives regular dental care
- I feel connected to other parents and adults.
- The program has given me opportunities to connect with other parents and adults.

How Having a Child in Head Start Changed my Family

- The parent or family:
 - A lot has changed now- we have our time to read, play and share
 - Has helped put goals into perspective for me and my child.
 - We have more communication, and there is more interest in the needs of others
- The child:
 - She has blossomed, she talks more, has more social skills, and learned how to be a more empathic friend.
 - He learned many things one of them sharing and being nice to other kids and more responsible
 - So much in such a good way! He knows how to share more and be nice to all his friends and family better and has learned so much I just love it and keeps learning.

Guidance from the Office Of Head Start



- **Remain open and continue providing services according to MDE guidelines**
- **Understands we will need to close classroom/centers if confirmed case/exposers**
- **Do not need to make up COVID related days closed**
- **Will understand if screening are low- due to health providers dealing with COVID-19.**
- **Understand if under-enrolled due to smaller class sizes**
- **Understand attendance may be low**
- **Allows us to provide distance learning for centers closed and children that are quarantined**
- **Transportation guidance for social distancing on the bus**

Guidance from State of Minnesota

Governor Walz & Lt Governor Flanagan

- **Child Care is considered Essential**
- **Need child care to remain open and continue with services**
- **Required to have a COVID-19 Preparedness plan**
- **Updates to Rule 3 MN State Licensing**
- **Free COVID testing for Child Care Workers**



Guidance from MN Department of Health and Center of Disease Control (CDC)

- **Screening staff and children prior to Entering Building/Bus**
- **Hand Washing, Hand Washing, Hand Washing**
- **Cover coughs and sneezes**
- **Social Distancing of at least 6 feet apart**
 - **Smaller group sizes when possible**
 - **Minimize opportunities for mixing groups of children**
 - **Maintain the same group of children from day to day**
 - **Limit the number of staff/child contacts (3 teachers in a classroom)**
 - **Limit the number of staff/staff contact (minimize # in break rooms/offices)**



Guidance from MN Department of Health and Center of Disease Control (CDC)

- **Limit nonessential visitors, volunteers and activities**
- **Limit the use of playgrounds to only programs and not community**
- **Offer outdoor play in staggered shifts**
- **Hold staff meetings and parent meetings virtually**
- **Ensure Daily cleaning and disinfecting, including doorknobs, stair rails, counters, copy machine, phones, etc.**
- **Dedicate individual classroom and office materials**



Guidance from MN Department of Health and Center of Disease Control (CDC)

- **Provide parents education about the importance of monitoring symptoms and staying home if sick**
- **Stay home if you are sick**
- **Follow the exclusion guidance and isolate staff and children with symptoms**
 - **MDH Decision Tree**
- **Encourage staff to limit their interactions with others on their time off.**



Head Start COVID Modifications



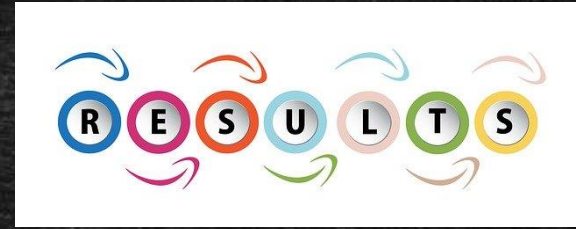
- Ten children in each classroom (half of our normal enrollment)
- Screening of Children and Parents prior to Drop-Off
- Staggered Class Start Times to avoid overcrowding at Drop-Off and Pick-Up times
- Home Visits, Parent Meetings and Policy Council Meetings will all take place virtually through Zoom
- Physical Distancing: Children will remain 6 feet apart during lunch/snack times and during nap time
- Individualized classroom materials
- Learning will take place in small groups and outside if possible
- Have specific guidelines to follow if staff or child is experiencing COVID symptoms



Minnesota Head Start Extension Study

- In the Fall of 2018, participating programs set out to learn how Head Start children were doing after leaving Head Start.
- The study looked at children's attendance, 3rd grade MN Comprehensive Assessments data and identification for special education services.
- Transitioned into 1200 different elementary school
- Included 20,000 4 year olds
- 300,00 "School Peers" meaning sharing characteristics such as reduced lunch and other similar demographics

Key Findings



- Head Start children's performance on 3rd grade math and reading assessments were comparable to their "School Peers."
- Children with two years of Head Start (HS) or Early Head Start (EHS) achieved higher 3rd grade scores than those with just one year of Head Start.
- On average, multilingual learners with two or more years of HS/EHS passed Minnesota's English Proficiency Exam (ACCESS) slightly earlier than their "School Peers."
- The Head Start sample had significantly better attendance than their School Peers
- Children with high attendance (over 90% attendance) in Head Start outperformed their "School Peers" on both 3rd grade math and reading assessments, scoring higher on both measures.

- **Head Start:**

- * **Federal Grant- \$1,751,355.00 Funds 169 Head Start children**

- * **State Grant- \$368,167.00 Funds 22 Head Start and 10 EHS Home Visiting children**

- * **Pathway II State Scholarships- 456,796.00 (over two years) Funds transportation for all Half Day programming and two bilingual teachers**

- * **COVID Grant- \$148,518.00**

- * **Innovative Grant- \$ 89,584.00 Created a Social/Emotional Coach position**

- **Early Head Start Home Visiting:**

- * **State Grant- \$368,167.00 Funds 10 EHS Home Visiting children**

- * **Evidence Based Home Visiting:**

- * **State Grant Department of Health \$2,270,607 Funds 106 EHS Home Visiting**

- **Innovation EBHV Grant Department of Health Funds 1 Data Compliance Coordinator**

- **Child Care Partnership:**

- * **Families First- 8,200 per month to Three Rivers and 4,112.00 per child per year Funds 4 infants and 8 toddlers**