



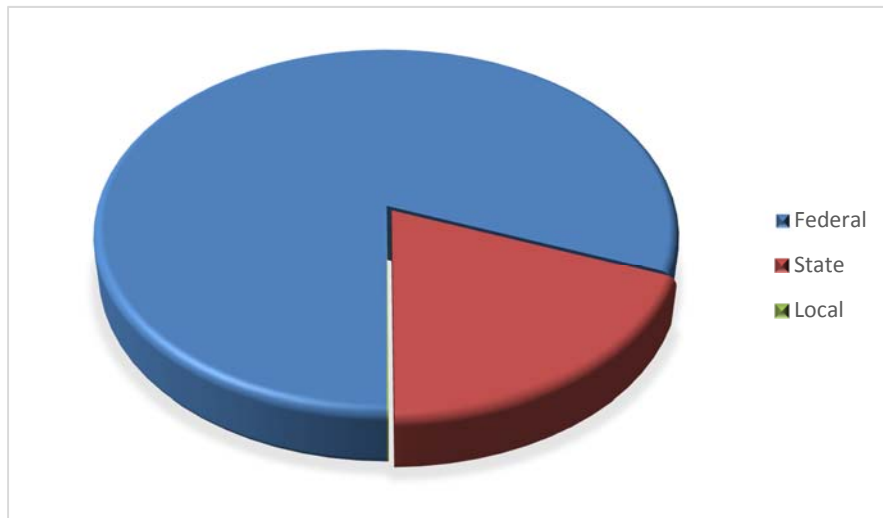
**Three Rivers Community Action, Inc.
Head Start Annual Report to the Public
Program Year 05/01/2018 – 04/30/2019**

**2018-2019 Budgetary Expenditures
Compared to**

<u>Budget Category</u>	Proposed 2019-2020 Budget	
	2018-2019 <u>Actual %</u>	2019-2020 <u>Proposed %</u>
Personnel	56.06%	55.75%
Fringe Benefits	15.02%	14.91%
Travel	0.45%	0.60%
Equipment	0.00%	0.00%
Supplies	2.24%	2.36%
Contractual	2.64%	2.79%
Other	<u>23.59%</u>	<u>23.59%</u>
Totals	<u>100.00%</u>	<u>100.00%</u>

Head Start Revenues for 2018-2019

<u>Funding Source</u>	<u>Amount</u>
Federal	1,809,104.02
State	528,394.92
Local	<u>1,406.00</u>
Total Funds Received	<u>\$ 2,338,905.85</u>



Enrollment

	Federal	State	Total
Funded Enrollment	169	18	187

- Average monthly enrollment: 100% federally funded enrollment

Monitoring Review

The Three Rivers Community Action, Inc. Head Start program did not receive any Federal Monitoring reviews.

Three Rivers Head Start Parent, Family and Community Engagement Report 2018 – 19 program year

This report is organized according to the seven family outcomes of the PFCE Framework.

Family goals: 73 families set 84 goals; 33 (39%) were completed.

Family Outcome #1: FAMILY WELL-BEING: Parents and families are safe, healthy, and have increased financial security.

- Families set 15 **health**-related goals in three areas.
 1. Physical activity: 3 goals set and 2 completed
Examples:
 1. sports at YMCA
 2. more outdoor time
 2. Nutrition: 8 goals / 5 completed
Examples:
 3. eat more fruit, make healthy meals
 4. sit down for family meals
 3. Other health-related: 4 goals / 2 completed
Examples:
 5. enroll in health insurance
 6. mental health
- Families set 18 goals related to **financial security** in the areas of:
 1. Housing: 7 goals / 2 completed
 2. Energy Assistance: 7 goals / 4 completed
 3. Other: 4 goals / 3 completed
Examples
 - Financial (pay off student loans, pay off fees, pay for car repair)
 - Employment
 - Childcare



Data source: ChildPlus Family Service Event – Family Goal

Family Outcome #2: POSITIVE PARENT-CHILD RELATIONSHIPS: Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

- Develop warm family relationships: 9 goals / 1 completed
- Literacy-related (go to library, read together) – 11 goals / 3 completed
- Communicate with school –2 goals /2 completed
- Support children's growing independence: 33 goals / 14 completed



- Potty training
- Routines (daily/bedtime)
- Tie shoes
- Self-regulation

Data sources: ChildPlus Family Service Event – Family Goal, Education Event - School Readiness Goals

Family Outcome #3: FAMILIES AS LIFELONG EDUCATORS: Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.


At school: Eighteen parents spent 27.75 hours as classroom volunteers.

At home:

School readiness goals: 189 families set 471 goals; 230 (49%) were completed


- Parents set the following goals to support their children’s school readiness in **literacy**:

Literacy area	# goals set	# goals completed
Recognize letters in names or the alphabet in general	93	36
Trace or write names (first name and/or last name) or letters of the alphabet (upper case/lower case)*	91	49
Phonological awareness (letter sounds, sounding out words, rhyming)	34	21
Other (recognize name, reading, language-related)	26	12
total	244	118



* Goals related to the mechanics of writing are listed under “fine motor skills” below.

- Parents set the following goals to support their children’s school readiness in **math**:

	Math area	# goals set	# goals completed
	Count to 5, 10 or higher	57	30
Count items	9	7	
Recognize numbers	56	20	
Recognize shapes	27	16	
Other (add/subtract, classify/sort, patterns)	7	5	
total	156	78	

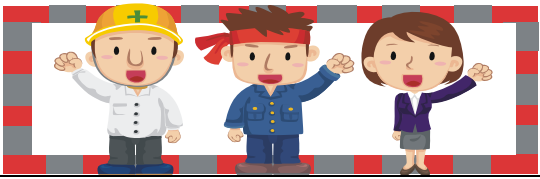
- Parents set goals in the areas below to support their children’s school readiness:

Area		# goals set	# goals completed
Learn colors		15	10
Fine motor skills	15	10	
Social-emotional skills	20	12	
Other (incl. attendance)	10	4	
total	60	36	

Data sources: ChildPlus Inkind report, ChildPlus Education Event - School Readiness Goal, Family Service Event – Family Goal

Family Outcome #4 FAMILIES AS LEARNERS: Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

- Parents set goals for their own learning in the following areas:

	# goals set	# goals completed
register for college	1	
sign up for/continue with/finish GED	1	
Job training/certification	1	1
get drivers license	4	
total	7	1

Data source: ChildPlus service area Family Goal – Learning

Family Outcome #5: FAMILY ENGAGEMENT IN TRANSITIONS: Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including Early Head Start to Head Start, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.

- **Transition goals:** 138 families set 234 goals; 214 (91%) were completed

Transition goals included:

- Transition to 2nd year in Head Start: 84 goals set / 74 completed
- Transition to Kindergarten: 107 goals / 98 completed
- Transition into Head Start: 41 goals / 41 completed
Two teachers in Faribault who had many children who are new to the program in their classes set transition goals with their families around the in-kind calendars (parent-child learning activities at home).
- Transition – other: 1 goal / 1 completed

Data source: ChildPlus Education Event - Transition Goal

Family Outcome #6: FAMILY CONNECTIONS TO PEERS AND COMMUNITY: Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

Parent meetings/family fun nights:

- *Faribault: 5 meetings, 78 families attended*
- *Northfield: 5 meetings, 33 families attended*
- *Red Wing: 5 meetings, 27 families attended*
- *Wabasha: 4 meetings, 17 families attended*
- *Zumbrota: 5 meetings, 15 families attended*

Parent center meeting in conjunction with Parent-Child Activity Day

- *Zumbrota: 3 meetings, parents/caregivers from 12 families attended*
- *Red Wing: 3 meetings, parents/caregivers from 7 families attended*
- *Northfield: 3 meetings, parents from 10 families attended*
- *Faribault: 1 meeting, 1 parent attended*

Data sources: Parent Center Committee Meeting notes, ChildPlus event categories Parent Meeting & Parent-Child Activity Day

Family Outcome #7: FAMILIES AS ADVOCATES AND LEADERS: Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.

- Northfield parents met in December to make play dough and baking clay for the morning class. Another group of parents came up with an idea for a parent-child activity day for the afternoon class, which the teachers carried it out.
- In Zumbrota, Red Wing and Northfield one of the parent center meetings was devoted to providing feedback as part of the **self-assessment process**. Three parents in Wabasha and Faribault attended special focus groups for the self-assessment.

Policy Council

- Six Policy Council meetings were held this program year (August, October, November, January, March and May).
- At the October meeting, we thanked five parents who’d been on Policy Council for one or two years. All five of them have children who have successfully transitioned to kindergarten.
- Five new parents joined Three Rivers Head Start Policy Council in November.
- A returning parent is the MHSA representative. She attended December’s annual meeting, the March quarterly meeting and legislative training, MHSA parent conference in April, the May quarterly meeting and parent leadership training.
- A parent from Faribault joined the Three Rivers Community Action, Inc. Board of Directors in February, representing Head Start and Policy Council.
- Six parents who serve on Policy Council contributed 41.65 hours to governance activities.
- Two Policy Council parents plan to attend MHSA’s June 19 parent focus group on kindergarten transition to provide feedback for Minnesota’s Preschool Development Grant.

Data sources: Policy Council minutes, ChildPlus Inkind report, Self-Assessment notes,

Efforts to Prepare Children for School

The overall program goal for the 2018-2019 program year was for 85% of the children to be meeting or exceeding the widely held expectations (meeting or exceeding the color band range for their age) set by the TSGold assessment tool.

Child Progress from Fall 2018 to Spring 2019

This year’s child outcomes data was collected for 187 children enrolled in the 2018-19 program year:

Demographics



Gender:

53% Girls
47% Boys

Primary Language:

55% English
22% Spanish
19% Arabic African
Languages
3% Unknown
1% Vietnamese

Race:

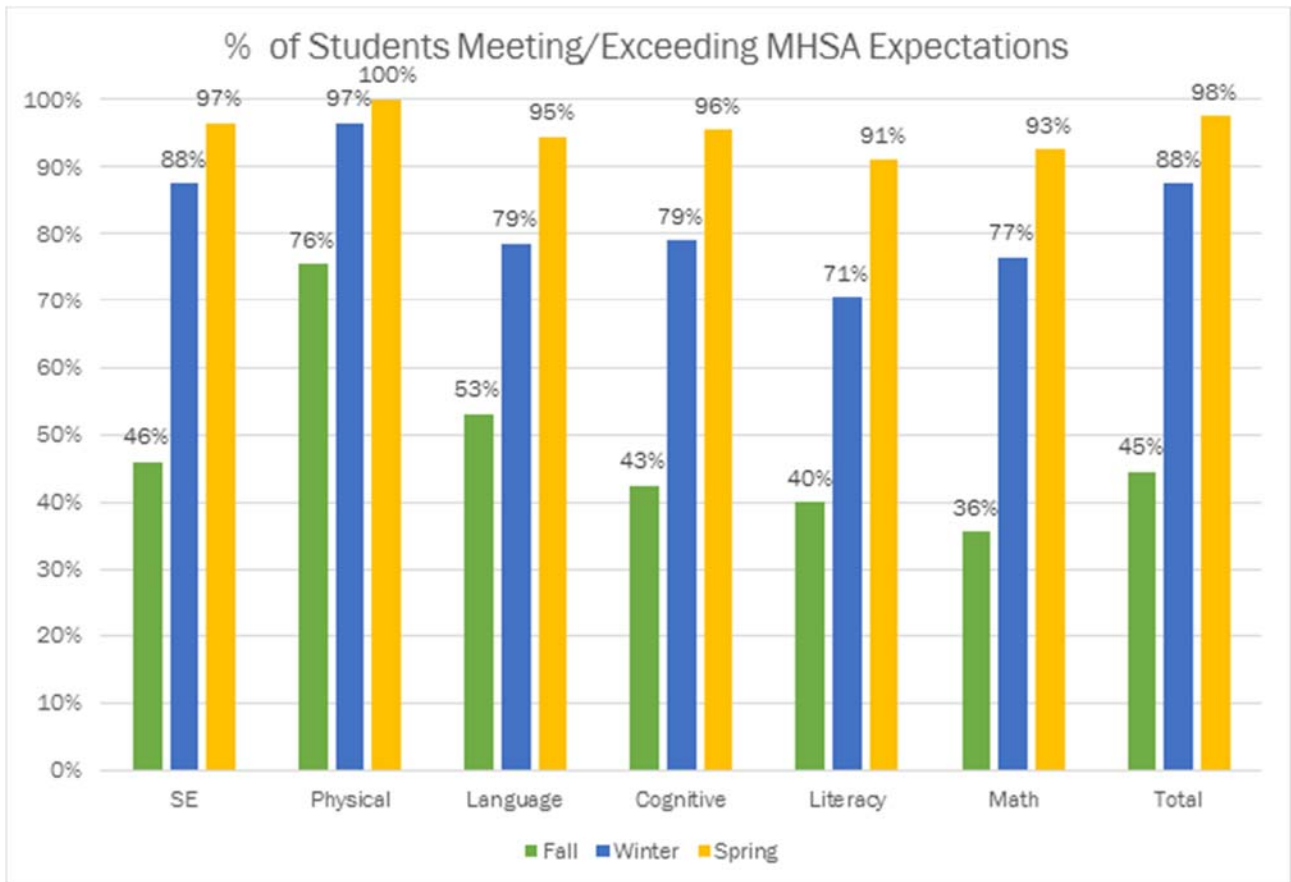
33% White/non-Hispanic
33% Spanish/Hispanic/Latino
36% Black or African American
5% Bi-racial/Multi-racial
2% Unknown
1% Asian

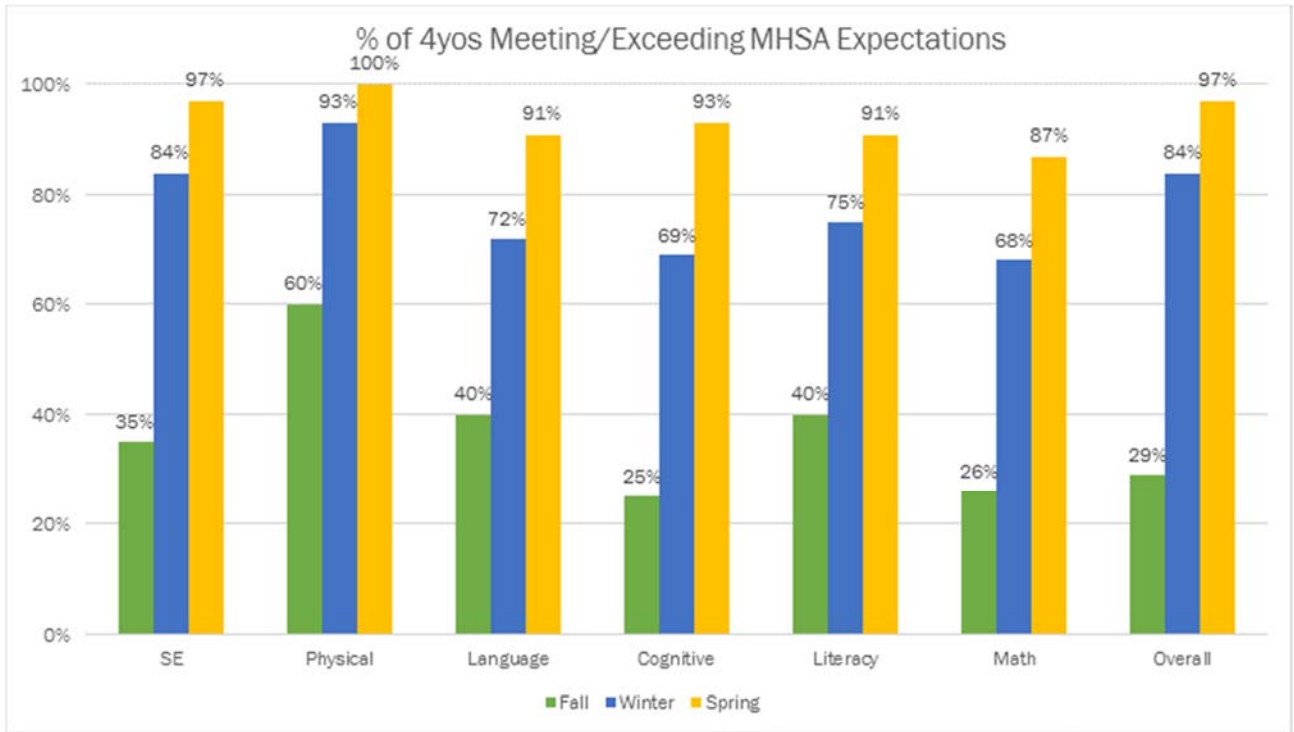
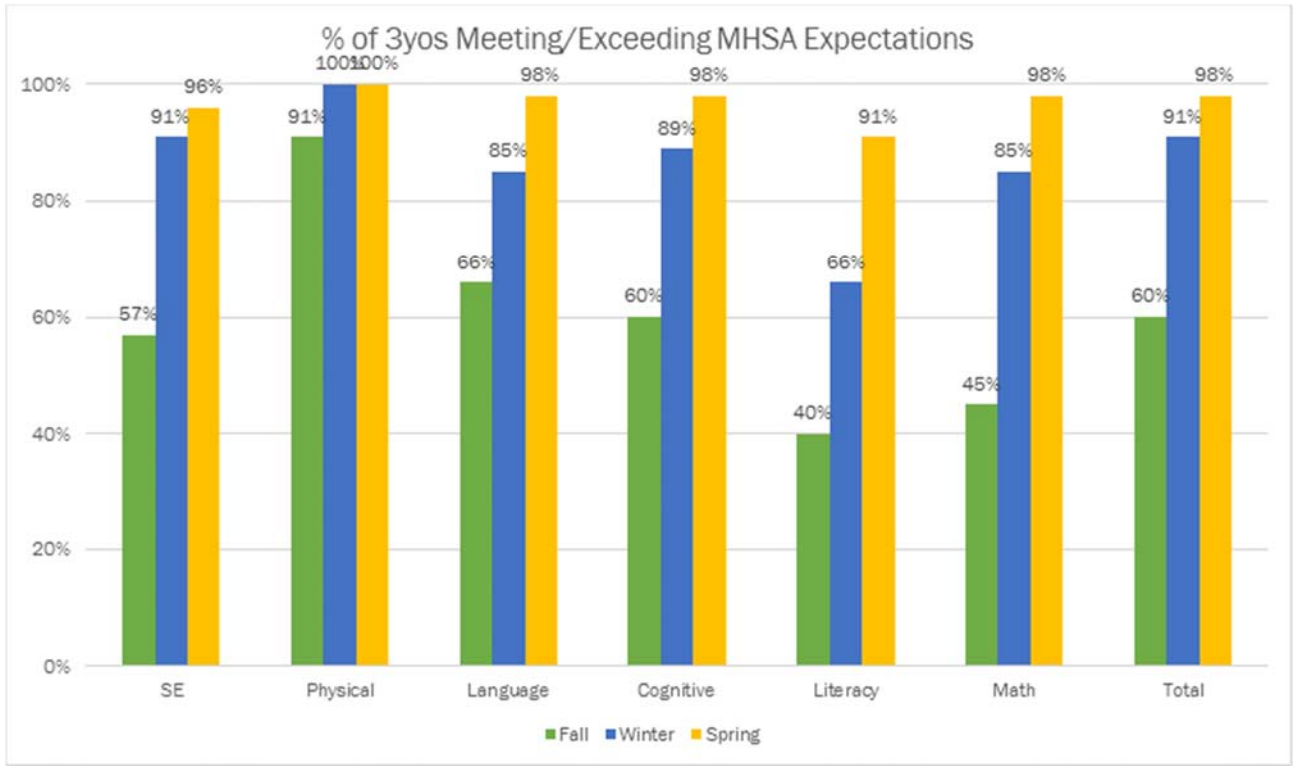
IEP:

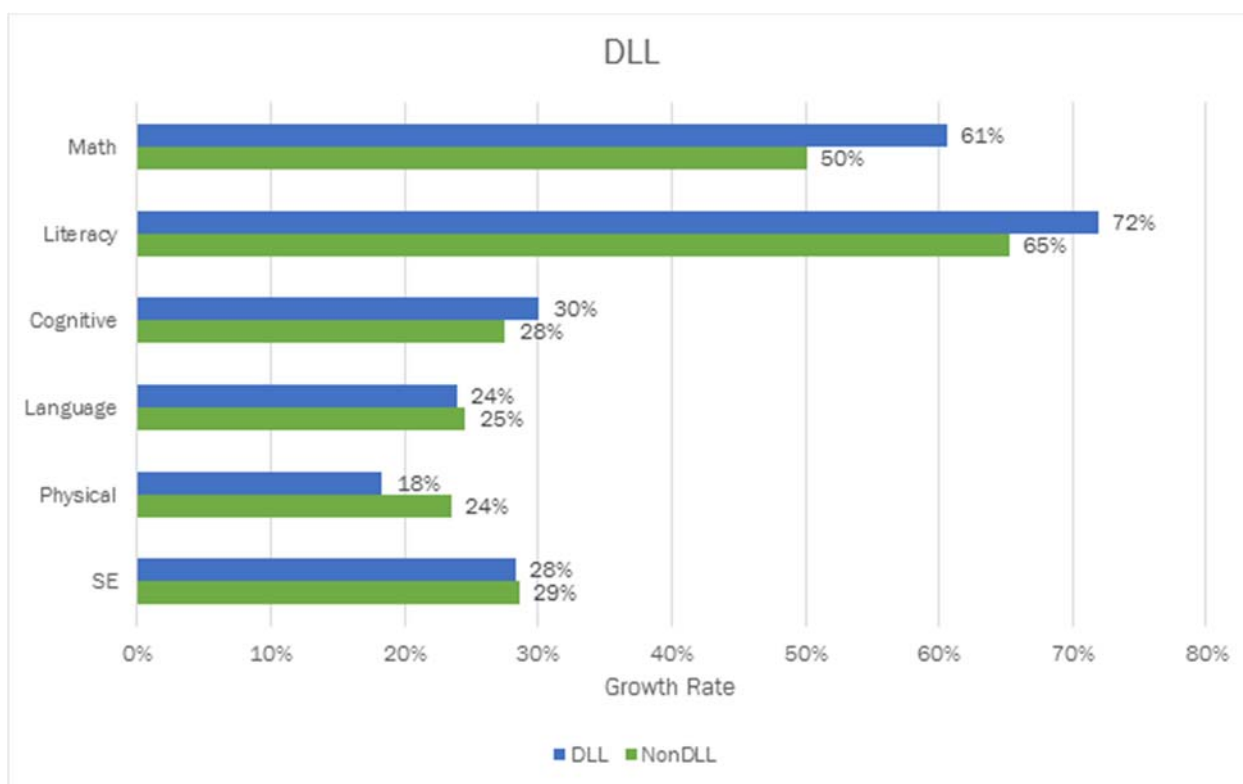
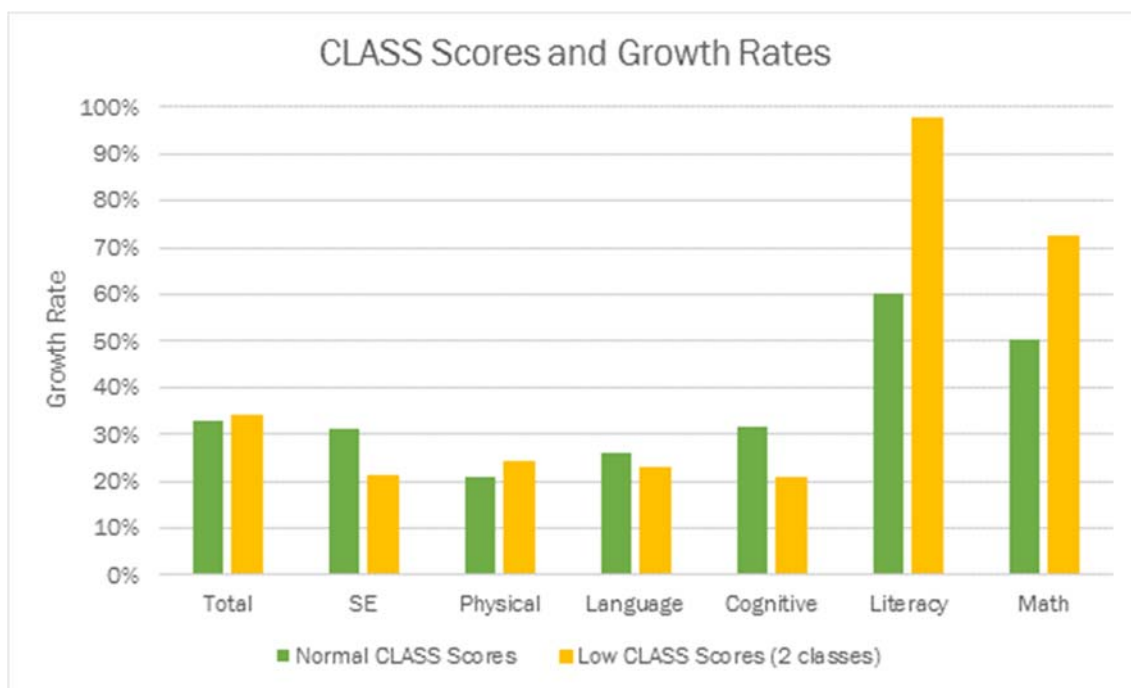
91% without IEP
9% with IEP

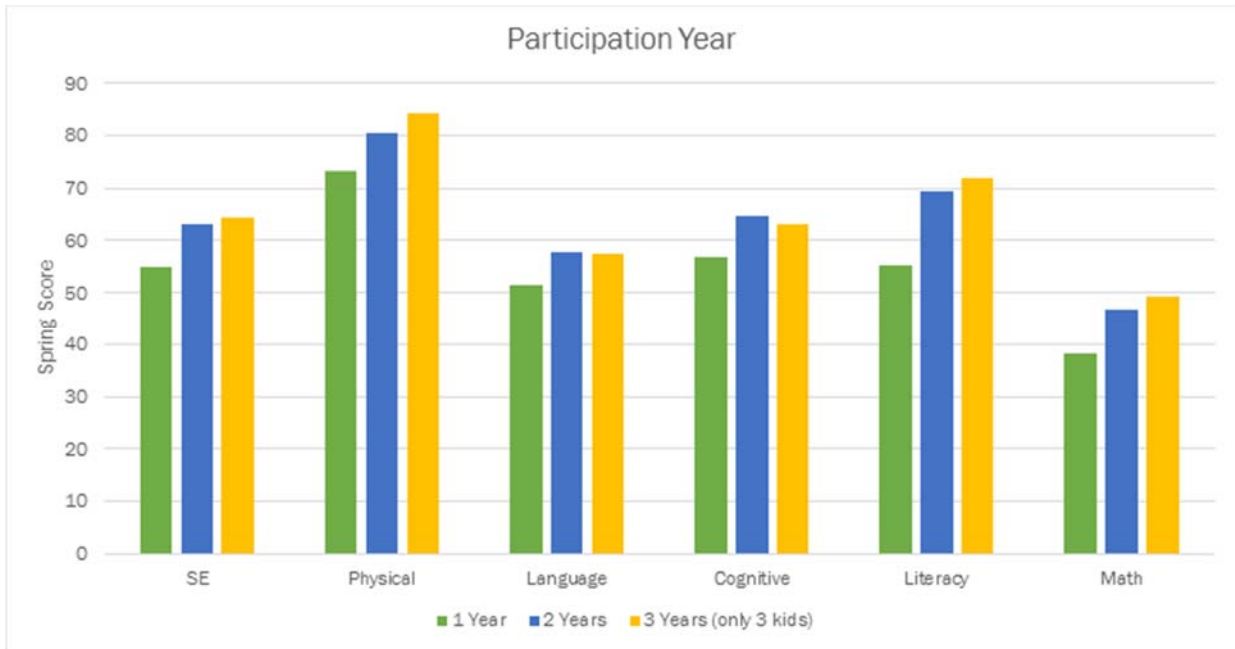
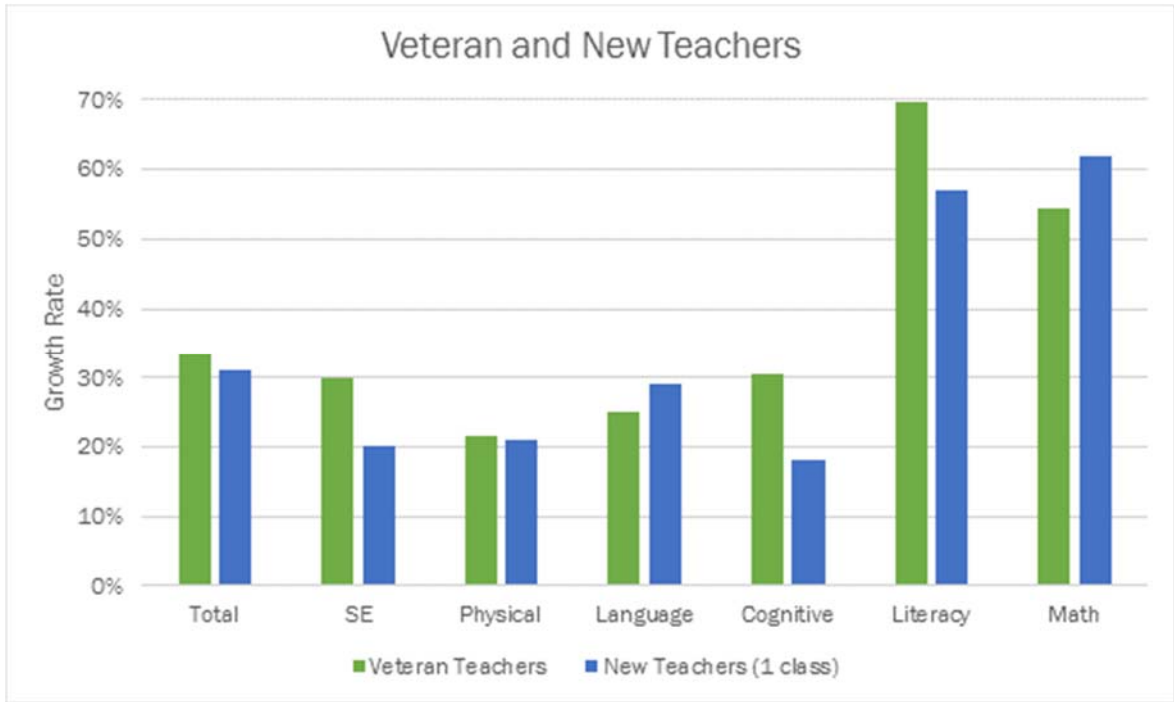
Age or Class/Grade:

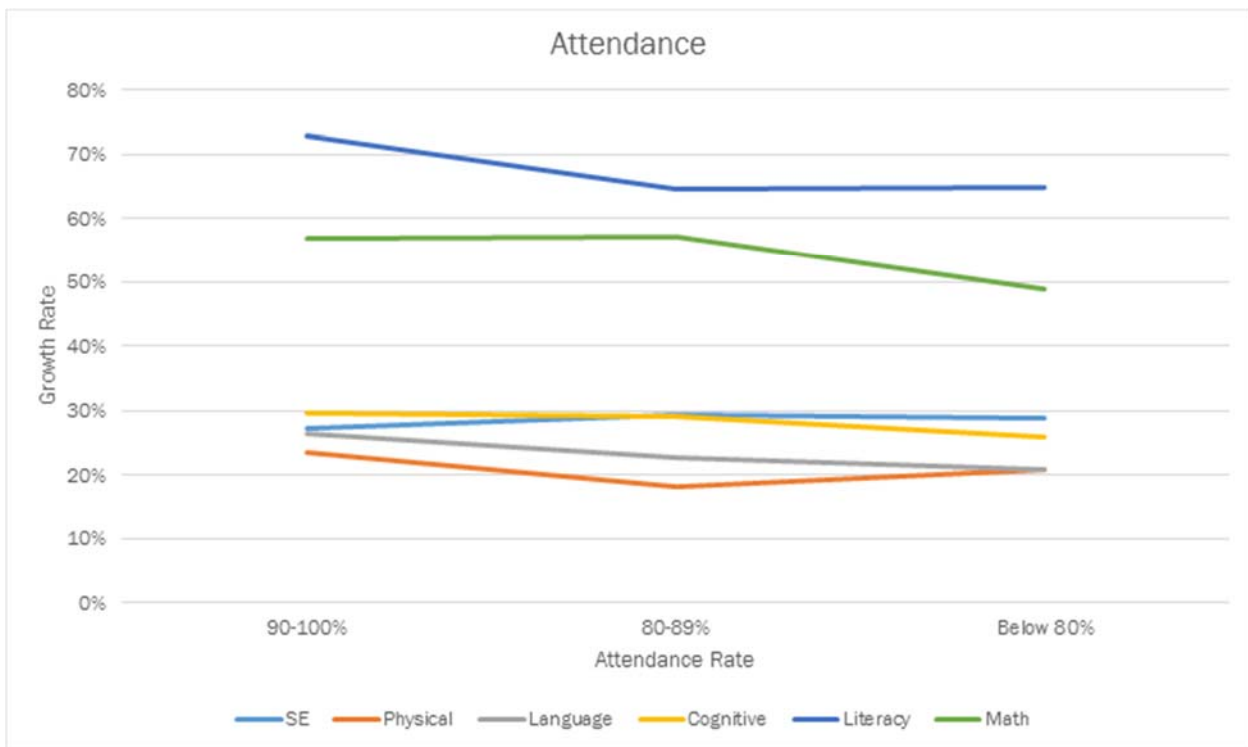
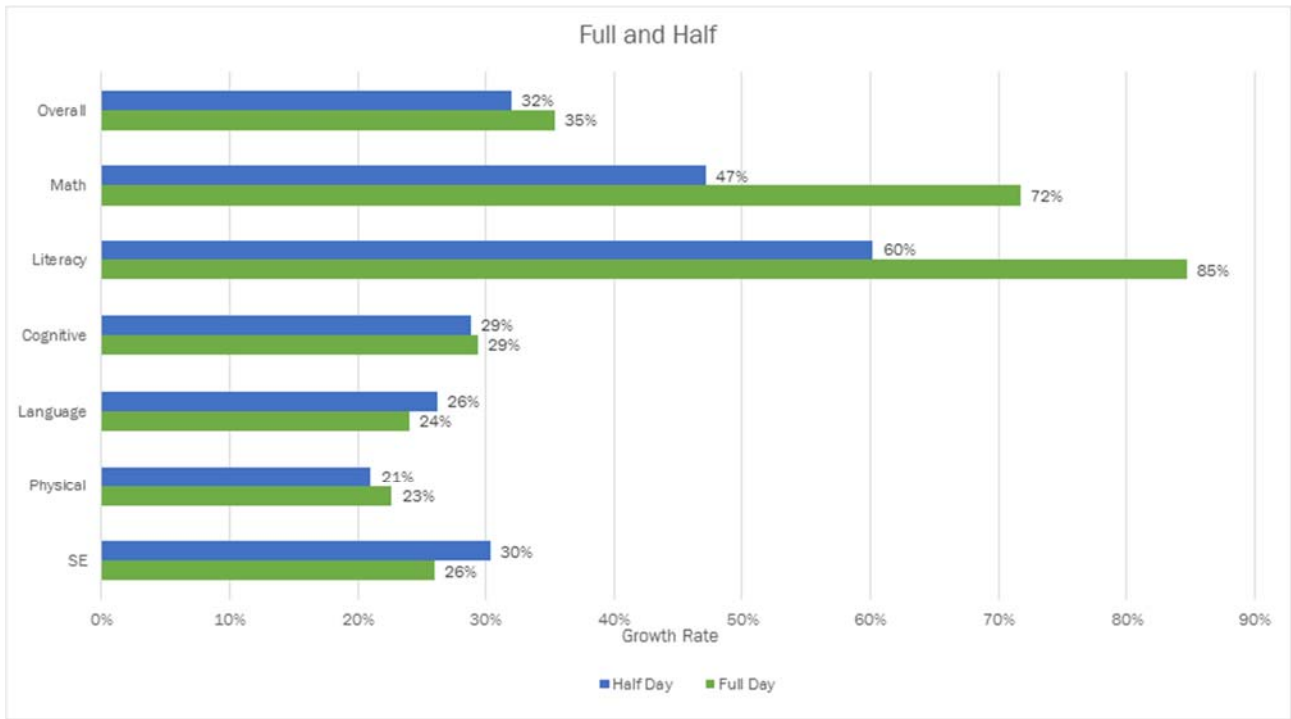
Preschool 3 (green color band) 36%
Pre-K 4 (blue color band) 64%











Three Rivers Community Action, Inc. Head Start program upgraded its assessment program to Teaching Strategies Gold in 2011. The upgrade was made to keep up with the new requirements and the need to produce data in a timelier manner. As a member of the Minnesota Head Start Association’s Quality Assessment User Group (now called Child and Family Outcomes Group), Three Rivers Head Start followed the User Group’s recommendation and adopted Teaching Strategies Gold in order to participate in state-wide School Readiness data collection.

In fall 2013, all staff received training on *Creative Curriculum for Preschool*, 5th Edition (from Teaching Strategies, Inc.), and started implementing the curriculum in their lesson planning. Teachers received additional curriculum training in fall 2015. Teachers also use *Conscious Discipline*, a social-emotional learning and classroom management program which teaches children self-regulations and provides additional support in the Social Emotional developmental area. *Conscious Discipline* parenting education curriculum is also used to improve parenting knowledge and skills, increase parents' ability to manage their own emotions and respond to children's challenging behaviors.

Three Rivers Head Start ensures that data is accurately rated by requiring teaching staff to complete TS Gold's online Inter-rater Reliability certification. Teachers first became certified in fall 2012 and now must be re-certified every two years, contributing to the overall validity of the data. In addition, Professional Development coordinators complete *Creative Curriculum for Preschool* and *Teaching Strategies Gold Fidelity Tool for Administrators* with each teacher. They began using this fidelity tool in winter 2016.

After data finalization in fall 2018 and winter and spring of 2019, data debrief meetings were held with teaching teams. The week after teachers finalize child outcomes for a checkpoint period, the Education coordinator relays program-wide child outcome information to teaching and administrative staff. The Education coordinator meets individually with teachers about their classroom data so teachers can plan for individualizations and adjust the curriculum to meet children's needs. Additional data is also analyzed with the child outcomes data, including attendance, in-kind calendars, family goals and outcomes, etc.).

Since the 2012-13 winter checkpoint, we have been providing teachers with a report prepared by the data analyst hired by MHSA for the School Readiness project. The report lists children who are at highest risk for not meeting developmental targets for kindergarten, based on their fall checkpoint scores and potential growth mitigated by their risk factors. Teachers use the information to plan individualizations for this small group of children to ensure that they are ready to enter kindergarten by the end of Head Start's program year.

Parent Engagement and Child Outcomes

Recognizing parents' role as their child's first and most important teachers is the cornerstone of Head Start's philosophy. Since 2013 we have been analyzing child outcomes related to parent engagement. The following section of this report shows these relationships.

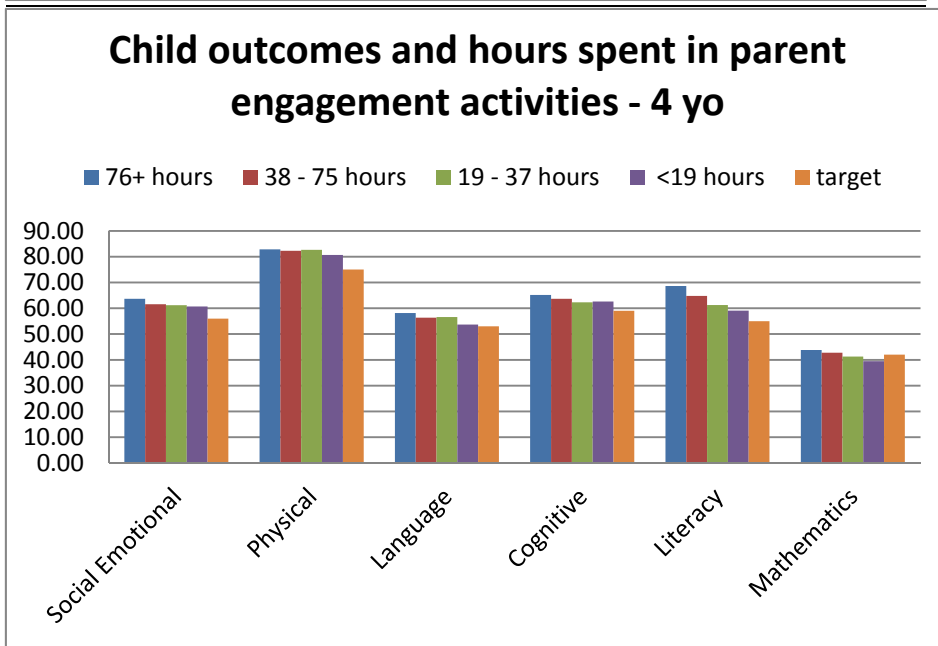
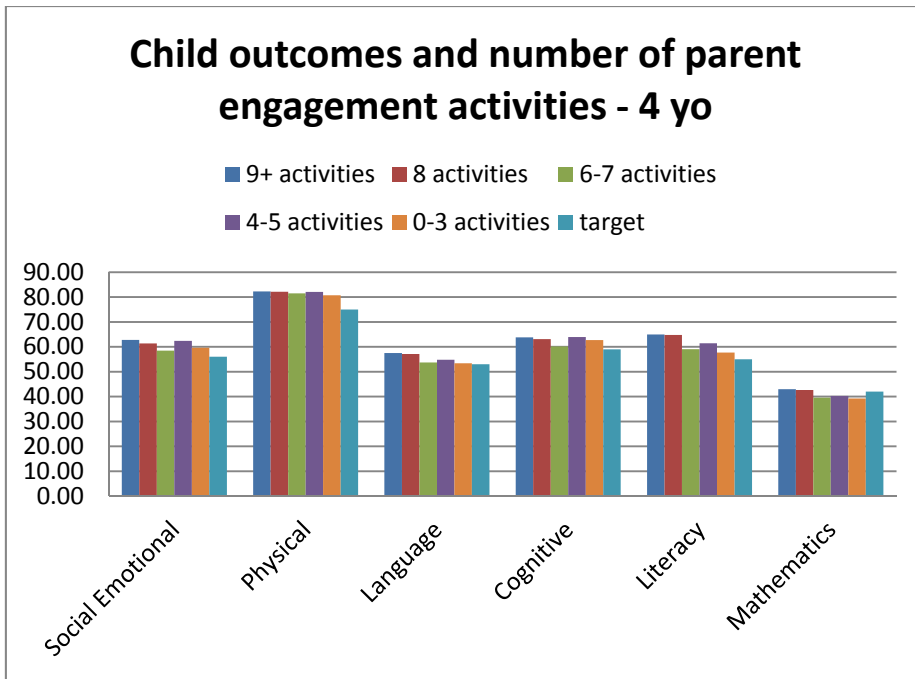
1. Frequency and length of parent engagement activities and child outcomes

A main research question is what matters more, *frequency* or *length* of parent engagement. The charts below address this question.

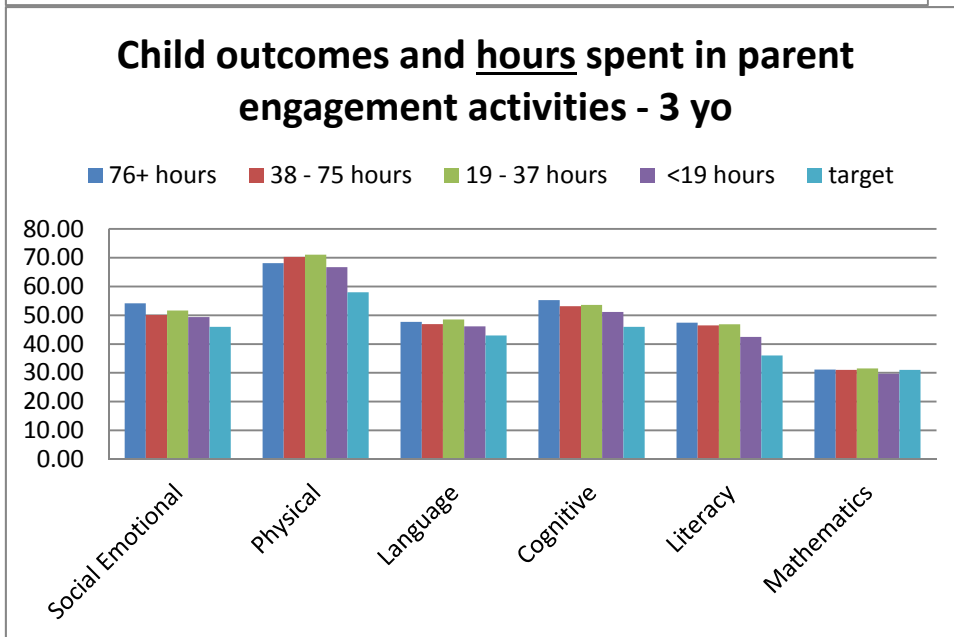
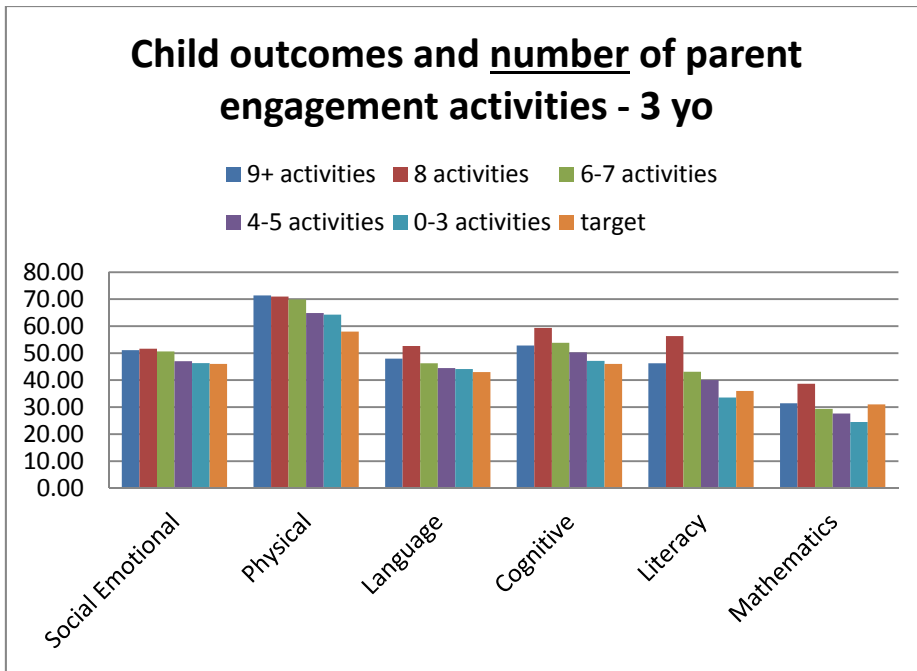
Parent engagement activities included in the charts below include

- attending parent meetings (up to 5 per year),
- attending parent-child activity days at school (up to 3 per year)
- returning in-kind (at-home activities that support child's school readiness goals) calendars (up to 9 per year)
- volunteering in the classroom or on field trips

The breakdown of *numbers* in the charts below is based on half of the total of opportunities offered. The breakdown of *hours* is based on a 38-week program year; 76+ hours equals 2 or more hours per week.



It appears that four-year-old children whose parents participate with them more often in school-related activities, as measured both by frequency of activities and hours do better than children who spend less time.

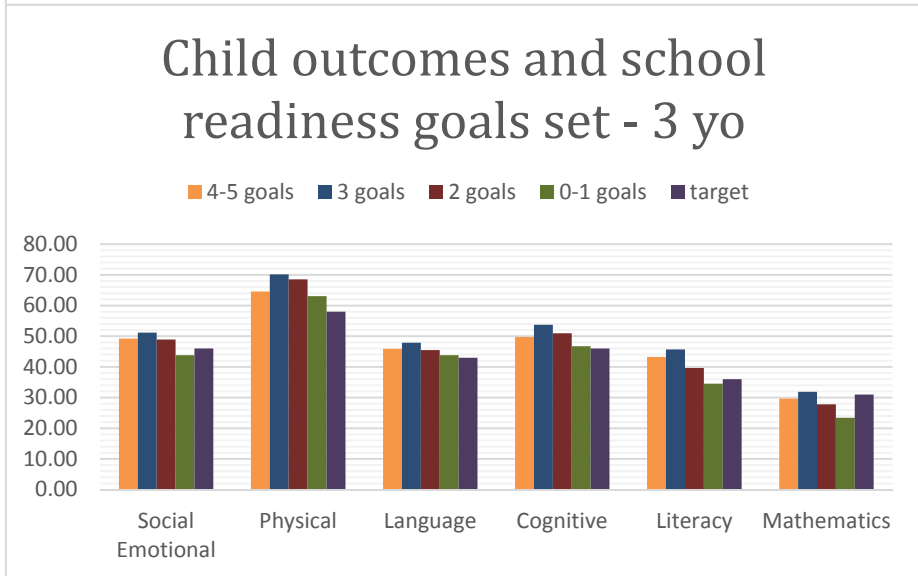
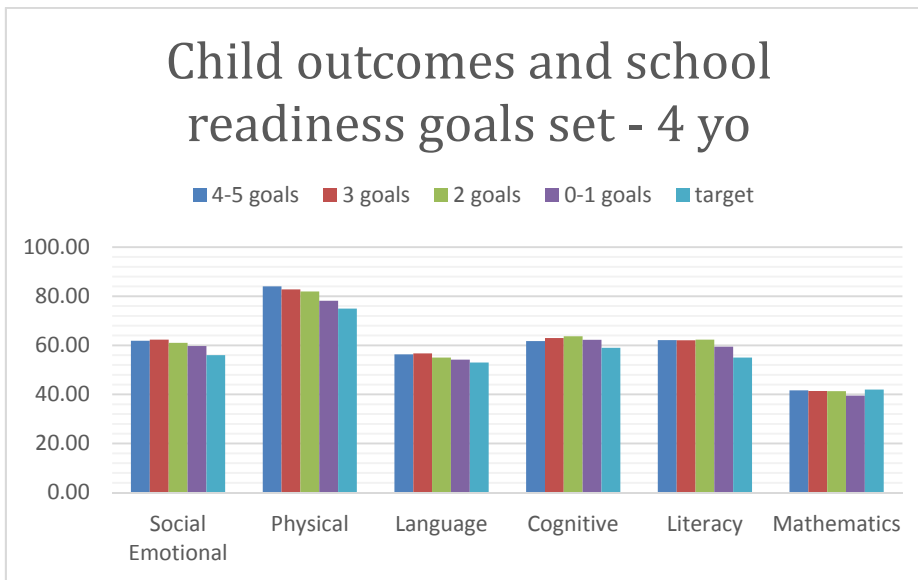


Approximately 30% of parents or three year olds participated in 9 or more parent engagement activities. Slightly more than half of families spent less than 19 hours for the year on family engagement activities.

2. Relationship between child outcomes and number of school readiness goals set

Most parents set at least one school readiness goal for their child in the areas of literacy, math and other. Examples of “other” school readiness goals include social-emotional (following directions or learning to share), independence or self-help skills (potty training, tying shoes). School Readiness goals do not include goals covering a child’s to transition into Head Start, between first and second year of Head Start and from Head Start to kindergarten.

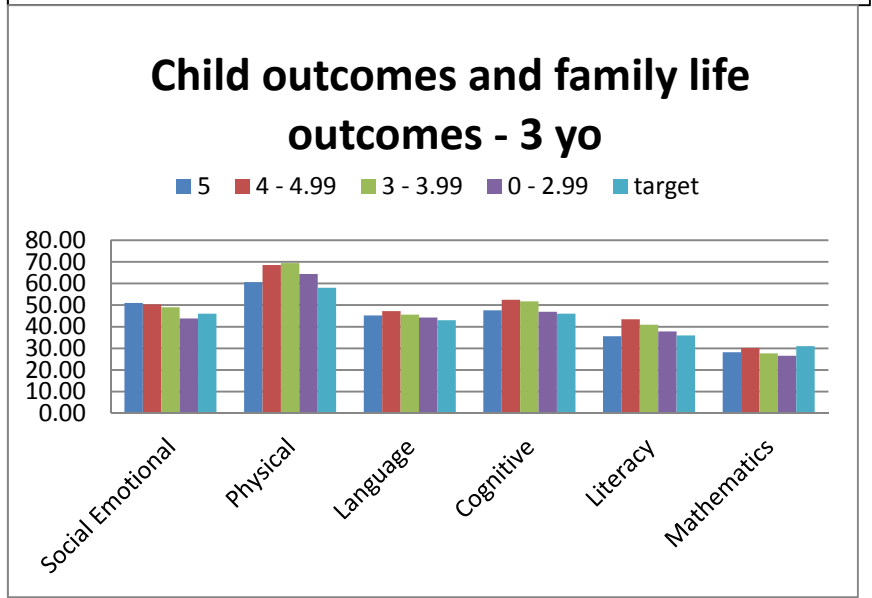
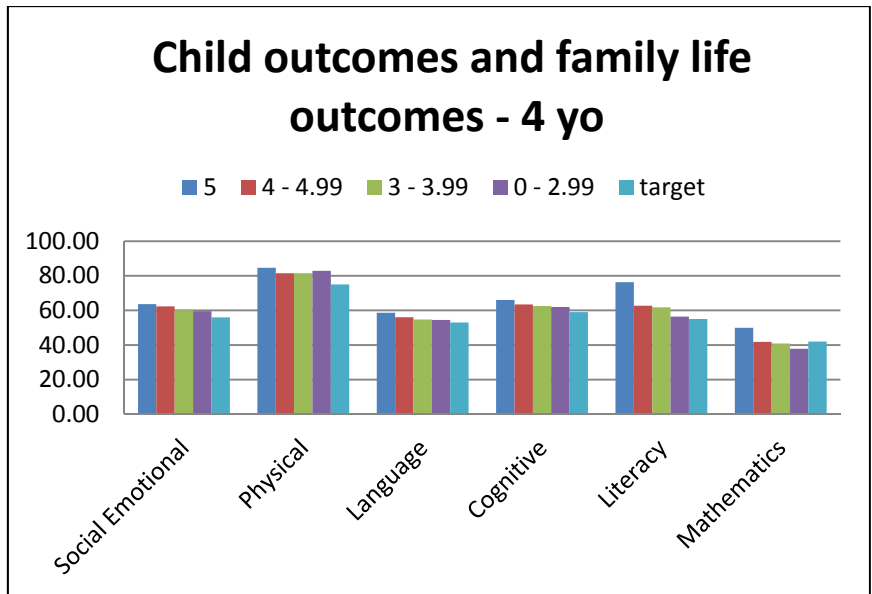
The following charts illustrate child outcomes based on the number of school readiness goals set. The rationale for choosing “goals set” instead of “goals met” is that parents and children benefit from spending time together in pursuit of a goal, whether or not the child meets the goal or not.



3. Family life outcomes and child outcomes

Starting with the 2015-16 program year, Three Rivers Community Action, Inc. Head Start began using a family life assessment based on a tool provided by our family database, ChildPlus. Teacher/family advocates used a life satisfaction wheel to find out how families viewed their lives in nine areas. Teacher/family advocates then scored each of the areas according to definitions developed by MHSA’s Child and Family Outcomes Group in 2014-15 (health insurance, family/relationships, education, food, housing, financial) and ChildPlus (employment, transportation, mental health). In general, the 5 point scale roughly corresponds to:
 5 = thriving 4 = self-sufficient 3 = stable 2
 = vulnerable 1 = in crisis

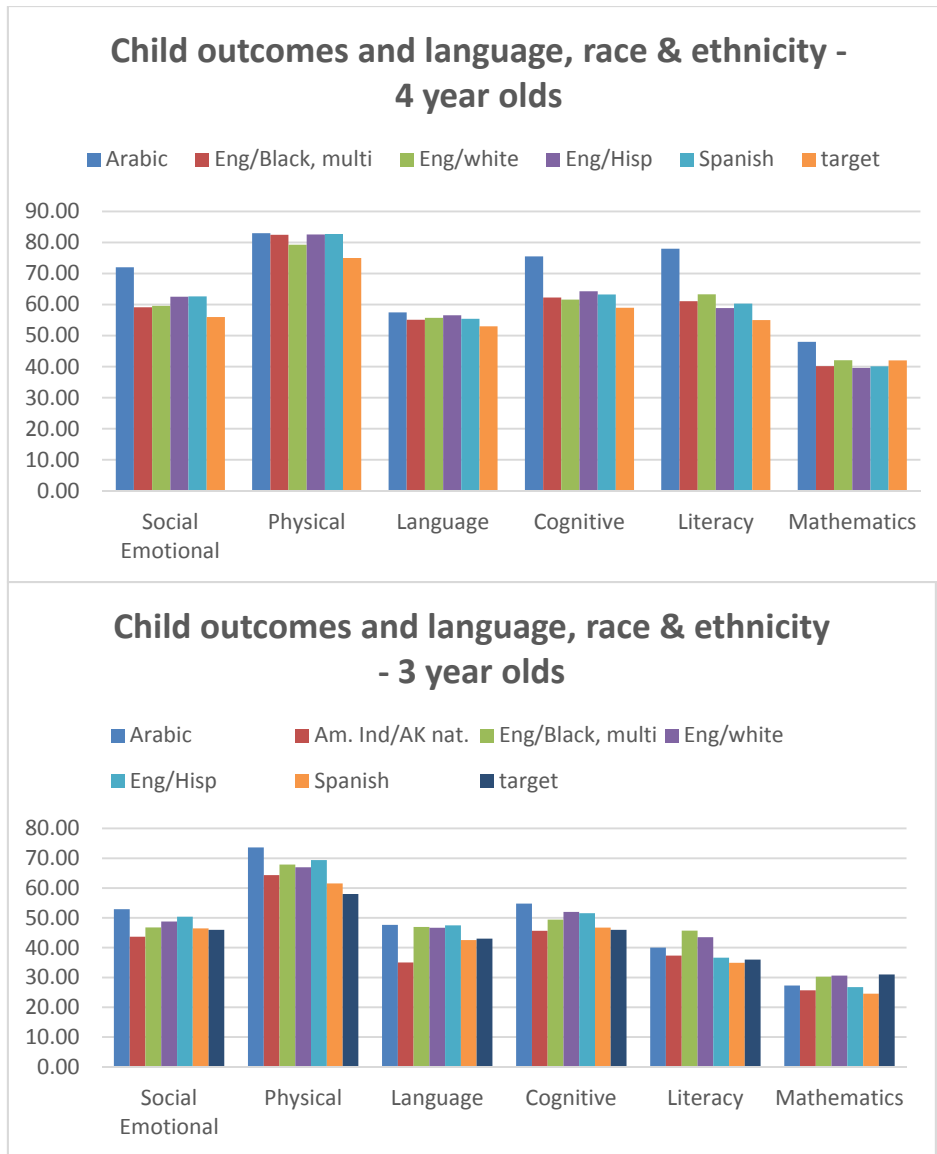
The following charts show the relationship between the score on the family life assessment and child outcomes.



The number of families who reported thriving was small (3 and 5 for four year olds and three year olds respectively). Approximately half of children in each age group come from families in the self-sufficient range (4 – 4.99).

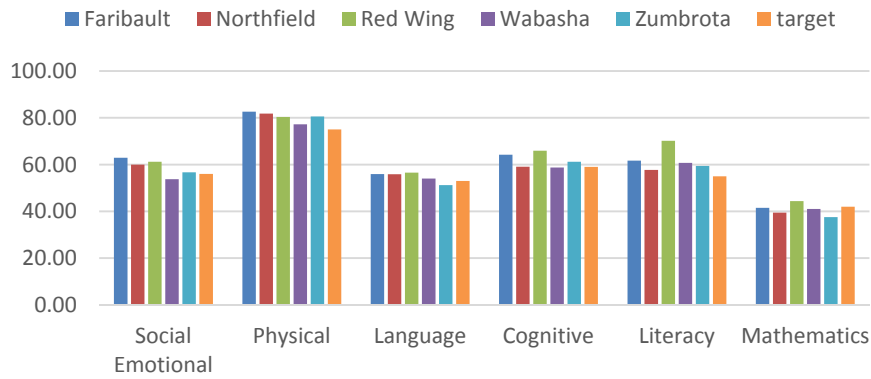
4. Language, race and ethnicity and child outcomes

Child outcomes for dual language learners were analyzed above. Further breaking out the data by language and race/ethnicity gives the following results:

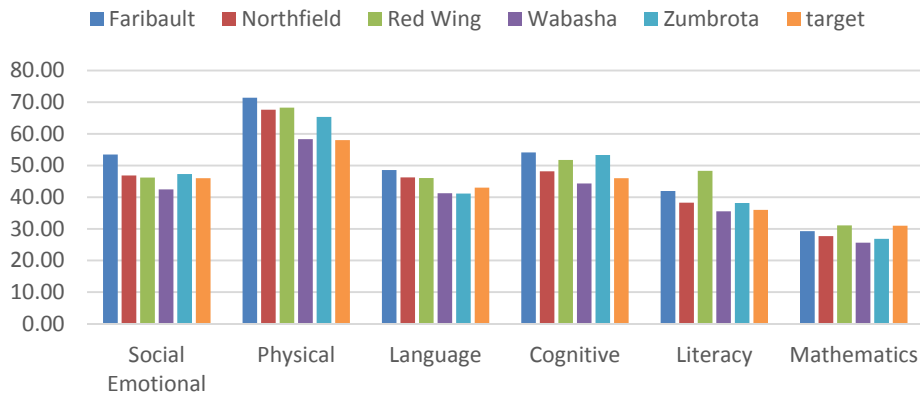


“Arabic” is a proxy for speakers of African languages.

Child outcomes by Head Start Center 4 year olds

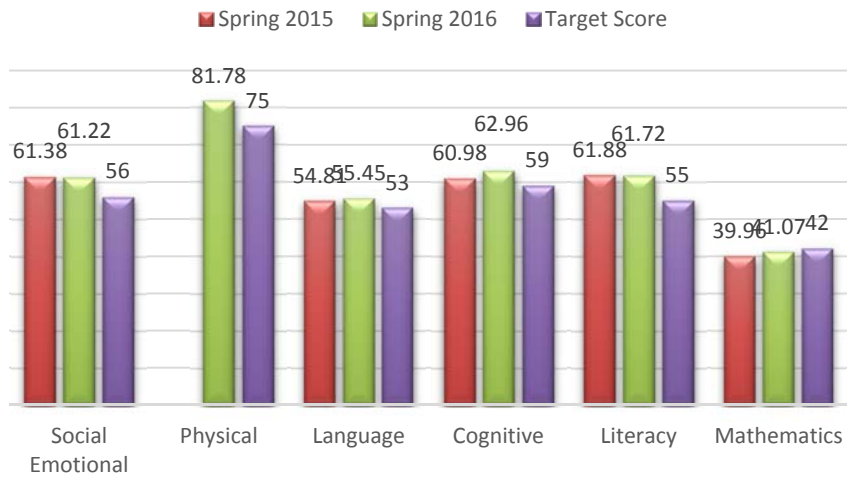


Child outcomes by Head Start Center 3 year olds



We keep improving from year to year in most areas....

4 Year Olds: 2015 vs. 2016 Spring Outcomes



3 Year Olds: 2015 vs. 2016 Spring Outcomes

