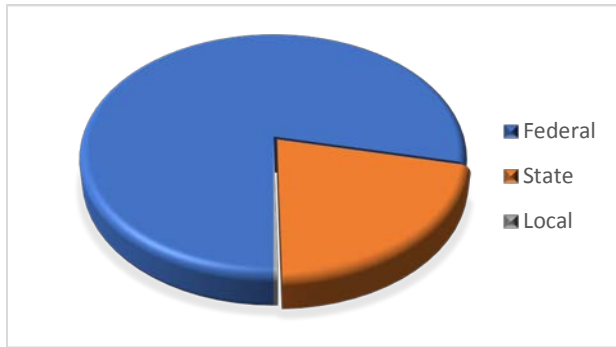


Head Start Revenues for 2020-2021

| <u>Funding Source</u> | <u>Amount</u> |
|-----------------------------|---------------------|
| Federal | 2,030,549.20 |
| State | 539,695.68 |
| Local | 6,806.00 |
| Total Funds Received | 2,577,050.88 |



2020-2021 Budgetary Expenditures Compared to Proposed 2021-2022

| Budget Category | 2020-21 Actual | 2021-22 Proposed |
|------------------------|-----------------------|-------------------------|
| Personnel | 43.88% | 41.74% |
| Fringe Benefits | 23.97% | 23.83% |
| Travel | .03% | .54% |
| Equipment | 1.71% | .00% |
| Supplies | 4.40% | 2.40% |
| Contractual | 1.49% | 3.13% |
| Other | 24.53% | 28.36% |
| Totals | 100.00% | 100.00% |

Audit

Three Rivers Community Action Inc.'s most recent audit can be found at ThreeRiverscap.org under the About Us tab.

Enrollment

| | <u>Federal</u> | <u>State</u> | <u>Total</u> |
|--------------------------|----------------|--------------|--------------|
| Funded Enrollment | 169 | 22 | 191 |

Due to the COVID-19 pandemic, classroom sizes were reduced to 10-12 children per classroom. Cummulative enrollment for 2020-21 was **125**.

Monitoring Review

Three Rivers Community Action, Inc. Head Start program did not receive a monitoring review.

Medical and Dental Exams

Number of enrolled children that received medical and dental exams. These numbers include all children that were enrolled in Head Start at some point during the school year.

Up to date on immunizations: 112

Dental Exams completed: 114 The children that did not receive a dental exam dropped from the program (7 were enrolled less than 45 days).

Physical Exam completed: 114 Of the 11 children that were not up to date on preventive and primary health care 6 were enrolled less than 45 days and 5 dropped before physical was due.

Demographics

Gender:

48% Girls
52% Boys

Race:

27% White/non-Hispanic
41% White/Hispanic or Latino
21% Black or African American
7% Bi-racial/Multi-racial
2% American Indian or Alaska Native
2% Asian

Primary Language:

71% English
16% Spanish
12% Arabic African Languages
2% Chinese

IEP:

11% of funded enrollment
15% of actual enrollment

Age or Class/Grade:

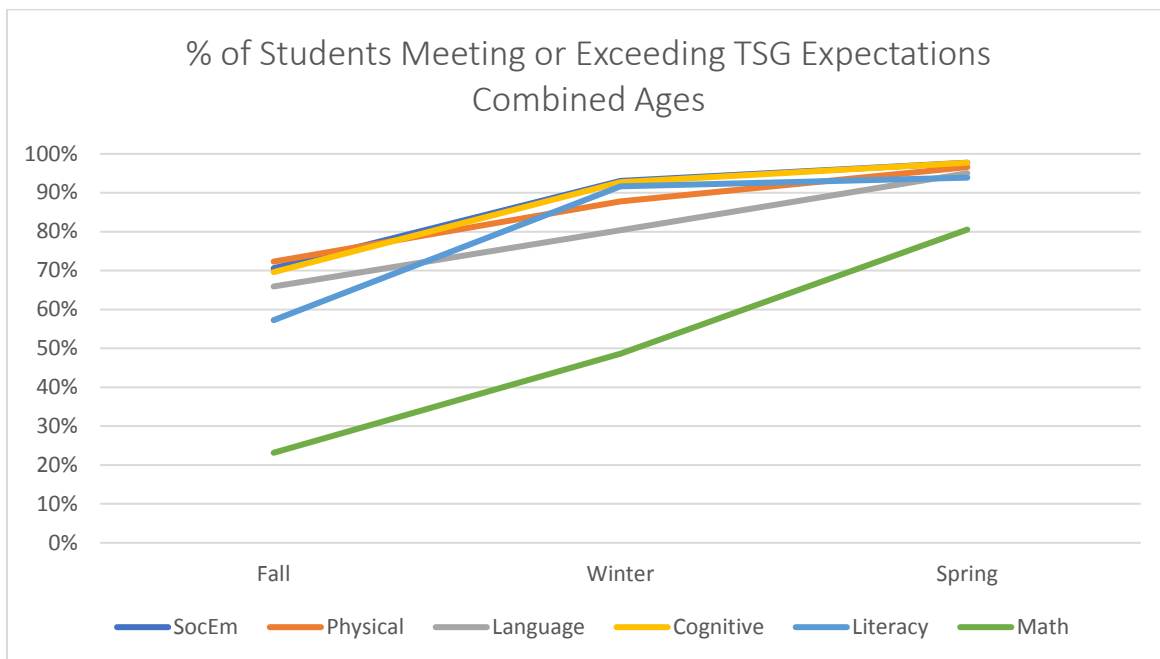
| | |
|-----------------|-----|
| Age 4 by 9/1/20 | 50% |
| Age 3 by 9/1/20 | 45% |

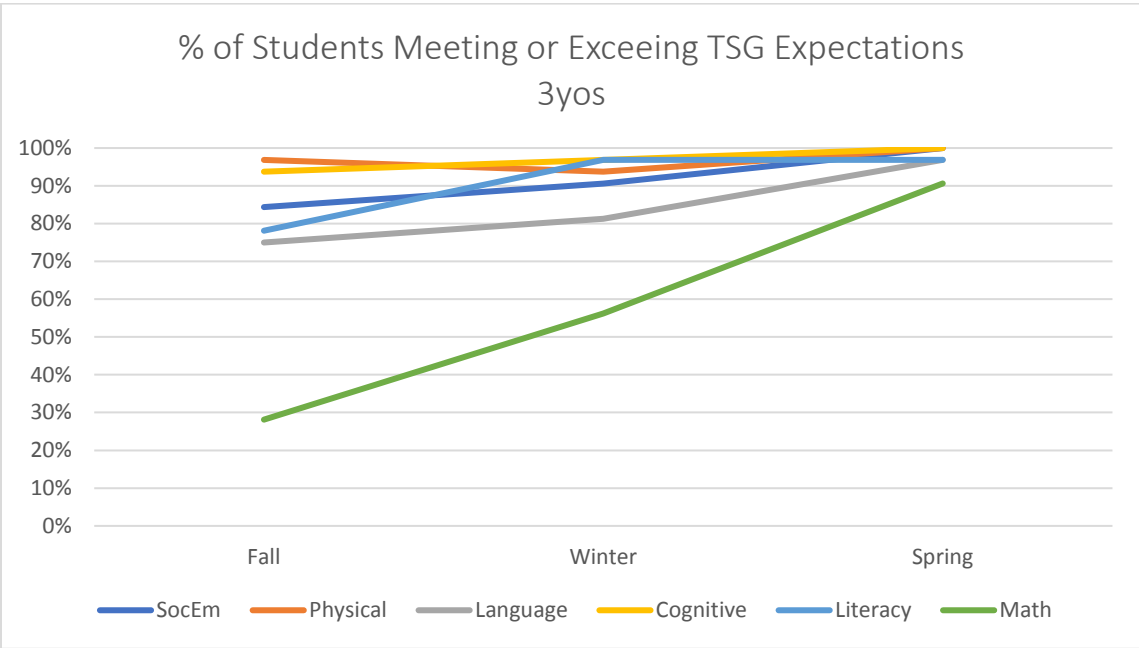
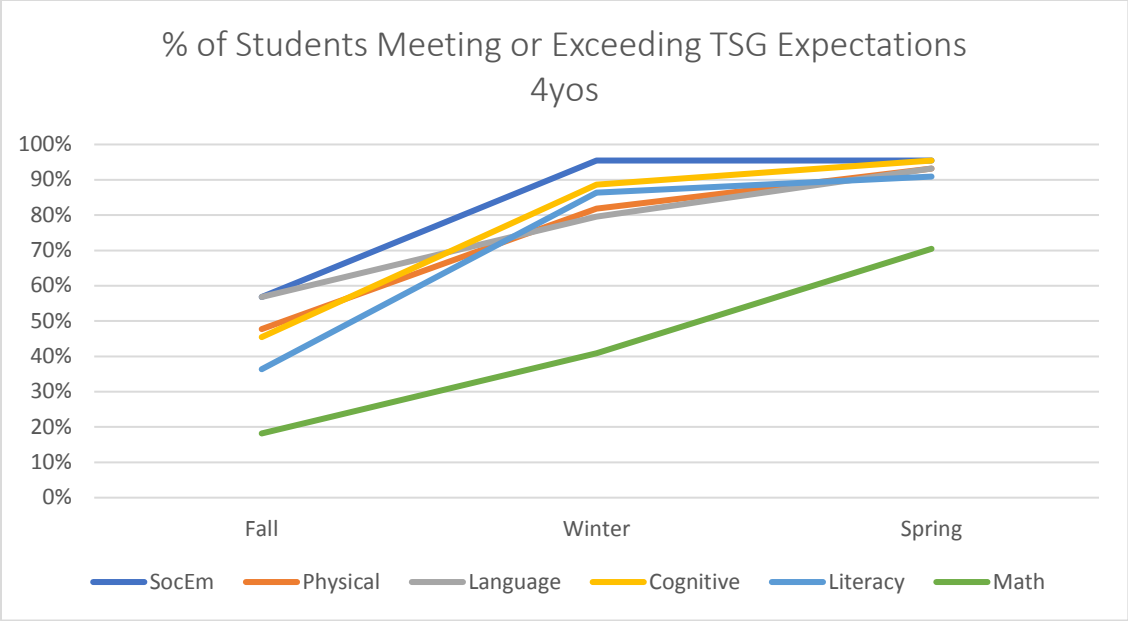
Efforts to Prepare Children for School

The overall program goal for the 2020-21 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 2020 to Spring 2021

This year's child outcomes data was collected from 78 children enrolled in the full 2020-21 program year. This number is lower than previous years because of smaller class sizes due to COVID-19.





Three Rivers Community Action, Inc. Head Start program upgraded its assessment tool 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 2020 and winter and spring of 2021, 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.

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

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

- Families set 8 **health**-related goals in three areas.
 1. Physical activity: 2 goals
 - more outdoor time as a family
 - family hikes
 2. Nutrition: 2 goals / 1 completed
 - Apply for SNAP and eat together as a family
 3. Other health-related: 4 goals / 3 completed
 - Glasses for both children
 - Mental health: therapy/counseling (2)
- Families set 16 goals related to
 - Housing (buy, find larger, rent): 5 goals / 1 completed
 - Energy Assistance: 8 goals / 8 completed
 - Other: 3 goals set / 2 completed
 - Financial (credit score)
 - Transportation
 - Toys for Tots



As of May 7, 2021, families whose children are enrolled in Early Head Start or Head Start have received \$15,964.50 from EAP and \$31,725.49 from the Covid Housing Assistance Program (CHAP).

Data sources: ChildPlus Family Service Events: Family Goal – Other, and Family Goal-Well-being; CAP60: Shared Cases Report

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 (spend more time together, family meals): 4 goals
- Literacy-related (read together): 8 goals / 3 completed
- Support children's growing independence: 12 goals

- Potty training – 9 goals / 6 completed
- Routines (daily/bedtime) – 2 goals
- Other (attendance) – 1 goal

Data sources: ChildPlus Family Service Events: Family Goal – Parent/child and Family Goal - Other & School Readiness Goal - Other

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.


- Parents set **115 goals** to support their children’s school readiness in **literacy**. Forty-eight goals (42%) were completed.

| Literacy area | # goals set | # completed |
|--|-------------|-------------|
| Recognize letters in names or the alphabet in general | 46 | 15 |
| Trace or write names (first name and/or last name) or letters of the alphabet (upper case/lower case)* | 48 | 25 |
| Phonological awareness (letter sounds, sounding out words, rhyming) | 15 | 5 |
| Other (recognize name, reading, language-related, talk about story) | 6 | 3 |



- Parents set **102 goals** to support their children’s school readiness in **math**. Fifty goals (49%) were completed.

| Math area | # goals set | # completed |
|--------------------------------|-------------|-------------|
| Count to 5, 10 or higher | 39 | 21 |
| Count items | 13 | 7 |
| Recognize numbers | 27 | 11 |
| Recognize shapes | 19 | 9 |
| Other (patterns, add/subtract) | 4 | 2 |



- Parents set **26 goals** in the areas below to support their children’s school readiness. Thirteen goals (50%) were completed.

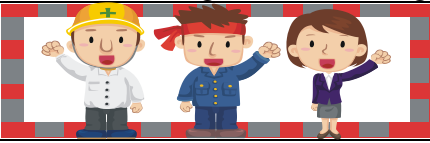
| Area | # goals set | # completed |
|-------------------------|-------------|-------------|
| Learn colors | 9 | 5 |
| Fine motor skills | 12 | 6 |
| Social-emotional skills | 4 | 1 |
| Other (brush teeth) | 1 | 1 |



Data source: ChildPlus Family Service Event – School Readiness Goal – literacy, math, other

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 area:

| | |
|---|-------------|
|  | # goals set |
| sign up for/continue with/finish GED – both parents! | 1 |
| total | 1 |

Data source: ChildPlus Family Service Event: 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.

Families set **71** transition goals. Fifty-six goals (79%) were completed.

| | # goals set | # completed |
|--|-------------|-------------|
| Complete dental requirement | 4 | 1 |
| Register for Kindergarten or contact K teacher or school | 38 | 33 |
| Return to Head Start for another year | 24 | 17 |
| Transition to another program | 3 | 3 |
| Transition more easily to school | 1 | 1 |
| Sibling application for Head Start in | 1 | 1 |

ChildPlus Family Service Event: Transition Goal – to Head Start, to 2nd/3rd year Head Start, to kindergarten

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 have been held on zoom this year.

- *Voting Q & A: 1 parent attended*
- *Covid Decision Tree: nobody attended, but we recorded it and posted on Facebook and YouTube.*
- *Math games to play at home with dice and a deck of cards: supply packets and game instructions were sent to all families. 1 parent attended the zoom – we recorded it and posted to Facebook and YouTube.*
- *Coping with stress with Mental Health Consultant Andrea Smothers: offered twice but nobody attended. We recorded and posted it.*
- *Drop-in ½ hour “show and tell” times offered Monday – Thursday one week in January both in afternoon and evening. Nobody attended.*

Data source: PFCE Coordinator

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.

- Six Policy Council meetings were held this program year (August, October, November, January, March and May).
- Policy Council chair Sarah Rieke attended two MHSA meetings (December Annual meeting and March quarterly meeting)
- Sarah attended NHSA’s Parent Leadership Conference (held on zoom) in early December and the national NHSA Conference in April.
- Sarah applied and was appointed to MDE’s Preschool Development Grant Evaluation Committee

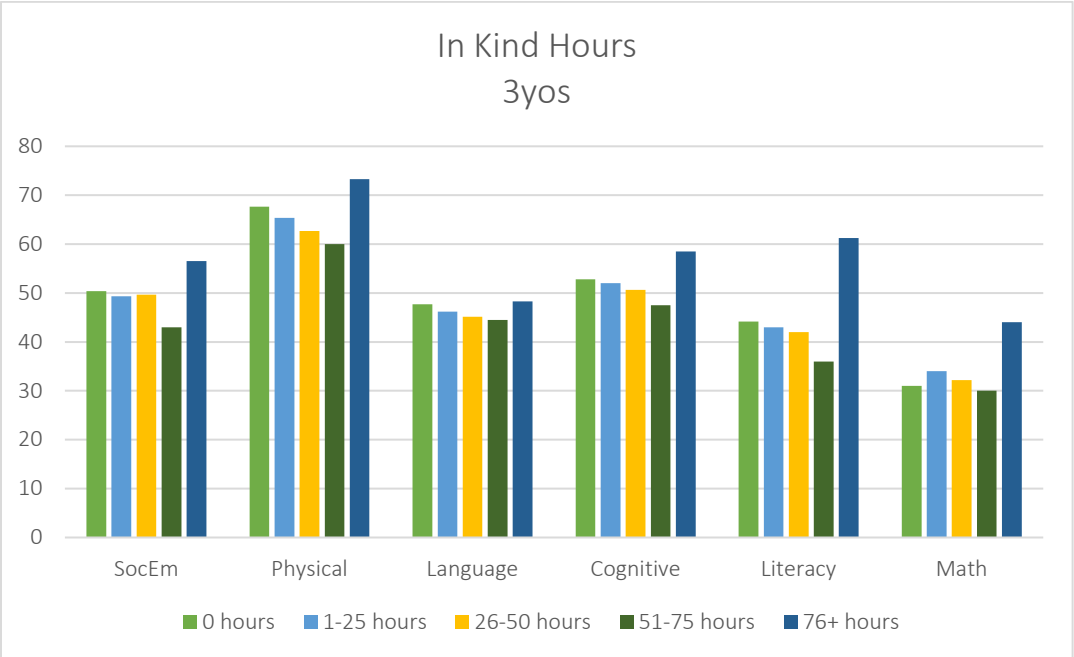
Data sources: Policy Council minutes, MHSA minutes

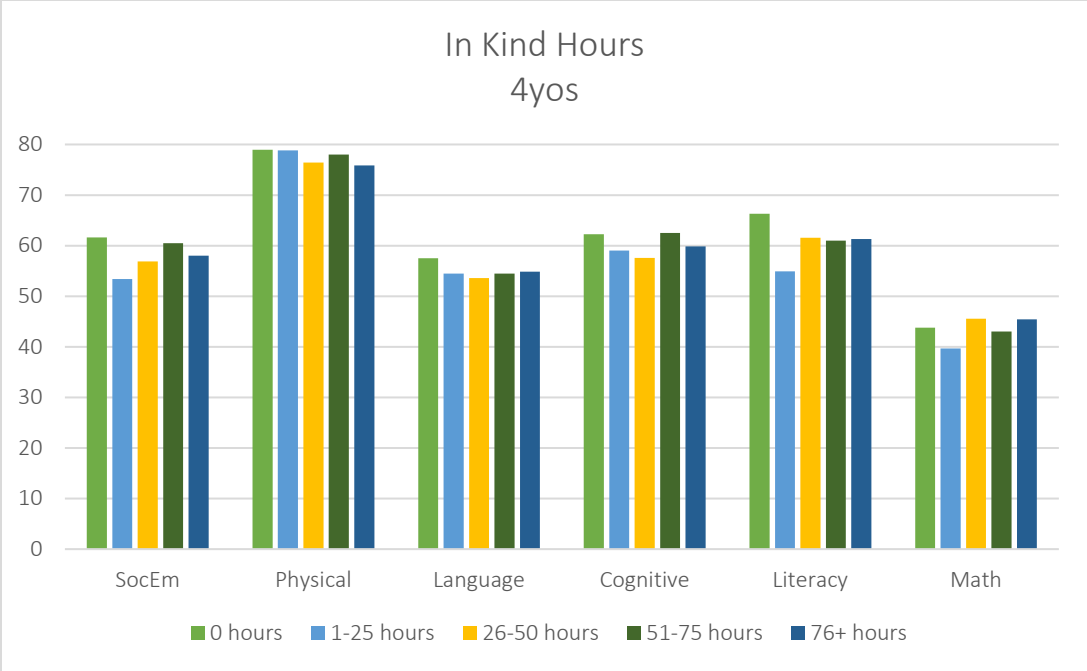
1. Frequency and length of parent engagement activities and child outcomes

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

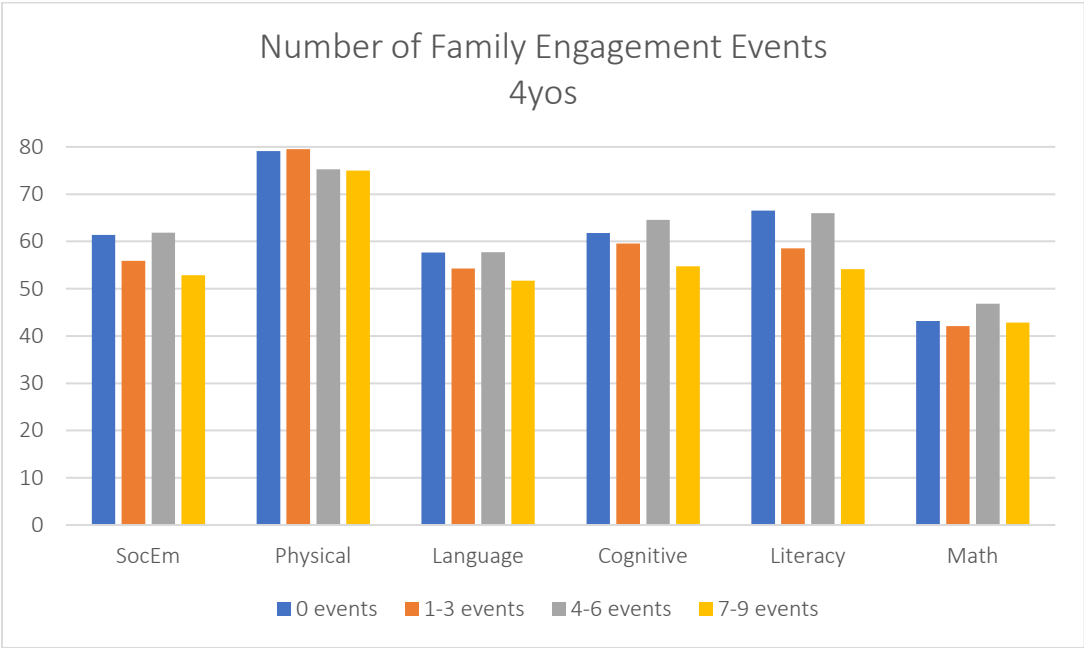
Parent engagement activities included in the charts below include

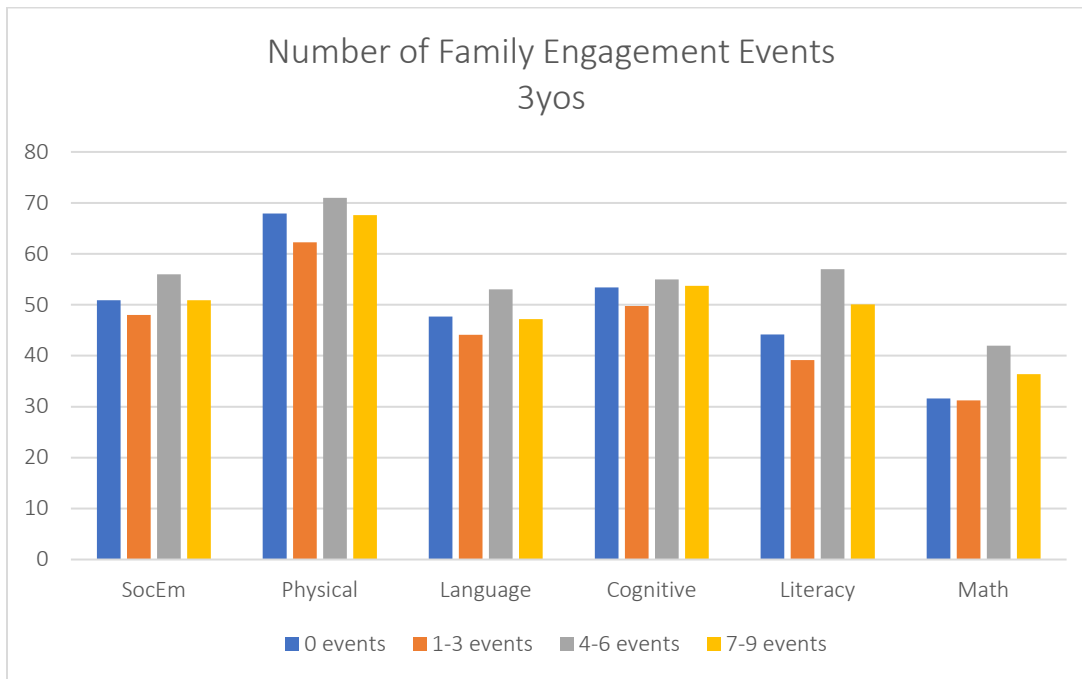
- attending parent meetings (up to 5 per year),
- attending parent-child activity days at school (up to 3 per year)
- returning in-kind (at-home activities that support child’s school readiness goals) calendars (up to 9 per year)
- volunteering in the classroom or on field trips





There is a stronger correlation with total number of hours as shown above (from in-kind calendars turned in by parents), there is less of a correlation with the number of events that parents participated in as shown below.

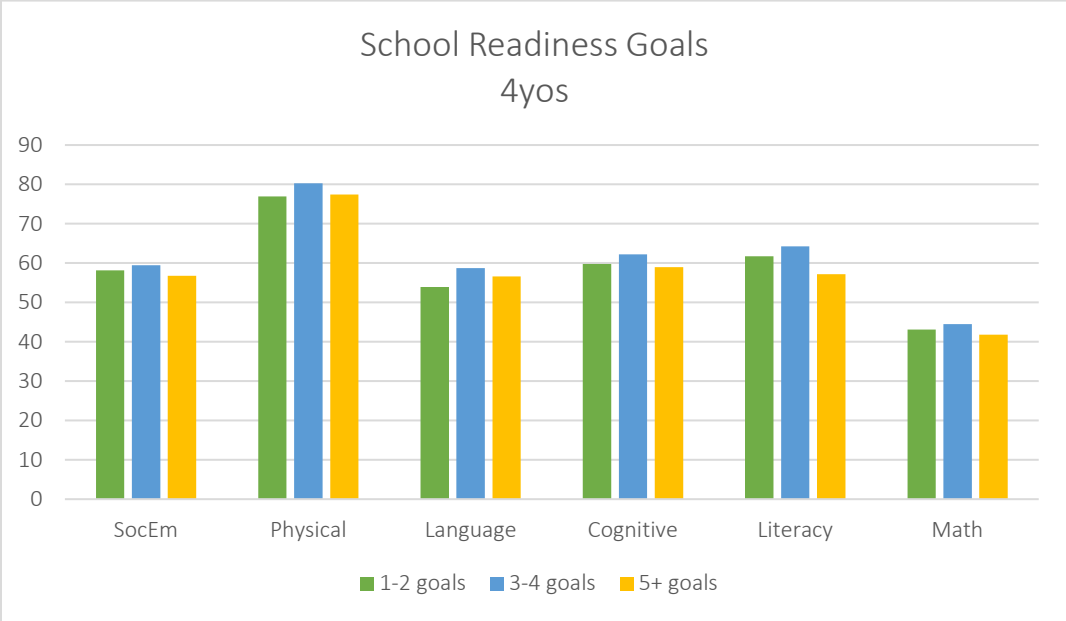
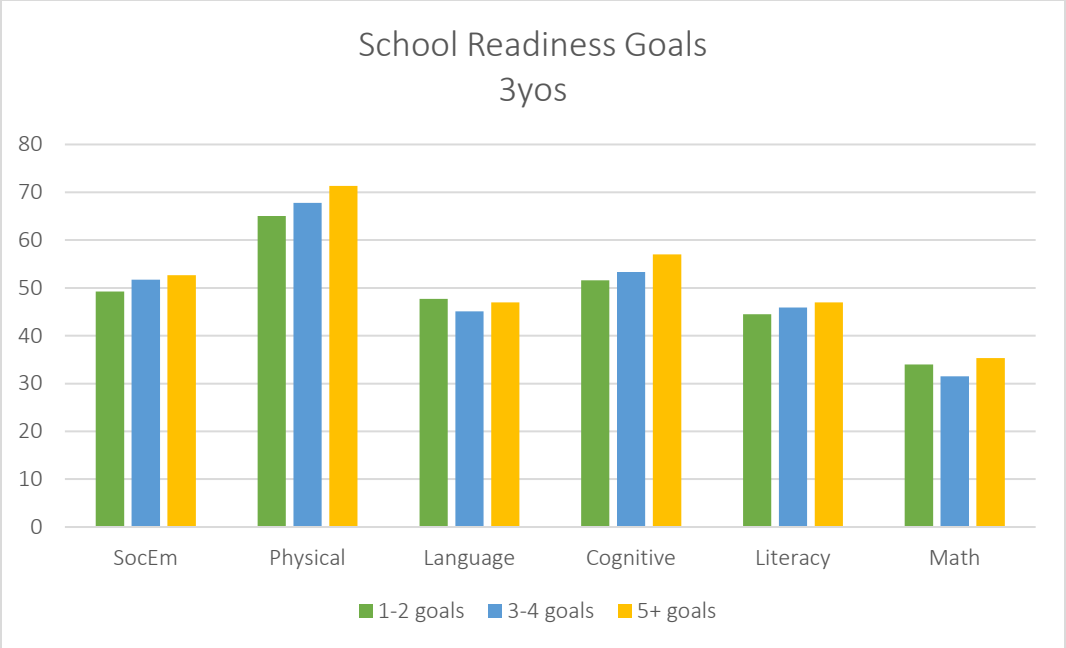


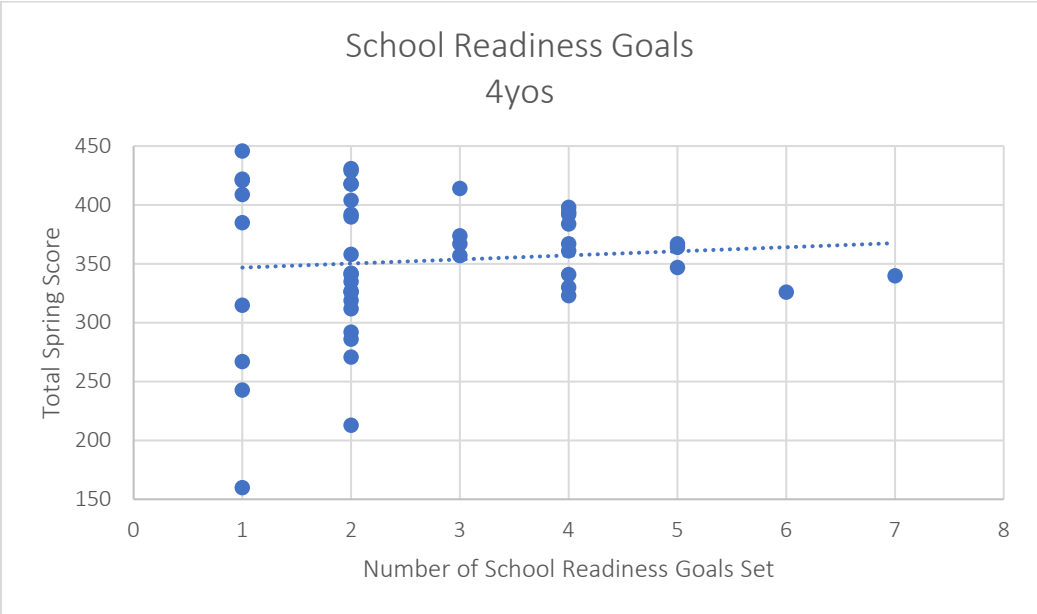
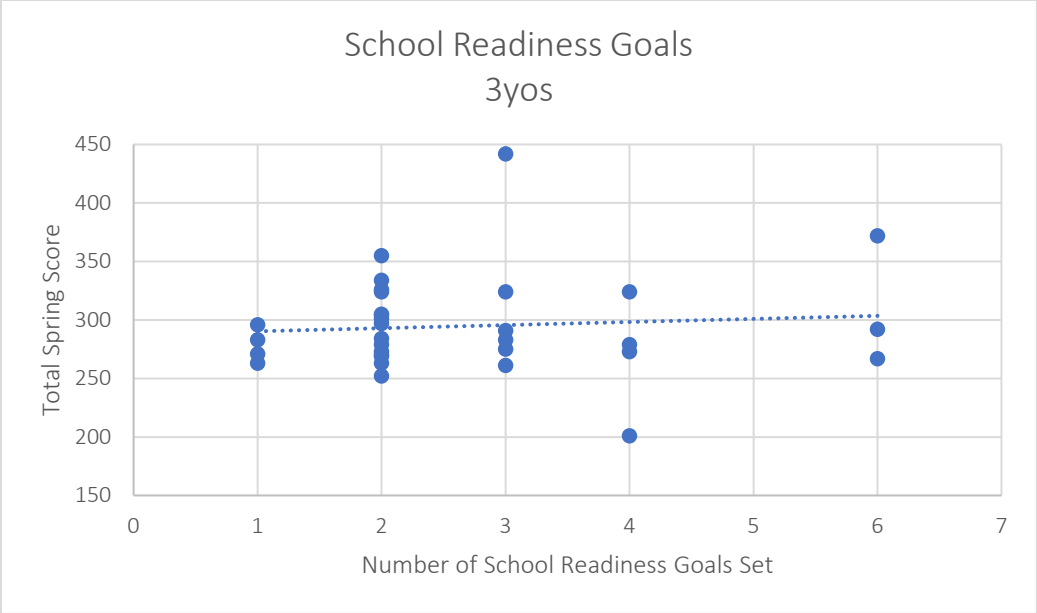


2. Relationship between child outcomes and number of school readiness goals set

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.





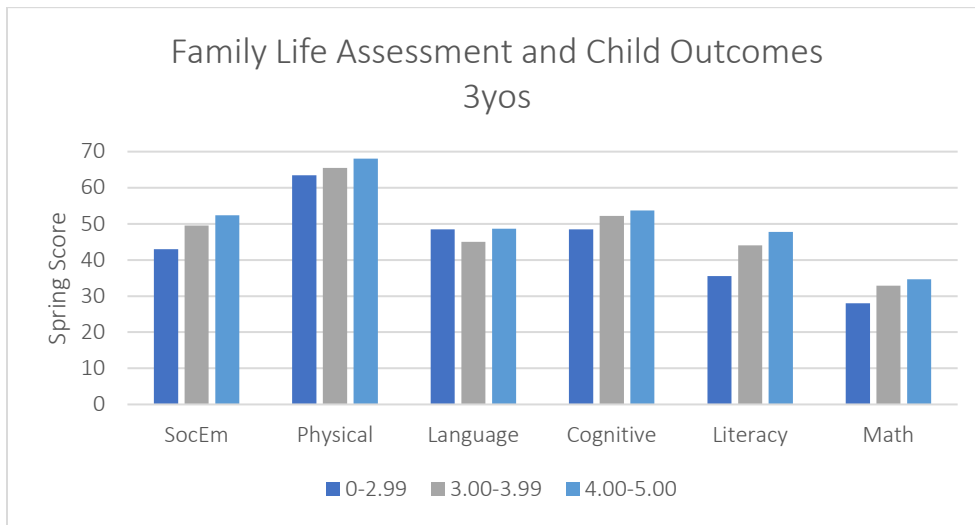
The 4 charts above show that at the domain level, there is a strong correlation between the number of school readiness goals set and child outcomes in 3 year olds. There is less of a correlation in 4 year olds. However, for both 3 and 4 year olds, there is a correlation between the number of school readiness goals set and the total spring score.

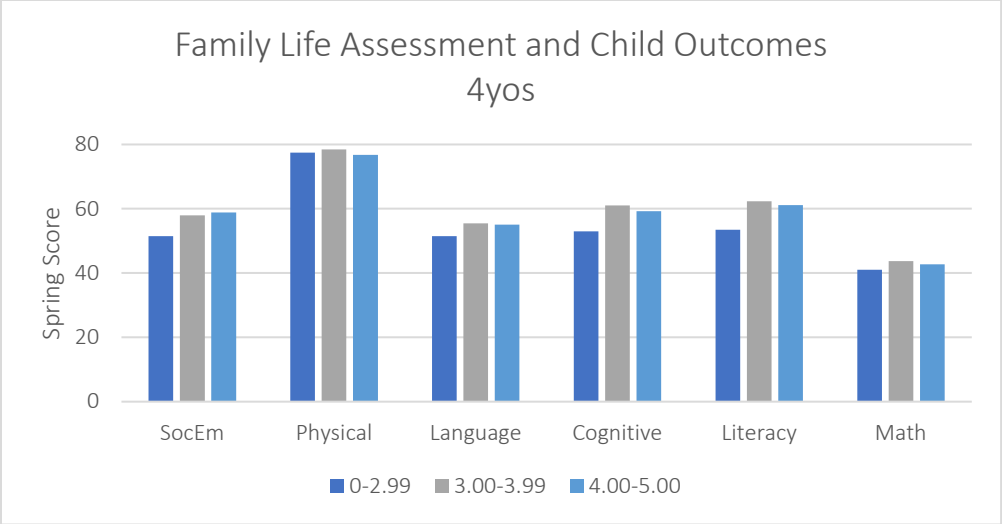
3. Family life outcomes and child outcomes

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.

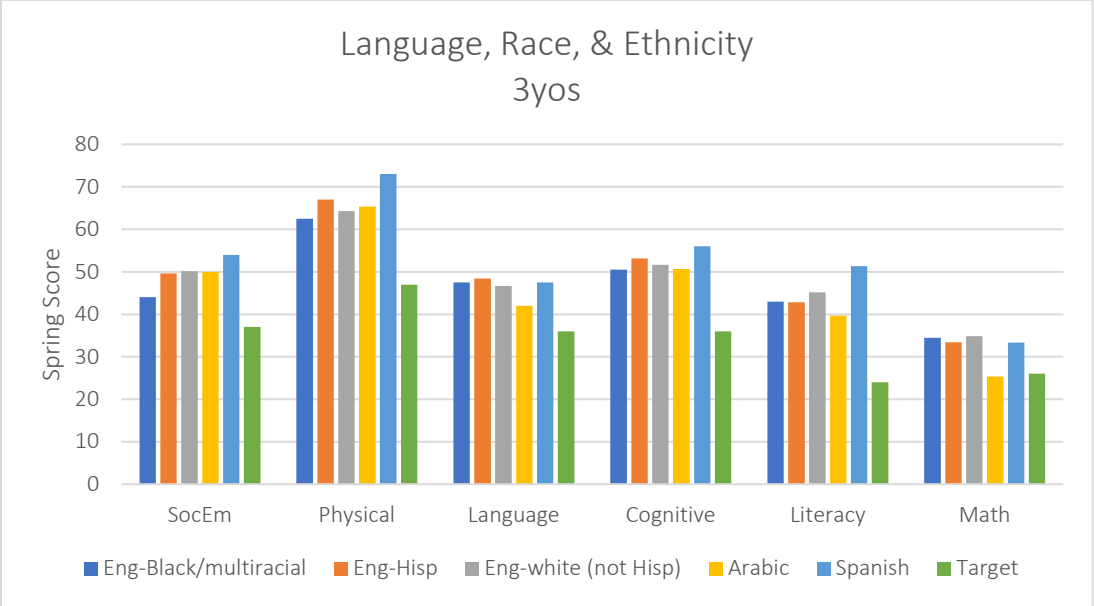


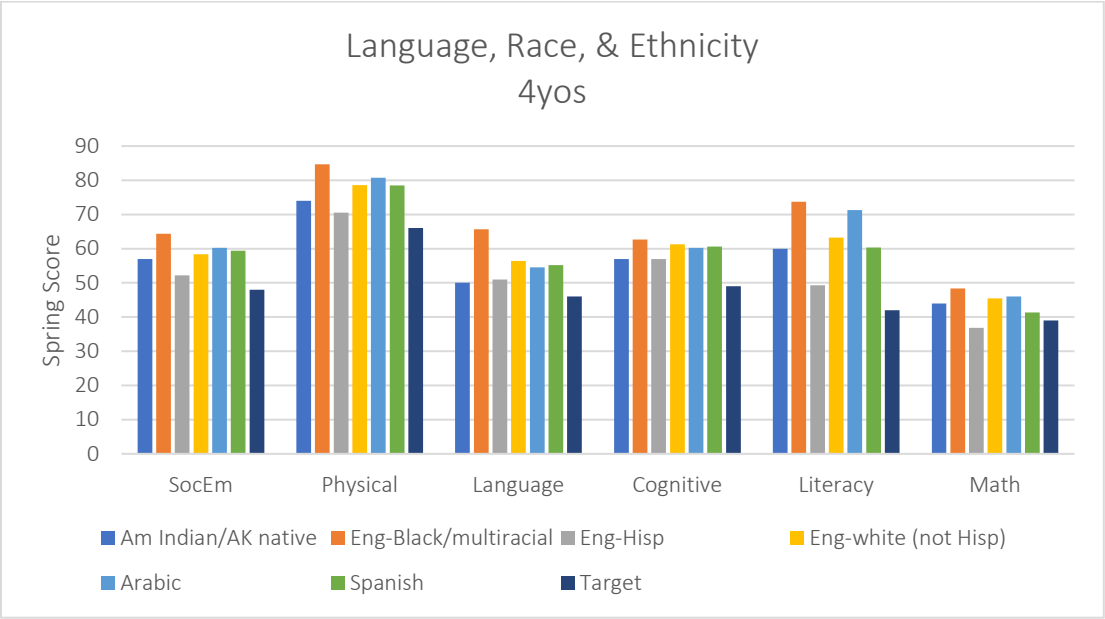


Most families fall in the Thriving or Self Sufficient categories. Only a handful of families fall below 3.00.

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.