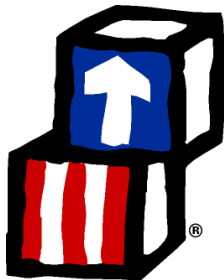




Head Start Annual Report

2019-20

Mission: Achieving educational excellence for all learners through strong partnerships, service and leadership.



Educational Service Unit 13 Head Start Programs

4215 Avenue I

Scottsbluff, NE 69361

www.esu13.org

308-633-3712

Director's Report

This has been a challenging year as the majority of our Head Start classrooms expanded services to operate program-wide 7 hours a day, Monday through Thursday. The expanded services reduced barriers for families in our communities and improved classroom attendance. Our first and foremost goal is the care and well-being of the children that are served through our partnerships and classrooms within our centers. Our dedicated staff strive to provide the most nurturing environment for the learning experiences that our children deserve. Enrollment remained full through May with the rapid change to virtual services occurring in mid- March. In response to the COVID-19 epidemic, centers were closed for the remainder of the 2019-20 school year. In response to the sudden and unexpected closure, the education and family services teams created activity packets and delivered them to families' homes during April and May. The packets contained materials and supplies for home learning, suggestions for activities and information on community resources for families. Classroom teachers and Home Educators held class meetings via Zoom, Face Time and YouTube, and family advocates stayed in contact with families to check in, show support and assess needs. We implemented the Ready4K text messaging with all parents, which has proven to be an outstanding family engagement tool that delivers three short, developmentally appropriate activities geared towards the age of the child each week. In July we provided summer enrichment backpacks to preschool and rising kindergarten students in preparation for their transition to Kindergarten in the fall. Despite the impacts of COVID-19, the program tackled the challenges and continued to meet the needs of families, employees and the community.

When parents enroll their children in the ESU 13 Head Start Programs they can be assured their children will receive services stamped with approval from the U.S. Department of Health and Human Services. Previous monitoring reviews by the Office of Head Start (OHS) in March 2018 focused on the delivery of services, as well as the management systems that support services, accountability and fiscal integrity. Based on the information gathered during this review, ESU 13 Head Start Programs were found to have met the requirements of all applicable Head Start Program Performance Standards, laws, regulations and policy requirements.

The monitoring review also included the Classroom Assessment Scoring System (CLASS) observation in all preschool classrooms. The CLASS is used to measure the quality of teacher-child interactions in three main areas: Emotional Support, Classroom Organization and Instructional Support. ESU 13 Head Start classrooms scored above the 2017 national averages. The 2018 results are not yet available. No federal monitoring reviews occurred during the 2019-20 school year.

Our Head Start program builds School Readiness and future success. Investing in children is why we are committed to providing comprehensive services with and continue to strive for excellence in all areas of the program. With the continued support from the community and our partnerships, Head Start Programs will continue to be a success. We look forward to another great year in 2020-21.

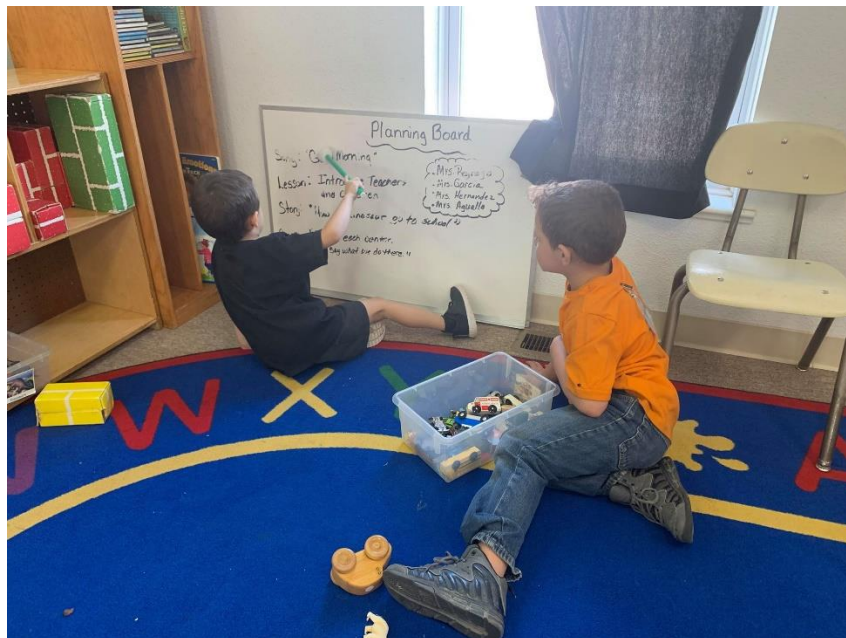
I would like to recognize our dedicated staff, community partners, Policy Council and Board of Education that make a positive difference in the lives of children and families.



The Head Start Program

Head Start Programs provide comprehensive child development and family support services to low-income children and their families. Both Early Head Start, serving pregnant women and children ages birth to 3, and Head Start, serving children ages 3-5, ensure that enrolled children receive adequate nutrition, medical and dental care, social/emotional learning opportunities and interventions, and a developmentally appropriate education. The programs also place substantial emphasis on the involvement of parents/guardians in the lives of their children through home visits, parent leadership positions (Policy Council, Parent Committees, etc.) and social events. Head Start programs ensure that some of our community's neediest children receive the care and education necessary to meet their developmental milestones, are ready to enter school, and are prepared for a lifetime of productive learning.

Head Start services are delivered through home-based prenatal, home-based early education, center-based early childhood education, center-based preschool, and preschool partnerships. Children receiving center based services also receive regular services in their home through teacher and family advocate home visits. The program reaches out to the high-need members of the community it serves through partnerships, advertisements, community events, word of mouth, and door-to-door recruitment. Head Start and Early Head Start focus on the parents as the primary teachers and strive to promote that message through child and family education.



Families by Income

Category	Head Start		Early Head Start		Program Total	
	# Children	% Children	# Children	% Children	# Children	% Children
Foster	13	5%	1	1%	14	4%
Public Assistance	6	2%	5	6%	11	3%
Income <100% Poverty	157	59%	56	67%	213	61%
Income 100%>130% Poverty	45	17%	14	17%	59	17%
Over 130%	29	11%	1	1%	30	9%
Homeless	15	6%	6	7%	21	6%
Disabilities	68	26%	13	16%	81	23%
Total Children Served	265		83		348	

Total Children Served

	Total Children Served	Average Monthly Enrollment
Head Start	265	248
Early Head Start	83	68

Funded Enrollment by Center and County

Cheyenne County	
Sidney Public Schools	20
Morrill County	
Bayard Public Schools Partnership	10
Scottsbluff County	
Bridgeport Head Start	18
Central Head Start	18
Gering Head Start	60
Home Base Early Head Start	20
Minatare Public Schools Pre-Start Partnership	10
Mitchell Public Schools Tiger Cub Preschool Partnership	12
Scottsbluff Pubic Schools Bear Cub Partnership	20
Scottsbluff Pubic Schools Roosevelt Partnership	26
Tri-Community Preschool–Morrill Partnership	20
Western Nebraska Child Development Center Head Start	18
Western Nebraska Child Development Center Early Head Start	40
WestWay Head Start	16
WestWay Early Head Start	8
Total	316

Audit Report

Educational Service Unit No. 13 (ESU 13) is the grantee organization for the Head Start programs, receiving federal funds from the Administration of Children and Families through the Department of Health and Human Services. An independent audit of the financial statements and activities of ESU 13 is conducted annually. The results of that audit can be found on the website for the Nebraska Auditor of Public Accounts, www.auditors.state.ne.us.

2019-2020 Budget

FEDERAL SHARE						
	Head Start		Early Head Start		TOTAL	
	Proposed	Actual	Proposed	Actual	Proposed	Actual
Personnel	\$ 1,148,548	\$ 1,100,604	\$ 700,724	\$ 693,672	\$ 1,849,272	\$ 1,794,276
Fringe Benefits	\$ 264,336	\$ 253,975	\$ 165,493	\$ 164,938	\$ 429,829	\$ 418,913
Travel	\$ 8,254	\$ 6,600	\$ 6,590	\$ 3,597	\$ 14,844	\$ 10,197
Supplies	\$ 25,762	\$ 57,292	\$ 18,447	\$ 38,969	\$ 44,209	\$ 96,261
Contractual	\$ 344,301	\$ 313,813	\$ 18,595	\$ 8,146	\$ 362,896	\$ 321,959
Other	\$ 162,221	\$ 180,859	\$ 82,709	\$ 93,647	\$ 244,930	\$ 274,506
Indirect Costs	\$ 137,220	\$ 151,326	\$ 76,957	\$ 66,546	\$ 214,177	\$ 217,872
Total	\$ 2,090,642	\$ 2,064,469	\$ 1,069,515	\$1,069,515	\$3,160,070	\$ 3,133,984

Non Federal Share	\$790,039
Administrative Costs	13.47%



Family Outcomes

Head Start and Early Head Start Family Advocates and Home Educators work directly with families utilizing the Parent, Family, and Community Engagement Framework. Within the framework, there are 7 outcome areas that are the key focus areas for identifying needs, strengths, and recording growth with families. At least 86% of families who were served at any point of time during the program received family services based upon their interests and needs. 26% of families in the program received referrals to outside community agencies for additional services. Families who had a complete assessment also showed an overall average of growth in most areas.

These focus areas are:

- Family Well-Being
- Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connection to Peers and Community
- Families as Advocates and Leaders



As a result of the COVID-19 pandemic, however, the program did see a decrease in family employment, finances, and family wellness. Many jobs were lost as businesses closed down and health centers limited their patients, ultimately impacting financial and health/mental wellness in families. The program has implemented focused supports in the area of family well-being including increased training and resources for staff to use for themselves, and the families we serve, in order to support unexpected changes during these unprecedented times.

Families set family goals that they would like to work on and achieve during the school year. 48% of families achieved the goals that they had set with their family advocate or home educator. Goals are set in relation to the needs identified in the 7 outcome focus areas. This

was also an area that decreased as a result of the pandemic. Many family goals had to be placed on hold as new priorities arose with remote learning and community shutdowns.

Families participating in family gatherings, home visits, and center events had the opportunity to participate in many educational events including topics such as: Circle of Security and Love and Logic parenting courses, child safety including choking/CPR, Kindergarten readiness, family literacy, purchasing a home and financial budgeting, setting limits and the power of play for preschoolers, how to pursue adult education, healthy stress management, Positive Behavior Interventions and Support, Social Emotional Pyramid Modules, and increasing family nutrition, to name a few. Centers also have worked to engage fathers more in their children's Head Start experience through regular program activities as well as special events designed for father participation.

Services provided to children and families:

- 203 families received mental health services or resources
- 34 families were provided with adult education or ESL resources
- All families received parent education in some format
- 22 families received asset building services
- 12 homeless families acquired housing
- 144 fathers/father figures participated in father involvement activities
- 81 children received early intervention or special education and related services
- 443 individuals volunteered in our Early Head Start/Head Start programs, 275 were current or former Head Start/Early Head Start parents

Screening Summary



ESU #13 Head Start and Early Head Start programs perform or coordinate many screenings: dental screenings and exams, hearing screenings, vision acuity tests and exams, speech screenings, socio-emotional screeners, and developmental screenings. Per 1304.14, subpart b of the Head Start Performance Standards, Head Start programs must ensure that a minimum of 10% of the total funded enrollment is filled with children eligible for services under IDEA.

For the 2019-20 school year, ESU #13 Head Start program served 24% Head Start children on IEP's and Early Head Start served 18% children on IFSP's.

2019-20 Screenings	Head Start	Early Head Start
Hearing	95%	93%
Vision	90%	79%
Speech	95%	n/a
Social-Emotional	96%	93%
Developmental	95%	97%

2019-20 Exams	Head Start	Early Head Start
Physical	60%	82%
Dental	53%	66%

*Some exams were not completed due to COVID-19

Curriculum

Head Start and Early Head Start use the Creative Curriculum and our Home-Base option uses Parents as Teachers, both of which include active learning for children and families in our programs. The curriculums are research based and have a strong emphasis on teacher/parent responsiveness to children's individual learning styles, as well as their strengths and interests. We know that children learn best when they are actively engaged and involved in interaction with people and materials in their environment. Some key objectives for children and/or parents in our program are to have fun and:

- To develop a positive self-image, to include becoming secure and independent
- To learn how to get along with children of their own age
- To have a wide range of experiences
- To communicate his/her ideas to both adults and other children
- To develop and coordinate large and small muscles
- To express in a variety of creative areas: art, dramatic, music & literature
- To develop in visual perception and auditory discrimination.

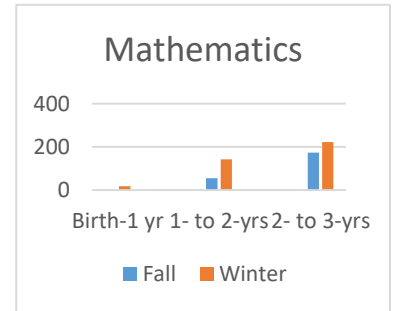
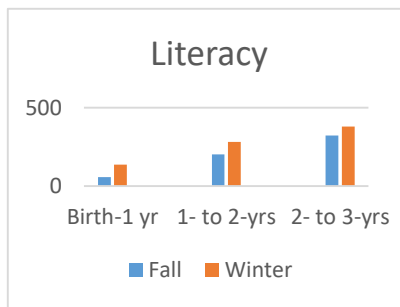
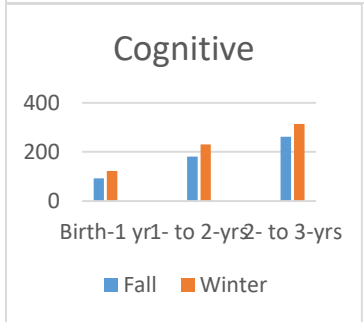
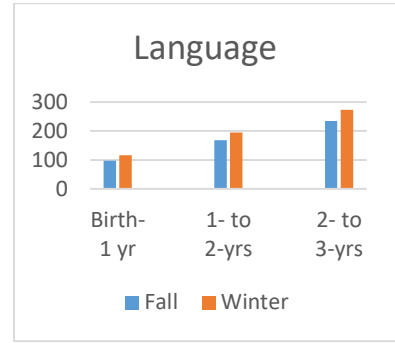
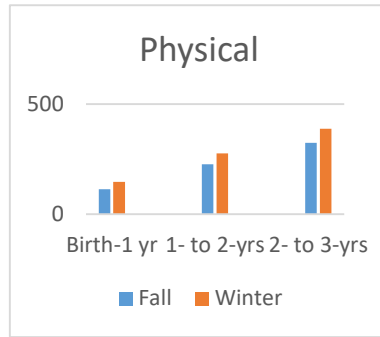
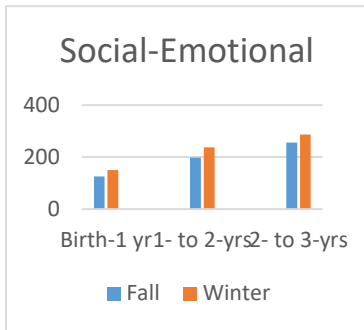
School Readiness

The Office of Head Start defines school readiness as "children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life." Teachers work directly with children and families to promote children's progress toward school readiness goals. We monitor our progress on these goals through child observations collected on a daily basis by teachers and the corresponding data entered into Teaching Strategies GOLD, our online assessment system. Children made gains during the 2019-20 program year in all of the school readiness goals. Spring assessments were not completed due to COVID-19.



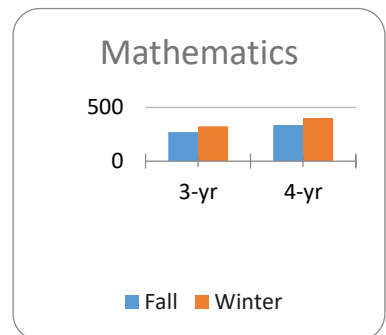
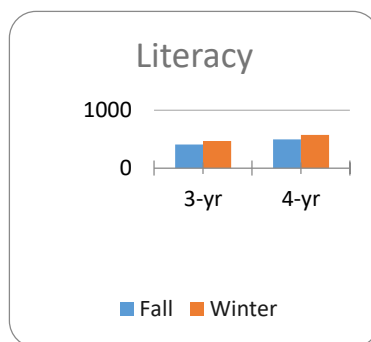
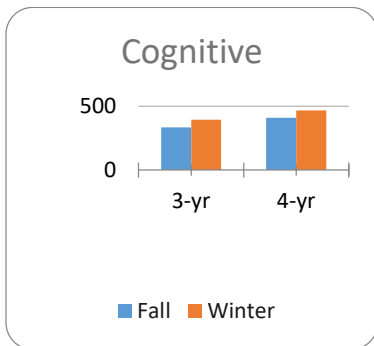
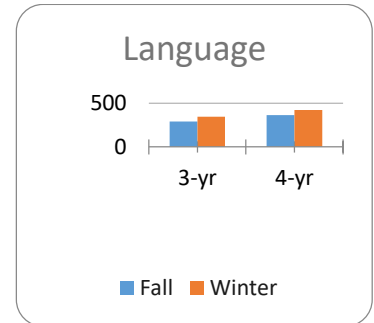
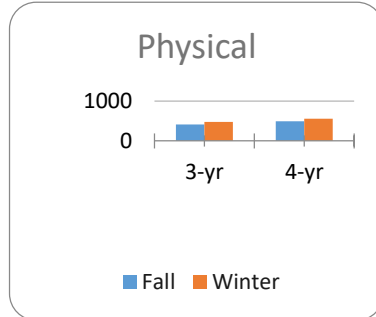
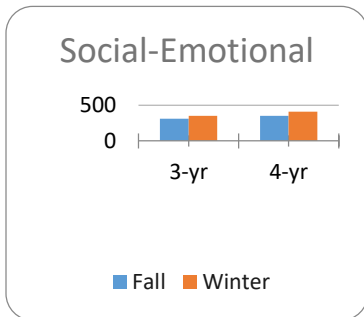
Early Head Start

Fall-Winter 2019-2020 Teaching Strategies GOLD Outcomes (No Spring due to COVID-19)



Head Start

Fall-Winter 2019-2020 Teaching Strategies GOLD Outcomes (No Spring due to COVID-19)



Kindergarten Transition

When a child enters the preschool program, staff work to provide consistency by placing the child in a classroom that best meets the child and family needs. The goal is that the child will remain in the same classroom with their original teachers throughout their time enrolled in preschool until they are ready to transition to kindergarten.

If transition to another center is necessary, or when children reach kindergarten age, staff will collaborate with parents, school districts, and others necessary, to implement strategies and activities to support successful transitions for children and their families to their new location, either within the HS program or the community.

The ESU #13 Head Start program strives for smooth kindergarten transition by working with parents and schools to help make that bridge successful. 137 children successfully transitioned to kindergarten for the 2019-20 school year. Due to COVID-19 many transition activities with the public schools did not take place in person. We did provide some pre-kindergarten backpack activities for children, ensured they were registered for Kindergarten and supported families as needed.

Parent Policy Council

Policy council members were elected from all of our programs across our service area. They met monthly and shared in the decision making process regarding quality programming for themselves and their children. Thank you to the 2019-20 Early Head Start / Head Start Policy Council Members and special appreciation to the Policy Council Officers:

Chairperson – Gloria Morales

Vice-Chairperson – Kathrine Macintosh

Secretary – Brittany Crofutt