The Head Start Program is one of four programs in the Bismarck Early Childhood Education Program (BECEP). The Early Head Start / Head Start Program supports comprehensive services for income eligible families, including those that address the mental, social, and emotional development of children from birth to age 5.

**What makes Head Start Programs unique among early education programs?**

- Head Start evolves and changes as the needs of the community change.
- Comprehensive and responsive services provided are based on the interests, needs, and culture of each child and family.
- Head Start services follow the philosophy that children grow and develop in the context of their family and culture and that parents are respected as the primary educators and nurturers of their children.
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PROGRAM SHARED GOVERNANCE

The Head Start Program operates a formal structure of shared governance for the oversight of quality services for Head Start children and families and for making decisions related to program design and implementation. The structure includes a governing body and policy council. The governing body is the Bismarck Public School (BPS) Board. They each have a critical role of oversight, design, and implementation of the Head Start program.

- Members of the Governing Body hereafter referred to as School Board or Board, have legal and fiscal responsibility for administering and overseeing the Head Start program, including the safeguarding of Federal funds.
- The Policy Council consists of parents of children who are currently enrolled in HS/EHS programs and community representatives. The Council is responsible for the direction of the Head Start program, including program design and operation, and long- and short-term planning goals and objectives, taking into account the annual community wide strategic planning and needs assessment and self-assessment.

Parent involvement in program governance reflects the fundamental belief, present since the inception of Project Head Start in 1965 that parents must be involved in decision-making about the nature and operation of the program for Head Start to be successful in bringing about substantial change.

### 2018-19 Bismarck Public School Board

- **President:** MATT SAGSVEEN
- **Vice President:** RICK GELOFF
- **Board Members:** KARL LEMBKE, JON LEE, HEIDI DELORME
- **Superintendent:** JIM HAUSSLER

### 2018-19 BECEP - Head Start Policy Council

- **Chair:** JOSEPH JAHNER (HS)
- **Vice Chair:** SARA WAITE (HS)
- **Secretary:** ALMANTA MORSETTE (HS)
- **Treasurer:** JESSICA ARMSTRONG (HS)
- **Council Members:** THOMAS COLLIS (HS), CHARNELL PEREZ (EHS)
- **Community Representatives:** KAY POWER, KYLE ENGELHARDT, JENNY HEITZMAN

### Oversight & Management Structure
To support the overall goal of improving social competence and opportunities for school readiness success, Head Start embraces a set of core values that include commitments to...

1. Establish a **supportive learning environment** for children, parents and staff in which the processes of enhancing awareness, refining skills and increasing understanding are valued and promoted.

2. Recognize that the members of the Head Start community—children, families and staff—have roots in **many cultures**.

3. Understand that the **empowerment of families** occurs when program governance is a responsibility shared by families, governing bodies and staff; and when the ideas and opinions for families are heard and respected.

4. Embrace a **comprehensive vision** of health for children and families and staff, which assures that basic health needs are met, encourages & promotes practices that prevent future illnesses and injuries and health behaviors that enhance life-long well-being.

5. Respect the importance of all aspects of an **individual’s development**, including social, emotional, cognitive and physical growth.

6. Build a community in which each child and adult is treated as an individual while, at the same time, a sense of belonging to the group is reinforced.

7. Foster a relationship with the **larger community**, so that families and staff are respected and served by a network of community agencies in partnership with one another.

8. Develop a **continuum of care**, education and services that allow stable, uninterrupted support to families and children during and after their Head Start experience.

**HEAD STARTS IMPACT:**
the Head Start Advantage

Children who participate in Head Start programs receive innumerable benefits. These advantages appear immediately, last a lifetime and even have an effect on other generations.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>38%</strong></td>
<td>Head Start children reduce their vocabulary deficit by 38% during the program year.</td>
</tr>
<tr>
<td><strong>31%</strong></td>
<td>Head Start children are 31% less likely to have been held back a grade.</td>
</tr>
<tr>
<td><strong>19%</strong></td>
<td>Head Start children are 19% less likely to smoke when adults</td>
</tr>
<tr>
<td><strong>13%</strong></td>
<td>High quality birth-to-five programs, like EHS &amp; HS, pay off 13% per year.</td>
</tr>
</tbody>
</table>
COMMUNITY NEEDS THAT IMPACT FAMILIES IN POVERTY

When families with the lowest income in our communities face one or more of the following challenges, it’s more difficult for them to support child outcomes and school readiness: lack stable housing, move frequently, lack family support, suffer from health or mental health issues or have safety concerns. Early Head Start/ Head Start helps to address these needs so children are in a better position to learn and excel in school.

Community Need 1: Shortage of affordable, quality child care/ preschool services, especially for infants & toddlers.

Community Need 2: Shortage of services for teen parents and children birth to 3.

Community Need 3: Increased number of families that have health needs or have experienced risk factors associated with mental health issues, impacting the safety and stability of the family.

Community Need 4: Lack of support services for the “working poor”; families who have incomes that are slightly above the income guidelines and don’t qualify for social service assistance programs such as Medicaid, SNAP, TANF, Energy Assistance, Child Care Assistance, etc. These families find it difficult to pay for the basic expenses like food, shelter, and child care costs, partially due to the high cost of living.

Community Need 5: Shortage of programs that support families moving toward self-sufficiency.

Services provided by EHS/ HS to address some of the community’s greatest needs for families in poverty:

Offer free, quality early childhood services. The majority of parents served are employed, going to school, or seeking employment so preschool/ child care services are critical.

Prioritize services and offer support to pregnant women and teen parents, who are most at-risk.

Have qualified staff on-site to provide support to children & families who are low income and at risk of losing housing, those families that are homeless and cannot find affordable housing, and transient populations.

Families that apply for services often have income over the federal poverty guidelines. Should there be vacancies after all the families at the 100% poverty level have been served, EHS/HS can enroll the “working poor” families whose incomes are slightly higher than those at the 100% of poverty level (130% of the poverty guidelines).

Support is provided for those who have health needs or have experienced risk factors associations with mental health issues (Mental Health Consultant, Education/ Disability Specialist, Registered Nurse, Family Advocates who are Licensed Social Workers, etc.).

Family services are individualized through a goal-setting process with community resources and support provided. As community needs change and trends develop, we tailor our services to support families and their changing needs.

We enroll and support families who are dual language learners and children who have behavioral and academic needs. Services are individualized to meet the unique learning needs of each child. We enroll and support children with disabilities as well as children who need individual learning plans to support their learning.
2018-19 Characteristics of Children & Families Served

Funded Enrollment
131
EHS—12   HS—119

Cumulative Enrollment
163
EHS—26   HS—137

Total Families Served
146
EHS—21   HS—125

ADDRESSING COMUNITY NEED

118.67 AVERAGE HEAD START Monthly Enrollment
12 AVERAGE EARLY HEAD START Monthly Enrollment

90.24% AVERAGE HS DAILY ATTENDANCE

PERCENTAGE OF ENROLLED CHILDREN...

85% have NEEDS BEYOND POVERTY ......

- 17% WITH A DISABILITY (27/163)
- 58% WITH INDIVIDUAL LEARNING PLANS
  - ACADEMIC (36/119) and
  - BEHAVIORAL (33/119)
- 10% HOMELESS (117/163)
  - OF THOSE, 35% HOMELESS FAMILIES
    ACQUIRED HOUSING (6/15)
2018-19 Characteristics of Children & Family Served

Since our Head Start Program began back in 1965, we have provided directly or through referral, continuous, intensive, and comprehensive child development and family support services that enhanced the physical, social, emotional, and intellectual development of participating children.
Program Design used to Meet Family & Community Needs

Fiscal Year: July 1, 2018 through June 30, 2019

Service Area: Burleigh, Kidder, & Emmons Counties

Program Design:

- The birth to five approach was chosen because it is responsive to the ever-changing needs of the communities in the service area. The need for preschool services for low-income children and support to help move families toward self-sufficiency is great. There is no other program that provides the same level or quality of services to low-income families.
- Center-based services for Head Start were chosen and located in Burleigh County because the majority of children we serve live in Burleigh County and come from single parent households and most families are working and going to school. Families need services 5 days a week to help cover the hours they are working and/or going to school. Some families also indicated they would prefer a 4 day a week class schedule. We continue to offer both options for families.
- The home-based option was chosen for Early Head Start for a variety of reasons. There is a strong parent focus which will lead to long-term positive outcomes for the families most in need. Often low income teen parents and families living in rural communities don’t have the financial resources or reliable transportation for the amount of travel that would be needed to access services. The home-based option is the most impactful and cost efficient model and will support services across the three County area.

<table>
<thead>
<tr>
<th>Center Based Services</th>
<th>Home-Based Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funded Enrollment: 119</td>
<td>Funded Enrollment: 12</td>
</tr>
<tr>
<td>Ages Served: 3-5 year olds</td>
<td>Pregnant Women (2)</td>
</tr>
<tr>
<td>Enrollment Duration: Sept.—May/June—9 Months</td>
<td>Ages Served: Children birth to 3 (10)</td>
</tr>
<tr>
<td>165 days—51 Children—Monday through Friday</td>
<td>Enrollment Duration: 48 Weeks July through June—Year Round Services</td>
</tr>
<tr>
<td>128 days—68 children—Monday through Thursday</td>
<td>Expectant Families—1 home visit a month or as needed for support during pregnancy.</td>
</tr>
<tr>
<td>Class Hours: 8:15-2:30</td>
<td>Children receive weekly home visits (48 total)</td>
</tr>
<tr>
<td>2 Home Visits annually</td>
<td>22 Socializations throughout the year.</td>
</tr>
</tbody>
</table>
5-YEAR GRANT GOALS
to support School Readiness

Long Range Goal: The Head Start/Early Head Start program staff will ensure children 0-5 & their families receive enhanced educational and family services so children are ready to succeed in kindergarten and beyond.

The following objectives describes the scope and detail of how the work will be accomplished to help families and children be career, college, and community ready. To support families in achieving this goal, we will provide enhanced educational and family services so children are ready to succeed in kindergarten and beyond.

1. Parent engagement activities will be provided to increase the percentage of families making progress and completing family goals in: family well-being, families as learners, parent-child relationships, families as lifelong educators, and family engagement in the transitions. These efforts will move parents toward self-sufficiency and promote engagement in their child’s education.

   - Provide engagement activities to support parent driven goals and activities aligned with child outcomes and PFCE Outcomes.
   - Staff and parents will assess progress toward meeting Head Start Parent, Family & Community Engagement (PFCE) Outcomes.

2. Staff and parents will provide quality teaching practices and promote positive mental health practices so there will be an increased percentage of children that will enter kindergarten with age appropriate skills in the areas of social-emotional development and thinking and problem solving skills to support cognitive and math development.

   - Provide Coaching support for all teachers, home visitors, and instructional aides.
   - Staff & parents provide quality teaching practices to promote positive mental health practices in the areas of social-emotional development and thinking and problem-solving skills to support cognitive and math development. Parents are provided training and support during conferences and home visits.
   - Implement Creative Curriculum with fidelity.
   - To strengthen the skills and ability of staff and parents to effectively respond to emotionally traumatic situations and support child learning, the Mental health Committee will guide programmatic efforts to support positive mental health practices for the children and staff. The Committee will ensure staff have the training they need to respond to children and families with mental health needs.

3. The impact on children when parents and staff work together toward a common goal will result in strengthening school readiness and child outcomes to ensure children are ready for school. Staff will develop and implement a process to analyze and compare the Parent, Family and Community Engagement (PFCE) outcomes with the child outcomes and school readiness data.

   - Staff will analyze school readiness data, child outcomes data, & PFCE outcomes data to determine if children are on track and reaching goals to be ready for kindergarten. The PFCE outcomes data will be compared with the child outcomes data and school readiness data to determine if program modifications need to be made to ensure children are ready for kindergarten.
   - Adjust programmatic and individual supports to ensure children and their families are school ready.
EARLY CHILDHOOD EDUCATION

Our Head Start Program recognizes each child as an individual with a unique combination of strengths and needs. Head Start teachers take into consideration each child’s individual abilities, interests, learning style, cultural and linguistic background, and patterns of development and learning to provide a high quality early childhood education. Head Start teachers use research based curriculum, input from parents and information from screenings and child assessments to plan individualized instruction for each child.

CURRICULUM

The curriculum is research based and aligns with the Head Start Early Learning Outcomes Framework, ND Early Learning Guidelines, ND PreK Standards, and ND Kindergarten Standards.

PRIMARY CURRICULUMS

Teaching Strategies Creative Curriculum is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. Teachers create a high-quality learning environment and build a thorough understanding of best practices. Through studies, which are hands-on, project-based investigations, The Creative Curriculum® for Preschool helps teachers build children’s confidence, creativity and critical thinking skills and promote positive outcomes. Teachers develop comprehensive daily plans.

The Creative Curriculum for Infants & Toddlers is also a comprehensive, research-based developmentally appropriate curriculum includes objectives for children’s development and learning. Objectives define goals for young children, and the curriculum provides the tools and resources needed to achieve these goals. The Creative Curriculum explains all aspects of developmentally appropriate programing and leads educators through the process of planning and offering excellent care and education for infants, toddlers and twos.

Infant/Toddler Family Visiting Curriculum Resources: Partners for a Healthy Baby ~ This evidence informed Home Visiting Curriculum for New Families; Baby’s First Six months, Baby’s Months 7-12, Baby’s Months 13-18, Baby’s Months 19-27, Baby’s Months 28-36 - Developed by Florida State University Center for Prevention & Early Intervention. Structured to meet Family Visiting program goals, this curriculum is presented in single page, magazine format with a reading level of approximately 7th grade. This resource lends itself well to individualizing to the needs of the enrolled children and families.

Basic Beginnings ~ The Basic Beginnings Home Visiting Curriculum is research based and built on recent research in child development, parent-child relations and human wellness. The parent education program focused on raising young children from the prenatal period through 3 years of age. The learning materials incorporate hands-on, interactive learning activities with a unique “family activity book” for each lesson. The program model focuses on understanding and practicing the fundamental aspects of raising children that lead to stable, responsive relationships and safe, supportive environments.
2018-2019 Early Head Start Child Outcomes Data

Child Outcomes:  Snapshot in Time
Children switch color bands on their birthdays so the data is showing a snapshot in time versus progress over time.

The charts below indicate the number of children below, meeting, or exceeding age expectations during each of the four checkpoint periods.

Early Head Start Findings….

- The children birth to 1 years old are learning to get their needs met.
- Two year olds is where you see the growth in skills development. They are mobile and starting to explore their worlds and make more connections.
- All children have shown growth through the year.
2018-2019 Head Start Child Outcomes Data

<table>
<thead>
<tr>
<th>Area</th>
<th>BOY</th>
<th>MOY</th>
<th>EOY</th>
<th>% of growth BOY to EOY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social/Emotional</td>
<td>45%</td>
<td>77%</td>
<td>87%</td>
<td>42</td>
</tr>
<tr>
<td>Physical</td>
<td>74%</td>
<td>100%</td>
<td>100%</td>
<td>26</td>
</tr>
<tr>
<td>Language</td>
<td>49%</td>
<td>75%</td>
<td>81%</td>
<td>32</td>
</tr>
<tr>
<td>Cognitive</td>
<td>36%</td>
<td>81%</td>
<td>92%</td>
<td>56</td>
</tr>
<tr>
<td>Literacy</td>
<td>23%</td>
<td>83%</td>
<td>91%</td>
<td>68</td>
</tr>
<tr>
<td>Math</td>
<td>38%</td>
<td>62%</td>
<td>85%</td>
<td>47</td>
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</tbody>
</table>

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<th>Area</th>
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<tr>
<td>Social/Emotional</td>
<td>37%</td>
<td>77%</td>
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<td>54</td>
</tr>
<tr>
<td>Physical</td>
<td>45%</td>
<td>85%</td>
<td>98%</td>
<td>53</td>
</tr>
<tr>
<td>Language</td>
<td>51%</td>
<td>83%</td>
<td>89%</td>
<td>38</td>
</tr>
<tr>
<td>Cognitive</td>
<td>37%</td>
<td>76%</td>
<td>90%</td>
<td>53</td>
</tr>
<tr>
<td>Literacy</td>
<td>43%</td>
<td>85%</td>
<td>87%</td>
<td>44</td>
</tr>
<tr>
<td>Math</td>
<td>22%</td>
<td>67%</td>
<td>82%</td>
<td>60</td>
</tr>
</tbody>
</table>

The chart above indicates percentage of children meeting or exceeding age expectation at the beginning, middle, & end of year checkpoint periods.

**Child Outcomes: Percentage of Growth**

**Head Start Growth .....**

- The largest increase from BOY to EOY for non-transitioning 3 year old children occurred in Literacy & Cognitive Development.
- The largest increase from BOY to EOY for transitioning 4 year old children occurred in Math & Social-Emotional Development.

The chart below shows developmental progress for children transitioning to Kindergarten. The blue bar represents the beginning of the year (BOY) data, the red bar represents the middle of year (MOY) data, and the green bar the end of the year (EOY) data for the percentage of children meeting age expectations.
**2018-19 School Readiness Data**

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. More about the approach:

- Physical, cognitive, social, and emotional development are all essential ingredients of school readiness.
- Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.
- Programs establish school readiness goals that are appropriate for the ages and development of enrolled children in the following domains:
  - Language and Literacy
  - Cognition
  - Approaches to Learning
  - Physical health and motor development
  - Social and Emotional Development

- Implementing and measuring progress toward school readiness goals helps programs individualize for each child and ensure that children know and can do what is needed to be ready for kindergarten.
- Head Start respects parents as their children's primary nurturers, teachers, and advocates, and programs are required to consult with parents in establishing school readiness goal.
- As children transition to kindergarten, Head Start programs and schools should work together to promote school readiness and engage families.

**2018-2019 School Readiness Goals**

![Percentage of 4 Year Olds](image)

**School Readiness Goals**

**Approaches to Learning:**
1. Children will demonstrate initiative and persistence in learning and discovering when working with others, materials, activities and information.

**Social and Emotional Development:**
2. Children will develop and engage in positive relationships and interactions with adults and peers.
3. Children will begin to recognize, describe, develop and demonstrate control over their emotions.

**Language and Literacy:**
4. Children will use and comprehend oral language for conversation and communication.
5. Children will use and understand print as a meaningful and organized symbolic system of communication.
6. Children will hear and distinguish the sounds and rhythms of language.
7. Children will demonstrate knowledge of the alphabet by naming letters and letter sounds.

**Cognition:**
8. Children will ask questions, gather information, make predictions and analyze results.
9. Children will demonstrate knowledge of patterns, numbers and quantities.

**Perceptual Motor and Physical Development:**
10. Children will demonstrate control of large and small muscles for such purposes as movement, self-care, and manipulation.
11. Children will show interest in and demonstrate knowledge of healthy and safe habits.
Approach to Health Services

Head Start provides access to comprehensive health services to ensure they are ready for school. Program staff believe that health is the foundation for positive child outcomes. Children are able to learn when they are healthy and safe.

During the 2018-19 school year we enrolled a total of 163 children & 2 pregnant women for a cumulative enrollment of 165.

At the end of the school year

**Early Head Start** (23 children & 3 pregnant women = 26)

Note: The low numbers of children may skew the data percentages.

- 100% of children & pregnant women have health insurance.
- 100% of pregnant women received prenatal and postpartum health care.
- 96% of children with completed medical exams and follow-up.
- 100% of children have a medical home.
- 96% of children with completed dental exams and follow-up.
- 100% of children have a dental home.
- 100% of pregnant women received prenatal education on fetal development.
- 100% of children with up-to-date immunizations, or exempt.
- 33% Pregnant women received Mental Health interventions and follow-up.
- 13% of children received IFSP services.

At the end of the school year

**Head Start** (137 children)

- 100% of children have health insurance.
- 95% of children with completed medical exams and follow-up. (14 children dropped from the Program before it could be completed.)
- 100% of children have a medical home.
- 93% of children with completed dental exams and follow-up.
- 100% of children have a dental home.
- 100% of children with up-to-date immunizations, or exempt.
- 17.5% of children received IEP services.
- 10.2% of children consulted with the Mental Health Consultant for behavior/mental health issues.
Improving Family Self-Sufficiency....

As we support parents in their role as their child’s teacher and advocate, they discover the critical role they play in supporting their child’s healthy development and school success. The assistance we provide to help move parents toward self-sufficiency, along with our community partners, helps families meet their educational, financial, and employment goals. The process we use to improve a family’s self-sufficiency starts as staff get to know families; they began to learn about the skills families have along with some of their needs. As we work to support each family’s goals, we see families take steps toward reaching their goals. For the past several years, curriculum implementation, teaching practices and staff and parent training efforts have focused on priority areas that will lead to family self-sufficiency and improve child outcomes and school readiness skills. These priority areas are identified and support is provided to families in meeting their basic needs, advancing their education, obtaining and maintaining employment, and supporting their child’s development.

Of the Families Served:

- 89% of families expressed interest or need for family services during the program year. Of those...
  - 99% Received Health Education
  - 17% Received Parenting Education
  - 14% Received Mental Health Services
  - 12% Received Emergency or Crisis Intervention Services (Basic Needs)
  - 12% Received Housing Assistance
  - 8% Received Adult Education such as GED Programs and College Selection Services
  - 8% Received Child Abuse & Neglect Services
  - 6% Received Job Training Services
  - 6% Families Received Assistance for Incarcerated Individuals
  - 4% Received Substance Prevention & Treatment Support
  - 4% Received Domestic Violence Services
  - 3% Received Relationship Education
  - 3% Received English as a Second Language Training
  - 3% Received Child Support Assistance
  - 1% Received Asset building services (such as financial education, opening savings & checking accounts, debt counseling, etc.)

Parent Involvement Activities Offered:
- Back to School Celebration Night
- Conscious Discipline & Bright Beginning Parenting Classes
  (Understanding Your Child’s Emotions, Assisting your Child’s Social Development, The Importance of Play, Loving Rituals, Make-N-Take Class—Routines & Loving Rituals, Attachment in Early Childhood—Understanding your Relationship with your Child, etc.)
- Policy Council & Parent Committee
- Open Gym—Preschool Playtime
- Parent/ Child Activities
- Grandparent Support Class—Grandparents Raising Grandchildren.
- Super Soccer for Preschoolers
- Father-Focused Activities
- Transitioning to Kindergarten Event
- Parent/ Child Dinner—”A Father’s Journey”
- Volunteering Opportunities
- Parent Café Events with Community Partners
- Field Trips to Zoo, Library & Papa’s Pumpkin Patch
- Book Distributions—The Bismarck Kiwanis Club - read to children in the classrooms & Raising a Reader Book Bags
- Home related activities that support child’s educational goals.
- End of Year Family Event—Slide into Summer (Super Slide Park)
Family Goals to Support School Readiness

An integrated, comprehensive approach to family engagement helps staff partner with families so children are school ready. Staff work to strengthen parent/child relationships and design activities to engage families to help them make progress toward family and child outcomes and achieve family goals. Head Start Parent and Family Engagement Outcomes provide a framework to help families overcome challenges such as poverty, homelessness, family and community violence, lack of access to health care, and social isolation so they can support their child’s education. Program staff along with their community partners help to provide the support services families need.

<table>
<thead>
<tr>
<th>Head Start Parent and Family Engagement Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FAMILY WELL-BEING</td>
</tr>
<tr>
<td>Parents and families are safe, healthy, and have increased financial security.</td>
</tr>
<tr>
<td>2. POSITIVE PARENT-CHILD RELATIONSHIPS</td>
</tr>
<tr>
<td>Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.</td>
</tr>
<tr>
<td>3. FAMILIES AS LIFELONG EDUCATORS</td>
</tr>
<tr>
<td>Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.</td>
</tr>
<tr>
<td>4. FAMILIES AS LEARNERS</td>
</tr>
<tr>
<td>Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.</td>
</tr>
<tr>
<td>5. FAMILY ENGAGEMENT IN TRANSITIONS</td>
</tr>
<tr>
<td>Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.</td>
</tr>
<tr>
<td>6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>7. FAMILIES AS ADVOCATES AND LEADERS</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Families self-assess where they are at in achieving the Family Engagement Outcomes three times a year. Each category is rated as a 1, 2, 3, 4, or 5 and each one has a different rating summary. As a general guideline the scoring legend may be defined as: Scoring Legend: 1-Greater Need . . 2. . . . 3. . . . 4. . . . 5-Lower Need

Note: Each family views their individual situation differently and may not view their responses in this same manner as indicated in the scoring legend. This is just used as a guide as you try to understand the data that is indicated below.

In summary, the majority of families are self-sufficient in the areas of Family Well-Being, Positive Parent/Child Relationships, Lifelong Educators, and Engagement in Transitions. Families rated themselves lower in the areas of Families as Learners and Families as Advocates. During this stage of their lives families may be working more on advancing their own learning through education and training and not yet to participating in leadership roles. In the areas of Family Connection to Peers and Community the majority of families have a small group of friends or family to turn to for support and know what resources are available and how to access them.
The Family Well-Being Category has several different components. Below are the items that fall under Well-Being:
## FINANCIAL REPORT—HEAD START

### JULY 1, 2018 – JUNE 30, 2019

#### Federal Head Start Funds

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS Funds PA 22—Proposed Budget</td>
<td>$1,555,931.00</td>
<td></td>
</tr>
<tr>
<td>HS Funds PA22—Expenditures</td>
<td>$1,555,931.00</td>
<td></td>
</tr>
<tr>
<td>HS Funds PA 22 Carried Over to 2019-20</td>
<td>$  0.00</td>
<td></td>
</tr>
<tr>
<td>HS PA 20 Training Funds—Proposed Budget</td>
<td>$19,917.00</td>
<td></td>
</tr>
<tr>
<td>HS PA 20 Training Funds—Expenditures</td>
<td>$19,917.00</td>
<td></td>
</tr>
<tr>
<td>Non-Federal Match</td>
<td>$ 393,962.00</td>
<td></td>
</tr>
</tbody>
</table>

#### Other Funds Supporting HS Program

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>USDA Funds—Proposed Budget</td>
<td>$  92,226.82</td>
<td></td>
</tr>
<tr>
<td>USDA Funds—Expenditures</td>
<td>$  92,226.82</td>
<td></td>
</tr>
<tr>
<td>United Way - Revenue July 2018 – June 2019 (Grant runs calendar year.)</td>
<td>$ 33,748.86</td>
<td></td>
</tr>
<tr>
<td>United Way – Expenditures July 2018 – June 2019 (Grant runs calendar year.)</td>
<td>$ 36,060.42</td>
<td></td>
</tr>
<tr>
<td>Kiwanis Club - Revenue</td>
<td>$    1,400.00</td>
<td></td>
</tr>
<tr>
<td>Kiwanis Club – Expenditures</td>
<td>$    1,043.28</td>
<td></td>
</tr>
</tbody>
</table>

### Head Start Expenditures

- **Personnel & Fringe:** $1,441,368.54, 73%
- **Operating Costs:** $313,700.06, 27%
- **License/ Registration:** $80,240.04, 7%
- **Transportation Costs—Gas, Oil:** $10,289.41, 9%
- **Food:** $18,940.88, 2%
- **Tranportation:** $18,940.88, 2%
- **Travel, Gas:** $18,940.88, 2%
- **License/Registration:** $7,874.21, 1%
- **Classroom, Health, Administrative & Transportation Supplies:** $11,387.24, 10%
- **Postage:** $485.60, 0%
- **Parent Activities:** $868.92, 1%
- **Cell Phones:** $952.63, 1%
- **Food:** $7,025.57, 6%
- **Mileage Reimbursement:** $7,400.00, 6%
- **Building:** $343,476.74, 30%
- **Equipment:** $313,700.06, 27%
- **Training/Travel:** $19,917.00, 1%

### Head Start Operating Costs

- **License/Registration:** $80,240.04, 7%
- **Classroom, Health, Administrative & Transportation Supplies:** $11,387.24, 10%
- **Postage:** $485.60, 0%
- **Parent Activities:** $868.92, 1%
- **Cell Phones:** $952.63, 1%
- **Food:** $7,025.57, 6%
- **Mileage Reimbursement:** $7,400.00, 6%
- **Building:** $343,476.74, 30%
- **Equipment:** $313,700.06, 27%
JULY 1, 2018 – JUNE 30, 2019

<table>
<thead>
<tr>
<th>Federal Early Head Start Funds</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EHS Funds PA 22 — Proposed</td>
<td>$ 164,029.00</td>
</tr>
<tr>
<td>EHS Funds PA 22 —</td>
<td></td>
</tr>
<tr>
<td>EHS PA 20 Training Funds — Proposed Budget</td>
<td>$ 3,887.00</td>
</tr>
<tr>
<td>EHS Funds PA 20 Training Funds — Expenditures</td>
<td>$ 3,887.00</td>
</tr>
<tr>
<td>Non-Federal Match</td>
<td>$ 41,979.00</td>
</tr>
</tbody>
</table>

**Early Head Start Expenditures**

- Non-Federal Share, 41,979.00, 20%
- Training/Travel, 3,887.00, 2%
- Operating Costs, 7,172.60, 3%
- Personnel & Fringe, 156,856.40, 75%

**Early Head Start Operating Costs**

- Equipment, 2,038.86, 28%
- License/Registrations, 723.12, 10%
- Mileage Reimbursement, 33.68, 0%
- Food, 395.03, 6%
- Cell Phones, 632.83, 9%
- Parent Activities, 216.10, 3%
- Home Visit, Health & Administrative Supplies, 2,910.72, 41%
- Postage, 17.76, 0%
- Printing, 204.50, 3%
Most Recent Head Start Monitoring Review:
Focus Area Two:  Held on October 1, 2018 to October 4, 2018  Results Received:  Dec. 3, 2018
CLASS:  Held on October 22, 2018 to October 24, 2013  Results Received:  Dec. 7, 2018

Summary of Findings

Focus Area Two: Program Performance Summary Report

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, we have found your program meets the requirements of all applicable HSSPPS, laws, regulations, and policy requirements.

Program highlights include information about your program’s unique or innovative service delivery.

Supporting Family Well-being

The grantees understood the existing substance abuse issues in their community and more specifically for the young parents whose children were enrolled in the Head Start program. In direct response to this known issue, the Family Service Workers (FSW) used the Family Outcome and Strengths Needs Assessment to begin to identify families who were at risk due to substance abuse within the family.

The program’s approach to reducing family trauma from the epidemic of substance abuse was in partnership with other community agencies. The first step was to connect the substance abuser to the needed expertise for drug counseling. Family Service Workers focused on empowering all parents and providing family support in addition to a parent’s treatment plan. For example, if transportation was an issue for the family to keep family counseling appointments, the FSW would work to eliminate barriers. In addition, the program provided parent engagement activities provided to ensure social-emotional connections, reduce family isolation, and reduce the stress and challenges for the family living with a substance abusive family member.

The program shared during a parent engagement event titled “A Father’s Journey” they noticed parents began to share their own personal stories about their substance abuse because the program had created a safe environment for them to do so. For some parents, this was the first moment they reached out to ask for help. At their request, the FSW referred them to community resources needed to deal with parent’s substance abuse. Although substance abuse is still a serious issue in the community, the Head Start program has established a referral and a family support system that is coordinated with other community agencies to improve the well-being of Head Start families.

CLASS:  Results form CLASS Observations

Observations were conducted in preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS®). The CLASS® tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. Please share these results with the appropriate governing board, policy council, management, staff and stakeholders.

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>Score</th>
<th>DOMAIN</th>
<th>Score</th>
<th>DOMAIN</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Support</td>
<td>6.1786</td>
<td>Classroom Organization</td>
<td>6.0000</td>
<td>Instructional Support</td>
<td>3.3571</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIMENSIONS</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Climate</td>
<td>6.07</td>
<td>Behavior Management</td>
<td>6.43</td>
<td>Concept Development</td>
<td>3.21</td>
</tr>
<tr>
<td>Negative Climate</td>
<td>1.00</td>
<td>Productivity</td>
<td>6.29</td>
<td>Quality of Feedback</td>
<td>3.43</td>
</tr>
<tr>
<td>Teacher Sensitivity</td>
<td>6.36</td>
<td>Instructional Learning Formats</td>
<td>5.29</td>
<td>Language Modeling</td>
<td>3.43</td>
</tr>
<tr>
<td>Regard for Student Perspectives</td>
<td>5.29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For all three domain areas, the Office of Head Start indicates the “Standard of Excellence” is a score of 6.
FINANCIAL AUDIT

Brady, Martz & Associates,
P.C. provided an Independent Audit’s Report to the Bismarck Public School District for the fiscal year ending on June 30, 2019.

### BISMARCK PUBLIC SCHOOL DISTRICT NO. 1
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2019

#### Section I - Summary of Auditor’s Results

<table>
<thead>
<tr>
<th>Financial Statements</th>
<th>Unmodified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of auditor’s report issued:</td>
<td></td>
</tr>
<tr>
<td>Internal control over financial reporting:</td>
<td>yes</td>
</tr>
<tr>
<td>Material weakness(es) identified?</td>
<td>yes</td>
</tr>
<tr>
<td>Significant deficiency(ies) identified?</td>
<td>no</td>
</tr>
<tr>
<td>Noncompliance material to financial statements noted?</td>
<td>no</td>
</tr>
</tbody>
</table>

#### Federal Awards

<table>
<thead>
<tr>
<th>Internal control over major programs:</th>
<th>Unmodified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material weakness(es) identified?</td>
<td>yes</td>
</tr>
<tr>
<td>Significant deficiency(ies) identified?</td>
<td>no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of auditor’s report issued on compliance for major programs:</th>
<th>Unmodified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any audit findings disclosed that are Required to be reported in accordance with 2 CFR 200.516(a)?</td>
<td>no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CEDA Number(s)</th>
<th>Name of Federal Program or Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.027 &amp; 84.173</td>
<td>Special Education Cluster (IDEA)</td>
</tr>
<tr>
<td>84.010</td>
<td>Title I</td>
</tr>
<tr>
<td>84.371</td>
<td>Comprehensive Literacy Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dollar threshold used to distinguish between Type A and Type B programs:</th>
<th>$750,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditee qualified as a low-risk auditee?</td>
<td>yes</td>
</tr>
</tbody>
</table>

#### Section II – Financial Statement Findings

There were no findings to be reported in this section.

In our opinion, Bismarck Public School District No. 1 complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

MISSION
To provide intervention and services to children and their families that allow them to reach their full potential.

VISION
This is a place where (low-income) children & their families, join together with community support to build an educationally rich environment... Where instruction is individualized to promote school readiness ... Where children & family goals are supported ...

This is a place where children have fun ... Where there are quality age-appropriate educational activities ... Where children are healthy and active learners ...

This is a place where parents are primary educators of their children ... Where families feel supported & valued ... Where there are opportunities for parents to become involved ... Where parents are decision makers and advocates for their children ...

This is a place where the community agencies come together ... Where support systems are developed ... Where family self-sufficiency is promoted ...
Where we grow along with the community ...

This is a place where staff treats each other and the families they serve with respect ... Where staff initiative & individuality is supported ... Where each person is responsible for their own learning & fulfillment ... Where working as a team is promoted ... Where staff achieves their personal best ... Where differences are accepted and celebrated.

This is a place where there are opportunities for success. This place is Head Start!