

Annual Report

August 2017-July 2018



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Who We Are

Mayville State University Child Development Programs (MSU CDP) has been providing comprehensive programming to Head Start (HS) and Child Care families since 1991 and to Early Head Start (EHS) families since 2002, with an expansion in the city limits of Grand Forks, ND in 2010. The program provides collaborative Pre-K classrooms within two school districts, childcare for children ages birth to 13, and is Mayville State University's hands-on lab site used for educating future early childhood educators and teachers. It is through these partnerships and diverse programming that children, families, and community members receive high quality comprehensive services. In 2014, MSU CDP expanded Early Head Start services to include Child Care Partnerships in area communities, including Buxton, Minto and the YMCA in Cass County in 2017.

Mission

Mayville State University Child Development Programs will assist in empowering children, families, the community, staff, students, and volunteers by providing opportunities and resources to improve their quality of life.

Goals

For Our Children

- To provide opportunities for individualized, comprehensive development (physical, social, cognitive, emotional and language) through developmentally appropriate practice, safe environments, continuity of care, and respect for individual differences.

For Our Families

- To value and support "parents as their children's first and primary teachers."
- To engage families in their children's education.
- To foster independence, self-sufficiency and individual empowerment by linking families with temporary and appropriate supportive services.

For Our Communities

- To promote partnership with community resources by linking children, families, staff and students with appropriate agencies according to their individual needs.

For Our Staff

- To encourage and mentor each other in professional and personal growth.
- To work and communicate with fellow employees respectfully and professionally.

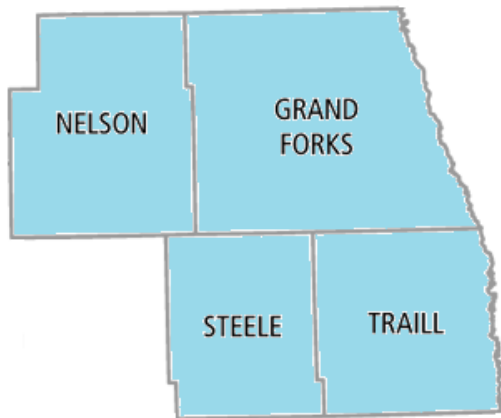
For Our Students

- To provide opportunities for leadership, learning and direct experiences in a developmentally appropriate environment.
- To provide support services and opportunities for personal growth

For Our Volunteers

- To provide opportunities and support for individuals to share their time, talent, and culture.

Service Area



Head Start/ Early Head Start

Early Head Start- Child Care Partnership

Site	Programs	Address	Telephone
Mayville– Birkelo Hall on MSU Campus	Early Head Start, Head Start , Child Care (6 wks-age 5). CHEERS (Summer)	330 3 rd Street NE, Mayville, ND 58257	(701) 788-4868 or 800-437-4104 ext 34868
Mayville- Peter Boe Jr. Elementary School	CHEERS (After-school care)	20 2 nd Street NW, Mayville, ND 58257	
Portland	Early Head Start, EHS/CC Partnership, Head Start, Child Care (6 wks-age 5)	716 Madison Ave, Portland, ND 58274	(701) 414-0153
Hillsboro Armory	Early Head Start, Head Start, Child Care (6 wks-age 5), CHEERS (After-school care/Summer)	408 1 st Street SE, PO Box 542, Hillsboro, ND 58045	(701) 636-4047
Hillsboro Elementary School	Head Start, Child Care (age 4-5)	124 4 th St NE, Hillsboro, ND 58045	(701) 636-4711
Central Valley Public School	Head Start, Child Care (age 4-5)	1556 Hwy 81 NE, Buxton, ND 58218	(701) 847-2220
Home-Based (Traill, Steele, Griggs, Nelson, and Grand Forks counties)	Early Head Start	330 3 rd Street NE, Mayville, ND 58257	(701) 369-4486
Grand Forks-Grand Cities Mall	Early Head Start, EHS/CC Partnership, Head Start, Child Care (6 wks-age 5)	Grand Cities Mall Suite 10, 1726 S Washington St, Grand Forks, ND 58201	(701) 696-9061
Grand Forks– School for the Blind	Early Head Start, EHS/CC Partnership, Head Start, Child Care (6 wks-age 5)	500 Stanford Road, Grand Forks, ND 58203	(701) 369-4467
Buxton Children Center	EHS/CC Partnership	103 Ives St, Buxton, ND 58218	701.847.2508
ABC Daycare	EHS/CC Partnership	514 Major Ave, Minto, ND 58261	701.248.3019
YMCA-West Fargo	EHS/CC Partnership	1042 14th Ave E Ste 100, West Fargo, ND 58078	701.205.4252
YMCA-South Fargo	EHS/CC Partnership	4575 45th St S, Fargo, ND 58104	701.281.4960

Services Provided

Early Head Start (EHS) is a year-round, federally funded program, which provides a comprehensive child development program for children ages birth to three years of age. EHS center-based services are offered at no charge to income and age eligible families from 8:30am to 3:00pm, with wrap-around child care offered at an hourly rate which is the responsibility of the family.

Head Start (HS) is a 9 month (September-May), federally funded program, which provides a comprehensive child development program for children ages three to five. Head Start center-based services are offered at no charge to income and age eligible families from 8:30am to 3:30pm, with wrap-around child care offered at an hourly rate, which is the responsibility of the family.

Early Head Start/Child Care Partnership (EHS/CCP) is a year-round, federally funded program, which provides a comprehensive child development program for children ages birth to three. EHS/CCP center-based services are offered at no charge to income and age eligible families during the hours of the child care center. Families will apply for Child Care Assistance Program (CCAP) which supplements the wrap-around care.

The Home-based program is a year-round, federally funded program which serves Early Head Start families within our service areas. Families receive weekly home visits and bi-monthly socialization opportunities. The home-based program provides the same services and activities as the center-based EHS program within the enrolled family's home.

Prenatal Early Head Start services provide expectant mothers and families support on issues related to pregnancy, with a minimum of monthly home visits and bi-monthly socializations opportunities.

The Child Care program offers an integrated classroom approach at all locations where children receive the same opportunities as those enrolled in the Head Start and Early Head Start program. Child care is a monthly, fee-based program.

The Collaborative Pre-K program is a 9 month (September-May) option which provides children who are preparing for Kindergarten the skills to be successful in school. The collaborative Pre-K program offers Head Start and child care slots within school districts and follows the school districts hours. An integrated classroom approach is used, where children enrolled in child care receive the same opportunities as those enrolled in the Head Start program.

Cheers is an after-school program which is offered at Peter Boe Elementary in Mayville and at the Armory in Hillsboro during the school year. Cheers is also offered during the summer months for school-age children at the Mayville site and the Hillsboro Armory.

All children and families enrolled at MSU CDP are provided the same components and services received by HS and EHS families, including health screenings, nutrition, family services, parent involvement opportunities, educational curriculum, assessments and individualization. All staff at MSU CDP will support and assist all families with any goals they choose to set and work towards during the program year.

2017-2018 Grantee Board Members

Position	Member
President/ Board Chairperson	Gary Hagen
Vice President of Academic Affairs	Keith Stenehjem
Vice President of Business Affairs	Jami Hovet
Vice President of Student Affairs	Andrew Pflipsen
Athletic Director	Mike Moore
Executive Foundation Director	John Klocke
Executive Director of Institutional Effectiveness	M. Allison Johnson

2017-2018 Policy Council Members

Site	Members	
Mayville	Ben Gates - Chairperson	Danielle Carr - Secretary
Portland	Jesslyn Reed	
Central Valley	Bryan Mackley – Vice Chairperson	
Hillsboro	Kathy Ellingson	
Grand Forks	Tabitha Solc	Laura Newman
Home-based	Tarek Elderini	
Community Representatives	Katherine Zupan	Larissa Campbell
Buxton, Minto, YMCA	Open	



Eligibility Requirements

- Eligibility for HS/EHS/EHSCCP is determined using the current Health and Human Services (HHS) Poverty Guidelines as set forth by the Head Start Act. Children who are from families with income below the poverty guidelines are eligible.
- Ten percent (10%) over-income families may be accepted according to selection criteria outlined in the recruitment policy. The program will fill all slots with income eligible families first and then move to over-income families, if slots are still available.
- Children who are in foster care, families who are homeless, and those receiving TANF or SSI are categorically eligible.
- To maintain Head Start regulation guidelines, 10% of the children enrolled have a diagnosed disability.
- Areas of Traill, Steele and Nelson counties have been declared “Medically Underserved.” This means that due to limited resources, the distance to travel to attain needed resources, plus the hardships that face rural communities, more than just low-income families can benefit from the Early Head Start, Head Start, and Early Head Start/Child Care Partnerships programs.
- Based on the medically underserved declaration, EHS, EHSCCP, and HS programs can enroll one medically underserved family for every income eligible family enrolled. The program will enroll all income eligible families first and then fill with medically underserved families, if room allows.

If you are interested in applying for our program, please apply online at www.mayvillestate.edu/cdpapp.



2017-2018 Enrollment

Funded Enrollment

Early Head Start: 67
Head Start: 70
EHS- Child Care Partnership:
64

Children Served this Year

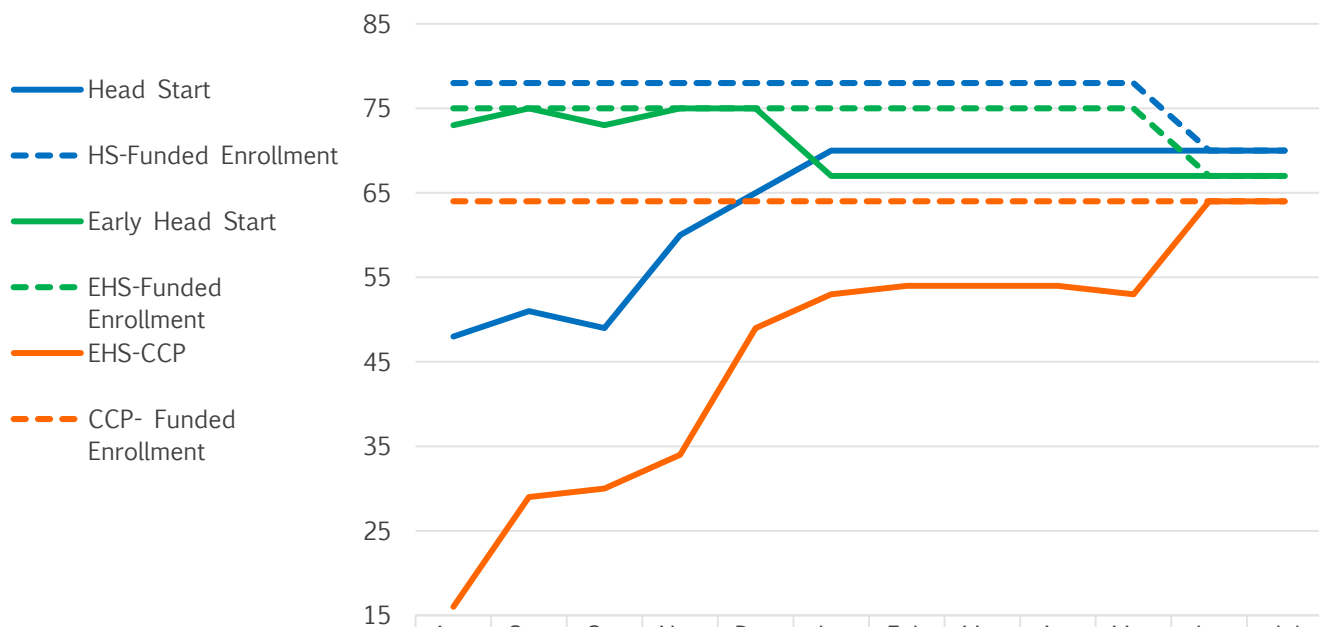
Early Head Start: 115
Head Start: 80
EHS-Child Care Partnership:
70

Avg. Monthly Enrollment

EHS: 70 of 67 slots enrolled 104%
HS: 76 of 78 slots enrolled 97%
EHSCCP: 46 of 64 slots enrolled 72%

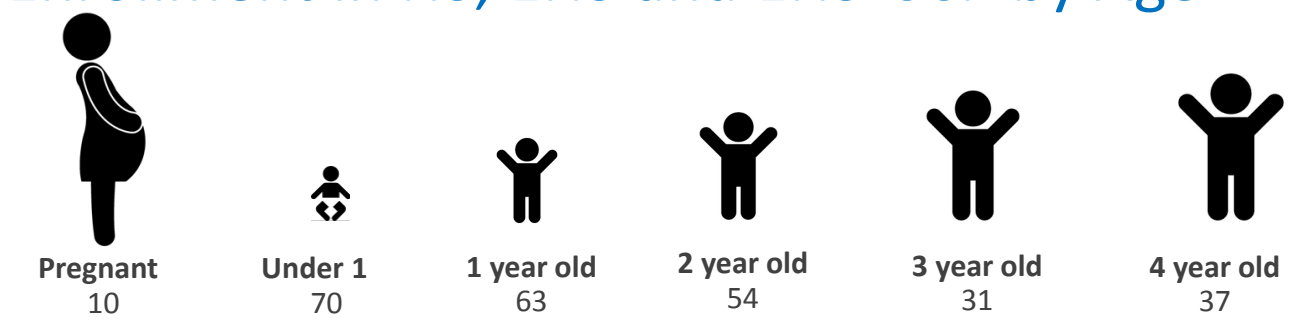
MSU CDP was on an enrollment plan with the Office of Head Start during the 2016-2017 school year. This was due to the lack of partners with the EHS-CCP grant and lack of classroom space for the HS/EHS grant. Due to the lack of space MSU CDP asked for a reduction of 8 Head Start slots and 8 Early Head Start Slots to move from a funded enrollment of 78 to 70 for Head Start and 75 to 67 for Early Head Start. The reduction was approved in June of 2018. By the end of the school year, MSU CDP was at 100% funded enrollment!

Monthly Enrollment

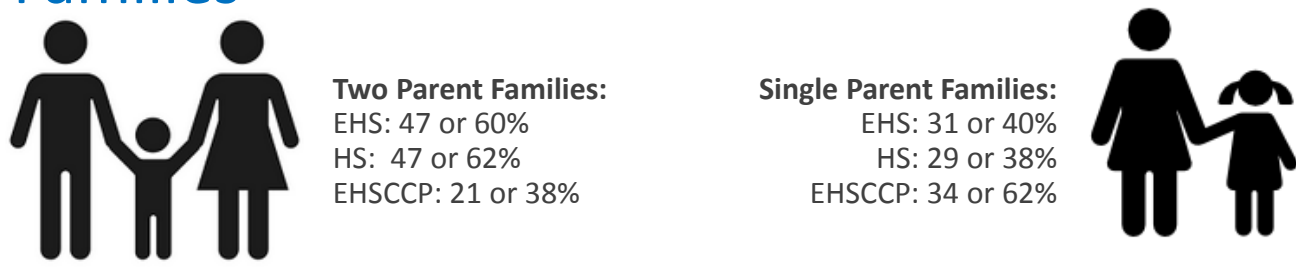


	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Head Start	48	51	49	60	65	70	70	70	70	70	70	70
HS-Funded Enrollment	78	78	78	78	78	78	78	78	78	78	70	70
Early Head Start	73	75	73	75	75	67	67	67	67	67	67	67
EHS-Funded Enrollment	75	75	75	75	75	75	75	75	75	75	67	67
EHS-CCP	16	29	30	34	49	53	54	54	54	53	64	64
CCP- Funded Enrollment	64	64	64	64	64	64	64	64	64	64	64	64

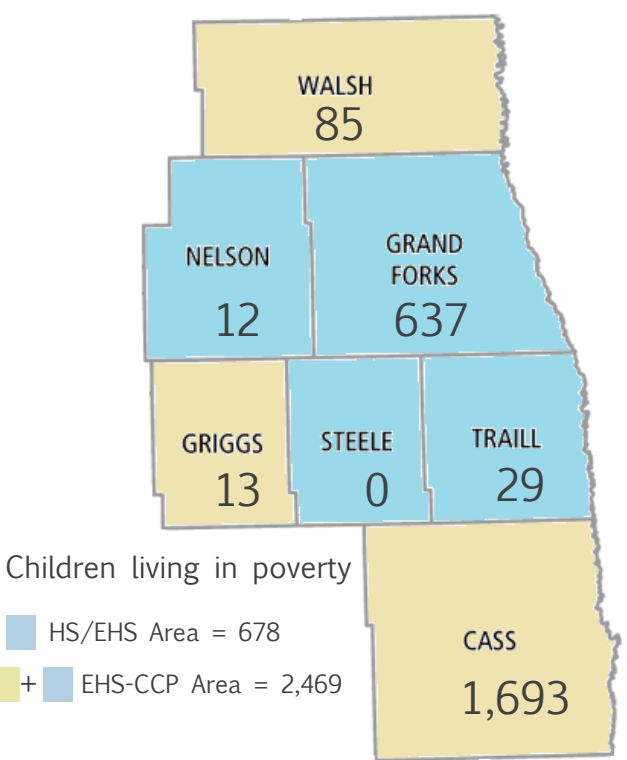
Enrollment in HS, EHS and EHS-CCP by Age



Families



Children living in Poverty



Children Served this Year

Early Head Start: 115

Head Start: 80

EHS-Child Care Partnership: 70

Percentage of Eligible Children Served

HS/EHS: MSU CDP served **29%** of eligible children living in poverty in the service area

EHS-CCP: MSU CDP served **3%** of eligible children living in poverty in the service area

*ND Kid Count 2016 data

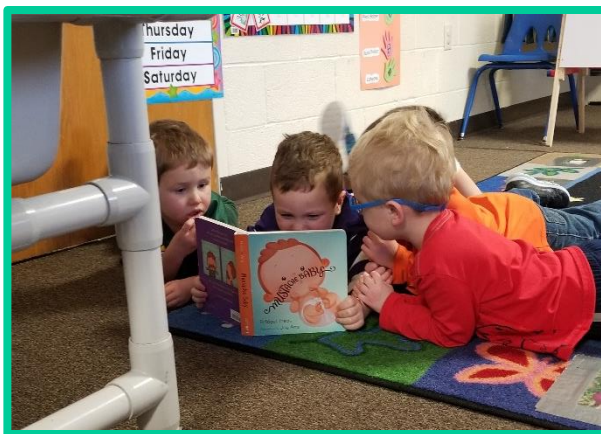
Education and Classroom Information

Educational Screenings

- Ages and Stages Questionnaire (ASQ-3) is a developmental screening tool that is completed within the first 45 days of enrollment. It is used to identify strengths and potential concerns in language, gross and fine motor, personal social and problem solving development in infants and young children. The screening results will assist in the identification of need for further educational and/or social emotional evaluation from a local education agency (LEA).
- Ages and Stages Questionnaire: Social Emotional Questionnaire (ASQ:SE-2) is a screening tool that is completed within the first 45 days of enrollment by parents to identify potential health, developmental, or social-emotional concerns in infants and young children.
- If any concerns appear through these screenings, referrals are provided to the appropriate entity, which may include medical, mental health/behavioral, or education.

Curriculum: The Creative Curriculum/ Teaching Strategies GOLD

- MSU CDP utilizes the Creative Curriculum for Infants, Toddlers and Twos in the Infant Toddler (0-3) Early Head Start Classrooms and the Creative Curriculum for Preschool in the Preschool / Pre-K (3-5) Head Start Classrooms.
- This curriculum is research-based and aligns with the North Dakota Early Learning Guidelines and the Head Start Early Learning Outcomes Framework.
- The Creative Curriculum focuses on 38 objectives and dimensions and is used as both a guide for lesson planning, routines and environments, as well as a basis for collecting child development data, known as outcomes.
- Teaching Strategies GOLD is a curriculum component database in which teachers individually plan for each child, using collaborative goal setting between teachers and parents, document child progress through observations, plan weekly lesson plans for the entire class, generate report cards, and family conference forms.



Education and Classroom Information

Outcomes

- Activities are planned and implemented regularly to support specific, individual child development based on the 38 objectives and dimensions within the Creative Curriculum and Teaching Strategies GOLD.
- Teachers complete focused observations that are linked to these objectives to determine children's developmental level.
- Observations are documented in Teaching Strategies GOLD and utilized to complete checkpoints quarterly, which show each child's developmental progress.
- This data is utilized to create report cards and family conference forms to review with parents at quarterly home visits and/or parent/teacher conferences.
- This data is used by MSU CDP to determine the needs of the individual child, classroom, and program and determine training and program needs for the teachers and staff.

Home Visits

- Home visits focus on reviewing with parent's their child's intellectual, physical, social and developmental strengths and areas for improvement. Home visits also provide for teacher/parent interactions and relationship building.
- Head Start/Early Head Start/Early Head Start-Child Care Partnership center-based families are required to complete 2 home visits per program year
- Early Head Start home-based families are required to complete a weekly home visit.
- Child Care families are offered home visits by their child's teacher and the parent can also request to have a home visit.

Parent/Teacher Conferences

- Throughout the program year, there are 2 parent/teacher conferences offered to all center-based children ages 3-5 and are typically scheduled during the fall and spring, coinciding with regular school district conferences.
- Parent/Teacher conferences focus on enhancing the parental knowledge and understanding of the educational and developmental progress and activities of each child enrolled in MSU CDP.

Disabilities

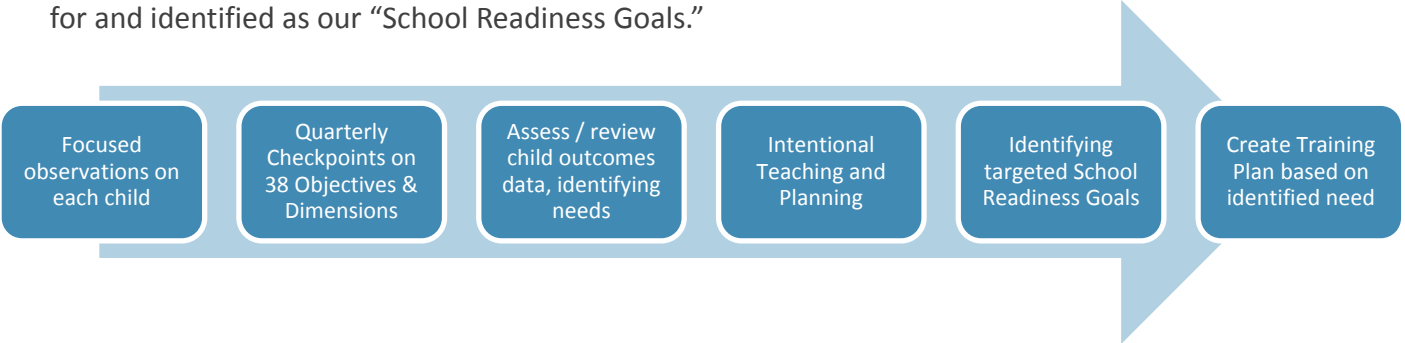
- If a child has a diagnosed disability, we work with the local education agency to ensure all the requirements of the IEP/IFSP are met and goals are uniform across all agencies involved.
- Any child on an IEP will have it updated by the LEA yearly.

Mental Health Services

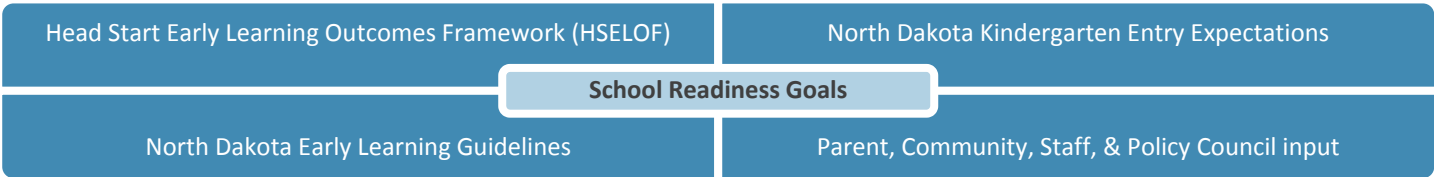
- Mental Health Services are available to families for information and/or guidance.
- The program's mental health consultants observe each classroom twice per year (home visits as needed) and provide feedback to teachers.
- Referrals to the mental health consultants are made when necessary, only with parent's authorization.

School Readiness Goals

MSU CDP is committed to ensuring children are prepared for Kindergarten and we do so through intentional planning and identifying school readiness goals based on the needs of the children and families in our program. Teachers in all classrooms, from Infant rooms to Pre-K rooms, strive to ensure that activities are planned to promote school readiness throughout each child’s duration in our program. Lessons, activities and the classroom environment are carefully planned using the Creative Curriculum, the 38 identified objectives for development and learning, and intentional teaching practices. Children are assessed quarterly in all 38 objectives and dimensions of learning and that information is reviewed and assessed to identify professional development needs and strategies to promote growth and learning. Areas that have been identified as a need are planned for and identified as our “School Readiness Goals.”



Our school readiness goals encompass areas of identified need based on outcomes as well as skills that the state of North Dakota has identified that children should possess upon Kindergarten entry based on the North Dakota Kindergarten Entry Expectations and the North Dakota Early Learning Guidelines. Each goal is then strategically planned for to ensure that it’s components are implemented appropriately.



School Readiness Goals

MSU CDPs School Readiness Goals are each based on Domains found in the Head Start Early Learning Outcomes Framework (HSELOF). The HSELOF comprised of elements including Domains, Sub-Domains, Goals, and Indicators. These elements are used to guide teaching practices and are research based, comprehensive, inclusive, manageable and measureable. The Domains are broad areas of early learning and development from birth to 5 years that are essential for school and long-term success. Progress towards each goal is monitored quarterly and reported on to ensure MSU CDP, parents, community and policy council members are involved in reviewing data and collaborating to promote continued progress and success in preparing the children in our program for Kindergarten

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	



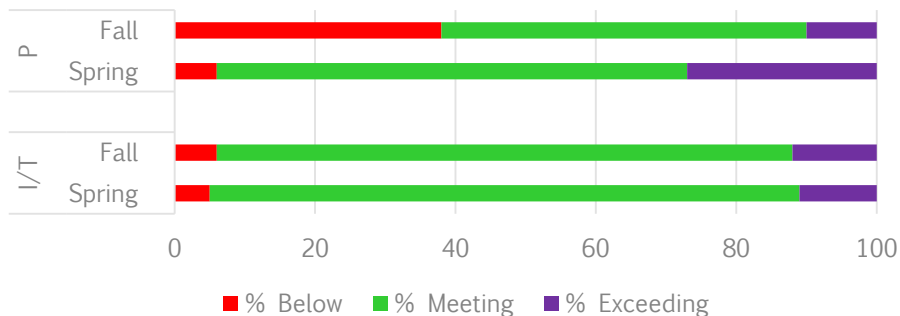
Progress Towards School Readiness

HSELOF Domain: Approaches to Learning

Sub-domain: Emotional and Behavioral Self Regulation

Infant Toddler Goal: Child manages feelings and emotions with support of familiar adults

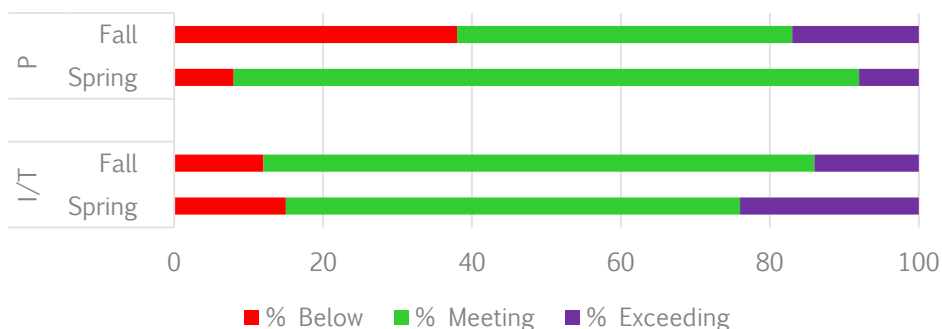
Preschool Goal: Child manages feelings and emotions with increasing independence



HSELOF Domain: Social and Emotional Development

Sub-domain: Relationships with Adults

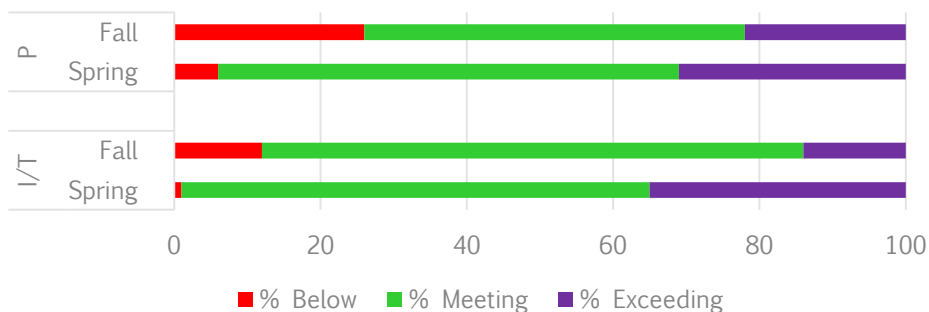
Infant Toddler and Preschool Goal: Child manages feeling and emotions with support of familiar adults



HSELOF Domain: Social and Emotional Development

Sub-domain: Relationships with Other Children

Infant Toddler and Preschool Goal: Child shows interest, interacts with, and develops personal relationships with other children



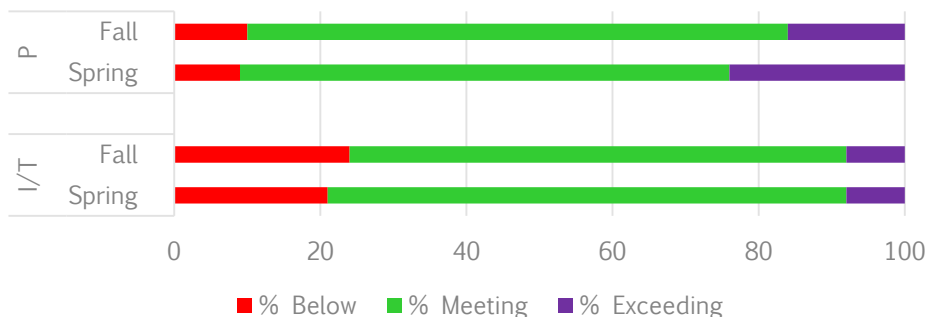
Progress Towards School Readiness

HSELOF Domain: Language and Communication

Sub-domain: Communication and Speaking

Infant Toddler Goal: Child communicates needs and wants non-verbally and by using language

Preschool Goal: Child varies the amount of information provided to meet the demands of the situation

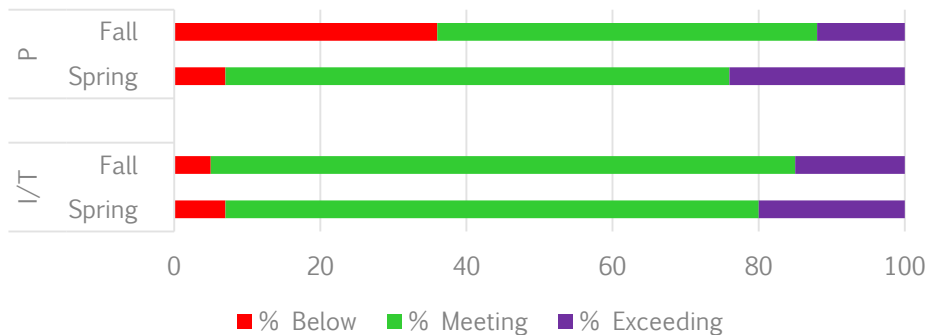


HSELOF Domain: Language and Communication

Sub-domain: Vocabulary

Infant Toddler Goal: Child understands and increasing number of words used in communication with others

Preschool Goal: Child understands and uses a variety of words for a variety of purposes

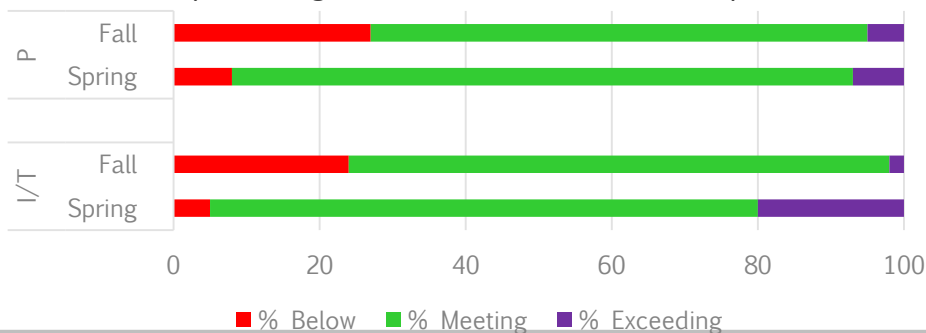


HSELOF Domain: Cognition

Sub-domain: Reasoning and Problem Solving/ Scientific Reasoning

Infant Toddler Goal: Child uses a variety of strategies in solving problems

Preschool Goal: Child asks a question, gathers information, and makes predictions



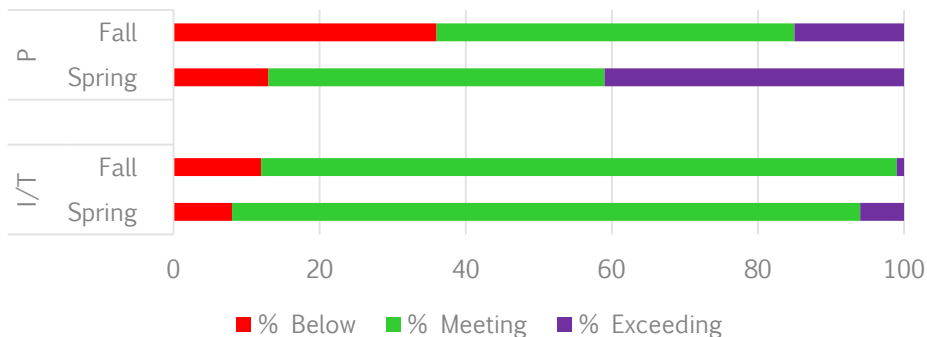
Progress Towards School Readiness

HSELOF Domain: Cognition

Sub-domain: Emergent Mathematic Thinking/ Counting and Cardinality

Infant Toddler Goal: Child develops sense of number and quantity

Preschool Goal: Child understands the relationship between numbers and quantities

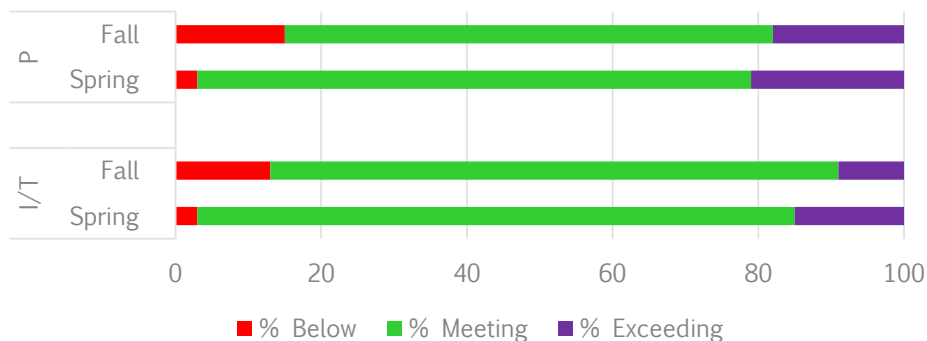


HSELOF Domain: Perceptual, Motor, and Physical Development

Sub-domain: Health, Safety, and Nutrition

Infant Toddler Goal: Child uses safe behaviors with support from adults

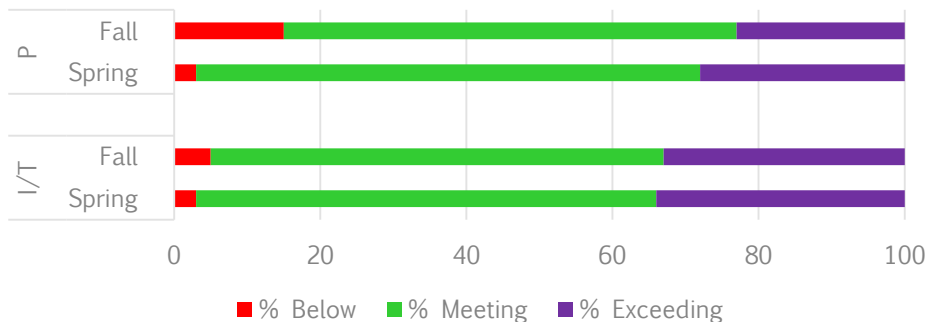
Preschool Goal: Child demonstrates knowledge of personal safety practices and routines



HSELOF Domain: Perceptual, Motor, and Physical Development

Sub-domain: Gross Motor

Infant Toddler and Preschool Goal: Child demonstrates effective and efficient use of large muscles to explore the environment



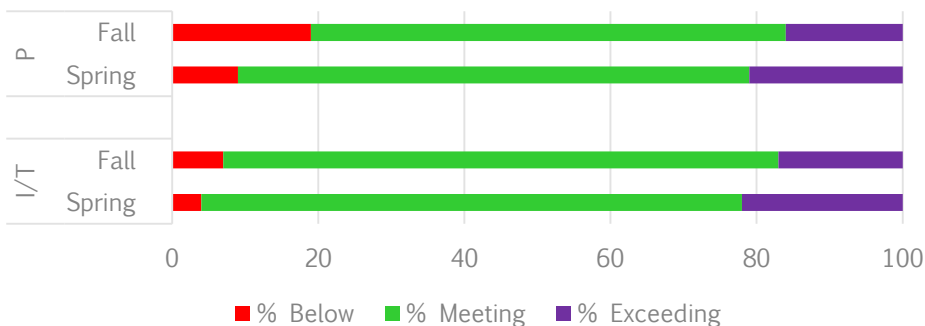
Progress Towards School Readiness

HSELOF Domain: Perceptual, Motor, and Physical Development

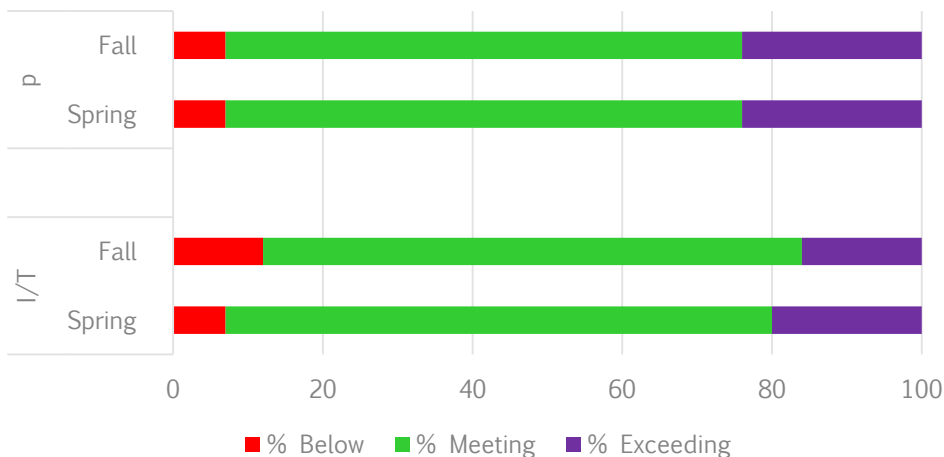
Sub-domain: Fine Motor

Infant Toddler Goal: Child adjusts grasp to use tools

Preschool Goal: Child demonstrates increasing control, strength and coordination of small muscles



2017-2018 Overall Progress Towards School Readiness Goals



Health Assessments

Hearing Screening

- All children age birth to 5 have their hearing screened using a mechanical hearing screening tool that tests otoacoustic emissions, or OAE's. This is the same screening tool that many hospitals use to screen newborns in the nursery prior to hospital discharge. This test is done using a soft probe placed into the ear canal. This probe then emits a tone into the child's ear and a microphone detects whether the tiny nerve cells in the inner ear are working correctly. The results are then provided to parents.

Vision Screening

- All children age 6 months to 5 years have their vision screened using the evidence-based screener Plusoptix S12C. The vision screener can be performed on children as young as 6 months as the only compliance needed is a short fixation on the camera for less than a second. The results identify refractive error, binocular alignment, unequal refractive error, and unequal pupil size. When the screening is complete, a "pass" or "refer" screening result is displayed automatically. The results are then provided to parents.

Height and Weight/Nutrition Assessment

- Every child is measured and weighed a minimum of twice each program year. Health staff will enter the child's measurements into ChildPlus and the child's BMI will be calculated. Health staff will send out BMI letters to update families. All families will also complete a brief nutritional assessment. The nutrition consultant evaluates the assessments and determines if any nutritional needs exist. She then sends helpful resources to families, based on their determined need from the Nutrition Assessment.

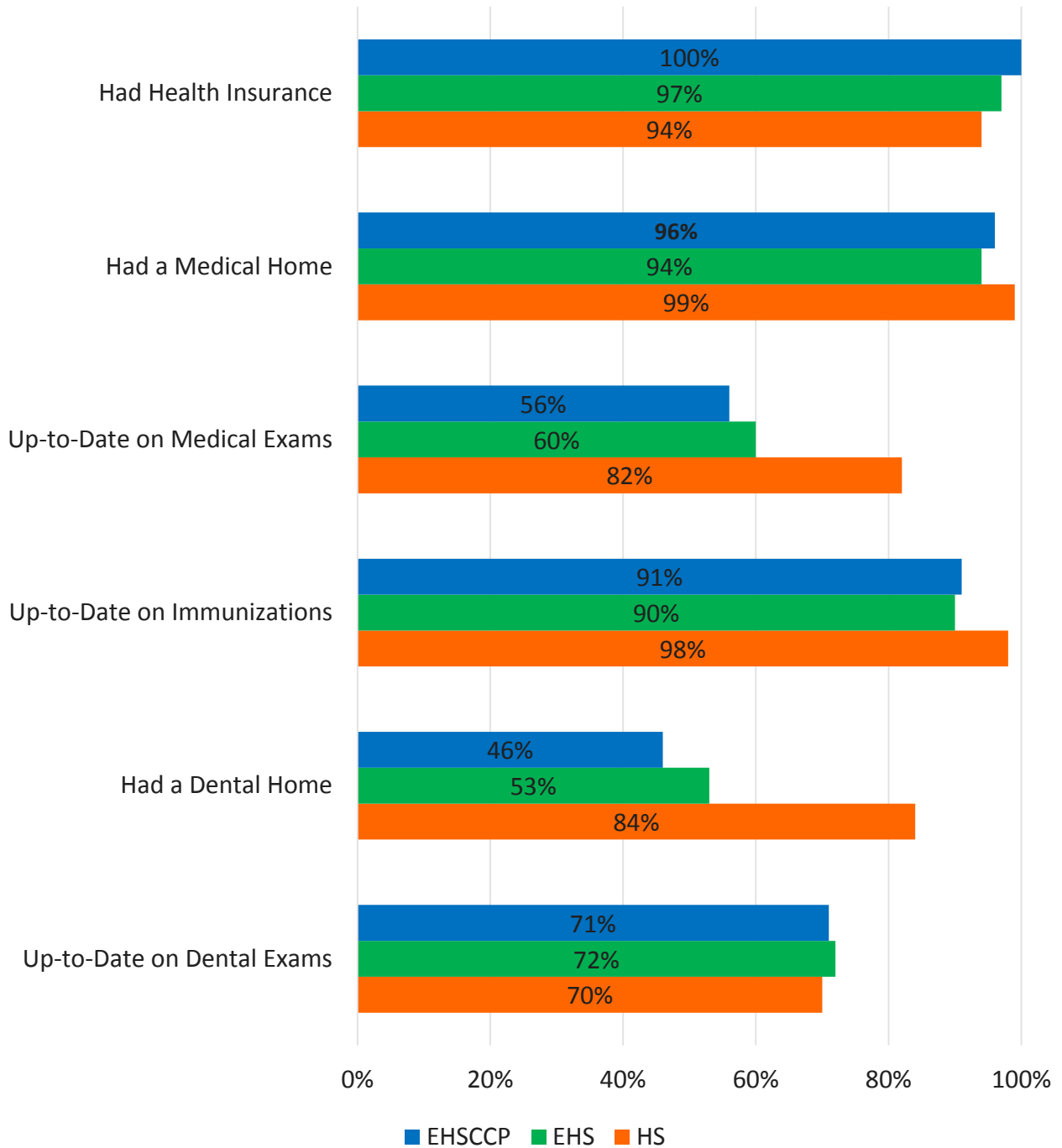
Other Health Requirements

- Physicals/well-child exams need to be completed by a physician within the first 90 days of enrollment for HS/EHS/EHSCCP.
- Dental exams need to be completed by a dentist within the first 90 days of enrollment for HS/EHS/EHSCCP.
- All children must provide proof of immunizations upon enrollment, including child care children. This is a ND childcare licensing regulation.

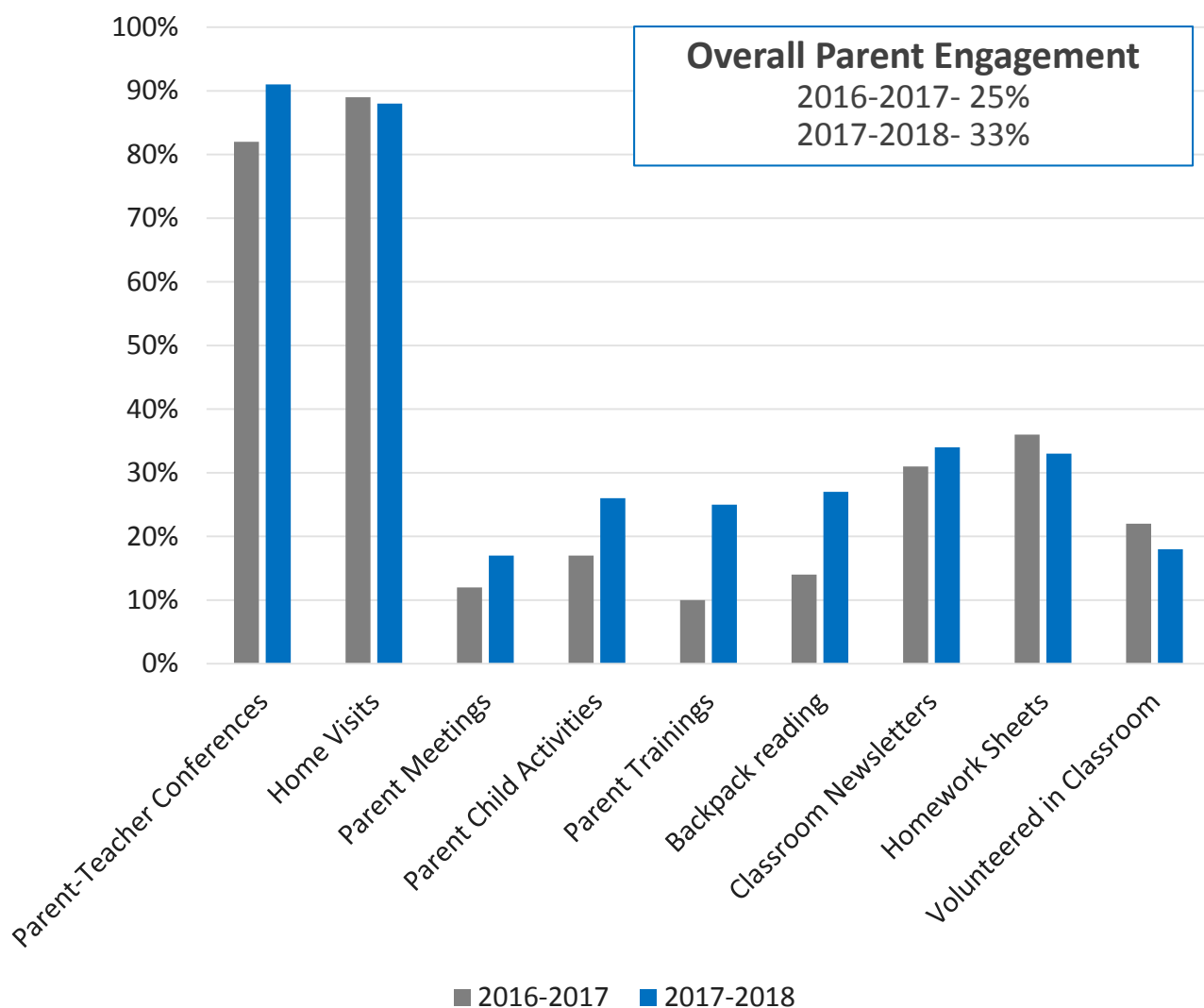


Health Information

Children who....



Parent Involvement Activities



After reviewing the Parent Involvement data from 2016-2017, MSU CDP set goals and objectives around increasing parent involvement. From 2016-2017 to 2017-2018 this goal was put into place we have seen great improvement in this area.

Goal: To value and support “parents as their child’s first and primary teacher”, by engaging families in their child’s education...

Objective: To increase the number of parents who are participating in parent/child engagement opportunities by 5% annually.

Expected Outcomes: Parents will be ready to support their child’s future education.

Parent Involvement and Non-Federal Share

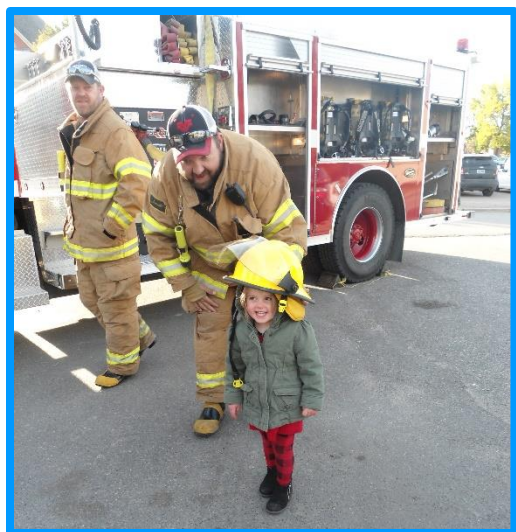
Head Start and Early Head Start



Parents are encouraged to participate in the program in many ways including volunteering in the classroom, attending parent meetings and trainings, attending parent/child activities, attending Policy Council meetings, and through special events.

The program is grateful for all of the volunteer support. **333** people volunteered for Head Start, **289** for Early Head Start, and **116** for Early Head Start-Child Care Partnership program, for a total of **735 volunteers!** Volunteers included parents, college and high school students, foster grandparents, community members and community groups.

For every federal dollar awarded, MSU CDP is required to match \$0.25/dollar by receiving donated goods and/or services. The non-federal share goal for HS/EHS was **\$488,488**, and we received **\$502,805.87!** The goal for EHS/CCP was **\$235,913** and we received **\$236,516**.



Some Activities	HS/EHS	EHS-CCP
Backpack Reading	\$32,044	\$8,645
Home Activities	\$92,152	\$13,339
Volunteers	\$50,824	\$4,732
Foster Grandparent Program	\$17,603	0

Thank You for your time in supporting the Program, Every Minute Counts!

Staff Requirements and Qualifications



MSU CDP strives to provide high quality care to all enrolled families by employing staff who are educated in the area of early childhood.

The following are the education and continued education requirements for all staff:

- Teacher (ages 0-3)
 - Minimum of a CDA within 12 months of hire
- Teacher (ages 3-5)
 - 2-yr degree in Early Childhood Education or the equivalent
 - 4-yr degree in Early Childhood Education or the equivalent
- Teacher's Aide
 - Minimum of a CDA within 24 months of hire
- Classroom Float
 - Minimum of a CDA within 24 months of hire
- All staff receive continuing education as required for licensing.
- All staff are required to obtain and maintain CPR/First Aid certification

HS/EHS Fiscal Information

February 2017-January 2018

	Proposed Budget	Actual Expenditures
Income		
EHS Grant	\$1,172,513	\$1,172,513
HS Grant	781,435	781,435
USDA Food Reimbursements	150,612	88,693
Other Income	30,080	21,152
Dept of Commerce (PreK)	35,000	15,288
Donations		50
Total Income	\$2,169,640	\$2,079,131
Expenses		
Personnel	\$1,073,525	\$1,007,824
Fringe Benefits	815,421	756,078
Supplies	37,351	38,308
Food	82,156	101,374
Contracts (MH, Nutrition, CBCs)	7,243	4,624
Rent, Insurance, Utilities, Bldg Maint/Repairs	73,823	78,408
State Fleet Mileage	12,402	13,867
Substitutes (no benefits)	24,413	32,722
Advertising/Printing	1,650	4,440
Training & Staff Development	41,477	41,486
Total Expenses	\$2,169,640	\$2,079,131
*MAY0004240		

MSU CDP takes its fiduciary responsibility to be good stewards of your investment seriously. The program complies with accounting principles found in the Head Start Act, the Office of Management and Budget (OMB Circulars), the Code of Federal Regulations (CFR), and the Head Start Performance Standards.

EHSCCP Fiscal Information

August 2017 – July 2018

	Proposed Budget	Actual Expenditures
Income		
EHSCCP Grant	\$934,528	\$934,528
COLA	9,121	9,121
Carryover Request #1*	523,713	523,713
Carryover Request #2*	101,984	101,984
Other Income		7,248
Total Income	\$1,569,346	\$1,576,594
Expenses		
Personnel	\$253,860.06	\$238,362.80
Fringe Benefits	149,765.81	146,665.39
Equipment	264,205.00	
Minor Renovations	245,700	
Supplies	128,783.73	14,490.74
Child Care Center Contracts	450,424	199,587
Other Contracts (MH, Nutrition, CBCs)	2,597.40	2,158.90
Rent, Insurance, Bldg Maint/Repairs	33,344	13,859.55
State Fleet Mileage	8,268.00	2,698.73
Advertising/Printing	8,720.00	1,163.85
Training & Staff Development	22,400	11,080.76
Other (Architect, etc.)	1,278	65,019.00
Total Expenses	\$1,569,346	\$1,576,594

*MAY0004243

*Carryover money was available due to low enrollment numbers and lack of child care partners in Fiscal Years 1-3. This available money was requested and used for the EHS-CCP minor renovation project at the Grand Cities Mall, playground equipment and fencing at the School for the Blind site, and start up costs at the YMCA locations.



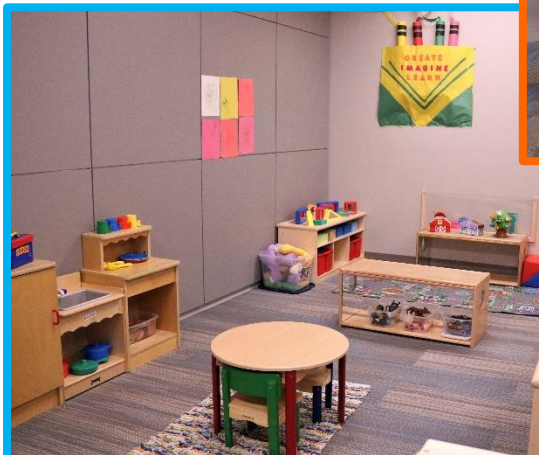
Grand Cities Mall Minor Renovation Project

On June 6th, MSU CDP moved from the University of North Dakota site to the newly renovated site at the Grand Cities Mall in Grand Forks, ND.

The Grand Cities Mall (GCM) has been in existence since 1964 and is known for being first indoor shopping mall in North Dakota, and is located in the heart of Grand Forks. This convenient midtown location is within walking distance to many apartment buildings and houses. GCM offers a unique mix of retail shops, personal services and entertainment that foster a family friendly environment which includes: The Village Family Service Center, WIC, Women's Pregnancy Services, K-Mart, Family Dollar, Hope Church, Thrive Church, Hope Library, and now MSU's Child Development Programs. GCM's vision is to provide a family focused environment where thriving businesses can connect with their customers which fits well with MSU CDP's mission.

MSU CDP hired Hepper Olson Architects to design the space for the program. The new site is 6,500 square feet, and has six 0-3 year old classrooms, a teacher prep space, and a meeting room. MSU CDP serves Early Head Start-Child Care Partnership, Early Head Start and Child Care children integrated throughout all the classrooms. This site also has five offices that house the program's Education Manager, Parent Family and Community Engagement Coordinator, Health Coordinator, Professional Development Coordinators and the Grand Fork's Site Coordinator.

GCM is also the home of the program's kitchen and a Preschool Classroom located down the hall from the main site. The kitchen prepares and serves food to the preschool classroom, the six 0-3 year old classrooms, and also over to our School for the Blind site that has one 0-3 year old classroom and one preschool classroom.



Federal and State Monitoring



From March 19-23, 2018, the Administration for Children and Families (ACF) conducted the Focus Area Two Monitoring Review of the Mayville State University Head Start and Early Head Start programs. Based on the information gathered during the review, the program was found to have met the requirements of all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

The program's audit coincides with Mayville State University's federal and state auditing requirements. Full audit reports are available upon request from the Mayville State University Business Office. The program was in compliance during the last audit cycle.

The program had a comprehensive Child and Adult Care Food Program (CACFP) administrative review on September 12, 2017. During the review, items were identified requiring corrective action. All items were corrected and the review was formally closed. A full report can be made available upon request from the Program Director or Health Manager.

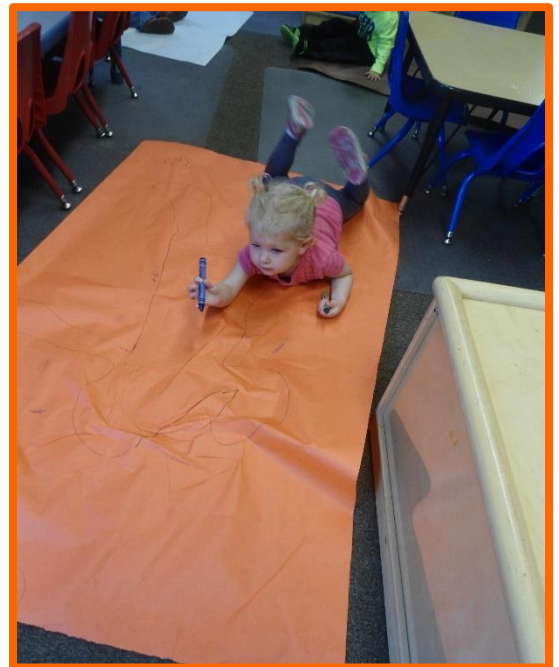
The sites of Mayville, Portland, Hillsboro Armory, HPK, Central Valley, Grand Forks-GCM and Grand Forks-SFB are annually licensed through the county in which they are located. All locations have health and fire inspections annually to ensure health and safety compliance.

The Office of Head Start conducted an onsite CLASS review from April 10-13, 2018 of our Head Start program. The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. The scores are as followed: Emotional Support 5.4583; Classroom Organization 5.0000; Instructional Support 2.0185; Positive Climate 5.50; Behavior Management 5.22; Concept Development 1.44; Negative Climate* 1.06; Productivity 5.56; Quality of Feedback 1.67; Teacher Sensitivity 4.94; Instructional Learning Formats 4.22; Language Modeling 2.94; Regard for Student Perspectives 4.44

A few more facts about the program

MSU CDP....

- Supports parent's as their child's first and foremost teacher and encourages family engagement in their child/children's ongoing education
- Serves families within a 7,805 square mile service area
- Provides Pre-K collaboratively with 2 school districts
- Employs over 70 full-time staff
- Completes pre-employment comprehensive criminal record checks for all employees
- Conducts an annual self-assessment (program evaluation) that provides for continuous improvement
- Serves as a lab site for students enrolled at Mayville State University, the University of North Dakota and East Grand Forks Technical College
- Mayville State University serves as the Grantee. The Grantee Board, in partnership with the Policy Council and the program staff, partake in shared decision making across the program.





This annual report covers the program year beginning August 2017 – July 2018.

For more information regarding the program please contact Jessica Amb, Program Director, at jessica.amb@mayvillestate.edu or at 701-788-4745.

Visit our website at www.mayvillestate.edu/cdp or check out our Facebook page “Mayville State University Child Development Programs.”

The program welcomes community and parent participation and feedback.

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