

Annual Report

August 2016-July 2017



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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 member receive high quality comprehensive services. In 2014, MSU CDP expanded Early Head Start services to include Child Care Partnerships in area communities, including Buxton and Minto.

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.

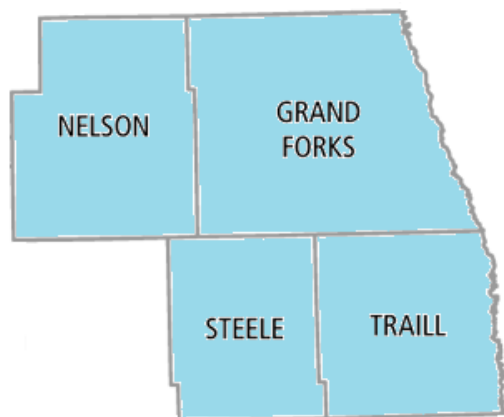
For Our Students

- 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	Location	Phone	Hours/Ages
Mayville	Early Head Start Head Start Child Care CHEERS (summer)	Birkelo Hall on MSU Campus 330 3 rd St NE Mayville ND 58257	701.788.4868 800.437.4104 Ext 34868 Fax - 701.788.4781 (fax)	7:00-5:30 pm 6 wks - 5 yrs
CHEERS	After-School Care	Peter Boe Jr Elementary 20 2 nd St NW Mayville ND 58257	701.317.6707	3:30-6:00 pm Kinder-5 th
Portland	Early Head Start Head Start Child Care EHS/CCP	716 Madison Ave Portland ND 58274	701.414.0153 701.414.0154 (fax)	7:00-5:30 pm 6 wks- 5 yrs
Hillsboro Armory	Early Head Start Head Start Child Care CHEERS	Hillsboro Armory 408 1 st St SE PO Box 542 Hillsboro ND 58045	701.636.4047 701.636.5412 (fax)	7:00-5:30pm 6 wks - 5 yrs K-5 th grade
Hillsboro Elementary	Head Start Child Care	Hillsboro Elementary 124 4 th St NE Hillsboro ND 58045	701.636.4711 701.636.4712 (fax)	8:30-3:30 pm 4-5 yrs 9 months/yr
Central Valley	Head Start Child Care	Central Valley School 1556 Hwy 81 NE Buxton ND 58218	701.847.2220 701.847.2407 (fax)	8:30-3:30 pm 4-5 yrs 9 months/yr
Grand Forks @ UND	Early Head Start EHS/CCP	UND Campus 920 Northwestern Dr. Grand Forks ND 58203	701.777.8153 701.777.8154 (fax)	7:00-5:30 pm 6 wks - 3 yrs
Grand Forks @ SFB	Early Head Start EHS/CCP	School for the Blind Community High School 500 Stanford Road Grand Forks ND 58203	701.335.3209	7:00-5:00 pm 6 wks - 3 yrs
Home-based	Early Head Start	Traill, Steele, Nelson, Grand Forks Counties	701.777.8153	

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 (August/September-May) federally funded program, which provides a comprehensive child development program for children age's 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 family's 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 (August/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.

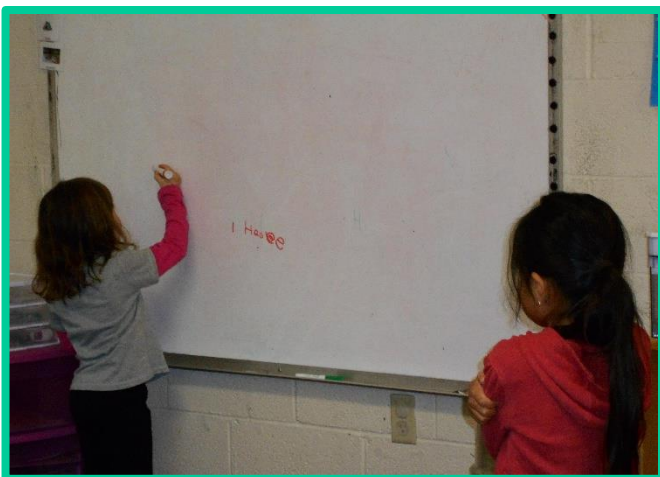
Cheers is an after-school program which is offered at Peter Boe Elementary in Mayville and at the Armory in Hillsboro during the school year. Cheers is also offered during the summer months for school-age children at the Mayville site and the Hillsboro Armory.

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.

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 Trill, 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, our application can be printed from our website at www.mayvillestate.edu/cdpapp or you can call the main office at 701.788.4868 and ask for an application to be mailed to you.



2016-2017 Enrollment

Funded Enrollment

EHS: 75
HS: 78
EHSCCP: 64

Cumulative Enrollment

EHS: 94
HS: 61
EHSCCP: 32

Avg. Monthly Funded Enrollment

EHS: 75/75 slots enrolled (100%)
HS: 60/78 (77%)
EHSCCP: 19/64 slots enrolled (29%)

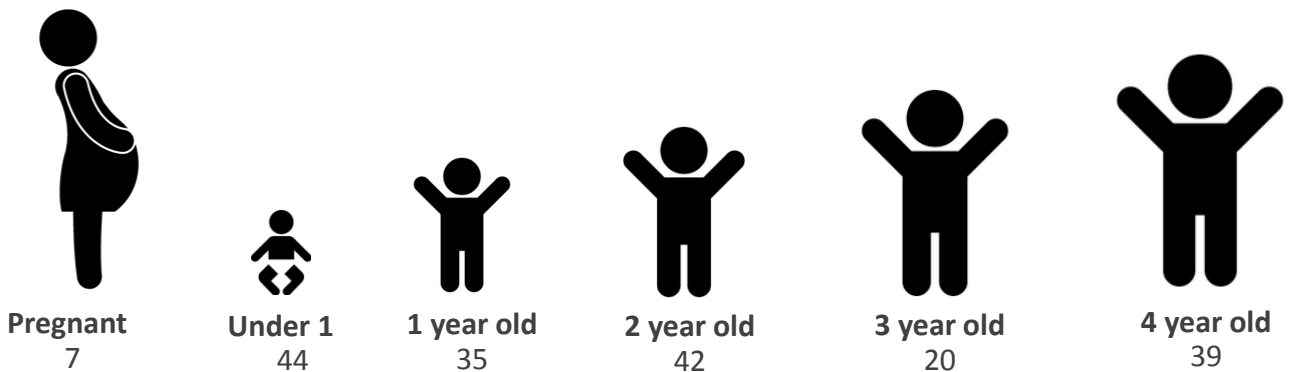
Eligible Children Served

HS/EHS: MSU CDP served 18% of eligible children living in poverty in the service area

EHSCCP: MSU CDP served 3% of eligible children living in poverty in the service area

*ND Kid Count 2016 data

Enrollment by Age



Families



Two Parent Families:

EHS: 46 or 64%
HS: 47 or 81%
EHSCCP: 13 or 42%

Single Parent Families:

EHS: 26 or 36%
HS: 11 or 19%
EHSCCP: 18 or 58%



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 screen (ASQ:SE-2) 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 this screening, 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 / PreK (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 entire program.

Home Visits

- Home visits focus on reviewing with parent's their child's intellectual, physical, social & development strengths and areas for improvement. Home visits also provide for teacher/parent interactions and relationship building.
- Early Head Start/Early Head Start-Child Care Partnership center-based families are required to complete 4 home visits per program year (one per season).
- Head Start families are required to complete 2 home visits per school year.
- Early Head Start home-based families are required to complete a weekly home visit.
- Child Care families should be 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.

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)
 - 4-yr degree in Early Childhood Education or the equivalent
 - Pre-K classrooms require a ND State Teaching License
- 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
- A staff member with a current CPR/First Aid certification is on duty whenever children are present.

Educational Programming and School Readiness

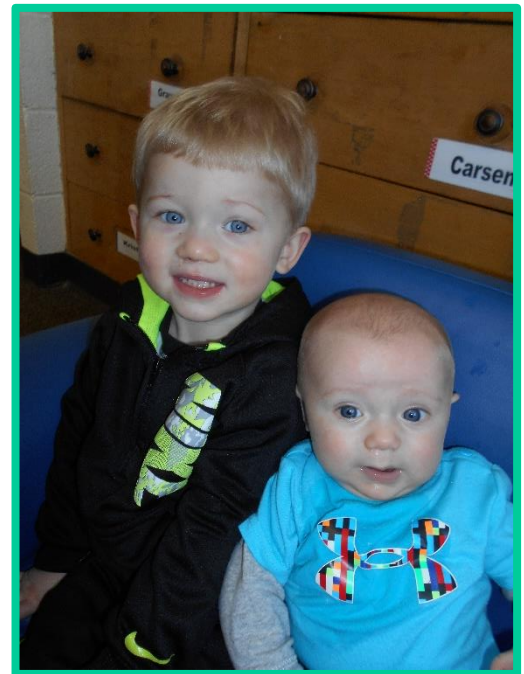
Children are screened using the Ages and Stages Questionnaire-3 and Ages and Stages Questionnaire: Social Emotional-2. Teaching Strategies GOLD is used to monitor the progress each child makes (child outcomes) in their learning during the program year. The program uses Creative Curriculum, a scientific, research-based curriculum, in the classroom and Partners for a Healthy Baby and Teaching Strategies GOLD for families enrolled in the home-based option.

Children are monitored throughout the program year. Child outcomes data is reviewed three times during the school year and once during the summer. Information is shared with parents so that, together, individual goals can be achieved. Parent engagement and support in meeting individual child outcomes is critical to achieving child growth and development and future success in school.

For children ages 0-3 we look at:

- *Social and Emotional Development* - trust, security, self awareness and relationship development
- *Language and Communication* - listening and understanding, communicating and speaking and emergent literacy
- *Cognitive Development* - exploration and discovery, memory, problem solving and imitation and symbolic play
- *Physical and Motor Development* - gross and fine motor development, physical healthy and well-being

All of these areas are developed by providing a supportive, safe and trusting environment where children can learn through their play.



Educational Programming and School Readiness

For children ages 3-5 we look at 11 domains of learning:

1. *Physical Development & Health* - self-help skills, fine and gross motor development
2. *Social & Emotional Development* - social relationships, self-regulation, emotional and behavioral health
3. *Approaches to Learning* - initiative and curiosity, persistence and attentiveness, cooperation
4. *Logic & Reasoning* - reasoning and problem solving, presentation
5. *Language Development* - receptive and expressive language
6. *Literacy Development & Skills* - book appreciation, phonological awareness, alphabet knowledge, early writing
7. *Mathematics Knowledge & Skills* - number concepts and quantities, number relationships and operations, geometry and spatial sense, patterns, measurement and comparison
8. *Science Knowledge & Skills* - scientific skills and method, conceptual knowledge of the natural and physical world
9. *Creative Arts Expression* - music, creative movement and dance, art, drama
10. *Social Studies Knowledge & Skills* - self, family, and community, people and their environment, history and events
11. *English Language Development* - engagement in English literacy activities

All of these areas are developed by providing a supportive, safe and trusting environment where children can learn through their play. Activities are both child initiated and teacher directed. Program-wide child outcome data is available upon request at MSU CDP main office.

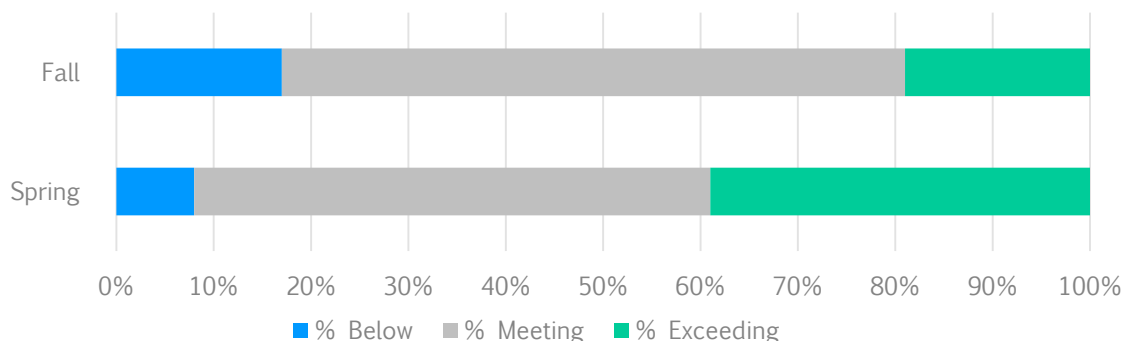
Growth for all children is measured by learning outcomes, including children with disabilities

Progress Towards School Readiness

Social and Emotional Development

The Social-Emotional Development Domain encompasses children's ability to:

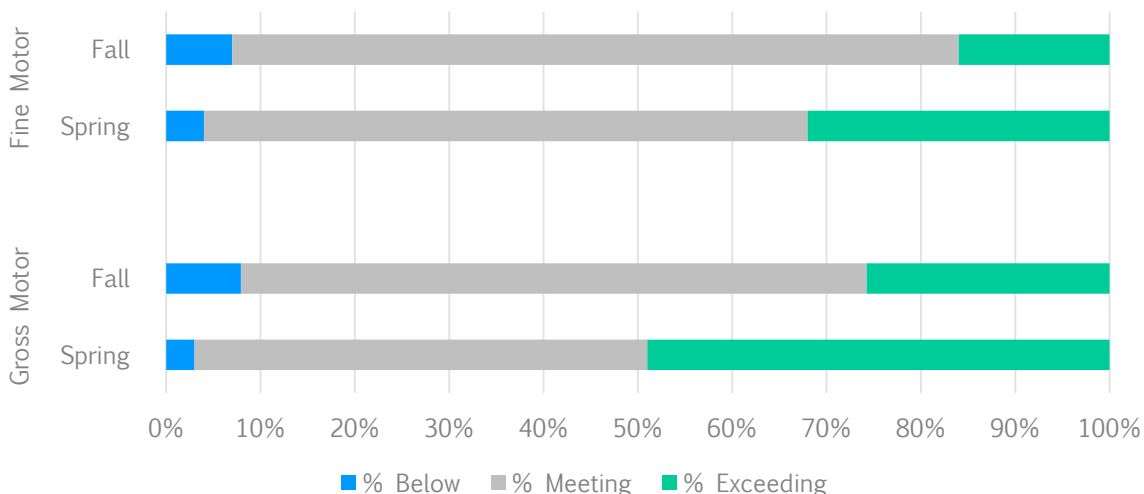
- Regulate own emotions and behaviors
- Establish and sustain positive relationships
- Participate cooperatively and constructively in group situations



Physical Development

The Physical Development Domain encompasses children's ability to:

- Demonstrate traveling skills
- Demonstrate balancing skills
- Demonstrate gross-motor manipulative skills
- Demonstrate fine motor strength and coordination

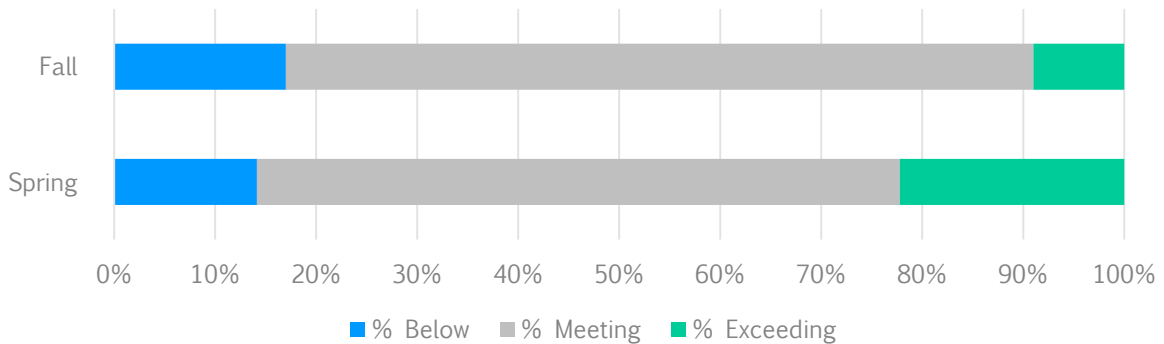


Progress Towards School Readiness

Language Development

The Language Development Domain encompasses children's ability to:

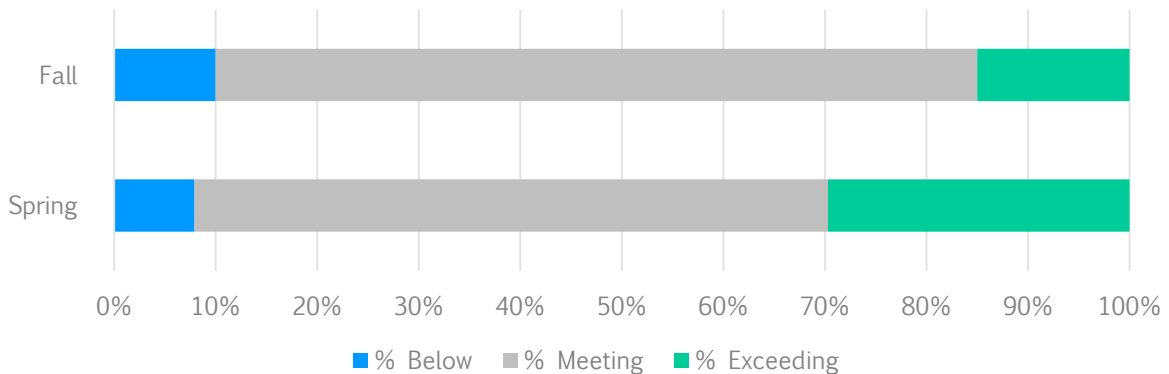
- Listen to and understand increasingly complex knowledge
- Use language to express thoughts and needs
- Use appropriate conversational and other communication skills



Cognitive Development

The Cognitive Development Domain encompasses children's ability to:

- Demonstrate positive approaches to learning
- Remember and connect experiences
- Use classification skills
- Use symbols and images to represent something not present
- Engage in sociodramatic play

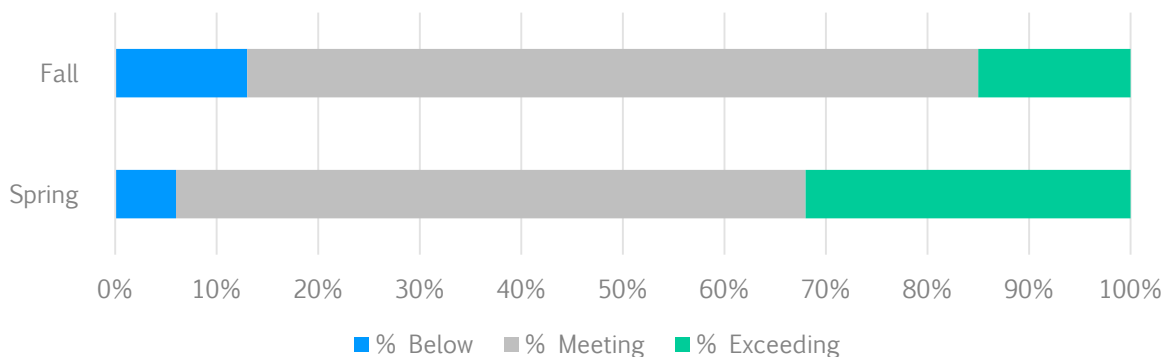


Progress Towards School Readiness

Literacy Development

The Literacy Development Domain encompasses children's ability to:

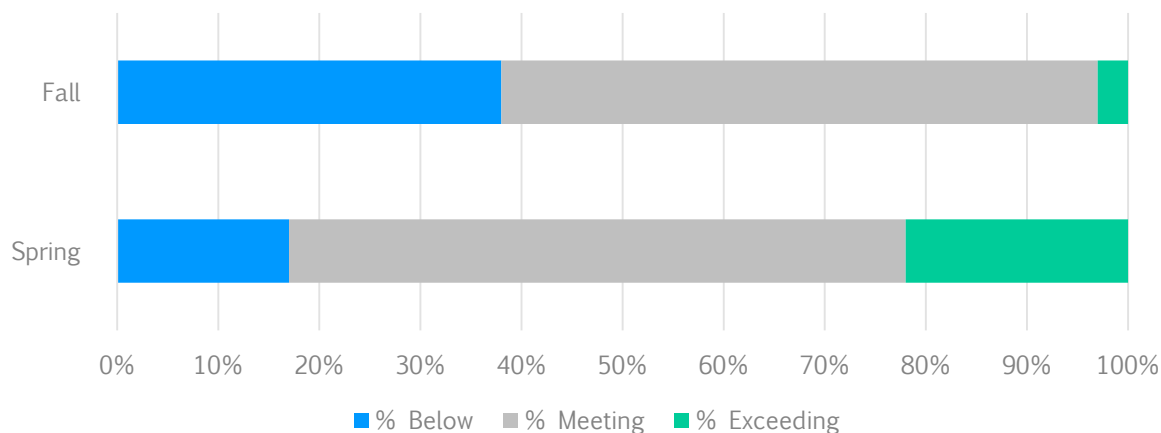
- Demonstrate phonological awareness
- Demonstrate knowledge of the alphabet
- Demonstrate knowledge of print and its uses
- Comprehend and respond to books and other texts
- Demonstrate emergent writing skills



Mathematics Development

The Mathematics Development Domain encompasses children's ability to:

- Use number concepts and operations
- Explore and describe spatial relationships and shapes
- Compare and measure
- Demonstrate knowledge of patterns



Health Assessments

Hearing Screening

- All children age birth to 5, have their hearing screened using a mechanical hearing screening tool that tests tool that tests optoacoustic emissions, or OAE's. This is the same screening 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.

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 all parents

Height and Weight/Nutrition Assessment

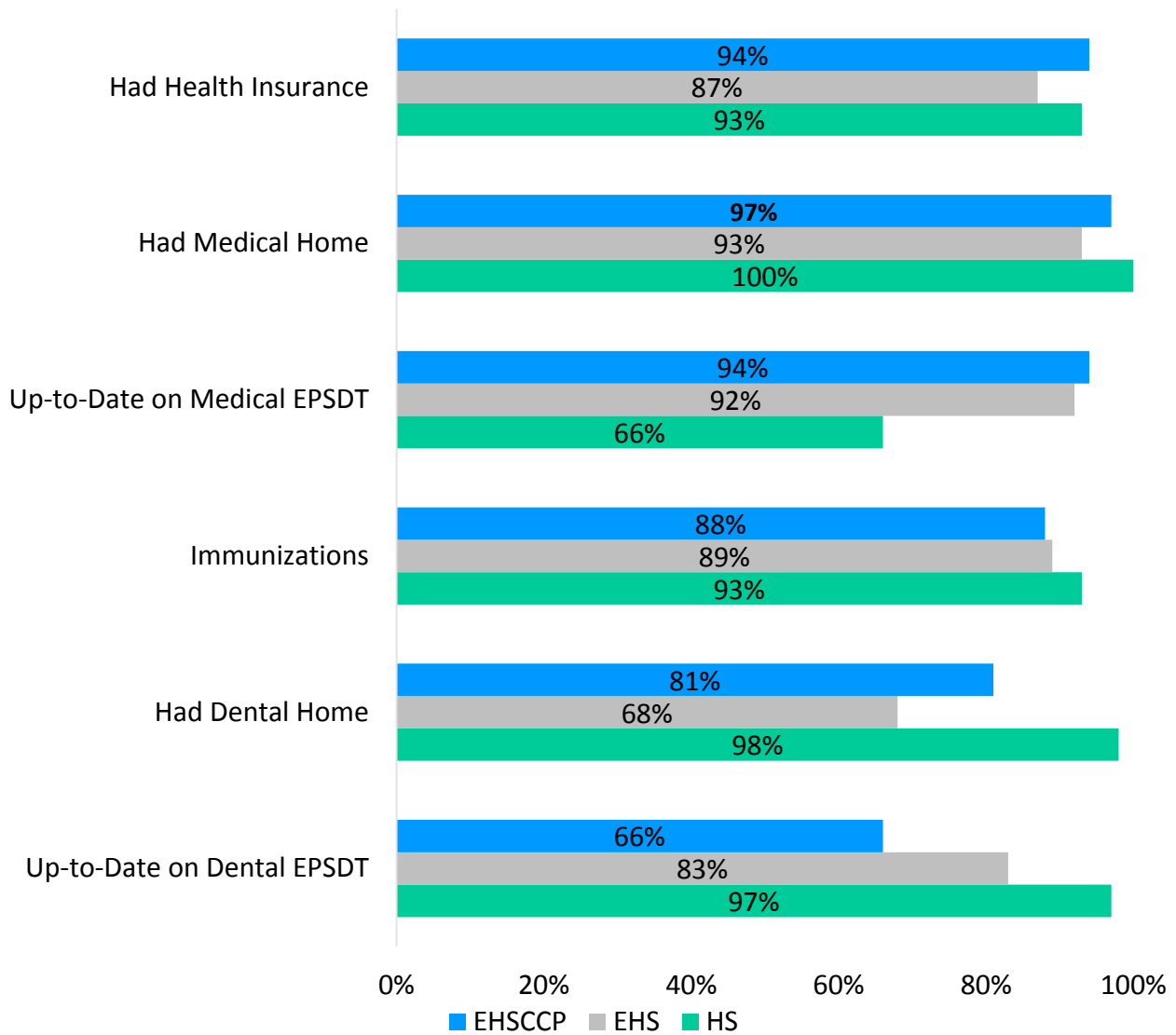
- Every child is measured and weighed a minimum of twice each program year. Health staff will enter the child's measurements into ChildPlus and the child's BMI will be calculated. Health staff will send out BMI letters to update families. All families will also complete a brief nutritional assessment. The nutrition consultant evaluates the assessments and determine 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 need to be completed by a physician within the first 90 days of enrollment for HS/EHS/EHSCCP
- Dental exam/screening 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 childcare licensing regulation.



Health Information



*EPSDT stands for Early and Periodic Screening, Diagnostic and Treatment

Up-to-Date on Medical EPSDT:

- Percentage of children in each program option who were up-to-date on the schedule for age-appropriate preventive and oral health care, according to the ND EPSDT Schedule at the end of the enrollment year.

Up-to-Date on Dental EPSDT:

- EHS and EHSCCP: Percentage of children who are up-to-date on the schedule for age-appropriate preventive and oral health care, according to the ND EPSDT Schedule
- HS: Percentage of children who completed a professional dental exam

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. 549 people volunteered for Head Start and Early Head Start Program! Volunteers included parents, college and high school students, foster grandparents, and community members and groups.



For every federal dollar awarded, the Head Start/Early Head Start Program is required to match \$0.25/dollar by receiving donated goods and/or services. The non-federal share goal for HS/EHS was \$277,446. We received \$404,535.18 in non-federal share for the year!

Backpack Reading \$14,227

Home Activities \$46,001

Volunteers: \$31,375

Foster Grandparents \$14,013

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

Parent Involvement and Non-Federal Share

Early Head Start Child Care Partnership

The non-federal share goal for EHSCCP was **\$233,632**. MSU CDP requested a waiver for a portion of the non-federal share requirement due to lack of child care partners, which lead to low enrollment. The waiver was granted and the program had to collect **\$66,374**. The Program received **\$79,859.61** in non-federal share for the year!

The partnership program is grateful for all of the volunteer support. **88** people volunteered for the EHSCCP program! Volunteers included parents, college and high school students, foster grandparents, and community members and groups.

*Backpack Reading: **\$4,062***

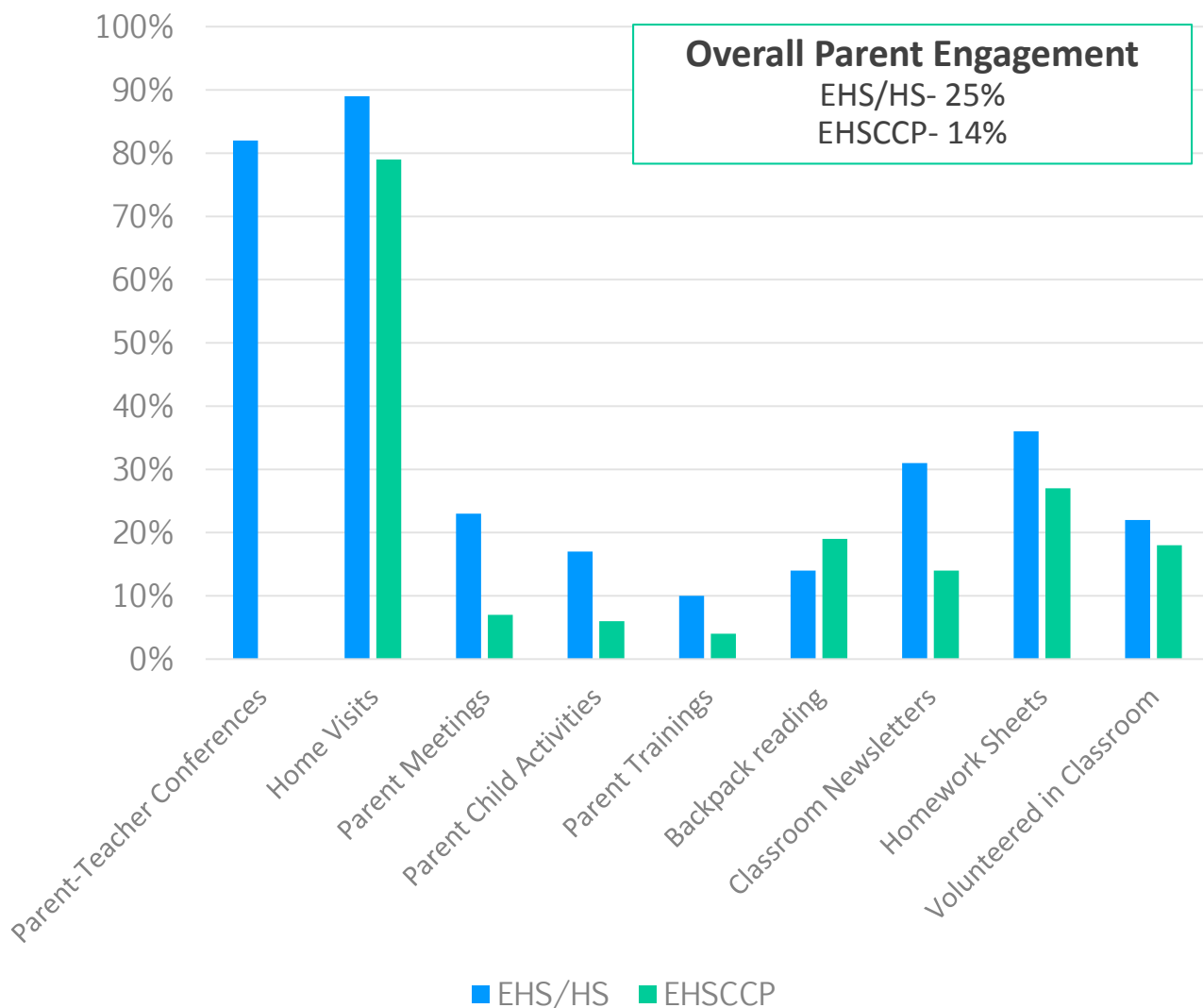
*Home Activities: **\$16,907***

*Volunteers: **\$2,429***

Thank You for your support to the Program, Every Minute Counts!



Parent Involvement Activities



After reviewing the Parent Involvement data MSU CDP set goals and objectives around increasing parent involvement.

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 10% annually.

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

HS/EHS Fiscal Information

July 2016-January 2017 *only 7 months due OHS getting our program back to our regular fiscal period after DRS

	Proposed Budget	Actual Expenditures
Income		
EHS Grant	\$672,821	\$672,821
HS Grant	436,961	436,961
USDA Food Reimbursements	83,095	52,657.29
Other Income	16,832	6,210
Dept of Commerce (PreK)	22,382	14,753.86
Donations		200
Total Income	\$1,232,091	\$1,183,603.15
Expenses		
Personnel	\$610,621	\$580,381.08
Fringe Benefits	457,757	410,344.79
Supplies	21,296	23,582.79
Food	46,469	63,606.76
Contracts (MH, Nutrition, CBCs)	5,883	3,962.50
Rent, Insurance, Utilities, Bldg Maint/Repairs	39,055	38,177.25
State Fleet Mileage	6,994	9,167.06
Substitutes (no benefits)	18,711	24,420.19
Advertising/Printing	934	2,859.44
Training & Staff Development	24,371	27,101.29
Total Expenses	\$1,232,091	\$1,183,603.15
*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 HS Performance Standards.

EHSCCP Fiscal Information

August 2016 – July 2017

	Proposed Budget	Actual Expenditures
Income		
EHSCCP Grant	\$934,528	\$934,528
CCAP Subsidy Payments	\$253,290	43,844
Total Income	\$1,187,818	\$978,372
Expenses		
Personnel	\$252,660	\$238,362.80
Fringe Benefits	150,966	146,665.39
Supplies	20,992	14,490.74
Child Care Center Contracts	694,593	199,587
Other Contracts (MH, Nutrition, CBCs)	3,875	2,158.90
Rent, Insurance, Bldg Maint/Repairs	33,344	13,859.55
State Fleet Mileage	8,268	2,698.73
Advertising/Printing	720	1,163.85
Training & Staff Development	22,400	11,080.76
Total Expenses	\$1,187,818	\$630,067.72
Unobligated Funds		\$348,304.28*
*MAY0004241		

*Due to low enrollment numbers and lack of child care partners funds were left unspent at the end of the fiscal year.

*MSU CDP is working on carrying over unobligated fund for a facility project in Grand Forks to support the EHSCCP Program.

Federal and State Monitoring



The most recent federal monitoring occurred during the week of October 27, 2013. The program was determined to be in full compliance with all Head Start Program Performance Standards, laws, regulations and policy requirements, with no required corrective action.

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-UND and Grand Forks-SFB are annually licensed through the county. All locations have health and fire inspections annually to ensure health and safety compliance.

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 over a 6,000 square mile service area
- Provides Pre-K collaboratively with 2 school districts
- Employs over 65 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 2016 – July 2017.

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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