A) Total of public and private funds: $2,443,303.68
   a. Office of Head Start FY2020: $1,779,222
   b. Minnesota Department of Education for Early Head Start: $223,624.73
   c. Minnesota Department of Education for Pathways Scholarships: $70,300
   d. Department of Human Services-COVID Funds: $38,250
   e. ARP COVID Funds- $262,058 (Ends March 31st, 2023)
   f. OHS COVID Funds- $52,670
   g. CACFP/USDA: $17,178.95

B) Budgetary Expenditures:
   - Due to COVID 19 additional costs for PPE and cleaning supplies continues to utilize funds. With the
     additional DHS COVID relief grant, we have been able to purchase some of the equipment for those
     licensed sites.

C) Enrollment Information:

<table>
<thead>
<tr>
<th>Funded Enrollment</th>
<th>Total Number of Families Served</th>
<th>Average Monthly Enrollment</th>
<th>Percentage of Eligible Children Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>175 Federal</td>
<td>143</td>
<td>126</td>
<td>26 % of all Age Eligible 3- and 4-year old’s.</td>
</tr>
</tbody>
</table>

- 60 that have been/are enrolled in the program of which 61 are <100% of poverty, 28 are <101-130% of poverty, 13 are over income, 8 is in foster care, 18 are homeless, and 16 are receiving public assistance.

- Total of 143 families, of which 73 of them live in 2 parent households, 58 of the families that are not in 2 parent households 38 live with mother, 4 with father, 2 with grandparents, 4 in foster care, and 1 in the other relative category.
- At the end of enrollment, 10 families were receiving TANF, 14 SSI, 89 WIC and 55 SNAP.

- Strengthened our recruitment process by:
  - Enhanced our Facebook presence.
  - Assembled recruitment packets for all Office employee work bags and agency vehicles.
  - Put “now enrolling” yard signs up in our communities.

- Reduced chronic absenteeism by updating our attendance success plan and sending attendance post cards to families.

- Updated our Head Start page on the Prairie Five website and included a fillable application.

- Used more technology resources to make things easier to access and less time consuming (Google Docs/Drive).

D) Financial Audit

- The 2020 audit had no findings.

E) Medical, Dental Exams and Early Childhood Screenings

- 86% have completed their ASQ:SE 2 in the required time frame.

- 61% have completed their dental exam.

- 85% have completed their physical exam.

- 99% have completed their hearing screening.

- 99% have completed their vision screening

- 7 children were referred for Mental Health services.

- 98% have their immunizations completed for age.

- We continue to partner with Greater Minnesota family Services for mental health support services but due to COVID, we haven’t had as much in person support as we have had in the past.

F) Parent Engagement

- 73% of families received a Home Visit. Home Visits were conducted over the phone and some families were not receptive of receiving them due to COVID-19, etc.
52% of enrolled families completed a detailed needs assessment that allowed staff to get to know the families better and help families with their needs.

111 referrals were made from the list of Needs Identified. Referrals were made to Child Care Aware, Prairie Five Services, food shelves, Workforce Center, ELS, Family Services, etc.

65% of the enrolled families engaged in the Family Partnership Agreement and have set family goals to improve their family's well-being and/or parent-child relationships.

16% of our families needed housing at the end of the year compared to 13% at the beginning of the school year.

26% of those that needed housing during the school year were secured housing.

Monthly Parent Meetings (via Zoom) were not well attended, many times with zero parents attending.

Policy Council had representatives from every center, except for one.

Policy Council has Community Representatives from all counties except for Chippewa County.

G. School Readiness/Education

Fall and Spring child assessments are listed on the next page. For the 2020-2021 school year, COVID has shut down some of the classrooms a variety of times. If classrooms were shut down, or if students were quarantined, distance learning activities were provided. From these activities, the teaching staff would ask the parent/guardian how their child completed those activities. Those parent observations were used to help the teaching staff gather information for checkpoints. Other sources of observations, along with classroom observations, were the Minnesota Reading Corps assessments in reading and math, the ASQ – 3, and the ASQ-SE. We were fortunate to be able to purchase tablets for the children to complete assessment games while at home due to COVID. The data from the technical device is able to upload directly to our data base system. The inconsistency for students in the classroom is a factor in their development. Another factor to be considered is the inconsistency with classroom staff attendance. Several staff were absent, several times during the school year, because of varied quarantine reasons.
The following two graphs represent where the children were at in the Fall and Winter of 2019 (pre-pandemic) compared to the Fall and Winter of 2020. It is very evident the effects of the pandemic and how it affected the children negatively. Their progress was less compared to a normal year. The 3 year olds came into the program in the fall with less skills than the prior year. They also made least progress in the following areas: language, mathematics and cognitive.
The four year olds also came into the 2020 program year with less skills in many of the areas except math and cognition. The 2019 4-year-olds compared to the 2020 4-year-olds made more progress between those 2 checkpoints. The only domain that the 4-year-old children made greater progress in during winter was social emotional.

<table>
<thead>
<tr>
<th>Domain</th>
<th>4 Year Old’s 2019 Fall</th>
<th>4 Year Old’s 2020 Fall</th>
<th>Change from Fall 2019 to 2020</th>
<th>4 Year Old’s 2019 Winter</th>
<th>4 Year Old’s 2020 Winter</th>
<th>Change from Winter 2019 to 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional</td>
<td>38.31</td>
<td>39.47</td>
<td>-0.16</td>
<td>60.78</td>
<td>72.5</td>
<td>+11.72</td>
</tr>
<tr>
<td>Physical</td>
<td>49.05</td>
<td>43.42</td>
<td>-5.63</td>
<td>71.57</td>
<td>65</td>
<td>-6.57</td>
</tr>
<tr>
<td>Language</td>
<td>44.76</td>
<td>44.74</td>
<td>-0.02</td>
<td>67.65</td>
<td>65</td>
<td>-2.65</td>
</tr>
<tr>
<td>Cognitive</td>
<td>41.51</td>
<td>43.42</td>
<td>+1.91</td>
<td>67.65</td>
<td>61.25</td>
<td>-6.4</td>
</tr>
<tr>
<td>Literacy</td>
<td>42.45</td>
<td>42.11</td>
<td>-0.34</td>
<td>70.59</td>
<td>67.5</td>
<td>-3.09</td>
</tr>
<tr>
<td>Mathematics</td>
<td>19.81</td>
<td>32.89</td>
<td>+13.08</td>
<td>54.90</td>
<td>43.75</td>
<td>-11.15</td>
</tr>
</tbody>
</table>

CLASS Assessments were completed in Winter 2020 & Spring 2021. CLASS stands for Classroom Assessment Scoring System. Four staff, in the agency, are CLASS certified. The interactions classroom staff have with children impact learning, development, and even lifelong achievement. CLASS is the observation tool developed to assess these interactions. We assess classroom staff using the CLASS tool to ensure that we are providing rich and effective experiences to the children in our program. The purpose is supporting their preparedness for kindergarten and to foster a love of learning. CLASS data is also analyzed to support professional development training.
Prairie Five Head Start has one Minnesota Reading Corps (MRC) tutor in the Appleton. This tutor is in a 4–5-year-old classroom. MRC is a literacy program that provides a tutor in the classroom. The tutor assists the teaching staff to provide extra support, and individualized support, for children to progress in their literacy development.

Prairie Five Head Start serves 47 students with an IEP. That is 32.4% of our enrolled children. We have one child in the evaluation process. Prairie Five Head Start referred 24 of the 47 students with an IEP. Primary Disabilities: Autism- 6, Hearing/Deaf- 1, Developmental Delay- 33, Speech- 7

H. Additional Information:

Staffing -
- All Head Start job descriptions have been updated and signed as of August 2021.
- The agency has hired extra staff to have three staff in almost all of our Head Start classrooms.
- We have hired an Assistant Floater/Substitute for our Madison classrooms.
- As of August 2021, we have an English Language Support Staff in 4 of our bilingual classrooms (Montevideo 1, Montevideo 2, Appleton 1, Appleton 2 and Appleton 3/4)
- Staff files are constantly being updated on ChildPlus. Staff files can be viewed from both the classroom and office.

**Community Involvement**

- Education and PFCE staff attended MHSA Outcomes Work Group and trainings via Zoom this past school year.
- Enhanced recruitment strategies are being implemented to improve enrollment through Facebook, yard signs, posters and attendance at community events.
- Head Start renewed preschool collaborative agreements with Clinton/Graceville/Beardsley, Lac qui Parle and Kerkhoven/Murdock/Sunburg school districts, which allows all children to attend regardless of their funding source.
- Head Start continues to have agreements with all the school districts that Prairie Five Head Start has a classroom in. School Districts provide many hours of In-Kind to our program for various services and space.

**List significant goals and objectives established for the reporting period which were not met.**

- Currently working towards all goals and dealing with the pandemic.