MAHUBE-OTWA
Community Action Partnership, Inc.
HEAD START & EARLY HEAD START

Annual Report
2018-2019
HISTORY & BACKGROUND

Mahube Community Council was incorporated as a private, non-profit in July, 1965 in response to President Lyndon Johnson’s “War on Poverty” declaration. In April 2012, Mahube expanded its service area and became MAHUBE-OTWA Community Action Partnership, Inc. We provide services annually to more than 16,000 low-income individuals, seniors, children and families living in 7,500 households within the five-county service area of Mahnomen, Hubbard, Becker, Otter Tail and Wadena Counties.

Mahube-Otwa is one of 1,000+ community action agencies located throughout the U.S. that work to determine local needs, organize consumer and community support, initiate services for the poor, and empower people to break out of the cycle of poverty.

Mahube-Otwa is rooted in the Promise of Community Action: To change people’s lives, embody the spirit of hope, improve communities and make America a better place to live. We care about the entire community, and we are dedicated to helping people help themselves and each other.

We are Rooted in Community Action

For Over 50 Years, MAHUBE-OTWA has been Changing People’s Lives, Providing Hope, and Making our Communities a Better Place to Live.

THE PROMISE OF COMMUNITY ACTION

Community Action changes people’s lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other.
At MAHUBE-OTWA we are:

**Community-Minded**

We are collaborative and trustworthy team players both inside and outside the organization; we do not discriminate.

**Client-Focused**

We are passionate and dependable in assisting our clients and mindful of investing in the success of the next generation.

**Resourceful**

We figure out how to solve vexing problems and are knowledgeable about diverse community and professional resources that can help our clients, community partners, and employees.

Our mission is to **Empower People to Achieve Self-Sufficiency**

Our assistance is designed to support individuals and their families from birth through the senior years, with responsible services to address needs for child care, emergency food, shelter and home heating assistance, housing and homeless assistance, senior support services, health and family planning, helping youth, school readiness, self-sufficiency, and energy conservation. MAHUBE-OTWA is recognized for its advocacy work to improve public policy and keep poverty issues in the hearts and minds of community partners, decision-makers, donors and volunteers.
HOW DO WE PREPARE OUR CHILDREN & FAMILIES FOR SUCCESS?

OUR PROGRAMS ARE COMPREHENSIVE!

- Health Checkups
- Nutrition Assessment and Education
- Dental checkups and Treatment
- Behavioral Health Services
- Hearing and Vision Screening
- Developmental Screenings
- Social Emotional Screenings
- Ongoing Child Assessment
- Researched and Evidence Based Curriculum
- Family Involvement
- Parent Education
- Referrals to Community Resources
- School and Community Partnerships
- Highly Qualified Staff & Contractors

WAYS WE PREPARE CHILDREN FOR KINDERGARTEN:

- Field trips to district playgrounds, cafeterias and classrooms.
- Participation in kindergarten round-up events.
- Transfer health and developmental records to receiving schools.
- Transition meetings with ECSE and kindergarten teachers.
- Implementing High Scope and COR.
- Provide nutritious meals.
- Assist families to get children up to date with exams, immunizations and dental visits.
- Make referrals as needed to ECSE and mental health providers so children receive supports.
- Fall, winter and spring conferences.
**Who Do We Serve?**

### Early Head Start (Funded Enrollment as of 09/01/18)

<table>
<thead>
<tr>
<th>Program Option</th>
<th>Enrollment</th>
<th>Federal</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Day Center</td>
<td>14</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Home Base</td>
<td>84</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Family Child Care</td>
<td>34</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>132</strong></td>
<td><strong>40</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Head Start (Funded Enrollment as of 09/01/18)

<table>
<thead>
<tr>
<th>Program Option</th>
<th>Enrollment</th>
<th>Federal</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Day Center</td>
<td>154</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Half-Day Center</td>
<td>66</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Home Base</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Family Child Care</td>
<td>26</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>250</strong></td>
<td><strong>7</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Early Head Start CCP (Funded Enrollment as of 09/01/18)

<table>
<thead>
<tr>
<th>Program Option</th>
<th>Enrollment</th>
<th>Federal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Day Center</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Family Child Care</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>72</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Average monthly Enrollment (funded):

- HS: 100%
- EHS: 100%
- EHS-CCP: 99%

### STATISTICS ON OUR CHILDREN

**Ages of children served:**

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>EHS</th>
<th>EHS-CCP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 1 year:</td>
<td>0</td>
<td>72</td>
<td>36</td>
</tr>
<tr>
<td>1 year old:</td>
<td>0</td>
<td>80</td>
<td>35</td>
</tr>
<tr>
<td>2 years old:</td>
<td>13</td>
<td>63</td>
<td>32</td>
</tr>
<tr>
<td>3 years old:</td>
<td>119</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>4 years old:</td>
<td>153</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5 years old:</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Pregnant Moms:</td>
<td>0</td>
<td>18</td>
<td>0</td>
</tr>
</tbody>
</table>

### STATISTICS ON OUR FAMILIES

#### Number of families receiving Emergency Crisis Intervention.

- *HS 126, *EHS 91, *EHS-CCP 32

#### Number of families experiencing homelessness during the program year

- *HS 26, *EHS 25, *EHS-CCP 10

#### Families experiencing homelessness who acquired housing.

- *HS 10, *EHS 13, *EHS-CCP 4

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An EHS child is under the age of 3 as of September 1st and a HS child is 3 years old or older as of September 1st. These numbers include drops with service and are taken from the PIR. *Please note that some families have children in both EHS and HS programs.

556 Families & 631 Children!
Mahube-Otwa Early Head Start & Head Start School Readiness Goals

Physical Development and Health:
- Children will demonstrate control and coordination of large and small muscles, by moving in various ways with and without objects.
- Children will demonstrate self-help and self-care skills.

Social and Emotional Development:
- Children will demonstrate a trusting/secure attachment with primary caregiver by physical contact, seeking them out for help and playful engagement.
- Children will demonstrate positive social-emotional skills; including forming relationships, resolving interpersonal conflict, identify and express emotions appropriately.

Approaches to Learning:
- Children will demonstrate initiative, persistence and a positive approach to learning through exploring, pretending, and problem solving.
- Children will demonstrate growth in creative exploration through music, art and drama.

Language and Literacy Development:
- Children will use expressive and receptive language skills to communicate needs, express ideas and participate in give-and-take communication with peers and adults.
- Children will begin to identify letter names and sounds, to recognize and write letters and demonstrate knowledge about books. Dual language learners will show growth in English proficiency.

Cognition and General Knowledge:
- Children will use math in everyday routines to create patterns, make comparisons and count objects.
- Children will show growth in finding multiple ways to solve problems with and without materials.
- Children will demonstrate growth in exploring their environment through observation, manipulation, making predictions and comparisons.

Head Start's Five Essential Domains
Children Ages Birth to Three 2018-2019

<table>
<thead>
<tr>
<th>Domain</th>
<th>Nov</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language &amp; Literacy</td>
<td>1.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Cognition &amp; General Knowledge</td>
<td>1.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Approaches to Learning</td>
<td>1.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Physical Development &amp; Health</td>
<td>1.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Social &amp; Emotional Development</td>
<td>1.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Nov
July
Typical development for preschool children is between levels 2-5 and for Kindergarten children levels 4-7.

*The black line indicates the COR Benchmark for Kindergarten Readiness.
**How do we encourage family engagement?**

**Our research based parent education curriculums:**
- Love & Logic
- Cooking Matters
- Circles of Security

**By Encouraging Volunteerism:**
298 parents and community partners volunteered their time to help make our program successful.

**By Providing Quality Training:**
Head Start and Early Head Start families participated in trainings on a variety of topics ranging from child development to basic car maintenance.

**By Including Dads:**
139 Head Start children and 104 Early Head Start children had fathers (or father figures) who participated in child development activities with their child.

**We had 335 participants at our parent committee meetings.**
## HEALTH

<table>
<thead>
<tr>
<th>Component</th>
<th>HS</th>
<th>EHS</th>
<th>EHS-CCP</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Children with health insurance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At end of the enrollment year</td>
<td>98%</td>
<td>92%</td>
<td>99%</td>
</tr>
<tr>
<td>Children who were up to date on a schedule of age appropriate preventive and primary health care (well child care).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At end of the enrollment year</td>
<td>262</td>
<td>122</td>
<td>46</td>
</tr>
<tr>
<td>Children who were up to date or current on all immunizations appropriate for their age. (2% of children’s parents were conscientious objectors to immunizations.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At end of the enrollment year</td>
<td>272</td>
<td>192</td>
<td>106</td>
</tr>
<tr>
<td>Children with continuous, accessible dental care provided by a dentist.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At end of the enrollment year</td>
<td>285</td>
<td>121</td>
<td>91</td>
</tr>
</tbody>
</table>

### % of enrolled children that received a dental exam

- **EHS-CCP:** 64
- **EHS:** 63
- **HS:** 73

### % of enrolled children that received a medical exam

- **EHS-CCP:** 79
- **EHS:** 74
- **HS:** 98
WE HAVE SEVERAL TOOLS AND SYSTEMS IN PLACE TO HELP US TO MEASURE THE PROGRESS OF OUR GOALS:

PIR
(Propgram Information Report)

CLASS™
(Classroom Assessment Scoring System)

Results from CLASS® Observations

Office of Head Start onsite CLASS® review conducted from 03/06/2017 to 03/08/2017 of your Head Start program. Grant 05CH8392.

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.

<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>6.2768</td>
<td>Classroom Organization</td>
<td>6.3095</td>
<td>Instructional Support</td>
<td>2.5714</td>
</tr>
<tr>
<td>Positive Climate</td>
<td>6.25</td>
<td>Behavior Management</td>
<td>6.54</td>
<td>Concept Development</td>
<td>1.93</td>
</tr>
<tr>
<td>Negative Climate*</td>
<td>1.04</td>
<td>Productivity</td>
<td>6.57</td>
<td>Quality of Feedback</td>
<td>2.57</td>
</tr>
<tr>
<td>Teacher Sensitivity</td>
<td>6.21</td>
<td>Instructional Learning</td>
<td>5.82</td>
<td>Language Modeling</td>
<td>3.21</td>
</tr>
<tr>
<td>Regard for Student</td>
<td></td>
<td>Perspectives</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DIMENSIONS**

* Note: To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspective scores, then divide by 4.
Little Known Facts...

Head Start Performance Standards and the Improving Head Start Act of 2007 consist of over 2,000 regulations which outline why we do what we do each day. On this page, statistics are tied to some of those requirements.

1302.61 Additional services for children.
(a) Additional services for children with disabilities. Programs must ensure the individualized needs of children with disabilities, including but not limited to those eligible for services under IDEA, are being met and all children have access to and can fully participate in the full range of activities and services.

<table>
<thead>
<tr>
<th></th>
<th>HS</th>
<th>EHS</th>
<th>EHS-CCP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with special needs</td>
<td>95</td>
<td>47</td>
<td>8</td>
</tr>
<tr>
<td>Children entering program with IEP/IFSP</td>
<td>63</td>
<td>36</td>
<td>7</td>
</tr>
<tr>
<td>Children referred and qualified during year</td>
<td>32</td>
<td>11</td>
<td>1</td>
</tr>
</tbody>
</table>

1302.44 Child Nutrition
(a) Nutrition service requirements. (1) A program must design and implement nutrition services that are culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child,

Head Start and Early Head Start provided 77,783 nutritious meals to enrolled children:

Each child meal is tracked and reimbursed through CACFP program with a total reimbursement of $171,753.63 over the 2018-2019 school year.

1303.74 Safety procedures.
(a) A program must ensure children who receive transportation services are taught safe riding practices, safety procedures for boarding and leaving the vehicle and for crossing the street to and from the vehicle at stops, recognition of the danger zones around the vehicle, and emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.

(b) A program that provides transportation services must ensure at least two bus evacuation drills in addition to the one required under paragraph (a) of this section are conducted during the program year.

Our program provides Head Start transportation for 99 (or 39%) of our Preschool Students.
### MAHUBE-OTWA COMMUNITY ACTION PARTNERSHIP, INC. SCHEDULE OF FINDINGS AND QUESTIONED COSTS YEAR ENDED SEPTEMBER 30, 2018

#### Section I – Summary of Auditors’ Results

**Financial Statements**

1. Type of auditors’ report issued: \textit{Unmodified}
2. Internal control over financial reporting:
   - Material weakness(es) identified? \(X\) yes \(\_\_\_\_\_\) no
   - Significant deficiency(ies) identified? \(\_\_\_\_\_\_\_) yes \(\_\_\_\_\_\_) X none reported
3. Noncompliance material to financial statements noted? \(\_\_\_\_\_\_\_\_) yes \(\_\_\_\_\_\_\_) X no

**Federal Awards**

1. Internal control over major federal programs:
   - Material weakness(es) identified? \(\_\_\_\_\_\_) yes \(\_\_\_\_\_\_) X no
   - Significant deficiency(ies) identified? \(X\) yes \(\_\_\_\_\_\_\_) none reported
2. Type of auditors’ report issued on compliance for major federal programs: \textit{Unmodified}
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? \(X\) yes \(\_\_\_\_\_\_\_\_\_\_\_\_) no

**Identification of Major Federal Programs**

<table>
<thead>
<tr>
<th>CFDA Number(s)</th>
<th>Name of Federal Program or Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>93.568</td>
<td>Energy Assistance Program</td>
</tr>
<tr>
<td>93.600</td>
<td>Head Start</td>
</tr>
</tbody>
</table>

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Audittee qualified as low-risk audittee? \(\_\_\_\_\_\_\_\_) yes \(\_\_\_\_\_\_\_) X no
A Whole Family Approach...

When services are integrated to meet the needs of parents and children together, efficiency is improved and outcomes are enhanced for parents, children, and families.

Characteristics:

- Family goals shared across programs.
- Goals include outcomes for children, parents and family.
- Alignment of a suite of services for families that respond to their unique needs across a number of domains.
- Easier access to services.
- High quality, intensive, intentional parent and child services at the same time.

[Diagram showing whole family approach]

Source: Ascend at the Aspen Institute, Two-Generation Playbook
2018-19 Proposed Budgets

**HS**
- Personnel: 49%
- Fringe: 27%
- Supplies: 2%
- Contractual: 9%
- Equipment: 3%
- Other: 9%
- TTA: 1%

Total: $2,615,720

**EHS**
- Personnel: 46%
- Fringe: 25%
- Supplies: 2%
- Contractor: 17%
- Other: 10%
- Equipment: 3%
- TTA: 2%

Total: $1,587,985

**EHS-CCP**
- Personnel: 29%
- Fringe: 15%
- Contractual: 50%
- Supplies: 1%
- Other: 3%
- TTA: 2%

Total: $1,153,232
2018-19 Actual Expenditures

HS
$2,589,879

EHS
$1,583,301

EHS - CCP
$1,153,232
Data contained in the pages of this report demonstrates the success of our Head Start/Early Head Start program in making an impact on the children and families we have the opportunity to work with.

Our ultimate goal is and always has been to prepare our young children for school, to help parents work toward their own self sufficiency, and to provide families with connections within their community. Our staff is dedicated in making these things happen through the many relationships they build with children, families and community.

In Conclusion:

For additional copies, check out our website: www.MAHUBE-OTWA.org

Published November 2019