

2009 SENATE EDUCATION

SB 2381

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2381

Senate Education Committee

☐ Check here for Conference Committee

Hearing Date: February 2, 2009

Recorder Job Number: 8296

Committee Clerk Signature

Minutes:

Chairman Freborg opened the hearing on SB 2381. All members were present except Senator Taylor who is snowed in and can't get to Bismarck.

Senator Horne introduced the bill. See written testimony.

Senator Bakke asked what funds North Dakota currently provides for Head Start.

Senator Horne said none, although 17 states do.

Senator Flakoll asked, in section 1 subsection 2 where it refers to "service area" what is preferred, a large service area or a small one.

Senator Horne said eligibility is for kids at the poverty level. The size of the area has nothing to do with it.

Senator Flakoll said in lines 12 and 13 of the bill, what size area are we looking for.

Senator Horne said the grant would describe the service area that is served.

Senator Freborg asked what are we doing for Head Start children who are not required to participate, are we leaving them further and further behind because we don't require them to attend kindergarten?

Senator Horne said Head Start is not a requirement, it is an opportunity. Especially without

high quality day care, it is needed. Most of us read to our children every night and spent

valuable time with them. These kids don't get that. Head Start is designed to give them a life. There are 42% that we are leaving out. This is a small step, \$3 million won't bring a lot more kids into the program but it's a start.

Senator Bakke asked if we have lost some of our federal funding for Head Start?

Senator Horne said he can't answer that, he will leave it up to the experts.

Representative Kaldor testified in favor of the bill. Two years ago he had the opportunity to hear one of the members of the Groenwald and Rudnick team on the value of investing in early childhood education. It had a big effect on him. Their study is a strong expression of why it is important to make an investment in early childhood education. Not only does it reduce the prison population, it is an economic development tool as well. Nothing is more valuable than helping children. His community has a very robust Head Start program that serves many communities.

Senator Flakoll asked how do we reconcile that the fluctuating income levels of farmers might make their children eligible for Head Start one year and not the next.

Representative Kaldor said that is an eligibility factor. He isn't sure farmer's children would be eligible, it is more people who are employed by other people.

Senator Flakoll said we have this \$3 million and in the house there is a pre-K bill for \$2.6 million. Which does he prefer?

Representative Kaldor said he won't pick one over the other.

Representative Hawken testified in favor of the bill. The last 13 years she has worked on early childhood education issues although not very successfully. Research says it makes a difference, yet we don't follow the research. Phenomenal advocates spend hours trying to help us make the right decision. There was a wonderful pilot program in Minot but we decided not to try it. What Head Start does for children isn't even quantifiable - they succeed at school

and it makes a difference. With pre-K education, we pay less for prisons, it's an investment, its infrastructure. We will recapture the benefit at the other end. In Head Start we already have a base, the federal government is helping us pay for it. The need is overwhelming and worthy of our dollars. It's a bandwagon.

Cheryl Ekblad, Director of Minot Head Start, testified in favor of the bill. See written testimony.

Senator Lee asked how many federal dollars do we receive for Head Start.

Cheryl Ekblad said she would have to get back to us.

(Someone in the crowd said \$35 million)

Senator Flakoll asked \$35 million per year or per biennium.

Cheryl Ekblad said \$35 million per year in federal money and no state money.

Senator Flakoll asked the intent of lines 12 and 13 in the bill regarding service area.

Cheryl Ekblad said several communities have a waiting list, she thinks Fargo and Grand Forks would be the most extensive.

Senator Flakoll asked about the testimony that Head Start has comprehensive services and pre-K does not.

Cheryl Ekblad said there are several components in Head Start, including involvement and training of the family, mental health and health assessments including dental and vision.

Senator Bakke asked if this grant would be available to children on the reservations where the needs are quite great.

Cheryl Ekblad said the \$35 million discussed in testimony is for non native Head Start and the \$3 million would be available to the non native Head Start programs. The waiting list for the native Head Start programs is not as extensive and no children are turned away but she is not saying they are well funded.

Mary Lee Anderson, Health Services Coordinator , Minot Head Start, testified in favor of the bill. See written testimony.

Senator Flakoll asked if there are federal prescribed ratios of children per provider in Head Start.

Mary Lee Anderson said there is a book of performance standards for teachers and students but in the Health part of the program, they just need someone to provide health services. They must provide vision, hearing, health and dental screenings of each child within a prescribed amount of time and the follow up must be completed.

Susan Harper, a parent whose son is involved in Head Start, testified in favor of the bill. See written testimony.

Keith Gustafson, Director of Special Education for the Northern Plains Special Education Unit in Crosby, testified in favor of the bill. See written testimony.

Linda Jagelo, North Dakota Department of Human Services, read the testimony of Linda Rorman, Head Start Collaboration Office Administrator in the Department of Human Services, Children and Family Division. See written testimony.

Senator Bakke asked if the \$3 million in the bill is intended to serve areas that currently do not have Head Start.

Linda Jagelo said that is not her understanding, a Head Start person might be better able to answer.

Mary Lee Anderson said the \$3 million is intended for existing programs. It is thought that Williston is responsible for the areas that are not served and will reach out to those areas when they can. A community really needs at least 10 kids before Head Start can get to that community.

Senator Flakoll asked if she can provide a breakdown of the federal dollars and how they are spent, the \$35 million comes to \$10,500 per child.

Linda Jagelo said she would try to get the numbers.

Senator Flakoll reminded her we have two more days to get bills out of committee.

JoAnn Brager, Vice President of Public Policy for the North Dakota Association for the Education of Young Children, testified in favor of the bill. See written testimony.

Chairman Freborg closed the hearing on SB 2381.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2381

Senate Education Committee

☐ Check here for Conference Committee

Hearing Date: February 3, 2009

Recorder Job Number: 8481

Committee Clerk Signature

Minutes:

Chairman Freborg opened the discussion on SB 2381. All members were present.

Senator Flakoll said he has requested amendments for the bill and hasn't seen them yet. He is ready to roll.

Senator Taylor asked for a preview of the amendments.

Senator Flakoll said he wants to be sure that children in Head Start who are eligible for no cost or low cost insurance are enrolled in those insurance programs.

Senator Freborg said the committee can take up the bill in the morning.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2381

Senate Education Committee

☐ Check here for Conference Committee

Hearing Date: February 4, 2009

Recorder Job Number: 8582, 8652

Committee Clerk Signature

Minutes:

Chairman Freborg opened the discussion on SB 2381. All members were present.

Senator Flakoll distributed amendment .0101. His intent is for a more aggressive effort to get kids enrolled in SCHIP if they are eligible. They are eligible for a whole lot of programs and the parents aren't motivated to get them enrolled.

Senator Bakke said by adding the amendment and if they aren't enrolled in an insurance program, does that mean they cannot be involved in Head Start?

Senator Flakoll said yes, under state funding, we have no control over the federal program.

Senator Bakke said occasionally, in Head Start, there are children who do not come from low socio economic families, they may have a disability or make be a peer role model. Would they be required to be insured too?

Senator Flakoll said when talking with Senator Judy Lee and those who run the Head Start programs, he asked if a family of means can buy their way into Head Start and they said no.

The only exceptions would be students whose family income is 10% over could be petitioned in based on extenuating circumstances. These students all would be eligible for some type of government based insurance program.

Senator Taylor said in Towner they could enroll his child, maybe because they like that mix of kids. Some counties are quantified as medically needy when there are no medical services within the county so that opens up the parameters to accept kids with parental income greater than the norm. He knows SCHIP has struggled to get people to sign up and it is frustrating. He would prefer the amendment be less forceful in its language and more encouraging. Senator Flakoll said they talked about that but he didn't want a resolution to encourage them to sign up. Their intentions are mutual – how do we get more children signed up for the programs that are out there? Maybe the language could be changed.

Senator Bakke said she has problems with it being so prescriptive. There could be a lapse between getting enrolled in the program and actually receiving services and during that time, the child would not be enrolled in Head Start. She knows for a fact that part of the Head Start mission is to work with families and make sure all services that are available are in place for them. She doesn't want to put any roadblocks up in front of these families. Once they get to Head Start, the staff helps them sign up for the appropriate programs. Some parents pride might prevent them from seeking insurance.

Senator Taylor said maybe we could accomplish this by saying the families be informed of the programs or made application.

Senator Flakoll said he opposed the "informed" language. They could send a notice home and who knows if the parents could even read it. It is too passive. We could require the onus on the Head Start staff. He will keep working on amendments. There are 4900 eligible kids not signed up for SCHIP, we should be more aggressive.

Chairman Freborg closed the discussion on SB 2381 then reopened in later in the afternoon.

Senator Flakoll distributed an edited amendment which had changed wording in the added number 2. Since our intern is sick today, he literally cut and pasted the amendment together.

Senator Flakoll moved amendment 90774.0101 with the new section 2, seconded by Senator Lee.

The motion passed 5 – 0. (Senator Taylor and Senator Bakke arrived late to the afternoon session but cast their yes votes when they arrived.)

Senator Flakoll moved a Do Pass As Amended and Rerefer to Appropriations on SB 2381, seconded by Senator Lee. The motion passed 4 – 1. Senator Flakoll will carry the bill.

(Senator Taylor and Senator Bakke arrived late to the afternoon session but cast their yes votes when they arrived.)

PROPOSED AMENDMENTS TO SENATE BILL NO. 2381

Page 1, line 4, after the second boldfaced period insert:

"1."

Page 1, line 11, replace "1." with "a."

Page 1, line 12, replace "2." with "b."

Page 1, line 14, replace "3." with "c."

Page 1, line 16, replace "4." with "d."

Page 1, after line 17, insert:

- "2. To be eligible for a grant under this section, the head start state collaboration administrator shall require that proof of health insurance coverage be provided for each child enrolled in the head start program."

Renumber accordingly

3/4/09

Date: 2/4/09
Roll Call Vote #: 1

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2381

Senate Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken 90774.0101 with new section 2

Motion Made By Sen. Flakoll Seconded By Sen. Lee

Senators	Yes	No	Senators	Yes	No
Senator Freborg	✓		Senator Taylor A	✓	
Senator Gary Lee	✓		Senator Bakke A	✓	
Senator Flakoll	✓				

Total (Yes) 5 No 0

Absent 0

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 2/4/09
Roll Call Vote #: 2

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2381

Senate Education Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken Do Pass An Amendment + Refer to Appropriations

Motion Made By Sen. Flakoll Seconded By Sen. Lee

Senators	Yes	No	Senators	Yes	No
Senator Freborg	✓		Senator Taylor A	✓	
Senator Gary Lee		✓	Senator Bakke A	✓	
Senator Flakoll	✓				

Total (Yes) 4 No 1

Absent 0

Floor Assignment Senator Flakoll

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2381: Education Committee (Sen. Freborg, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS and BE REREFERRED to the Appropriations Committee (4 YEAS, 1 NAY, 0 ABSENT AND NOT VOTING). SB 2381 was placed on the Sixth order on the calendar.

Page 1, line 4, after the second boldfaced period insert:

"1."

Page 1, line 11, replace "1." with "a."

Page 1, line 12, replace "2." with "b."

Page 1, line 14, replace "3." with "c."

Page 1, line 16, replace "4." with "d."

Page 1, after line 17, insert:

"2. To be eligible for a state grant under this section, each head start unit shall, to the extent possible, enroll uninsured eligible students for the most appropriate local, state, or federal insurance program available at no cost or reduced cost to the child or the child's family."

Renumber accordingly

2009 SENATE APPROPRIATIONS

SB 2381

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. SB 2381

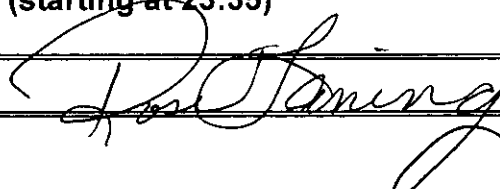
Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: February 12, 2009

Recorder Job Number: 9369 (starting at 23:35)

Committee Clerk Signature



Minutes:

Chairman Holmberg called the committee hearing to order on SB 2381 which provides an appropriation for federally designated Head Start programs in the state.

Senator Robert Horne, District 3, Minot (Written attached testimony # 1)

Read from testimony the importance of No Child Left Behind (NCLB) legislation.

V. Chair Bowman Senator Horne, you made the statement about California and all there prisons but how many prisoners are illegal aliens. This is their major problem. They are trillions of dollars in the red. A big part of their deficit is that the prisons are taking care of the people that shouldn't be here.

Senator Horne That's possible but I do not know the profile of the folks in California prisons but there probably are a number of illegal aliens. My point is if they don't do well in school early on they may end up in prison.

Rep. Kathy Hawken, District 46 testified in favor of SB 2381. (No written testimony)

With SB 2381 we have an opportunity to give the poverty level children a chance to start young. She said this is a good bill and she urges its passing.

Chairman Holmberg Is Head Start addressed in DPI budget (HB1013)?

Rep. Kathy Hawken No.

Linda Rorman, 40.36 Head Start-State Collaboration Office Administrator in the Children and Family Services Division of Department of Human Services testified in support of SB 2381.

(Written attached testimony # 2)

Senator Christmann Are they all 3 and 4 year olds being served. 43.30

Rorman said that was her understanding.

Senator Christmann Why is it those 3400 rather than others. Are they low income or is this a room only.

Rorman Head Start receives federal funds and the requirement is that Head Start programs set up a selection and eligible criteria and my understanding is that they are required to take needy of neediest first.

Senator Christmann Where there is shortage if they meet poverty level criteria all the four year olds get in first and then if there is still room they take neediest of 3 year olds.

Rorman: said there are others of her supervisors that could answer that. Varies across the state.

Senator Wardner Children at risk and homeless is there a formula or other factors to take into consideration besides low income.

Rorman: There are situations where children are at risk, violence, parent's incarceration, and a study to rehabilitate family so a child does not have to be removed from home. Wrap around help. Head Start is an intervention and prevention type program. Try to prevent families from breaking apart. Head Start is a safety net for families.

Scott Burtsfield, Director of Southeastern ND Head Start Programs testified in favor of

SB 2381. (Written attached testimony # 3 and ND map – attached #4.)

V. Chair Bowman This started as federal program. Who decided to come in for general funds?

Burtsfield: Their Association.

Senator Kilzer: Is someone going over finances of this program and what federal contribution and state contributions have been. He requested information or a graph to explain this.

V. Chair Grindberg Said they would need that soon.

Senator Mathern Do we have longitudinal data of just kids in ND that follows the outcomes of the children that have been in head start in ND?

Burtsfield Most of the stuff that I've seen is national.

Laurel Nybo, North Dakota Head Start Programs testified in favor of SB 2381. (Written attached testimony # 5 from Sharon Hansen, Director, Community Action Partnership Head Start)

V. Chair Bowman Gave great reasons to fund program. Why hasn't the federal government that started this program up their ante? You tell us all how good it has done and then the federal government says we are going to cut the line off here and let the states do.

Nybo It wasn't meant to be a standalone program. Many of our programs are supplemented by outside help.

Senator Krauter You are not changing any eligibility criteria?

Nybo Answered no.

Senator Christmann Had question on their handout why children over the income got into Head Start and others below didn't.

Nybo Many of the children over the income guide lines are from rural areas and there are not many services.

Senator Christmann Sharon says there are 2082 children being served and Senator Horne says there are 3,352 being served, do you know?

Nybo There were two programs that weren't delivered to Sharon yet. We have seasonal migrant and Native American that aren't reflected.

Joanne Brager, Vice President, Public Policy testified in favor of SB 2381 (Written attached testimony # 6)

Cheryl Ekblad, Director of the Minot Head Start Program handed in written testimony #7

Chairman Holmberg closed the hearing on SB 2381.

2009 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2381

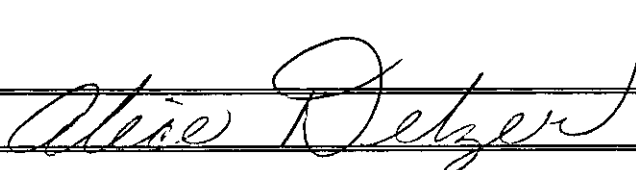
Senate Appropriations Committee

☐ Check here for Conference Committee

Hearing Date: 02-17-09

Recorder Job Number: 9633

Committee Clerk Signature



Minutes:

Chairman Holmberg opened the hearing on SB 2381. (21.05)

SENATOR MATHERN MOVED A DO PASS. SECONDED BY SENATOR WARNER.

Discussion followed.

V. Chair Grindberg had questions regarding the stimulus. (22.30)

Chairman Holmberg talked about expanding Headstart, which is what this bill looked at. Not expand it, rather to enlarge it so that x number of students who are not being served right now would be served in the program. There is generally more students that are involved or would like to be involved than there are spaces for at the present time.

A ROLL CALL VOTE WAS TAKEN ON A DO PASS on SB 2381. 6 YEAS, 8 NAYS, 0 ABSENT. IT FAILED TO PASS.

Chairman Holmberg stated it failed 8 to 6. Do we have a counter motion?

Senator Wardner moved to amend the dollar amount down. Seconded by Senator Krebsbach.

Senator Krauter had questions concerning the rational for moving the numbers down.

V. Chair Grindberg stated I think the point is valid but I think we can deal with Headstart in the DPI budget, and knowing the stimulus outcome later in March when we have the hearing

so I think that is an opportunity to keep Headstart because we are going to get the budget next week.

Senator Christmann stated he agrees with V. Chair Grindberg.

Chairman Holmberg stated all in favor of the amendment say aye. He then asked for a show of hands. It was a tie.

SENATOR CHRISTMANN MOVED A DO NOT PASS. SECONDED BY VICE-CHAIRMAN BOWMAN.

A ROLL CALL VOTE WAS TAKEN ON A DO NOT PASS ON SB 2381. 8 YAYS, 6 NAYS, 0 ABSENT AND NOT VOTING. VICE-CHAIRMAN GRINDBERG WILL CARRY THE BILL.

Chairman Holmberg closed the hearing on SB 2381. (27.34)

Date: 2/17/09Roll Call Vote # 12009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2387Senate Senate Appropriations Committee☐ Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken ☒ Do Pass ☐ Do Not Pass ☐ AmendedMotion Made By Mather Seconded By Warner

Senators	Yes	No	Senators	Yes	No
Sen. Ray Holmberg, Chairman		<input checked="" type="checkbox"/>	Sen. Aaron Krauter	<input checked="" type="checkbox"/>	
Sen. Bill Bowman, VCh		<input checked="" type="checkbox"/>	Sen. Elroy N. Lindaas	<input checked="" type="checkbox"/>	
Sen. Tony S. Grindberg, VCh		<input checked="" type="checkbox"/>	Sen. Tim Mathern	<input checked="" type="checkbox"/>	
Sen. Randel Christmann		<input checked="" type="checkbox"/>	Sen. Larry J. Robinson	<input checked="" type="checkbox"/>	
Sen. Tom Fischer		<input checked="" type="checkbox"/>	Sen. Tom Seymour	<input checked="" type="checkbox"/>	
Sen. Ralph Kilzer		<input checked="" type="checkbox"/>	Sen. John Warner	<input checked="" type="checkbox"/>	
Sen. Karen K. Krebsbach		<input checked="" type="checkbox"/>			
Sen. Rich Wardner		<input checked="" type="checkbox"/>			

Total Yes Failed No 8 to 6

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:

Date: 2/17/09
Roll Call Vote #: 2

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2381

Senate _____ Committee _____

☐ Check here for Conference Committee

Legislative Council Amendment Number

Amendment (down)

Action Taken

☐ Do Pass

☐ Do Not Pass

☐ Amended

Motion Made By

Wardner

Seconded By

Krebsbach

Representatives	Yes	No	Representatives	Yes	No
Senator Fischer			Senator Warner		
Senator Christmann			Senator Robinson		
Senator Krebsbach			Senator Krauter		
Senator Bowman			Senator Lindaas		
Senator Kilzer			Senator Mathern		
Senator Grindberg			Senator Seymour		
Senator Wardner					
Chairman Holmberg					

Total

Yes

Show of hands

No

Tie

Absent

Floor Assignment

If the vote is on an amendment, briefly indicate intent:

Date:

2/17/09

Roll Call Vote #

3

2009 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2381

Senate

Senate Appropriations

Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number

Action Taken

☐

Do Pass

☒

Do Not Pass

☐

Amended

Motion Made By

Christmann

Seconded By

Bowman

Senators	Yes	No	Senators	Yes	No
Sen. Ray Holmberg, Ch	✓		Sen. Tim Mathern		✓
Sen. Tony S. Grindberg, VCh	✓		Sen. Aaron Krauter		✓
Sen. Bill Bowman, VCh	✓		Sen. Larry J. Robinson		✓
Sen. Randel Christmann	✓		Sen. John Warner		✓
Sen. Rich Wardner	✓		Sen. Elroy N. Lindaas		✓
Sen. Ralph L. Kilzer	✓		Sen. Tom Seymour		✓
Sen. Tom Fischer	✓				
Sen. Karen K. Krebsbach	✓				

Total Yes

8

No

6

Absent

Floor Assignment

Grindberg

If the vote is on an amendment, briefly indicate intent:

DNP

REPORT OF STANDING COMMITTEE (410)
February 17, 2009 2:25 p.m.

Module No: SR-31-3133
Carrier: Grindberg
Insert LC: . Title: .

REPORT OF STANDING COMMITTEE

SB 2381, as engrossed: Appropriations Committee (Sen. Holmberg, Chairman)
recommends **DO NOT PASS** (8 YEAS, 6 NAYS, 0 ABSENT AND NOT VOTING).
Engrossed SB 2381 was placed on the Eleventh order on the calendar.

2009 TESTIMONY

SB 2381

Testimony of Robert Horne

SB 2381 February 2, 2009

Senate Education Committee

*same
given to
Senate
Approps*

Chairman Freborg and members of the committee, for the record, my name is Robert Horne, State Senator representing District 3 in Minot.

SB 2381 would provide \$3,000,000 for the 2009-2011 biennium to enhance approved federally-funded Head Start programs in North Dakota.

The program would be administered by the Head Start Collaboration Administrator within the Department of Human Services. The administrator would award grants based on an application and criteria that includes:

1. The number of low-income children and families that a program can serve;
2. A program's design, its service area, and its accessibility to eligible children and families;
3. A program's coordination and interaction with private sector child care programs;
4. Proposals for innovation that address identified needs among eligible children and families.

To better understand the value of Head Start, here is an overview.

Head Start programs provide comprehensive services to low-income (100% of the federal poverty level) children and their families with the goal of ensuring the children enrolled are ready to begin school. While local Head Start programs receive federal funding for a limited number of child care "slots", there are still many eligible children who are not served. A recent report shows 5,797 eligible North Dakota children age birth through five but only 3,353 being served because of the limited slots available. Fargo alone has over 700 children eligible but waiting for service; my home area of Minot has over 520 unserved poverty level kids.

For over 40 years, North Dakota Head Start programs have been providing high quality comprehensive services to low-income children and their families with the goal of ensuring the children enrolled are ready to begin school. Educational services include quality pre-school education tied to nationally set early learning standards. Health services include screenings, health check-ups and dental check-ups to make certain children enter school healthy and ready

to learn. Head Start also provides family advocates to work with parents and assist them in accessing community resources to achieve self sufficiency. All Head Start programs provide services for preschool children with disabilities. Because Head Start provides the comprehensive services needed for economically disadvantaged young children and t heir families, Head Start is considered one of the most significant programs in early child care and education.

Research has repeatedly demonstrated that the strongest predictor of poor school achievement is low socioeconomic status. In North Dakota, children less than six years old have the highest poverty rates, including the highest rates of extreme poverty. Approximately 18% of the children four years of age and under live in poverty while another 11% live in near poverty. In addition, almost half of all North Dakota children under six years of age who live with a single parent live in poverty, according to North Dakota Kids Count, 2008. **Without high quality early education programs such as Head Start, almost one third of our children entering kindergarten would be at great risk for school failure.** Children who begin kindergarten with fewer readiness skills than their peers typically do not catch up. In fact, these children fall further behind as they proceed through their K-12 school years and enter the work force without the necessary skills to successfully carryout their job related responsibilities.

Due to limited funding, the North Dakota Head Start programs are unable to serve 42% of the children who are eligible for Head Start and living in poverty according to North Dakota Kids Count, 2008. Seventeen states across our nation have recognized the importance of providing state funding to their Head Start programs to allow them to serve more children living in economically disadvantaged households. These states and funding level include Alaska, \$6,000,000; Connecticut,\$4,500,000; Delaware, \$5,686,000; Hawaii, \$550,000; Idaho, \$1,500,000; Maine, \$3,780,000; Maryland, \$3,000,000; Massachusetts, \$8,500,000; Minnesota, \$19,000,000; New Hampshire, \$240,000; New Mexico, \$1,541,000; Oklahoma, \$2,905,000; Oregon, \$27,000,000; Pennsylvania, \$40,000,000; Rhode Island, \$3,300,000;and Wisconsin, \$7,200,000.

A major study commissioned by the U. S. Department of Health and Human Services (2005) found that children enrolled in a Head Start program demonstrated positive gains in

cognitive and social emotional domains. Another Head Start study reported that parents whose children were enrolled in Head Start also made improvements in their educational and employment status.

Between 2001 and 2006, the North Dakota prison population grew by 25%. North Dakota currently spends 5% of its general funds budget on the Department of Corrections. Children who receive a high-quality early learning experience are less likely to end up in prison. In a well known Perry Preschool Study, children from economically disadvantaged homes attended a high quality preschool program. As adults, they were significantly less likely to commit crimes and serve prison sentences resulting in a 16 % public rate of return. It is said that California officials review the fourth grade reading scores and use that to predict the number of prison beds they will need in fifteen to twenty years.

Successful experiences during the early years cumulate and build throughout a child's school years and into their job careers. Rob Grunewald and Arthur Rolnick, regional analysts from the Federal Reserve Bank of Minneapolis, have estimated an 18% annual rate of return on every dollar invested in high quality early childhood education. Special education, remediation, and grade retention are only moderately successful and very costly for children who begin school without the readiness necessary skills. North Dakota's economic future depends on our children getting off to the right start. North Dakota's Head Start programs can help lead North Dakota into a successful and prosperous future!

The ND Department of Corrections reports there are now 1,299 male prisoners held in the state penitentiary and other facilities. It costs an average of \$83.30 per day to keep them, or \$39,495, 445 per year. The \$3,000,000 suggested for North Dakota Head Start is 7.5% of this. Wouldn't it be forward thinking to invest more in kids while they are developing instead of paying much more after they fail? Let's put more money in prevention and less in punishment.

Mr. Chairman and members of the committee, I urge a "do pass" on SB ..2381. This concludes my testimony and I will stand for questions.

To: Chairman L Freeborg

From: Cheryl Ekblad, North Dakota Head Start Association

Re: SB 2381 Head Start Funding

Good Morning, Chairman Freeborg, and Senate Education Committee members. I am Cheryl Ekblad, Director of the Minot Head Start program serving Ward, Renville, Burke, and Mountrail counties. We also have an Early Head Start program which serves pregnant women, infants and toddlers only in the Minot Public School District.

Head Start is a comprehensive program that serves low-income three and four year old children and families. Funded federally through the Department of Human Services, Head Start provides comprehensive services including education, health, nutrition, mental health, and parent involvement. Each of those program areas are monitored by a program coordinator. For example, in the area of parent involvement, our family service coordinator is responsible to see that each family has completed a family needs assessment and has a family partnership agreement with specific goals developed. Throughout the year our staff works with families to meet these goals. Goals may be to get a GED, driver's license, employment, housing, or other things that help them to become more self-sufficient. In our program, there are up to 6 parent classes each week focusing on budgeting, healthy lifestyles, goal setting, and basic parenting.

NDHSA is very grateful to Senator Horne for sponsoring SB 2381 to provide state dollars to Head Start programs. Not only would this allow programs to serve more children and families on waiting lists but it would also give our programs a much needed non-federal match.

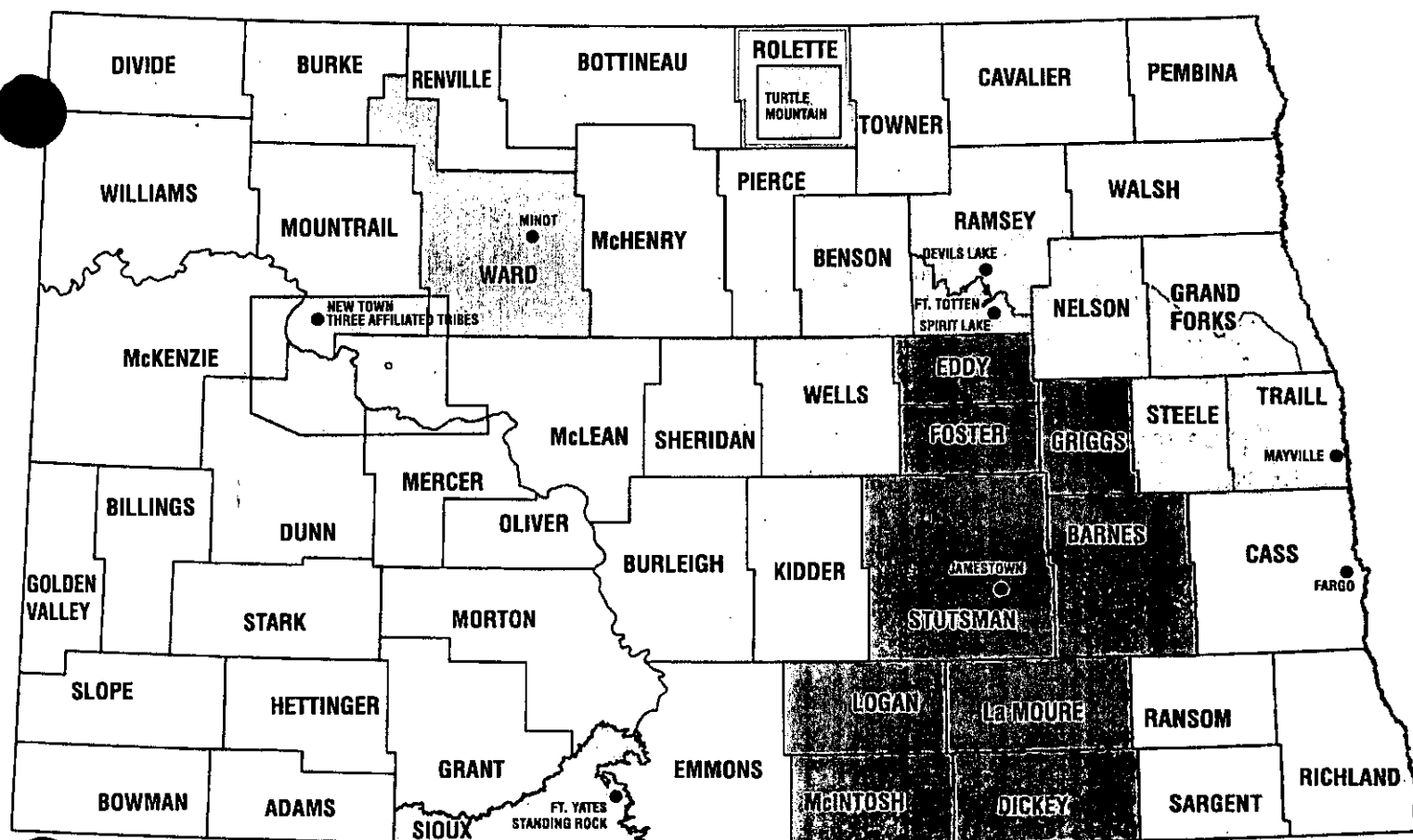
According to North Dakota Kids Count, 2007, 42% of Head Start eligible children in North Dakota are not being served. In our program we have a waiting list of approximately 60 preschool children and easily 200 children for Early Head Start.

I am sure that at some point Head Start folks will be asked if this bill competes with HB 1400 which funds Pre-kindergarten. As the bill is currently written, it does not provide the comprehensive services included in Head Start. HB 1400 provides for a half day program operating 2 days per week. The Head Start Association supports that bill and sees that we could be a critical partner in assisting the state in providing developmentally appropriate programming. Pre-K does not negate the need for Head Start any more than it does the need for child care. Senator Horne's bill is designed for communities to use state funds where currently funded Head Start program have additional unmet needs.

On behalf of the Head Start programs across the state, we strongly urge the support of Senate Bill 2381.

NORTH DAKOTA EARLY HEAD START SITES, SEPTEMBER 2007

FUNDED ENROLLMENT: 421 INFANTS, TODDLERS, AND PREGNANT WOMEN



● Head Start Sites	○ Reservations
□ Unserved counties	■ Rolette Served

Number of
Early Head
Start Infants,
Toddlers,
and Pregnant
Women

	Address/PO Box	City/State/Zip	Phone	Fax	
Cheryl Ekblad	2815 Burdick Expressway East	Minot, ND 58702	(701) 857-4688	(701) 857-4517	85
Allison Dybing-Driessen	1401 College Drive	Devils Lake, ND 58301	(701) 665-4449	(701) 665-4442	50
Bonita Morin	723 3rd Avenue	Fort Totten, ND 58335	(701) 766-4070	(701) 766-1357	75
Allison Johnson	330 3rd Street North East	Mayville, ND 58257	(701) 788-4868	(701) 788-4781	40
Scott Burtsfield	3233 South University Drive	Fargo, ND 58104	(701) 235-8931	(701) 298-7622	60
Carmelita Bear Ribs	200 Proposal Avenue • PO Box 473	Fort Yates, ND 58537	(701) 854-7562	(701) 854-7566	75
Tammy Hoggarth	1411 12th Ave N.E. • PO Box 507	Jamestown, ND 58402	(701) 252-1821	(701) 252-7108	36

North Dakota Department of Human Services
Children and Family Services Division
 State Capitol-Judicial Wing
 Phone: 701-328-1711
 Fax: 701-328-3538

Head Start - State Collaboration Office
Linda Rorman ~ Administrator
 Email: sororl@nd.gov
 600 East Boulevard Avenue, Dept. 325
 Bismarck, ND 58505-0250

For more information please visit our website at: www.nd.gov/dhs/services/childfamily/headstart/

Testimony – North Dakota State Senate 2-2-2009

Good morning, Chairman Freborg and Education Committee Members, I stand in support of Senate Bill # 2381. My name is Mary Lee Anderson. I live at 4 Park Way in Minot, ND. I am a lifelong resident of North Dakota. I have been a registered nurse for 34 years.

For the last 10 years I have been employed as the Health Services Coordinator at Minot Head Start. 10 years ago I choose to take a \$4.00 an hour cut in pay from being employed as a nursing supervisor at a local hospital to become a member of the Head Start staff.

Why? Because Head Start is a wonderful program for low income parents and their children.

Head Start is under the department of health and human services so it is operated with a strong focus on health issues and “human” or family issues. In Head Start we stretch every health care dollar to the limit in order to provide health care and services to these the most vulnerable in our society. We are a “last source dollar” for health services; this means that I will try at least three sources of funding before I will spend any of our allotted health budget. Our health care budget is approximately \$4,000.00 per year for approximately 400 children. I try Medicaid, Caring for Children Program, SCHIP, Lions & other philanthropic organizations, as well as local community supporters before I spend a dime of our health care money.

In our Health Office in Minot we have one nurse (me) and one health assistant (on the job trained) who make sure that every child we serve (just about 400 per year) get a hearing, vision and dental screening and well child exams & immunizations. We follow up on every referral, making specialty appointments, attending doctor visits with the parent and child, providing transportation - whatever it takes! We don’t do “paper work compliance” – we make sure the actual service, follow-up, treatment or medical equipment is received.

So what specifically does all this mean?

It means that a 4 year old boy who could not see got prescription glasses and was able to see to thread cheerios. **Who knows what he’ll be able to do next?**

It means that a 3 year old boy got prescription glasses and for the first time attempted to open his own milk carton because he could see the top clearly. **Who knows what else he'll master now that he can see?**

It means that a 6 month old baby girl in our Early Head Start program who was identified as profoundly deaf got the intervention needed from the medical providers - and from us she got an American Sign Language Instructor to work with her so that by the time she was 18 months old she knew many signs. **And then a miracle happened & this tiny toddler inadvertently taught sign language to all the other children in her toddler care room.** To this day, the children continue to sign and teach each other a second language. **Who knows what this little deaf girl will learn and what she and her toddler friends will teach the world?**

It means numerous children with multiple failed Head Start hearing screenings have been referred for and have received ventilation PE tubes which enhanced their hearing and improved their speech and language. **Who knows, one of these children may be the next Speaker of the House, Governor or President.**

It means numerous children have received glasses and now see so they can recognize letters and begin to learn to read. **Who knows, maybe one of them will become a vision doctor and other little people 'see.'**

It means that numerous children have been updated on immunizations and now have the best available protection against these terrible diseases. **Who knows, maybe one of these little people will become a medical doctor and provide care for you and me.**

It means a child who wasn't able to get dental coverage got the care she needed so she could once again drink cold milk and chew solid food. **Who knows, maybe one day she'll make sure other little children receive care for their dental pain.**

It means that children who needed walkers, wheelchairs, catheterizations, medications - **all got what they needed and were included in every aspect of the Head Start program from picnics to visits to the fire department to swimming at the Y - no matter what was different about them.**

Who knows maybe these children will grow and foster the notion that our differences matter less than ^{our} sameness – that we all need the basics.

It means that numerous children have been “caught up” on schedule of well baby / well child exams. **Who knows, maybe because problems were caught and treated early learning delays were less severe and maybe costly, devastating permanent medical conditions were avoided or minimized.**

In short it means that the health of our nations’, our states’ and our communities’ youngest and poorest citizens are protected so that they may grow and learn and become the happiest and most productive citizens possible.

So, why did I take an \$8,000.0 cut in pay to work at Head Start?

I did it **because I know that Head Start works.** In 1971 I was a poverty stricken single parent with a little boy. I had given up hope for a better life. Someone introduced me to the Head Start program and our lives changed forever. My son was able to attend Head Start for 2 years. Head Start staff nurtured and taught both of us we could learn and succeed. While he attended Head Start, I attended college. I completed a bachelor of science in nursing and a master of science in nursing. My “Head Start baby” as I lovingly refer to him attended and graduated from Minot High School, Minot State University and the University of ND law school. He is a wonderful son, a terrific big brother and a successful attorney who owns his own law firm in Wilson, North Carolina.

Ten years ago I took a cut in pay to help pay back a program that gave me and my son a chance to be everything that we could be.

Because Head Start works, my son and I work. Invest in Head Start – the payback is phenomenal. Thank-you.

February 2, 2009

To: Senator Freborg and senate education committee

My name is Susan Harper and I am in support of SB 2381. Head Start is a wonderful program that has helped not only my son, but also has been respectful of me and my situation.

There are many working poor families who can't send their children to any other program except Head Start. Single mothers, like myself, have to work in order to pay rent.

My son, Steven, was in Head Start and was in a classroom with an excellent teacher. He was in Head Start for 3 years and the teacher worked one-on-one with him. His teacher would encourage him to complete tasks and to help him learn to concentrate. She would see that he would be working on tasks and would help him to do the very best that he could with the skills that he had. She also taught him the skills he needed to be successful in school.

Now that my son is in 4th grade, he has been diagnosed with Aspergers Syndrome. He can do cursive writing, but he can't print. Sometimes Aspergers Syndrome shows up in very young children, but it wasn't evident for Steven because of the excellent work the Head Start teacher did with him in a developmentally appropriate way.

What you see in a Head Start program is the classroom, but it is so much more. The family support coordinators work with families to succeed. For me, I needed help while coming out of the Salvation Army Homeless Shelter. I wasn't eligible for housing because of my felony conviction. The Head Start staff came to me at the Shelter and *encouraged her to put son in Head Start.*

I didn't want my son to be in Head Start because I just got him back from foster care. So – I needed to make the hard choice of do I work so I could advance in my life and get out of the shelter to become independent or do I stay on public assistance longer?

I chose to put Steven in Head Start and it was the right decision. I am now gainfully employed and have been since June of 2002.

Please help Head Start programs in North Dakota to be able to tell more success stories like mine. Shouldn't those of us who work hard but don't have a lot of money have the same chances to have our children be successful as those who are rich? Please invest in children and families.

Testimony
Senate Bill No. 2381 - Education Committee
Senator Layton Freborg, Chairman
February 2, 2009

Chairman Freborg, members of the Education Committee, I am Keith H. Gustafson, Director of Special Education for the Northern Plains Special Education Unit in Crosby. Thank you for this opportunity to provide testimony to Senate Bill 2381 designed to appropriate moneys from the general fund in the state treasury to the Department of Human Services for the purpose of providing grants to federally designated Head Start programs in this state.

I have been the Director of Special Education for a very rural population of school districts in the northwest corner of the state for the past 19 years. Serving in that capacity, I have witnessed first hand the devastating impact of poverty, limited stimulation in home environments, and the impact of crisis situations on families and the young children in those homes. Most of the communities that I serve have no private or public preschools and in many cases no licensed childcare facilities. The children are often cared for by extended family members or "babysitters" providing unlicensed childcare. Many of these children enter kindergarten with absolutely no preschool experience, unprepared to learn, and lacking in the necessary language, attention, and social skills to succeed in the school setting.

Since part of my job is to identify and locate young children (birth to age 5) who are disabled or "at-risk" to fail in school, I have worked hard to establish local early childhood teams of professionals (referred to as Village Teams) in each of our school district communities to provide screening and assessment services for young children listed on the school districts census. We have established a network of programs including in-home screening programs, a computer based tracking program, and collaborative agreements with other service providers in the communities served by our Village Teams. The most frustrating component of this mission is to identify a very young child who resides in an "at-risk" home and then not be able to identify or arrange appropriate intervention services for the child. All of the communities that I serve are geographically located 50-100 miles from a regional center so all services including medical, social support services, and developmental disabilities services are very difficult to access. Although infants and toddlers with obvious disabilities can be referred to the regional Infant Development Programs in Minot, Devils Lake, or Williston, there are just no services for the young children who are mildly at-risk or environmentally at-risk. The sad part of this dilemma is that this is the group of children for whom early intervention can literally offset the impact of risk factors and prevent subsequent school failure and placement in special education.

One of the agency advocacy strategies that I have used over the past 20 years has been to lobby for regional Head Start programs to begin addressing the needs of our rural populations through expansion efforts. The data on the efficacy of Head Start is compelling. I have a Power Point presentation that shows that the early intervention services provided through Head Start, the incidence of placements in special education can be reduced by 25% and that society will realize a conservative estimate of a 25% reduction in crime. The data shows that Head Start graduates do significantly better in school, have a higher graduation rate, have far fewer criminal arrests, and receive significantly higher grades in school in all areas including verbal abilities,

intelligence, reading, math, and social skills. My collaborative efforts with Head Start have been successful in the communities of Lignite, Stanley, Mohall, and Bottineau. The Minot Head Start has been extremely responsive to our plight and has done everything possible to secure expansion grants to serve our rural communities.

Obstacles to this strategy have been limitations in federal Head Start expansion funds over the years, willingness of regional Head Start programs to establish the rural areas as a priority since many of our regional programs have lengthy waiting lists, and the income guidelines for eligibility. I still do not have a Head Start Program in Divide County. Other school districts (communities) with at-risk preschoolers who would receive significant benefit from a Head Start classroom are Powers Lake, Bowbells, Westhope, and Newburg. In each of the communities cited we have 3 and 4-year-old children who are at-risk and have no appropriate community based services. Another program with proven effectiveness is the Early Head Start Program. Although I have provided consultation to the Early Head Start Program in Minot for several years, I have been unsuccessful in securing our-reach Early Head Start services in any of our communities. I spent an afternoon in one of the school districts just last week and met three delightful "at-risk" children. One little boy was removed from his natural home because of meth use and has been placed with his grandparents. He is a meth baby and has all the reported characteristics including emotional adjustment difficulties. Another young child is distraught and emotionally unstable because of living in an under-stimulated home environment and then losing his single mother in a car accident at age 3 and being placed in a different home with people he didn't know. After one year, he began adjusting to his new life with his grand parents and then at age 4 lost his grandfather from a heart attack. This young man is now back at the starting point. These young boys, and countless others, will fail upon entry into kindergarten if appropriate preschool experiences such as are afforded by Head Start are not made available.

The future of our nation is at risk if we do not reverse the current downward spiral of allowing the increasing impact of poverty and social deprivation to impact the lives of our future. Allowing this to happen does not make good fiscal sense. In the Power Point presentation that I have on *Efficacy in Early Intervention*, I have shown the savings that society can realize if investments are made in early intervention. Using a conservative estimate of 25% reduction in placement in special education and 25% reduction in incarceration, the savings to the citizens of North Dakota would be very significant.

- The legislature budgeted \$60.5 million for the 2007-2009 biennium for excess special education costs. Based on an anticipated 25% reduction in special education, the savings to the state would amount to approximately \$15.1 million per biennium or \$7.55 million per year.
- The North Dakota legislature budgeted \$172.70 million dollars for the Department of Corrections and Rehabilitation for the 2007-2009 biennium. Based on an anticipated 25% reduction in crime as the result of early intervention, the savings to the state would amount to \$43.2 million per biennium or \$21.6 million per year.

Although the current bill under consideration is asking for \$3 million dollars, this is a very conservative request considering that it is being requested for a program that has the potential to save the citizens of North Dakota \$29 million dollars annually. I know of no other investment that provides such a high rate of return. The only concern is that we have to wait 5-10 years to realize our savings. But it is a very sound investment in the future of our children.

SB 2381's intention of seeking a state investment in head start is to enhance a program's ability to better serve eligible children and allow increased access to families reverted to waiting lists. Funding will be utilized in a number of different ways, for example: of the year 1 funding (\$1.5 million), \$1.35 million will be primarily used to provide direct services for additional children throughout the state by utilizing a variety of service options and venues. Approximately \$75,000 will be used to provide start-up costs for those classrooms, and with the remaining amount being allocated to provide "safety service slots" (special needs referrals) and other innovative service models. Priority funding will be available to programs that will serve an increased number of low-income children and families.

Year 2, (\$1.5 million) continuation of state funded Head Start slots will once again be used for those direct services, such as direct classroom contact time, health tracking, screening, and safety service slots as well as other innovative service models.

There will be no administrative costs required from the ND Dept. of Human Services Head Start Collaborative Office.

Testimony
Senate Bill 2381 – Department of Human Services
Senate Education Committee
Senator Layton Freborg
February 2, 2009

Chairman Freborg, members of the Senate Education Committee, my name is Linda Rorman, and I am the Head Start State Collaboration Office Administrator in the Department of Human Services, Children and Family Services Division. I am here today to provide you an overview of the North Dakota Head Start-State Collaboration Office and to explain the program granting criteria as provided in Senate Bill 2381.

The Head Start-State Collaboration office was funded as a supplemental Federal grant project since 1996 and was awarded a five year grant of \$500,000.00. The Department of Human Services was selected to serve as lead agency and grants administrator because of their proven record in serving children and families across systems and also because of continued strong working relationships with the North Dakota Head Start Association and other private and public partnerships.

Although Head Start is a Federal to local program, the national Office of Head Start recognizes the importance and role of State in policies, initiatives and decisions that affect children and families with low-incomes. The Head Start-State Collaboration office's overall goals are intended to:

1. Assist in building early childhood systems and access to comprehensive services and support for all low-income children;
2. Encourage widespread collaboration between Head Start and other programs and services (including health care, welfare, child care,

Linda Jasek

education, family literacy, community services, services to children with disabilities, and children without homes) and;

3. Facilitate the involvement of Head Start in State policies, plans, processes, and initiatives affecting the Head Start and Early Head Start target population and other families with low-income.

The Head Start-State Collaboration office could be used to administer grant awards for state funded Head Start slots to serve additional children and families with low-income. The state funded Head Start programs would follow the federally mandated Head Start Performance Standards and the requirements cited in federal statute P.L. 110-134 - Improving Head Start for School Readiness Act of 2007 signed by President Bush on December 12th, 2007.

This concludes my testimony. I would be happy to answer any questions.

February 2, 2009

*Same
given to
House*

From: JoAnn Brager, Vice President of Public Policy for the North Dakota Association for the Education of Young Children

To: Chairman Freborg and members of the senate education committee

Re: SB 2381: To provide an appropriation for federal designated head start programs in the state

My name is JoAnn Brager and I am the Vice President of Public Policy for the North Dakota Association for the Education of Young Children. The Association represents 400 members who work with and on behalf of children ages birth through age 8 years.

The Association supports SB 2381 to provide additional Head Start services to children and families who live in poverty or are at high risk to fail in school and we strongly support the economic investment in North Dakota's children and in the investment that is required to help them develop into productive citizens.

We also know that there is up to a 17% return on investments made that address high quality services to children. A 17% return investment on \$3,000,000 is truly an investment not only for our children, but for all of North Dakota's citizens.

The North Dakota Association for the Education of Young Children strongly supports the investment in North Dakota's children. Please support SB 2381.

February 3, 2009

MEMO TO: Chairman Freborg and Members of the Senate Education Committee

FROM: Stephanie Gullickson, Assistant Director
Department of Public Instruction Fiscal Management

RE: Federal Funds Granted to Head Start Programs

There are two federal grants in which the Head Start Centers in North Dakota are currently receiving federal funds from the Department of Public Instruction. The first is the Child and Adult Care Food Program. The purpose of these federal funds is to reimburse eligible child care institutions in providing meals and snacks to children participating in nonresidential day care. The listing of Head Starts and their total amount received for the federal fiscal year 2008 (October 1, 2007 through September 30, 2008) is as follows:

Sponsor Name	#of Sites	Total Reimbursement
Bismarck Public Schools Head Start	2	\$99,639.63
Community Action & Development Program, Dickinson	4	\$53,601.73
Community Action Agency, Region VI, Jamestown	3	\$65,886.41
Fargo Public Schools Head Start	1	\$6,322.91
Grand Forks Public Schools Head Start	6	\$119,851.68
Jamestown Public Schools Head Start	1	\$5,127.42
Mayville Child Development Center	7	\$45,792.53
Minot Public Schools Head Start	6	\$197,197.04
SENDCAA Head Start Program	9	\$184,367.60
Spirit Lake Head Start 0-5 Program	8	\$78,425.18
TGU School District Head Start	10	\$110,032.30
Three Affiliated Tribes Head Start	6	\$66,617.28
Tri-Valley Migrant Head Start	1	\$14,152.94
Turtle Mt Chippewa Head Start	5	\$160,288.65
West River Head Start	7	\$73,453.01
Williston Public Schools Head Start	2	\$51,011.27

These Child and Adult Care Food Program funds are specifically to be used to defray the foodservice expenses associated with providing meals and snacks to children in day care or head start centers. These funds are program specific and cannot be used for general head start program expenses.

The second federal program is a new program that DPI received this fiscal year. It is the Early Reading First Program. The purpose of this program is to prepare young children to enter kindergarten with the necessary language, cognitive and early reading skills to prevent reading difficulties and ensure school success. The ND Early Reading First

Program, called MiND PLACE or Minot Preschool Literacy Acquisition Collaborative for Education serves preschool children in the Minot and surrounding areas within three Head Start Centers; Minot Public School Head Start, the Three Affiliated Tribes Head Start Program, and the Early Explores Head Start Program. Each of the three entered into a contract to administer the program and the dates are from December 15, 2008 through June 30, 2009. The anticipated federal funds received by each are as follows:

Minot Public School Head Start	\$ 351,264.00
Three Affiliated Tribes Head Start	\$ 526,706.00
Early Explorers Head Start	\$ 322,144.00

Again, these funds are program specific and can only be used for the Early Reading First approved grant activities.

If you have any further questions, please contact me at 328-2176.

Thank you.

2007

Annual Profile

2381



North Dakota Head Start and Early Head Start



The goal of Head Start is to increase the social competence of children in low-income families and children with disabilities, and to improve their chances for school success.

2/2/09 2381

Mary Lee Anderson

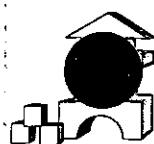
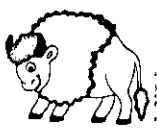
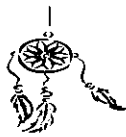


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WHAT IS HEAD START?

Head Start and Early Head Start are comprehensive child development programs. Head Start serves children ages 3-5 and their families. Early Head Start serves pregnant women and their families and children from birth to age 3 and their families.

The main goal of all Head Start programs is to increase the social competence of children in low-income families and children with disabilities and to significantly improve their chances of success in school.

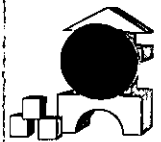
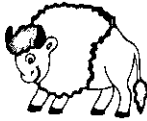
Head Start recognizes that each child develops within the context of his or her own family and culture. The entire range of Head Start services is responsive to the individual child's and family's developmental, ethnic, cultural, and linguistic heritage and experience.



PARENTS AS PRIMARY EDUCATORS

Head Start programs and policies recognize and respect parents as primary educators and nurturers of their children.

To support parents in their complex and challenging roles, Head Start offers family members opportunities for growth and change based on the belief that they are best able to identify their own strengths, needs, and interests. Family service workers brainstorm with families, helping them find creative and effective solutions to their challenges and helping them create workable strategies to accomplish their

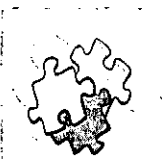
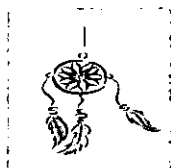


Parents involved in Head Start are found to have greater quality of life satisfaction, increased confidence in coping abilities, and decreased feelings of anxiety, depression, and sickness. They also report positive changes in their personal lives, behaviors, and attitudes, including an increase in knowledge of available social services and resources.

NATIONAL PERFORMANCE STANDARDS

The basic elements of Head Start are regulated through federal Head Start Performance Standards. These performance standards are the mandatory regulations Head Start grantees must implement in order to operate a Head Start program. The standards define the objectives and features of a quality Head Start program in concrete terms, they articulate a vision of service delivery to young children and families, and they provide a regulatory structure for the monitoring and enforcement of quality standards.

These regulations establish performance standards and minimum requirements with respect to health, education, family services, and parent involvement. These regulations also include standards for delivering services to pregnant women with low incomes and families with low incomes who have infants, toddlers, and/or preschoolers.



SERVICES AND EXPERIENCES PROVIDED BY HEAD START PROGRAMS

Education Services

- Individualized learning programs
- Evidence and research based curriculum
- Inclusion of children with special needs
- Literacy activities

Health Services



- Medical, dental, vision, and hearing screening and treatment
- Nutrition services
- Health education
- Mental health screening and referrals
- Assistance in establishing a medical and dental home

Family Services

- Links to community resources
- Family goal setting
- Leadership opportunities through parent council involvement
- Parent education programs
- Advocacy skills
- Support during transitions from Head Start to public schools



Head Start is a federal to local grant program that promotes school readiness by enhancing the social and cognitive development of children through the provision of education, health, nutrition, social, and family support services.



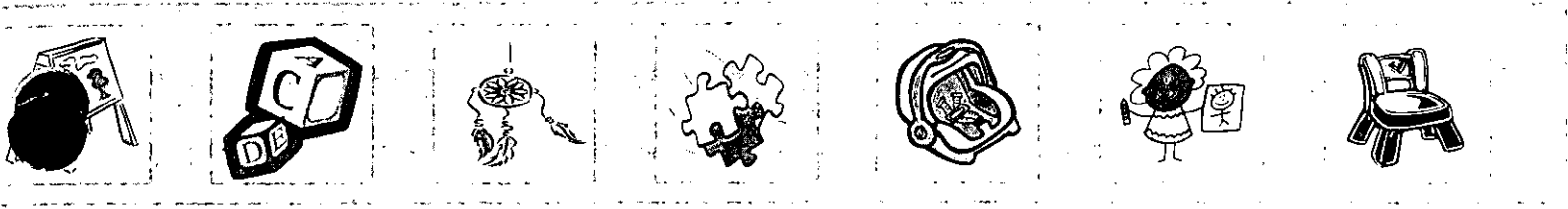


HOW IS EARLY HEAD START UNIQUE?

Early Head Start is a year-round program that provides services for pregnant women and for children from birth through age 3 and their families. Early Head Start children and their families receive:

- High-quality early childhood education;
- Parent education and activities;
- Health and mental health services, including pre-natal services;
- Nutrition education; and
- Family support services.





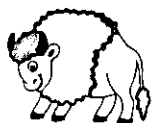
HOW IS HEAD START ADMINISTERED?

Head Start and Early Head Start programs in North Dakota are administered by a network of community action agencies, nonprofit agencies, school districts, tribal governments, and a university. Head Start programs are governed by a partnership between parents on the policy council, the staff, and the governing body of the agency.

Head Start promotes excellence in program management as a primary support for quality services provided to young children and their families. The Head Start Performance Standards govern the services Head Start programs must provide in operating a Head Start program. Programs are required to establish management systems and procedures that effectively support programming and ensure success. A part of Head Start's program management and quality assurance is the annual program self-assessment. Each agency is mandated by the Head Start Performance Standards to assess the quality of its Head Start program on an annual basis. This process must involve parents and must be approved by the policy council. An on-site program review by the federal funding agency and an annual report to the program's federal officers also help to ensure program quality.

Most Head Start programs in North Dakota receive federal funds to provide a nine month, four-day-a-week, half-day program, which coincides with the standard public school calendar year. Some Head Start programs have expanded their services to run throughout the entire year. Individual programs provide services based on community needs. In addition, some programs offer extended or full-day classes, generally reserved for families with parents who are either working full time or are in school.





WHO IS ELIGIBLE FOR HEAD START SERVICES?























Children are eligible to participate in Head Start programs if they are from families with low incomes. The Head Start Act establishes income eligibility for participation in Head Start programs based on the poverty guidelines updated annually in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. 9902(2).

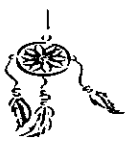
At least 90 percent of the children enrolled in each Head Start program must be from families who meet federally regulated income guidelines. Up to 10 percent of the enrollment openings in each program must be made available to children with disabilities. There are no fees for Head Start services.



2007 Head Start Family Income Guidelines

Annual Family Income	\$27,610							Family of 6
	\$24,130							Family of 5
	\$20,650							Family of 4
	\$17,170							Family of 3
	\$13,690							Family of 2
Note: Income guidelines for families larger than six can be obtained by adding \$3,480 for each additional person.								

Source: U.S. Department of Health and Human Services. Head Start Family Income Guidelines for 2007. [Attachment for Information Memorandum] ACYF-IM-HS-07-02. DHHS/ACF/ACYF/HSB. 2007.



HOW ARE HEAD START SERVICES DELIVERED?

Early Head Start and Head Start program designs vary by community. Each agency conducts an in-depth community assessment every three years, with annual updates, and bases its program design on the needs, strengths, and resources of the local community.

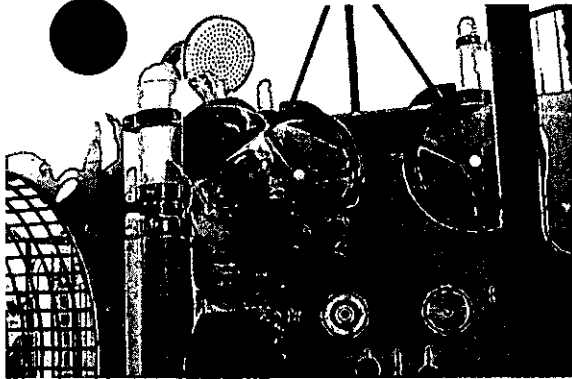
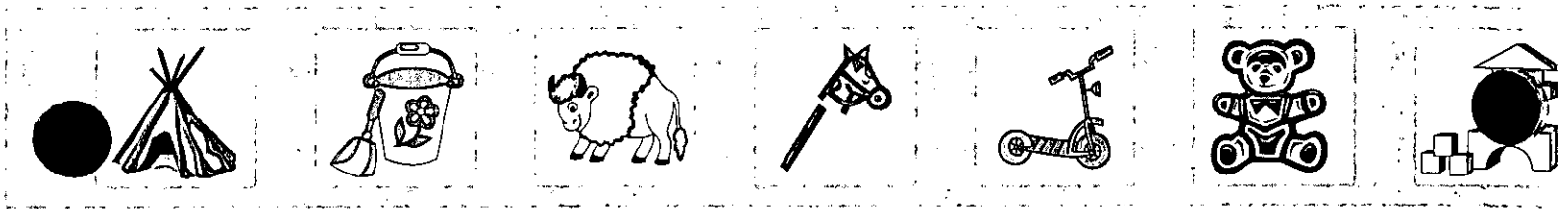
In **center-based programs**, the child attends an Early Head Start or Head Start classroom, and comprehensive services are delivered to the family using the center as a base. Center-based programs may be half-day or full-day, and the number of days of attendance per week may vary. The length of the program year also varies, with some programs providing the minimum required by Head Start Program Performance Standards (32 or 34 weeks), and others providing a full year of services. Head Start teaching and family support staff make periodic visits to the family's home in the center-based option.

In the **home-based** program option, Early Head Start and Head Start services are delivered in weekly home visits to the family's home, primarily through intensive work between the home visitor and the child's parent. Group socializations are provided twice per month and may include field trips and classroom experiences.

Some agencies **combine** the center-based and home-based options, called the **combination** model. Other agencies create unique designs, called "**local options**," again based on the local community assessment.



The North Dakota Head Start-State Collaboration Office seeks to build upon existing and emerging efforts, and to identify opportunities for working together in more strategic, integrated, and collaborative ways toward commonly agreed-upon outcomes -- outcomes that will lead to greater success than is possible working alone.



HOW DOES HEAD START ASSESS CHILDREN'S DEVELOPMENTAL PROGRESS?

Head Start program performance standards provide a sound foundation for achieving positive child outcomes. Head Start is a comprehensive child development program that encompasses all aspects of a child's development and learning. Upon entry to the program, each child completes required screenings to determine if he or she is in good health and is developing well. Screening is the initial step in determining a child's overall health status, and developmental strengths and needs. Screenings help to identify possible areas of concern and result in referrals for additional services and assessments in identified health and developmental areas.

Child outcomes enable teachers and parents to see exactly how much progress a child has made in a particular area during his or her time with Head Start. Ongoing assessment continues throughout the child's enrollment in Head Start. Using appropriate observation and assessment procedures, staff and parents come to know each child's strengths, interests, needs, and learning styles in order to individualize the curriculum, to build on each child's prior knowledge, and to create specific experiences that support learning and development.



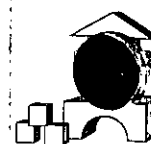
WHAT IS THE HEAD START CHILD OUTCOMES FRAMEWORK?

The Head Start Child Outcomes Framework is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. The Framework is composed of 8 Domains, 27 Domain Elements, and 100 examples of more specific Indicators of children's skills, abilities, knowledge, and behaviors. The Framework is based on the Head Start Program Performance Standards, Head Start Program Performance Measures, provisions of the Head Start Act as amended in 1998, advice of the Head Start Bureau Technical Work Group on Child Outcomes, and a review of documents on assessment of young children and early childhood program accountability from a variety of state agencies and professional organizations.

- The Domains, Elements, and Indicators are presented as a framework of building blocks that are important for school success. The Framework is not an exhaustive list of everything a child should know or be able to do by the end of preschool. The Framework is intended to guide assessment of children ages 3 to 5 and is not intended for assessment of infants, toddlers, and pregnant women enrolled in Early Head Start.
- The Framework is designed to guide agencies in selecting, developing, or adapting an instrument or set of tools for ongoing assessment of children's progress. It is not intended to be used directly as a checklist for assessing children.



Child development experts find that the most effective approach for serving and teaching young children includes considering the needs of the whole child and providing comprehensive services.



•Every Head Start program implements an appropriate child assessment system that aligns with their curriculum and gathers data on children's progress in each of the 8 Domains of learning and development. At a minimum, because they are legislatively mandated, programs analyze data on 4 specific Domain Elements and 9 Indicators of various language, literacy, and numeracy skills. Legislatively mandated Domain Elements and Indicators are indicated with a ☆ in the chart on the next page.

•Information on children's progress on the Domains, Domain Elements, and Indicators is obtained from multiple sources, such as teacher and home visitor observations, analysis of samples of children's work and performance, parent reports, or direct assessment of children. Head Start assessment practices reflect the assumption that children demonstrate progress over time in development and learning on a developmental continuum, in forms such as increasing frequency of a behavior or ability, increasing breadth or depth of knowledge and understanding, or increasing proficiency or independence in exercising a skill or ability.



HEAD START CHILD OUTCOMES FRAMEWORK

DOMAIN	DOMAIN ELEMENT	INDICATOR
LANGUAGE DEVELOPMENT	Listening & Understanding	Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.
		Shows progress in understanding and following simple and multiple-step directions.
		☆Understands an increasingly complex and varied vocabulary.
		☆For non-English speaking children, progress in listening to and understanding English.
	Speaking & Communicating	☆Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
		Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
		☆Uses an increasingly complex and varied spoken vocabulary.
		Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.
		☆For non-English speaking children, progresses in speaking English.
LITERACY	☆Phonological Awareness	Shows increasing ability to discriminate and identify sounds in spoken language.
		Shows growing awareness of beginning and ending sounds of words.
		Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.
		Shows growing ability to hear and discriminate separate syllables in words.
		☆Associates sounds with written words, such as awareness that different words begin with the same sound.
	☆Book Knowledge & Appreciation	Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
		Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
		Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.
		Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.
	☆Print Awareness & Concepts	Shows increasing awareness of print in classroom, homes, and community settings.
		Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.
		Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.
		Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.
		☆Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.
	Early Writing	Develops understanding that writing is a way of communicating for a variety of purposes.
		Begins to represent stories and experiences through pictures, dictation, and in play.
		Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.
		Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.
	Alphabet Knowledge	Shows progress in associating the names of letters with their shapes and sounds.
		Increases in ability to notice the beginning letters in familiar words.
		☆Identifies at least 10 letters of the alphabet, especially those in their own name.
		☆Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

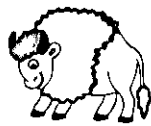
These 4 Domain Elements and 9 Indicators are legislatively mandated.

Source: U.S. Department of Health and Human Services, Administration on Children, Youth, and Families/Head Start Bureau. 2001. "The Head Start Path to Positive Child Outcomes." Washington, D.C.

HEAD START CHILD OUTCOMES FRAMEWORK, CONT.

DOMAIN	DOMAIN ELEMENT	INDICATORS
MATHEMATICS	☆Number & Operations	Demonstrates increasing interest in and awareness of numbers and counting as a means for solving problems and determining quantity.
		Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.
		Develops increasing ability to count in sequence to 10 and beyond.
		Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.
		Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, and equal to.
		Develops increased abilities to combine, separate, and name "how many" concrete objects.
	Geometry & Spatial Sense	Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.
		Progresses in ability to put together and take apart shapes.
		Begins to be able to determine whether or not two shapes are the same size and shape.
		Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.
		Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.
	Patterns & Measurement	Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.
		Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.
		Begins to make comparisons between several objects based on a single attribute.
		Shows progress in using standard and non-standard measures for length and area of objects.
SCIENCE	Scientific Skills & Method	Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials, and observe processes and relationships.
		Develops increased ability to observe and discuss common properties, differences, and comparisons among objects and materials.
		Begins to participate in simple investigations to test observations, discuss, and draw conclusions to form generalizations.
		Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, and charts.
		Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
	Scientific Knowledge	Expands knowledge of and abilities to observe, describe, and discuss the natural world, materials, living things, and natural processes.
		Expands knowledge of and respect for their body and the environment.
		Develops growing awareness of ideas and language related to attributes of time and temperature.
		Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.
CREATIVE ARTS	Music	Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.
		Experiments with a variety of musical instruments.
	Art	Gains ability in using different art media and materials in a variety of ways for creative expression and representation.
		Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative, or realistic.
		Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.
		Begins to understand and share opinions about artistic products and experiences.
	Movement	Expresses through movement and dancing what is felt and heard in various musical tempos and styles.
		Shows growth in moving in time to different patterns of beat and rhythm in music.
	Dramatic Play	Participates in a variety of dramatic play activities that become more extended and complex.
		Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.

DOMAIN	DOMAIN ELEMENT	INDICATORS
SOCIAL & EMOTIONAL DEVELOPMENT	Self Concept	Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.
		Develops growing capacity for independence in a range of activities, routines, and tasks.
		Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.
	Self Control	Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.
		Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.
		Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.
	Cooperation	Increases abilities to sustain interactions with peers by helping, sharing, and discussion.
		Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.
		Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.
	Social Relationships	Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.
		Shows progress in developing friendships with peers.
		Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry, and in expressing empathy or caring for others.
	Knowledge of Families & Communities	Develops ability to identify personal characteristics including gender and family composition.
		Progresses in understanding similarities and in respecting differences among people, such as gender, race, special needs, culture, language, and family structures.
		Develops growing awareness of jobs and what is required to perform them.
		Begins to express and understand concepts and language of geography in the contexts of their classroom, home, and community.
APPROACHES TO LEARNING	Initiative & Curiosity	Chooses to participate in an increasing variety of tasks and activities.
		Develops increased ability to make independent choices.
		Approaches tasks and activities with increased flexibility, imagination, and inventiveness.
		Grows in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.
	Engagement & Persistence	Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.
		Demonstrates increasing ability to set goals and develop and follow through on plans.
		Shows growing capacity to maintain concentration over time on a task, question, or set of directions or interactions, despite distractions and interruptions.
	Reasoning & Problem Solving	Develops increasing ability to find more than one solution to a question, task, or problem.
		Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.
		Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.
PHYSICAL HEALTH & DEVELOPMENT	Fine Motor Skills	Develops growing strength, dexterity, and control needed to use tools such as scissors, paper punch, stapler, and hammer.
		Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads, and using scissors.
		Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paint brushes, and various types of technology.
	Gross Motor Skills	Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching, and galloping.
		Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.
	Health Status & Practices	Progresses in physical growth, strength, stamina, and flexibility.
		Participates actively in games, outdoor play, and other forms of exercise that enhance physical fitness.
		Shows growing independence in hygiene, nutrition, and personal care when eating, dressing, washing hands, brushing teeth, and toileting.
		Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic safety, and pedestrian safety, and awareness and ability to respond appropriately to potentially harmful objects, substances, and activities.



HEAD START IN NORTH DAKOTA: 2006-07 PROGRAM YEAR DATA OVERVIEW

Every year, each Head Start and Early Head Start program is required to complete an extensive survey about the composition and workings of their respective programs. The results are compiled into a report known as the "Program Information Report" (PIR). The following pages highlight data from North Dakota's 2006-07 PIR.

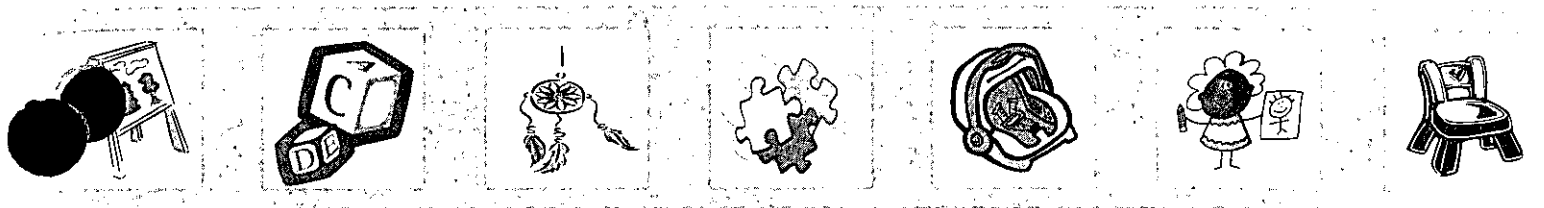


Parental involvement
is a cornerstone in
Head Start.

North Dakota Head Start and Early Head Start Programs, 2006-07

Number of programs	21
Number of classes	193
Number of centers	91
Number of home-based programs	291
Number of combination programs*	163
Total funded enrollment	3,353
Total actual enrollment	3,905
Number of pregnant women served	82
Number of teachers	199
Number of volunteers	6,957
Number of families	3,625

*Combination programs combine the center-based and home-based program options.



PROGRAM YEAR HIGHLIGHTS, 2006-07

ENROLLMENT

- While the total funded enrollment in North Dakota Head Start and Early Head Start is 3,353 in 2006-07, there are almost 5,800 children in North Dakota ages 0-4 living in poverty in 2006. All North Dakota Head Start and Early Head Start programs have enrollment waiting lists.
- Most North Dakota Head Start children are ages 3-4.
- Fifty-two percent of the children enrolled in North Dakota Head Start and Early Head Start are white.
- The largest North Dakota Head Start and Early Head Start programs are in major urban areas.

HEALTH SERVICES

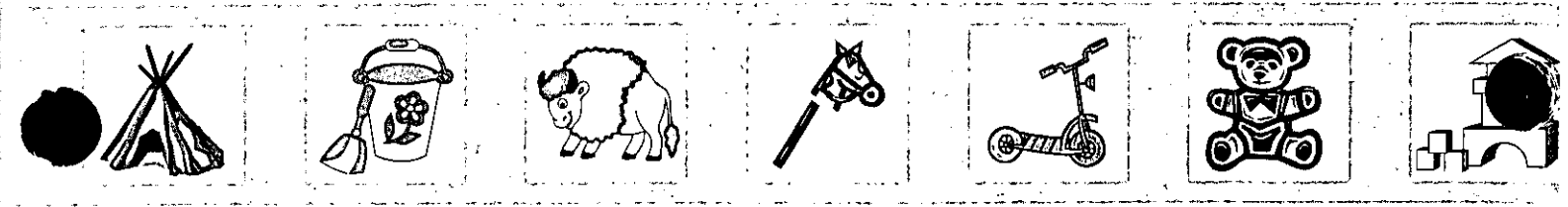
- A total of 129 North Dakota Head Start children gain access to health insurance during 2006-07.
- Nearly 400 North Dakota Head Start children obtain access to a dental home (entailing comprehensive coordinated care) during 2006-07.
- While most North Dakota Head Start and Early Head Start children who need medical or dental treatment receive treatment during 2006-07, a larger percent of children gain access to medical care than dental care.
- Speech/language impairment is the most commonly diagnosed disability among North Dakota Head Start children.

FAMILY PROFILES

- Nearly half of all North Dakota Head Start families are two-parent households.
- Most North Dakota Head Start parents are employed.
- Most North Dakota Head Start families obtain parenting and health services.
- Almost 2 in 5 Head Start children have fathers/father figures involved in North Dakota Head Start activities designed to involve fathers.

STAFF AND VOLUNTEERS

- North Dakota Head Start supervisory staff are well educated.
- Over half of all North Dakota Head Start teachers have a bachelor's degree or graduate degree.
- One in six North Dakota Head Start teachers leave their jobs in 2006-07.
- The majority of Head Start volunteers are persons who are current or former Head Start parents.
- Nearly 7,000 persons volunteer assistance to North Dakota Head Start programs during 2006-07.

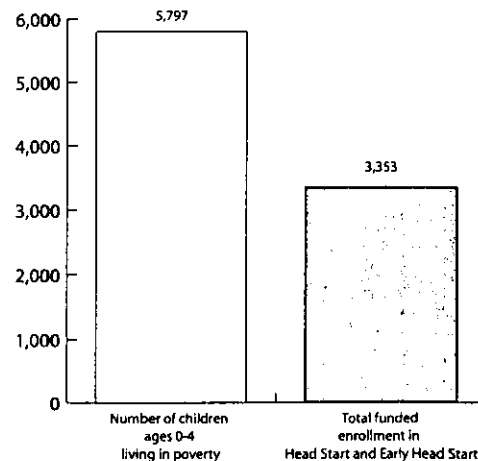


ENROLLMENT HIGHLIGHTS, 2006-07

Number of Children Living in Poverty in North Dakota in 2006 and Total Funded Enrollment in 2006-07 for North Dakota Head Start Programs

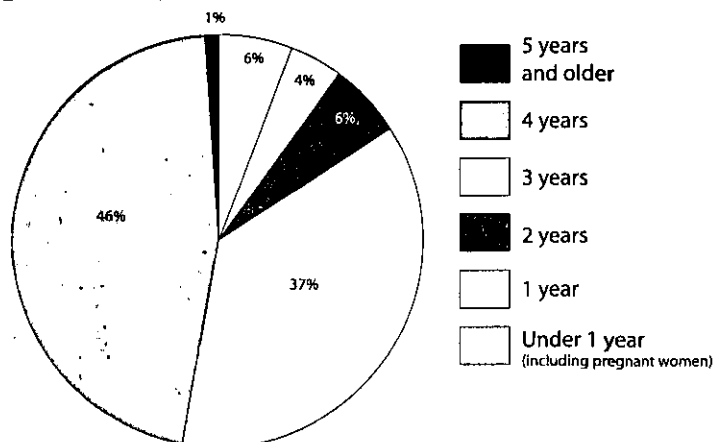
During 2006-07, the federal Office of Head Start provides early childhood education program funding for 3,353 North Dakota children.

According to the 2006 American Community Survey conducted by the U.S. Census Bureau, approximately 5,797 children ages 0-4 are living in poverty in North Dakota. Therefore, Head Start funding is unable to support many children in North Dakota living in poverty.

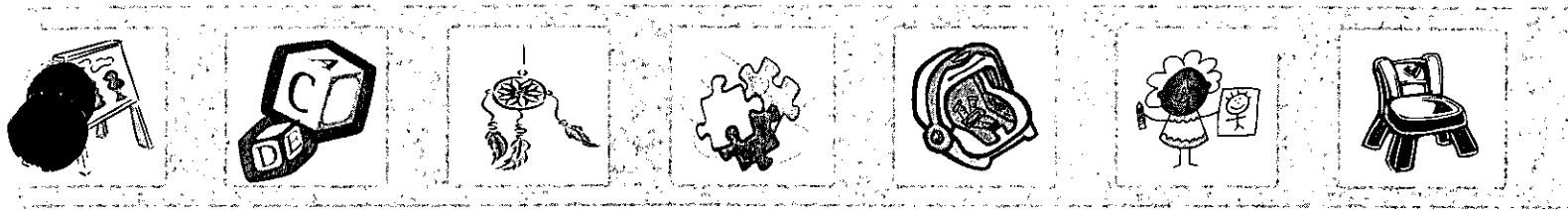


Percent of Actual Enrollees in North Dakota Head Start and Early Head Start by Age of Child, 2006-07

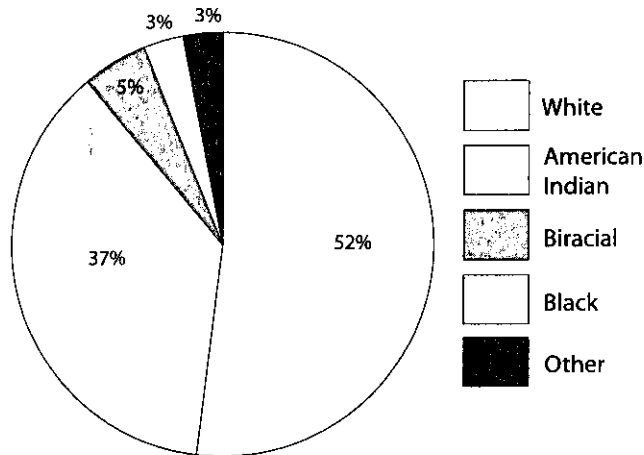
The vast majority of children served by North Dakota Head Start and Early Head Start programs are ages 3-4 (83%). There are 3,905 children and 82 pregnant women actually enrolled in Head Start and Early Head Start programs during the 2006-07 program year; 3,321 children are ages 3-4.



(Actual enrollment is larger than total funded enrollment (cited in the figure above), due to the replacement of children who left the program during the 2006-07 enrollment year.)

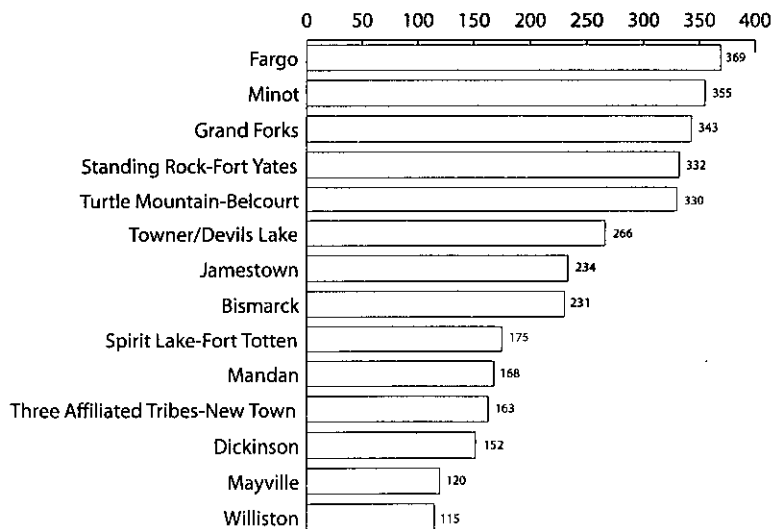


Percent of Children Enrolled in North Dakota Head Start and Early Head Start by Race of Child, 2006-07

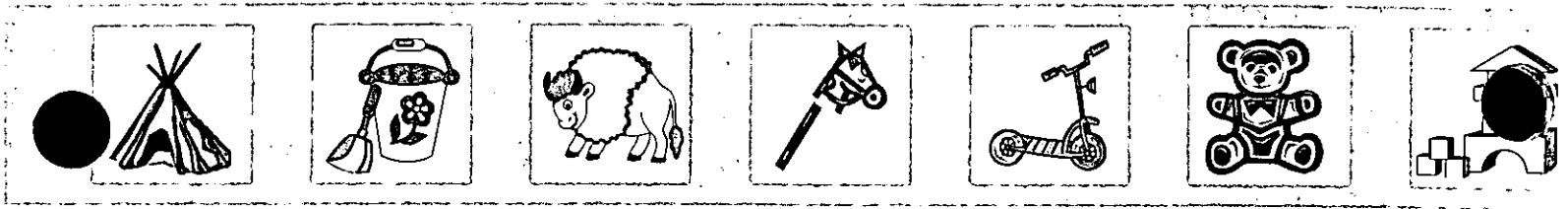


During enrollment year 2006-07, white children comprise a little over half of all children served by North Dakota Head Start and Early Head Start. About 3 in 8 (37%) Head Start and Early Head Start children are American Indian. In contrast, about 10 percent of all children ages 0-5 in North Dakota are American Indian in 2007 (U.S. Census Bureau, Population Estimates, July 2007).

Funded Enrollment in North Dakota Head Start and Early Head Start by Program Location, 2006-07



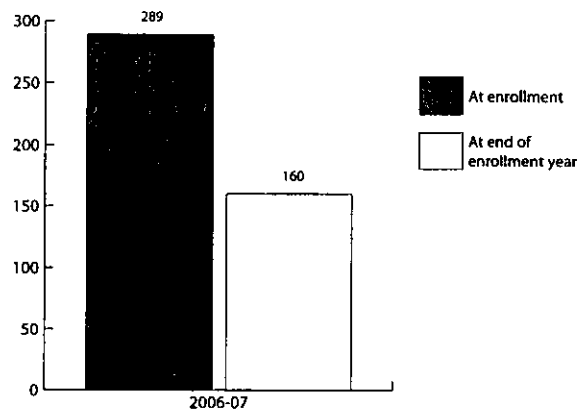
During 2006-07, the largest North Dakota Head Start and Early Head Start programs are located in major urban areas: Fargo, Minot, and Grand Forks. However, large programs also are located on Standing Rock reservation and Turtle Mountain reservation.



HEALTH SERVICES HIGHLIGHTS, 2006-07

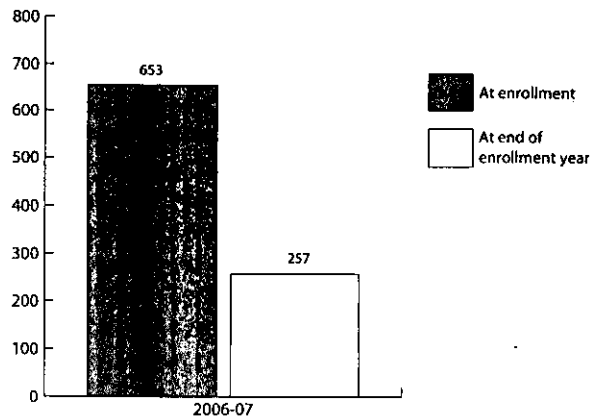
Number of Uninsured Children Enrolled in North Dakota Head Start and Early Head Start by Time of Year, 2006-07

A total of 129 children are able to obtain health insurance during their 2006-07 enrollment in North Dakota Head Start or Early Head Start.



Number of Children Enrolled in North Dakota Head Start and Early Head Start Without an Ongoing Source of Continuous, Accessible Dental Care, 2006-07

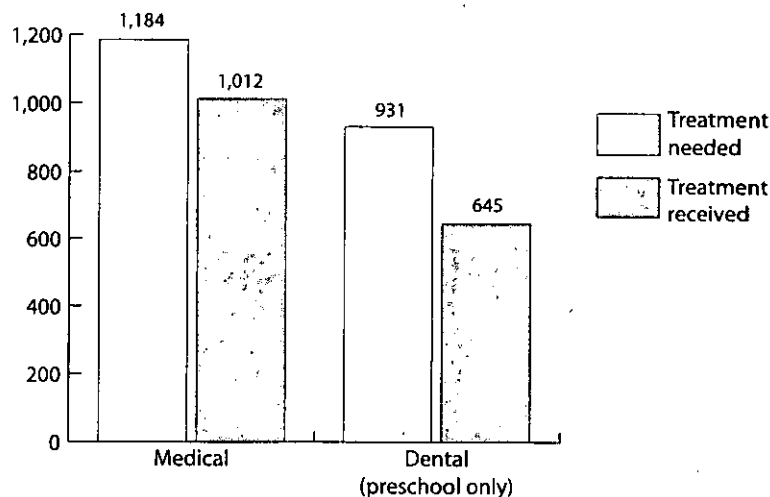
Nearly 400 children are able to obtain access to ongoing sources of dental care (i.e., a dental home involving comprehensive, coordinated care) during their 2006-07 enrollment in North Dakota Head Start or Early Head Start.





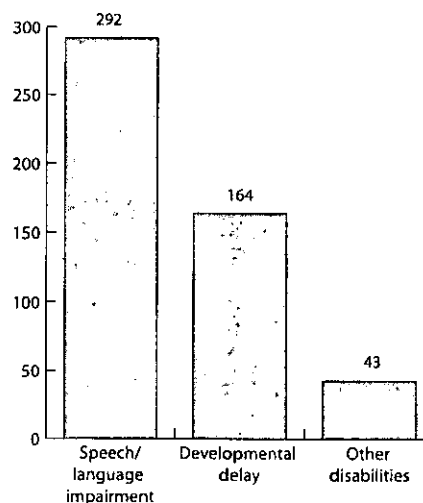
Number of Children Enrolled in North Dakota Head Start and Early Head Start Who Were Diagnosed as Needing Medical or Dental Treatment and Who Received Needed Treatment, 2006-07

Most North Dakota Head Start and Early Head Start children who are diagnosed as needing medical or dental treatment receive needed treatment in 2006-07. However, a larger proportion of children needing medical treatment are able to access care (85%) than are those needing dental care (69%).



Number of Children Enrolled in North Dakota Head Start and Early Head Start by Diagnosed Disability, 2006-07

While most North Dakota Head Start children are not diagnosed with a disability, speech/language impairment is the most commonly diagnosed disability among Head Start children, affecting 7 percent of enrollees in 2006-07. Developmental delay is the second most commonly diagnosed disability for Head Start children.

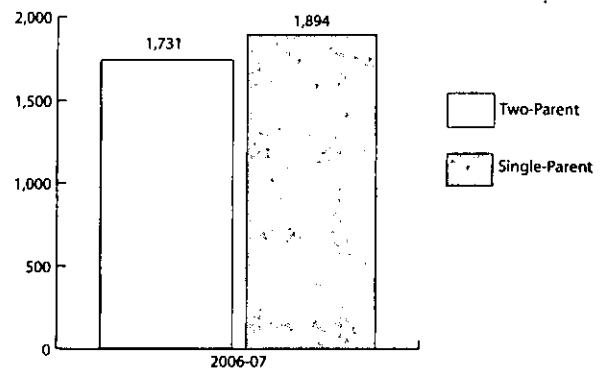




FAMILY PROFILES HIGHLIGHTS, 2006-07

Families with Children Enrolled in North Dakota Head Start and Early Head Start by Family Type, 2006-07

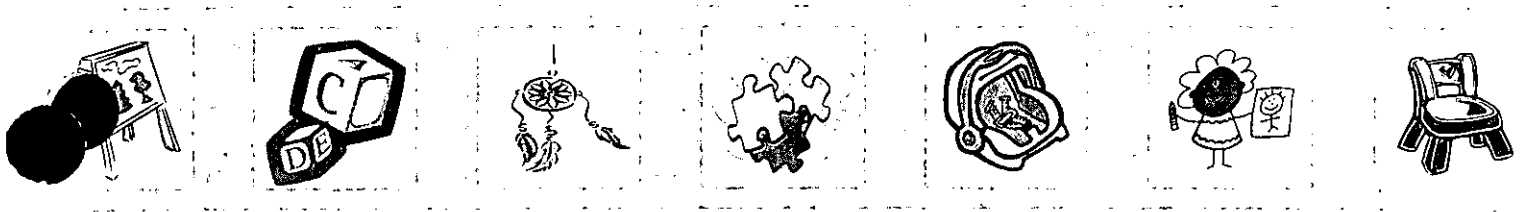
In 2006-07, nearly half (48%) of North Dakota Head Start families are two-parent households, while 52 percent are headed by single parents. In contrast, according to the 2006 American Community Survey, married couples constitute 79 percent of all North Dakota families with their own children younger than age 6, while single parents comprise 21 percent.



Families with Children Enrolled in North Dakota Head Start and Early Head Start by Family Type and Parental Employment Status, 2006-07

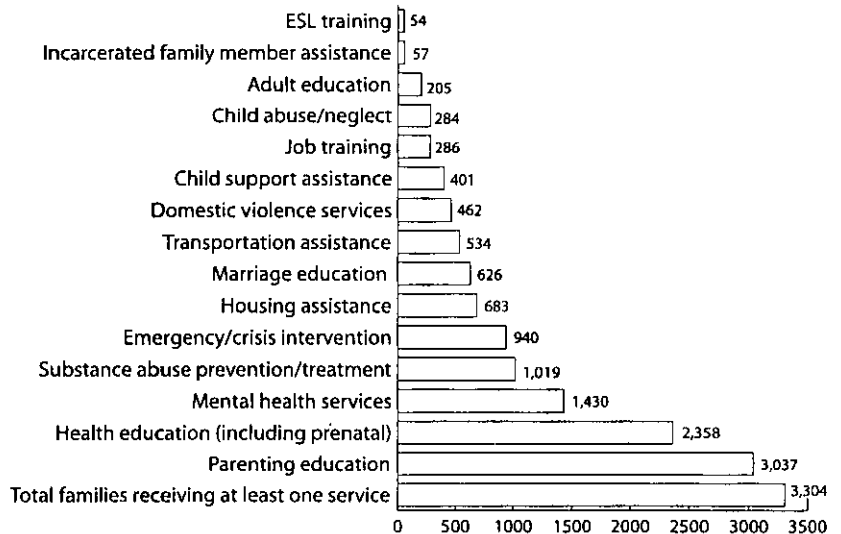
In 2006-07, most North Dakota Head Start parents are employed.

	Number	Percent
Two-Parent Families	1,731	100%
Both parents employed	767	44%
One parent employed	826	48%
Both parents not employed	138	8%
Single-Parent Families	1,894	100%
Parent employed	1,088	57%
Parent not employed	806	43%



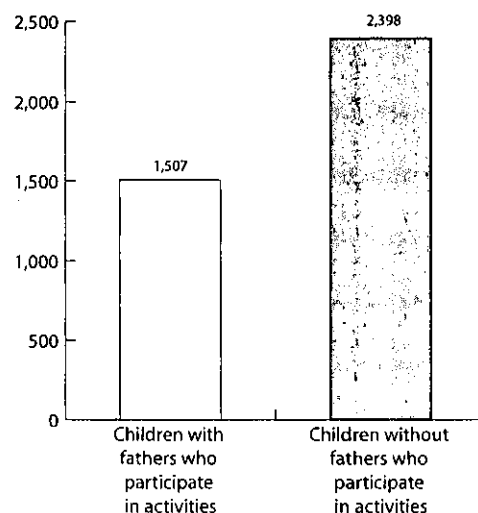
Families with Children Enrolled in North Dakota Head Start and Early Head Start by Type of Family Service Received, 2006-07

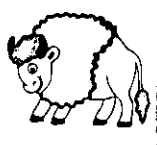
Families with children enrolled in North Dakota Head Start programs often deal with numerous personal and familial issues which require assistance or services. In 2006-07, the majority of Head Start families benefit from parenting education (84%) and receive health education (65%). The vast majority (91%) of North Dakota Head Start families receive some type of family service during the 2006-07 enrollment year.



Children Enrolled in North Dakota Head Start and Early Head Start by Participation of Father/Father Figure in Activities Designed to Involve Fathers, 2006-07

In 2006-07, every Head Start program in the state offers organized and regularly scheduled activities designed to involve fathers/father figures. Almost 2 in 5 enrolled children have fathers/father figures who participate in these activities.





STAFF AND VOLUNTEERS HIGHLIGHTS, 2006-07

Average Annual Salary for Head Start and Early Head Start Teachers by Level of Education, North Dakota and United States, 2006-07

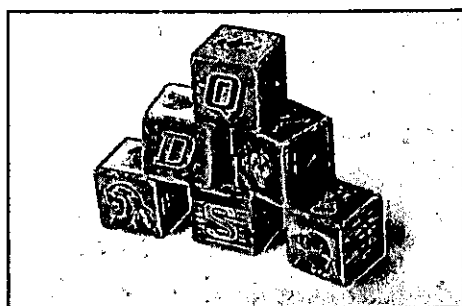
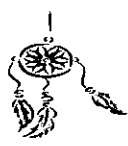
	North Dakota	United States
Graduate degree (ECE/related)*	\$29,443	\$33,941
BA/BS degree (ECE/related)	\$26,275	\$27,356
Associate's degree (ECE/related)	\$22,082	\$22,969
Child Development Associate Credential (CDA)	\$21,310	\$21,030

*ECE/related = Early Childhood Education or related field



North Dakota Head Start and Early Head Start Supervisory Child Development Staff by Level of Education, 2006-07

	Number	Percent
Child Development Supervisors	24	100%
Graduate degree (ECE/related)	5	21%
BA/BS degree (ECE/related)	10	42%
Associate's degree (ECE/related)	3	13%
CDA or state equivalent	0	0%
Other	6	25%
Home Based Supervisors	4	100%
Graduate degree (ECE/related)	2	50%
BA/BS degree (ECE/related)	2	50%
Associate's degree (ECE/related)	0	0%
CDA or state equivalent	0	0%
Other	0	0%



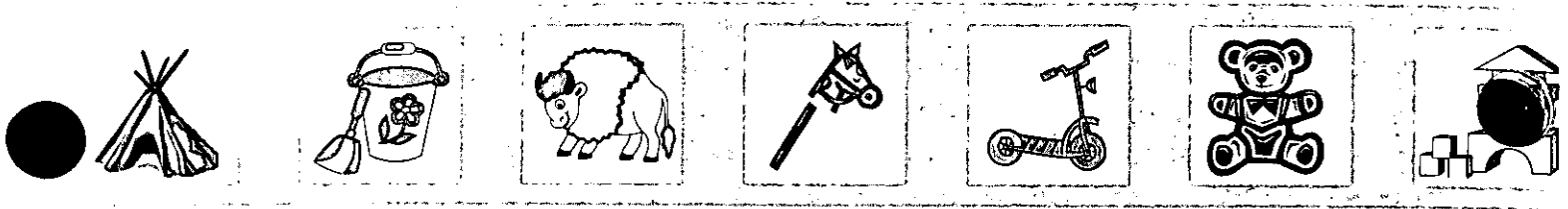
North Dakota Head Start and Early Head Start Classroom/Child Development Staff by Level of Education, 2006-07

	Number	Percent
Teachers	199	100%
Graduate degree (ECE/related)	9	5%
BA/BS degree (ECE/related)	100	50%
Associate's degree (ECE/related)	69	35%
CDA or state equivalent	17	9%
Other	4	2%
Assistant Teachers	249	100%
Graduate degree (ECE/related)	0	0%
BA/BS degree (ECE/related)	16	6%
Associate's degree (ECE/related)	22	9%
CDA or state equivalent	48	19%
Other	163	65%

North Dakota Head Start and Early Head Start Family and Community Partnerships Staff by Level of Education, 2006-07

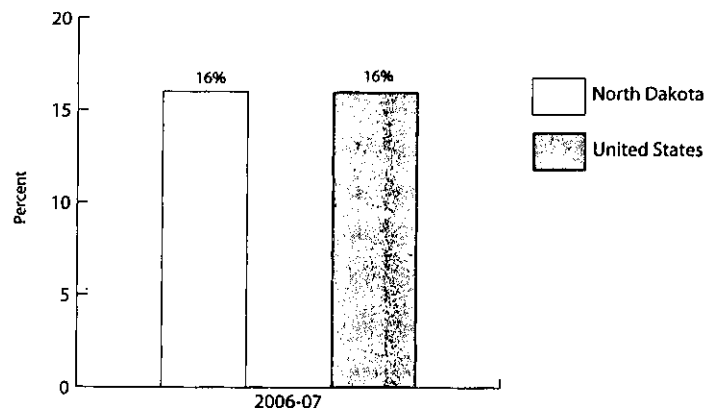
	Number	Percent
Family Workers	80	100%
Graduate degree (ECE/related)	1	1%
BA/BS degree (ECE/related)	31	39%
Associate's degree (ECE/related)	26	33%
GED or high school diploma	17	21%
Other	5	6%
Family and Community Partnerships Supervisors	20	100%
Graduate degree (ECE/related)	6	30%
BA/BS degree (ECE/related)	7	35%
Associate's degree (ECE/related)	4	20%
GED or high school diploma	2	10%
Other	1	5%





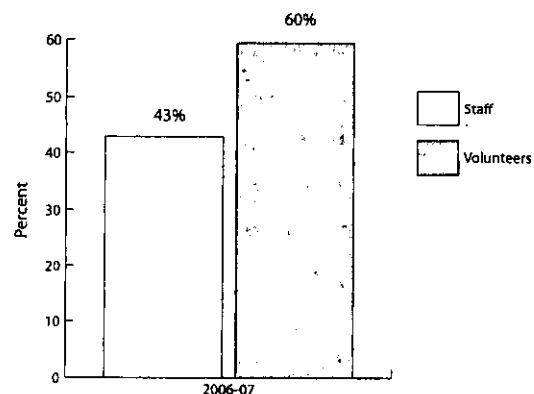
Percent of Head Start and Early Head Start Teachers Who Leave Their Jobs During Enrollment Year 2006-07, North Dakota and United States

Because children benefit from stable care environments, teacher turnover is a significant issue for Head Start programs across the nation. In 2006-07, 1 in 6 Head Start teachers (16%) leave their jobs in North Dakota and the United States.



Percent of North Dakota Head Start and Early Head Start Staff and Volunteers Who Are Former or Current Head Start Parents, 2006-07

The majority of Head Start volunteers in 2006-07 are current or former Head Start parents or guardians. About 3 in 7 staff also are former or current Head Start parents or guardians.





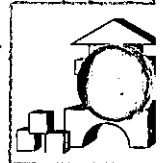
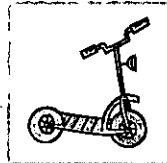
North Dakota Head Start and Early Head Start Overall Performance Indicators, 2006-07

	Head Start	Early Head Start
1. Children who received physical examinations	98%	95%
2. Children needing medical treatment	32%	35%
3. Children receiving medical treatment	83%	98%
4. Children completing dental exams (<i>preschool only</i>)	97%	na
5. Children needing dental treatment (<i>preschool only</i>)	30%	na
6. Children receiving dental treatment (<i>preschool only</i>)	69%	na
7. Children with up-to-date, or all possible, immunizations	100%	88%
8. Children enrolled in Medicaid, SCHIP, or health insurance at end of year	95%	99%
9. Children receiving Medicaid paid medical treatment	na	na
10. Classroom staff-to-child ratio	1 : 7	1 : 3
11. Average class size	17	10
12. Classroom teachers with ECE or ECE-related degree	92%	78%
13. Teachers with ECE or ECE-related degree, CDA or state certificate	99%	95%
14. Home visitors with ECE, ECE-related or human dev. degree, or CDA	94%	75%
15. Staff without ECE, ECE-related degree, or CDA in CDA training	19%	62%
16. Staff without ECE, ECE-related degree, or CDA in ECE degree programs	22%	7%
17. Home-based staff-to-child ratio	1 : 8	1 : 7
18. Children (and pregnant women in EHS) enrolled less than 45 days	4%	6%
19. Timely replacement of children*	77%	82%
20. Multiple-year enrollment	30%	29%
21. Full enrollment	100%	97%
22. Over income enrollment**	13%	6%
23. Children professionally diagnosed as having a disability	17%	14%
24. Children with a disability receiving special services (<i>preschool only</i>)	100%	na
25. Families participating in a goal setting process leading to a Family Partnership Agreement	76%	86%
26. Families receiving emergency/crisis assistance and/or education service	31%	34%
27. Families receiving at least one family service	91%	92%
28. Ratio of parent volunteers to total enrollment	1 : 1	1 : 1
29. Ratio of parent staff to total staff	1 : 0.4	1 : 0.4
30. Children (and pregnant women in EHS) who dropped out	15%	21%

na = not available or not applicable

*Timely replacement of children occurs when vacancies during the program year are filled within 30 days of the vacancy.

**According to federal guidelines, 10 percent of all children enrolled in Head Start/Early Head Start may be from families whose incomes are above the federal poverty line.



NORTH DAKOTA HEAD START PROGRAMS CONTACT INFORMATION

BECEP at Richholt (Bismarck Public School District)

Head Start program serving Burleigh, Emmons, Kidder, Logan, and McIntosh counties

Director: Laurel Nybo
720 North 14th Street

Bismarck, ND 58501

Phone: (701) 323-4400

Fax: (701) 323-4405

Email: laurel_nybo@educ8.org

www.bismarckschools.org/becep/

Community Action Agency Region VI

Early Head Start program serving Barnes, Dickey, Eddy, Foster, LaMoure, Logan, McIntosh, and Stutsman counties

Head Start program serving Barnes, Dickey, Eddy, Foster, LaMoure, and Stutsman counties

Director: Tammy Hoggarth

1411 12th Avenue NE

P.O. Box 507

Jamestown, ND 58402

Phone: (701) 252-1821 or 1-800-726-8179

Fax: (701) 252-7108

Email: tammyhs@daktel.com

Community Action Partnership Head Start

Serving Adams, Billings, Bowman, Dunn, Golden Valley, Hettinger, Slope, and Stark counties

Director: Sharon Hansen

107 3rd Avenue SE

Dickinson, ND 58601

Phone: (701) 227-3010

Fax: (701) 225-1968

Email: sharon.hansen@sendit.nodak.edu

www.dickinson.k12.nd.us/Early_Childhood/

Early Explorers Early Head Start and Head Start Programs

Early Head Start program serving Benson, Ramsey, and Wells counties

Director: Allison Driessen

1401 College Drive

Devils Lake, ND 58301

Phone: (701) 665-4431

Fax: (701) 665-4442

Email: allison.dybing.1@sendit.nodak.edu

Head Start program serving Benson, Bottineau, McHenry, McLean, Pierce, Ramsey, Sheridan, Towner, and Wells counties

Director: Allison Driessen

701 Main Street North

Towner, ND 58788

Phone: (701) 537-5409

Fax: (701) 537-5312

Email: allison.dybing.1@sendit.nodak.edu

Head Start and Early Head Start/Child Development Programs

Early Head Start program serving Griggs, Nelson, Steele, Trail, and part of Grand Forks counties

Head Start program serving Griggs, Nelson, Steele, and Trail counties

Director: Allison Johnson

Mayville State University

330 3rd Street NE

Mayville, ND 58257

Phone: (701) 788-4868

Fax: (701) 788-4781

Email: allison_johnson@mayvillestate.edu

Grand Forks Head Start

Serving Cavalier, Grand Forks, Pembina, and Walsh counties

Director: Cookie (Priscilla) Mitchell

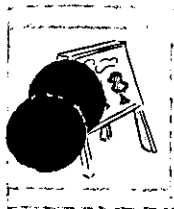
3600 6th Avenue North

Grand Forks, ND 58203

Phone: (701) 746-2433 extension 8-12

Fax: (701) 746-2450

Email: cookie.mitchell@gfschools.org



Minot Public School District Head Start and Early Head Start Programs

*Early Head Start program serving Ward County
Head Start program serving Burke, Mountrail, Renville, and Ward counties*

Director: Cheryl Ekblad
2815 Burdick Expressway East
Minot, ND 58701
Phone: (701) 857-4688
Fax: (701) 857-4517
Email: cheryl.ekblad@sendit.nodak.edu

SouthEastern North Dakota Community Action Agency

*Early Head Start program serving Cass County
Head Start program serving Cass, Ransom, Richland, and Sargent counties*

Director: Scott Burtsfield
3233 South University Drive
Fargo, ND 58104
Phone: (701) 235-8931
Fax: (701) 298-7622
Email: scottb@sendcaa.org

Spirit Lake Tribe 0-5 Program

Head Start and Early Head Start programs serving Spirit Lake Nation

Director: Bonita Morin
723 3rd Avenue
P.O. Box 89
Fort Totten, ND 58335
Phone: (701) 766-4070
Fax: (701) 766-1357

Standing Rock 0-5 Program

Head Start and Early Head Start programs serving Standing Rock Nation

Director: Carmelita Bear Ribs
200 Proposal Avenue
P.O. Box 473
Fort Yates, ND 58538
Phone: (701) 854-7250
Fax: (701) 854-7257
Email: bearribsc_22@hotmail.com

Three Affiliated Tribes Head Start Program

Serving Mandan, Hidatsa, and Arikara Nations

Director: Sara Young Bird
509 9th Street North
New Town, ND 58763
Phone: (701) 627-4820
Fax: (701) 627-4401
Email: sarayb5@yahoo.com

Turtle Mountain Band of Chippewa Indians Head Start Program

Serving Turtle Mountain Band of Pembina Chippewa and Rollette County

Director: Jennifer Ramey
CAP Building
Highway #5 West
P.O. Box 900
Belcourt, ND 58316
Phone: (701) 477-0260
Fax: (701) 477-8597
Email: jramey@utma.com

West River Head Start Program

Serving Grant, Mercer, Morton, and Oliver counties

Director: JoAnn Brager
1007 18th Street NW
Mandan, ND 58554
Phone: (701) 667-8668
Fax: (701) 663-8671
Email: jbrager@hitinc.org
www.westriverheadstart.org or www.hitinc.org

Williston Head Start Program

Serving Williams County and the Trenton Indian Service Area

Director: Julie Quamme
420 University Avenue
P.O. Box 1407
Williston, ND 58802
Phone: (701) 572-2346
Fax: (701) 572-0494
Email: jqamme@nemontel.net

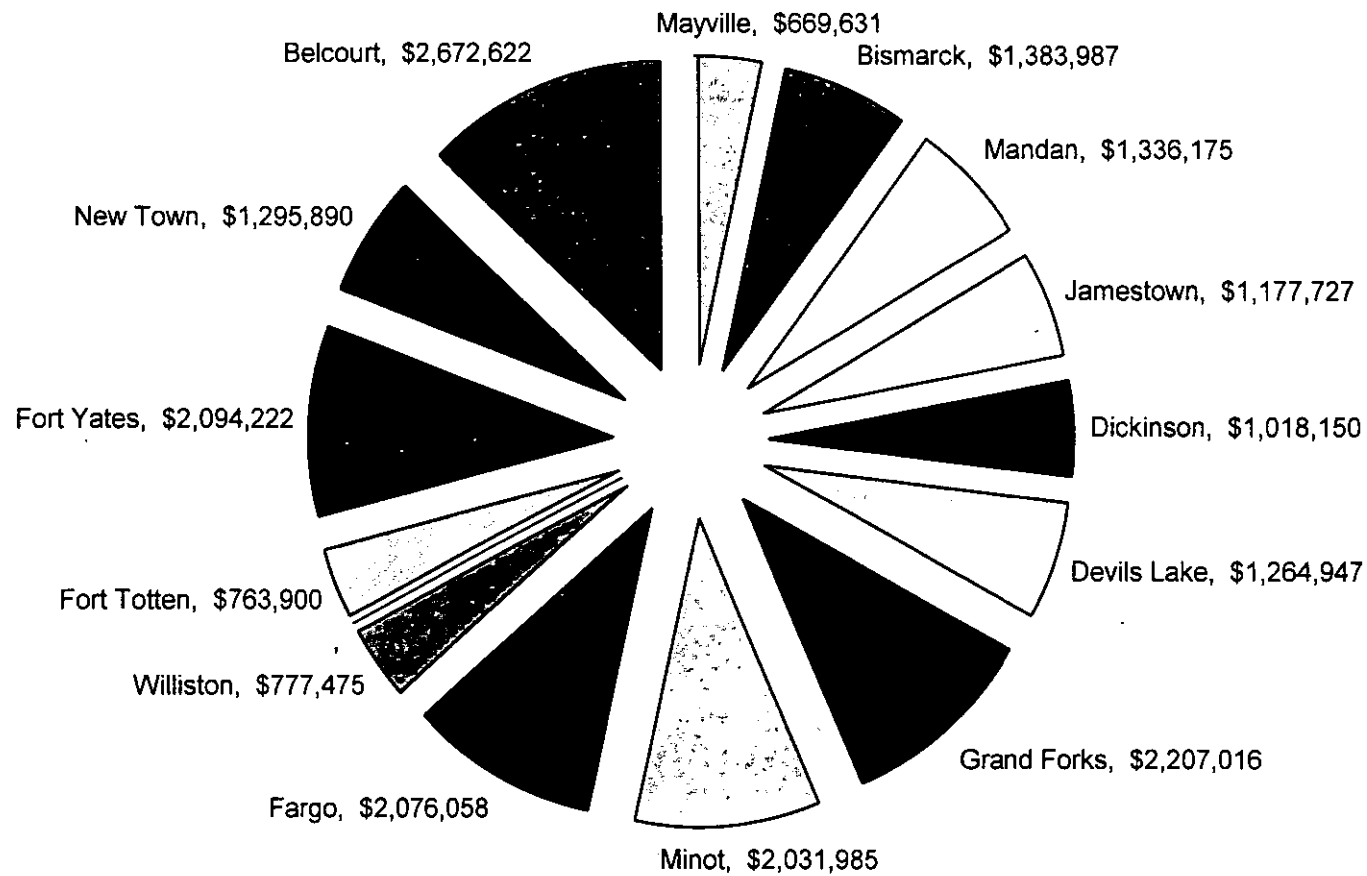
This 2007 Head Start Annual Profile was prepared by North Dakota KIDS COUNT, Polly Fassinger (Research Analyst), with the assistance of the North Dakota State Data Center, Ramona Danielson (Research Associate), and Karen Olson (Information Specialist).

North Dakota KIDS COUNT
North Dakota State University
P.O. Box 5636
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701.231.5931
www.ndkidscount.org



Special thanks to United Tribes Technical College Child Development Center and the Turtle Mountain Band of Chippewa Indians Head Start for photos and to Wyoming Head Start for permission to use their "2005-06 Annual Profile" as a guide for this project.

North Dakota Head Start Federal Dollars
\$20,769,785 Total Funding



Service Area (by County)	Head Start Administrative Office	Funded Enrollment - Jan. 2009	North Dakota Head Start Federal Dollars
Neslon, Griggs, Steele, Traill	Mayville	80	\$ 669,631
Burleigh, Kidder, Logan, Emmons, McIntosh	Bismarck	231	\$ 1,383,987
Merser, Morton, Oliver, Grant	Mandan	168	\$ 1,336,175
Eddy, Foster, Stutsman, Barnes, LaMoure, Dickey	Jamestown	198	\$ 1,177,727
Dunn, Billings, Golden Valley, Stark, Slope, Hettinger, Bowman, Adams	Dickinson	152	\$ 1,018,150
Bottineau, Towner, McHenry Pierce, Benson, Ramsey, McLean, Sheridan, Wells	Devils Lake	216	\$ 1,264,947
Cavalier, Pembina, Walsh, Grand Forks	Grand Forks	343	\$ 2,207,016
Ward, Renville, Burke, Mountrail	Minot	270	\$ 2,031,985
Cass, Richland, Ransom, Sargent	Fargo	309	\$ 2,076,058
Williams,	Williston	115	\$ 777,475
Spirit Lake Tribe	Fort Totten	100	\$ 763,900
Standing Rock Tribe	Fort Yates	257	\$ 2,094,222
Three Affiliated Tribes	New Town	163	\$ 1,295,890
Turtle Mountain Tribe	Belcourt	330	\$ 2,672,622
	Total	2932	\$ 20,769,785

NOTE: Individual cost per child is negotiated by the Federal Government and varies from program to program.

2

Testimony
Senate Bill 2381 – Department of Human Services
Senate Appropriations Committee
Senator Ray Holmberg
February 12, 2009

Chairman Holmberg, members of the Senate Appropriations Committee, my name is Linda Rorman, and I am the Head Start-State Collaboration Office Administrator in the Children and Family Services Division of the Department of Human Services. I am here today to answer any questions you may have regarding the Head Start-State Collaboration Office and to provide you with an overview of this office.

The Head Start-State Collaboration office is funded as a supplemental Federal grant project since 1996 and was awarded a five year grant of \$500,000. The Department of Human Services was selected to serve as lead agency and grants administrator because of their proven record in serving children and families across systems and also because of continued strong working relationships with the North Dakota Head Start Association and other private and public partnerships.

The Head Start-State Collaboration office could be used to administer grant awards for state funded Head Start slots to serve additional children and families with low-income and to expand services to children most at risk and for children and families without homes. The state funded Head Start programs would comply with the Federal mandated Head Start Performance Standards and the requirements cited in Federal statute P.L. 110-134 - Improving Head Start for School Readiness Act of 2007 signed by President Bush on December 12, 2007.

The Head Start-State Collaboration office would develop an RFP (Request for Proposals) process with selection criteria outlined in Senate Bill 2381. Only existing Head Start grantees with excellent audit records and passing Federal triennial reviews would be eligible. The Federal Region VIII Office of Head Start has offered to collaborate in joint efforts to ensure exemplary practices by including the state funded programs in the Federal reviews providing a cost savings to the state. Another cost savings to the State would be to enable the state funded program staff/parents/volunteers to be beneficiaries of the Federal Training and Technical Assistance Network across the state.

This concludes my testimony. I would be happy to answer any questions.

February 12, 2009

From: Scott Burtsfield, Director of Southeastern North Dakota Head Start Programs

To: Chairman Holmberg and members of the senate appropriations committee

Re: SB 2381: To provide an appropriation for federal designated head start programs in the state

My name is Scott Burtsfield and I am the Director of Southeastern North Dakota Head Start Programs. Thank you for your time and this opportunity to advocate for the appropriation of monies to head start programs throughout North Dakota as defined under Senate Bill 2381.

As you may know, Head Start programs in this state provide a wide array of services for well over 2,000 children and families annually that are at or below the federal poverty level. Though some may say we see families at or near their lowest – I believe we are serving families at their best. We are serving families that are clawing and scratching to give their children more. They are fighting every waking moment to give their children the opportunities they deserve – to do so, these families often turn to head start.

Within our statewide network, we hear hundreds of tearful testimonials from the families we serve. Not only for the opportunity we have provided for the parents, but also tearful for the growth and gains they see in their children from attending a high-quality head start facility.

Though our statewide network, we often modestly overlooks the need to tout our successes, I think our time has come. Respectfully, the time has also come for our state to invest in this high-quality program that provides exceptional services to many of the state's disadvantaged children and families.

By investing in head start, you know what you are getting: a program with proven results.

- You want a proven model for early care and education? Head Start
- You want the guidance of thousands of federal standards for quality program operations? Head Start
- You want immediate results coupled with long-term benefits? Head Start
- More bang for your buck? Head Start

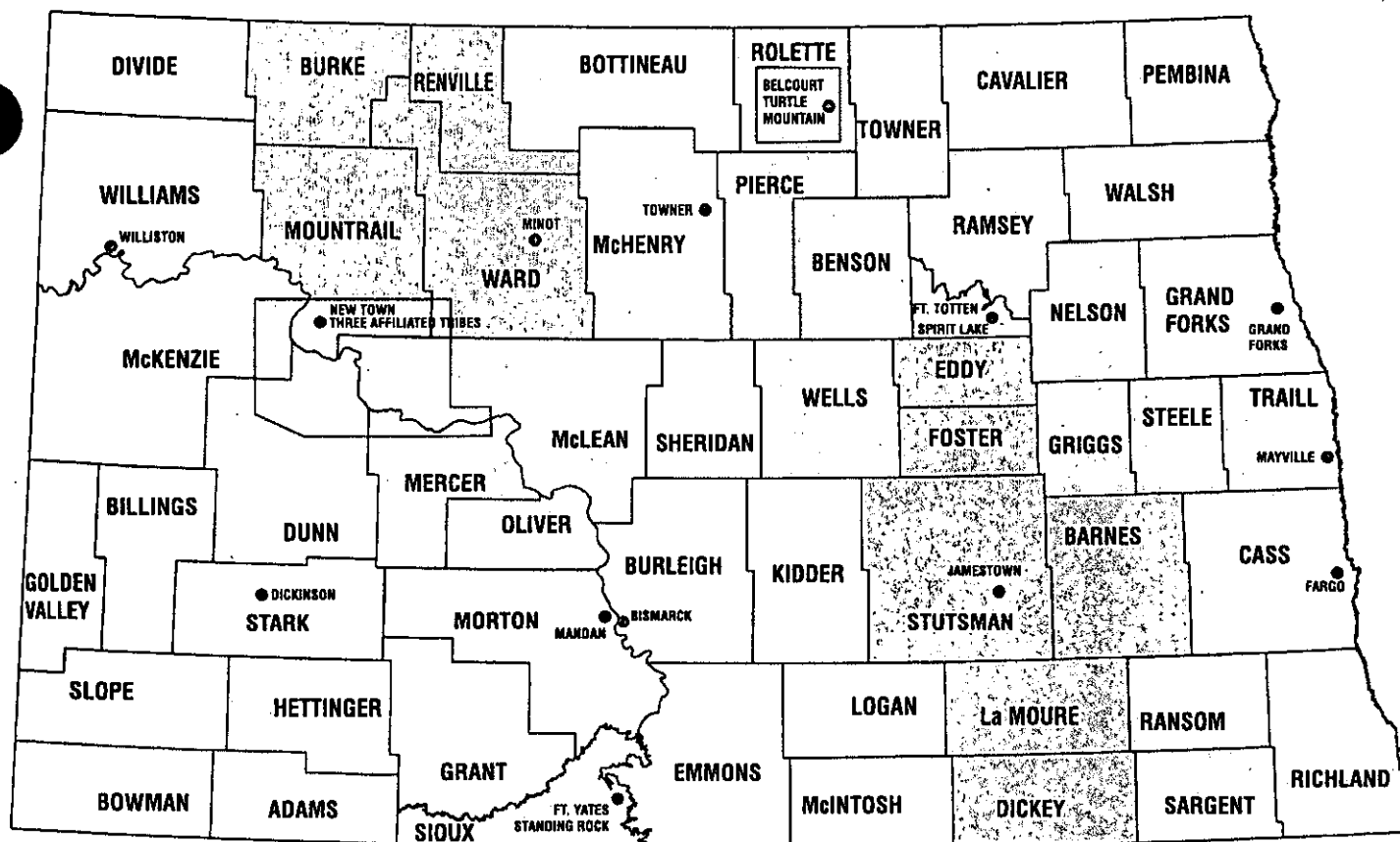
Now is the time to invest in the state's children and families, and now is the time to invest in head start.

Again, thank you for your time and this opportunity to provide testimony in support of funding Senate Bill 2381.

NORTH DAKOTA HEAD START SITES, January 2009

Funded Enrollment: 2,932 Children

4



● Head Start Sites
 □ Unserved counties
 ■ Reservations
 ■ Rolette Served

	Address/PO Box	City/State/Zip	Phone	Fax	Number of Head Start Children
Julie Quamme	420 University Ave. • PO Box 1407	Williston, ND 58802	(701) 572-2346	(701) 572-0494	115
Sara Young Bird	509 9th Street North	New Town, ND 58763	(701) 627-4820	(701) 627-4401	163
Cheryl Ekblad	2815 Burdick Expressway East	Minot, ND 58702	(701) 857-4688	(701) 857-4517	270
Jennifer Ramey	CAP Bldg Hwy 5 W. • PO Box 900	Belcourt, ND 58316	(701) 477-0260	(701) 477-8597	330
Allison Driessen	701 Main Street North	Towner, ND 58788	(701) 537-5409	(701) 537-5312	216
Beverly Graywater	723 3RD Avenue • PO BOX 89	Fort Totten, ND 58335	(701) 766-4070	(701) 766-1357	100
(Cookie) Priscilla Mitchell	3600 6th Avenue North	Grand Forks, ND 58203	(701) 746-2433 Ext. *8-12	(701) 746-2450	343
Allison Johnson	330 3rd Street North East	Mayville, ND 58257	(701) 788-4868	(701) 788-4781	80
Scott Burtsfield	3233 South University Drive	Fargo, ND 58104	(701) 235-8931	(701) 298-7622	309
Sharon Hansen	107 3rd Avenue South East	Dickinson, ND 58601	(701) 227-3010	(701) 225-1968	152
JoAnn Brager	1402 2nd Street North West	Mandan, ND 58554	(701) 663-0379 Ext. 168	(701) 663-9643	168
Carmelita Bear Ribs	200 Proposal Avenue • PO Box 473	Fort Yates, ND 58537	(701) 854-7250	(701) 854-7257	257
Laurel Nybo	720 N. 14th Street	Bismarck, ND 58501	(701) 323-4400	(701) 250-0450	231
Tammy Hoggarth	1411 12th Ave. N.E. • PO Box 507	Jamestown, ND 58402	(701) 252-1821	(701) 252-7108	198

North Dakota Department of Human Services
Children and Family Services Division
 State Capitol-Judicial Wing
 Phone: 701-328-1711
 Fax: 701-328-3538

Head Start - State Collaboration Office
Linda Rorman ~ Administrator
 Email: lrorman@nd.gov
 600 East Boulevard Avenue, Dept. 325
 Bismarck, ND 58505-0250

For more information please visit our website at: www.nd.gov/dhs/services/childfamily/headstart/sites.html

5

Good Morning Chairman Holmberg and members of the committee. My name is Sharon Hansen and I am the Director of the Community Action Partnership Head Start program serving the eight southwestern counties of North Dakota. I am here to testify on behalf of the North Dakota Head Start programs who support SB2381. Today we have an amazing opportunity to invest today in North Dakota's future tomorrow.

While the No Child Left Behind (NCLB) legislation has emphasized academic skills, many disadvantaged children have entered kindergarten without having had the comprehensive learning experiences Head Start programs provide. Children in the lowest socioeconomic group have average cognitive scores that are 60% below those of the most affluent groups upon entry into kindergarten. On page 4 of your handout, you will see a graph depicting this incredible disparity. Studies have shown that the achievement gap between disadvantaged and advantaged children widens as they move through school in spite of extra tutoring, summer school, or special education services that require significant state and local funding (Davison, et al., 2004).

Comprehensive preschool programs like Head Start improve early learning and development while decreasing school failure, crime, and delinquency. Economists have estimated a 25% savings from a reduced need for special education and services from the criminal justice system. On page 3 of your handouts you will see two graphs depicting the cost savings and benefits of high quality comprehensive preschool programs like Head Start. These graphs were developed by economists who have calculated the high rate of return on investment from comprehensive preschool programs like Head Start.

Today North Dakota preschool children are less likely than other children in our nation to attend early education programs. North Dakota Head Start programs serve 2,082 three and four year old children with another 1,440 eligible children on their wait lists. Handouts have been included with this testimony that outlines the number of children from each county served in Head Start programs as well as how many Head Start eligible children remain on the wait lists for each of those counties.

Of the 2,082 three and four year old children served in North Dakota Head Start programs, approximately 17% of those children have disabilities requiring special education services. The North Dakota Head Start programs have collaborated with local school districts in many communities to provide those needed special education services. This has allowed these children with disabilities to narrow the achievement gap **BEFORE** they entered kindergarten. Local school districts have been on the receiving end of an enormous cost savings as they have not needed to provide intensive special education services for the remaining thirteen years of that child's public education.

For example, during the last school year, our Community Action Head Start program was able to dismiss 12 preschool children from special education before they entered kindergarten. These children had attended Head Start for two to three receiving comprehensive preschool experiences, including the necessary special education services that allowed them to "catch up" to their nonhandicapped peers.

In our neighboring state of Minnesota, the Wilder Research study, which was commissioned by the Bush Foundation, found that it cost the state \$42 million of per-pupil money annually because of students dropping out before graduation and another \$24.4 million annually for special education and grade repetition costs that could be attributed to children entering kindergarten under prepared.

The North Dakota legislature has budgeted \$60.5 million for the Department of Public Instruction for the 2007-2009 biennium for excess special education costs. Based on an anticipated 25% reduction in special education as the result of comprehensive preschool programs like Head Start, the savings to the state could amount to approximately \$15.1 million per biennium.

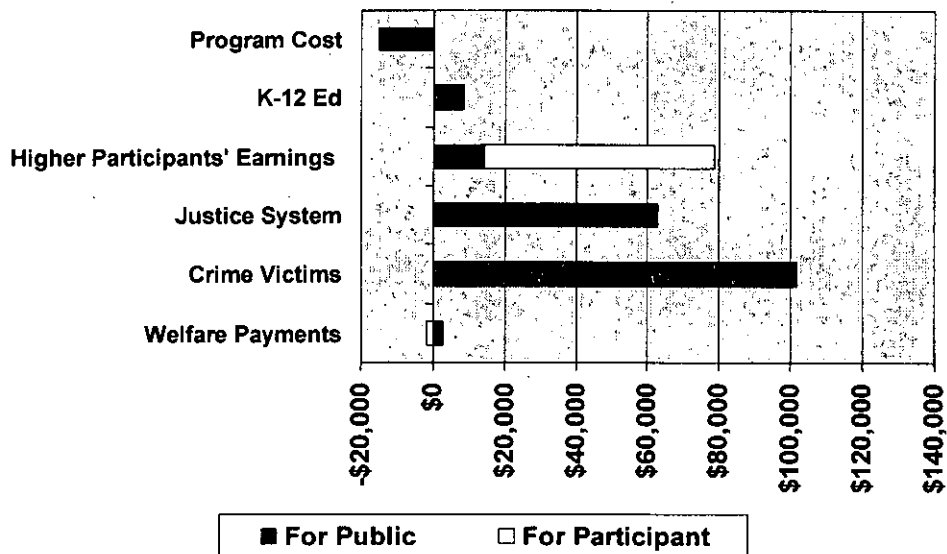
The North Dakota legislature has also budgeted \$172.7 million for the Department of Corrections and Rehabilitation for the 2007-2009 biennium. Based on an anticipated 25% reduction in crime as the result of comprehensive preschool programs like Head Start, North Dakota could enjoy a \$43.2 million savings per biennium.

North Dakota public schools' per student expenditures averaged \$7,487 per student in 2006-07 while the North Dakota Head Start programs' per child expenditures averaged \$7,500 per student in 2007-2008. Even though the investment numbers are very similar, the return on investment differs significantly as James Heckman, a Nobel Prize winning economist has demonstrated from his work on human capital. (Please refer to the chart on page 4 of your handouts). An investment during the preschool years yields a significantly greater return as the chart depicts.

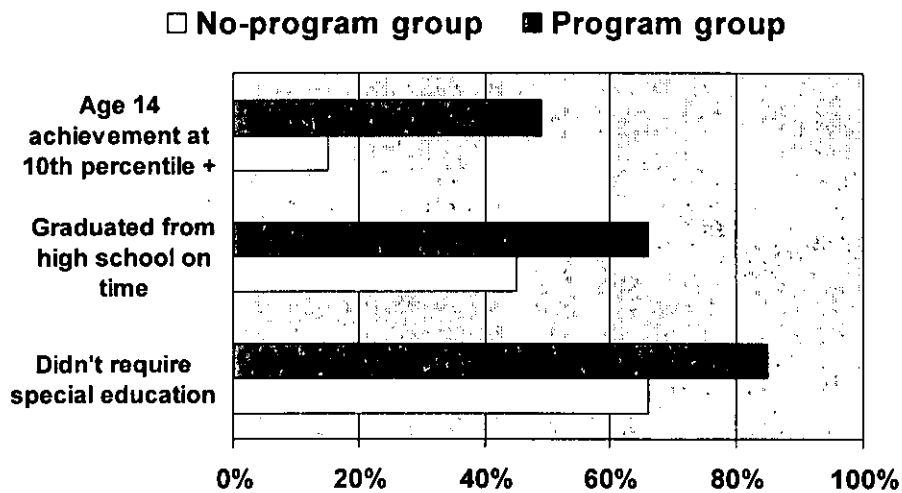
Senate Bill 2381 is asking for \$3 million to provide an investment in our state's future by providing comprehensive Head Start services for approximately 400 of the 1,440 eligible children on the North Dakota Head Start Wait Lists. This is a very conservative initial investment considering the returns that have already been reported from high quality comprehensive preschool programs like Head Start. This bill has the potential to save the citizens of North Dakota \$29 million annually. Today, we would be hard pressed to find any other type of investment with that level of return.

North Dakota's economic future depends on our children getting off to the right start. North Dakota's Head Start programs can provide a high rate of return on investment for North Dakota's tomorrow. North Dakota's Head Start programs can help lead North Dakota into a successful and prosperous future! On behalf of the Head Start programs across the state, we strongly urge the support of Senate Bill 2381.

Perry Preschool Costs and Benefits Over 62 Years



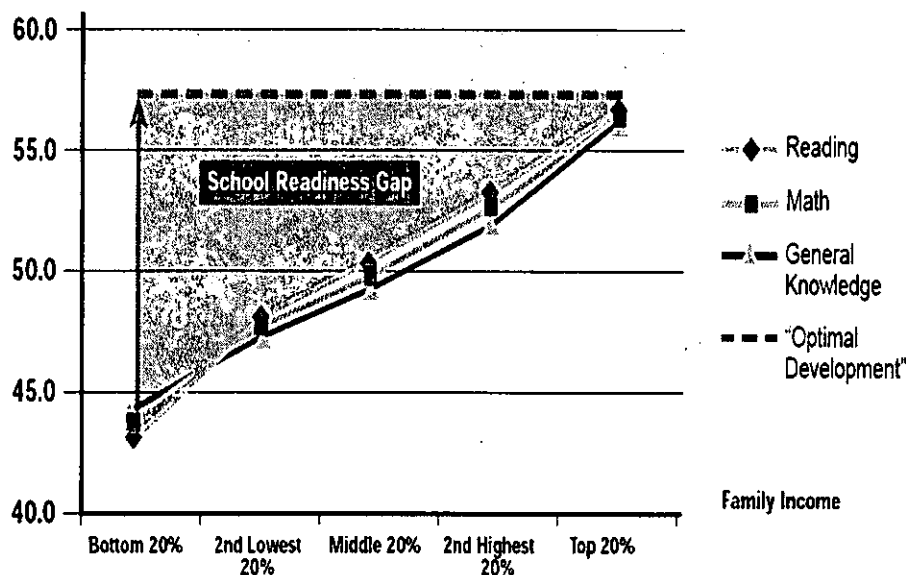
Perry: Educational Effects



Source: High/Scope Educational Research Foundation

Figure 2. Academic Abilities of Entering Kindergarteners by Family Income

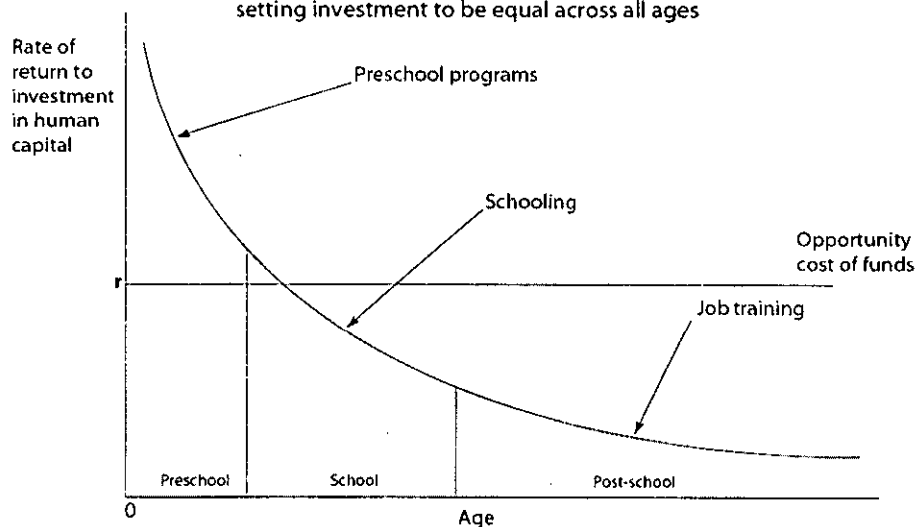
Academic Ability Scores



Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Fall 1998.

Figure 7

Rates of return to human capital investment initially setting investment to be equal across all ages



Rates of return to human capital investment Initially setting investment to be equal across all ages

James J. Heckman, PhD
Nobel Laureate in Economic Sciences
2000

References

- Barnett, W.S. (1996). *Lives in the balance: Benefit-cost analysis of the Perry Preschool Program through age 27*. Monographs of the High/Scope Educational Research Foundation. Ypsilanti, MI: High/Scope Press.
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To: Chairman L Holmberg
From: Cheryl Ekblad, North Dakota Head Start Association

Re: SB 2381 Head Start Funding

Good Morning, Chairman Holmberg, and Senate Appropriations Committee members. I am Cheryl Ekblad, Director of the Minot Head Start program serving Ward, Renville, Burke, and Mountrail counties. We also have an Early Head Start program which serves pregnant women, infants and toddlers only in the Minot Public School District.

Head Start is a comprehensive program that serves low-income three and four year old children and families. Funded federally through the Department of Human Services, Head Start provides comprehensive services including education, health, nutrition, mental health, and parent involvement. Each of those program areas are monitored by a program coordinator. For example, in the area of parent involvement, our family service coordinator is responsible to see that each family has completed a family needs assessment and has a family partnership agreement with specific goals developed. Throughout the year our staff works with families to meet these goals. Goals may be to get a GED, driver's license, employment, housing, or other things that help them to become more self-sufficient. In our program, there are up to 6 parent classes each week focusing on budgeting, healthy lifestyles, goal setting, and basic parenting.

We are very grateful to Senator Horne for sponsoring SB 2381 to provide state dollars to Head Start programs. Not only would this allow programs to serve more children and families on waiting lists but it would also give our programs a much needed non-federal match.

According to North Dakota Kids Count, 2008, 42% of Head Start eligible children in North Dakota are not being served. In our program we have a waiting list of approximately 60 preschool children and easily 200 children for Early Head Start.

I am sure that at some point Head Start folks will be asked if this bill competes with HB 1400 which funds Pre-kindergarten. As the bill is currently written, it does not provide the comprehensive services included in Head Start. HB 1400 provides for a half day program operating 2 days per week. The Head Start Association supports that bill and sees that we could be a critical partner in assisting the state in providing developmentally appropriate programming. Pre-K does not negate the need for Head Start any more than it does the need for child care. Senator Horne's bill is designed for communities to use state funds where currently funded Head Start programs have additional unmet needs.

On behalf of the Head Start programs across the state, we strongly urge the support of Senate Bill 2381.

Chairman

Ground floor - come in the front capitol doors - take a left and it's down a little hallway then the room

Education committee members:

Layton Freborg - Chair

Gary Lee

JoNell Bakke

Tim Flakoll