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Operator's Signature

*La Costa Rickford*

Date

*10/6/63*

2003 HOUSE EDUCATION

HCR 3076

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10/6/03  
Date

2003 HOUSE STANDING COMMITTEE MINUTES  
BILL/RESOLUTION NO. HCR 3076  
House Education Committee

☐ Conference Committee

Hearing Date March 10, 2003

Tape Number	Side A	Side B	Meter #
1	x		100-5900
Committee Clerk Signature <i>Linda Frechtner</i>			

Vice Chair Johnson opened the hearing on HCR 3076

**Chairman Kelsch, District 34, Mandan**

Rep. Price and myself introduced this resolution based on the information that we had received that Congress is looking at moving Head Start to the Department of Education from the Department of Human Services. I have been involved with head start for a number of years. I am the president of Housing Industry and Training Inc. in Mandan and Head start falls under their preview. I have gotten to really understand and realize the benefits of the program. And while head start kids are getting an education I don't believe that it belongs with the Department of Education. These children have a lot of other social and human type services issues that go along with their background. And so I believe that it is best if it stays where it is at. The other issue that comes in is that the concern about how the President has laid out the proposal to move head start into the Dept. of Education, basically what it would do is put the moneys under the Governor's of the state and we will loose out of the money for the program. That the moneys will be moved in other directions for other purposes. Extremely important to send this out.

**Rep. Hanson** When is the date this move is to take place? **Chairman Kelsch** 2005

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House Education Committee

Bill/Resolution Number HCR 3076

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**Rep. Sitte** Biggest reason why we do not need to put academic pressure on 4 year olds, the whole shift would do that. **Chairman Kelsch** we put this together rather quickly, if there is an amendment to put in, we are open to that.

**(470-1300) LaDean Knutson, Vice-chair of ND Head Start Association, Chairman for the Children's Services Director, See Attached Testimony and handout.**

**Rep. Mueller** What tie in do you have with the Department of Public Instruction.

**Knutson:** As part of the last resolution, part of our mandate was to develop specific child outcomes. We also have a state collaboration with Department of Public Instruction and continuing on how we can enhance those relationships. In addition we have worked with schools at the local level I our communities. We have transitions plans in place, they are part of educational advisory committees, we go to Kindergarten teachers and ask what do we need to do to help make the children more ready for Kindergarten entrance.

**Rep. Herbel** 753 people are employed, what portion of the salaries are funded by the Federal government? **Knutson:** All of them, 100% of funding is federal

**Rep. Williams** What is the reason to move the authority and secondly you are concerned that they might come down in block grants to the state and then it could be divided. Why?

**Knutson:** we are asking ourselves that same question. We are not sure what the intent is of reorganizing it. president Bush at this time thinks Head Start needs fixing. We believe that is not so. The emphasis has been throughout that his emphasis to be totally on education, cogness development and literacy. And what we are saying is that we are in a perfect position right now, it is a good fit because we are dealing with the whole child, not just the learning child. We have issues where we are dealing with the highest at most risk kids.

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House Education Committee  
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Hearing Date March 10, 2003

**Chairman Kelsch** One of the issues with the block grants and I guess this committee has said that we don't like federal mandates, When it comes to special Ed they don't fund it totally. But this has been one program that the government has and it has worked really well. The concern is that is if the money is sent to the state will some of that money be taken and put other places and it will loose the focus on Head Start Program. Right now the focus is totally on the program.

**Rep. Sitte:** US News and World Report had a great article explaining the shift.

**Rep. Herbel** Totally federal program with no state matching.

**Knutson:** We do have matching it is in-kind or voluntary services which is required at 25% of all of the dollars received. Most of that is not cash dollars matching, it is in services, time, partnership agreements to make the match.

**Rep. Hunskor** Is there a fear if Head Start is moved from the Department of Human Services to Department of Education there will be academic demands put on the kids.

**Knutson:** That really isn't our concern we are accountable and demands being put on the kids. That is not a threat to us. The threat is the fact that right now it is in it purest form coming to us, if it goes through the state block grant it will be at risk. The focus could become entirely education based and then we loose the ground that we have made and services that we provide.

**Rep. Hunskor** The map shows some counties are not served, why is that?

**Knutson:** That is because we have not gotten federal dollars to serve them Many of the programs in this room have written grants for expansion and to maintain the current funding that we have. We would love to be funded at a higher level so that we can go into those unserved areas.

**Rep. Williams** Migrant program, What is the in-kind service, could you give an example.

**Knutson:** The 25% match of in-kind services that are volunteer hours that parents may give to

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House Education Committee  
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Hearing Date March 10, 2003

the program to attend group sessions, parenting classes, time public health may give us for health screenings, time for therapy services for children, donation of materials, companies donate time for building equipment for kids, things like that.

**Rep. Williams** primary focus of this area is social skills to give the student a base.

**(2300-2877) Joann Brager, Vice President- Community Services, West River Head Start,**

**See Attached Testimony**

**Mary Lee Anderson, parent, Minot, See Attached Testimony**

**Candice Gernand, parent at BECEP Head Start Program, Bis., See Attached Testimony**

**Joseph Hoffman, Past Head Start Parent, See Attached Testimony**

**Barb Arnold-Tengesdal, Exec. Director, Voices for ND's Children, See Attached Testimony**

**Rep. Hawken:** We are not making the decision on this, you need to get this information to the Congressional delegation.

**Tengesdahl:** We are lobbying them also

**Rep. Haas** Go to D.C. that is where it will have impact.

**Anita Decker, Director of School Approval and Accreditation, Department of Public Instruction, See Attached Testimony**

Opposition: None Closed Hearing

**Rep. Mueller** moved a DO PASS and put on the consent calendar, **Rep. Herbel** second.

**Roll Vote: 12-0-2, Rep. Hunsakor** will carry the bill.

12

Date: 3/10/03  
Roll Call Vote #: 1

**2003 HOUSE STANDING COMMITTEE ROLL CALL VOTES**  
**BILL/RESOLUTION NO. HR 3076**

House HOUSE EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken

DO Pass

Consent Calendar

Motion Made By

Mueller

Seconded By

Herbel

Representatives	Yes	No	Representatives	Yes	No
Chairman Kelsch	✓				
Rep. Johnson	✓				
Rep. Nelson	AB				
Rep. Haas	✓				
Rep. Hawken	✓				
Rep. Herbel	✓				
Rep. Meier	✓				
Rep. Norland	✓				
Rep. Sitte	✓				
Rep. Hanson	✓				
Rep. Hunsakor	✓				
Rep. Mueller	✓				
Rep. Solberg	AB				
Rep. Williams	✓				

Total (Yes) 12 ~~11~~ No 0

Absent 2

Floor Assignment Hawken

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

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10/10/03  
Date

**REPORT OF STANDING COMMITTEE (410)**  
March 10, 2003 12:15 p.m.

Module No: HR-42-4325  
Carrier: Hawken  
Insert LC: . Title: .

**REPORT OF STANDING COMMITTEE**

**HCR 3076: Education Committee (Rep. R. Kelsch, Chairman) recommends DO PASS and BE PLACED ON THE CONSENT CALENDAR (12 YEAS, 0 NAYS, 2 ABSENT AND NOT VOTING). HCR 3076 was placed on the Tenth order on the calendar.**

(2) DESK, (3) COMM

Page No. 1

HR-42-4325

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*Richard Costa*  
Operator's Signature

*10/16/03*  
Date



2003 SENATE EDUCATION

HCR 3076

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10/16/03  
Date

2003 SFNATE STANDING COMMITTEE MINUTES

BILL/RESOLUTION NO. HCR 3076

Senate Education Committee

☐ Conference Committee

Hearing Date 3-19-03

Tape Number	Side A	Side B	Meter #
1		x	5.0 - end
2	x		0 - 5.0
Committee Clerk Signature <i>Andrea Johnson</i>			

Minutes: CHAIRMAN FREBORG called the committee to order. Roll Call was taken with all (6) members present.

CHAIRMAN FREBORG opened the hearing on HCR 3076 which urges Congress to recognize the successes of the Head Start program, to maintain the funding at the highest possible level, and to leave the program in the Department of Health and Human Services (HHS) rather than the Department of Education.

**Testimony in support of HCR 3076:**

REPRESENTATIVE R. KELSCH, Dist. 34, stated the purpose of this resolution is to encourage Congress to leave Head Start where it is. 1. The purpose for Head Start is not to make education a priority. 2. There are many reasons for Head Start including education; it is also a family support program. The program has been working just fine where it is now.

LADEEN KNUTSON, ND Head Start Association Vice Chairman, presented testimony including attachments. (see attached).

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*10/16/03*  
Date

Page 2

Senate Education Committee  
Bill/Resolution Number HCR 3076  
Hearing Date 3-19-03

JOANN BRAGER, Vice President - Community Services, West River Head Start Director, presented testimony. (see attached) COOK asked what the Good Start/Grow Smart report says and why she feels this will be a step backwards. . MS. BRAGER stated the Good Start, Grow Smart initiative is an administrative attempt to increase language and literacy for those up to four years old to see if they are ready to start school. She feels block grants would be detrimental and will cut all programs that Head Start supports. She further feels that if the money is changed from one department to another, the administrative costs will go up and that will leave less money for the programs that have been developed and are working. Head Start does so many other programs, especially helping parents become self sufficient.

CANDICE GERNAND, former BECEP parent, presented testimony. (see attached).

JOSEPH HOFFMAN, past Head Start parent, presented testimony. (see attached).

MARY ANDERSON, spoke on behalf of the children and their needs. She supports the bill and keeping Head Start with HHS. She has been a nurse for 28 years, and told about herself and her young son who were examples of those who are or have been helped by Head Start. She said Head Start does not give handouts, but gives a helping hand. There is parental involvement in all aspects and levels of Head Start. She further feels the Department of Education will not be able to handle all the aspects of what Head Start does now.

BARB ARNOLD-TENGESDAL, Voices for North Dakota's Children, testified. (see attached).

She stated this resolution is a proactive approach.

SENATOR COOK asked if this resolution passes, are we making a position statement. MS.

ARNOLD-TENGESDAL stated she is only half way through the Head Start study.

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Senate Education Committee  
Bill/Resolution Number HCR 3076  
Hearing Date 3-19-03

GLORIA LOKKEN, NDEA, stated their support for this resolution. It is appropriately based and is doing a good job with the children and families.

There was no opposition to HCR 3076.

The hearing was closed on HCR 3076.

SENATOR COOK moved a DO PASS. Seconded by SENATOR TAYLOR.

Roll Call Vote: 6 YES. 0 NO. 0 Absent. Motion Carried.

Carrier: SENATOR COOK

Yolanda Richardson  
Operator's Signature

10/10/03  
Date

Date: 3/17/03  
Roll Call Vote #: /

2003 SENATE STANDING COMMITTEE ROLL CALL VOTES  
BILL/RESOLUTION NO. 3076

Senate EDUCATION Committee

☐ Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken Do Pass

Motion Made By Sen. Cook Seconded By Sen. Taylor

Senators	Yes	No	Senators	Yes	No
LAYTON FREBORG, CHAIR.	✓		LINDA CHRISTENSON	✓	
GARY A. LEE, V. CHAIR.	✓		RYAN M. TAYLOR	✓	
DWIGHT COOK	✓				
TIM FLAKOLL	✓				

Total (Yes) 6 No 0

Absent 0

Floor Assignment Sen. Cook

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Jo Costa Rickford  
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10/16/03  
Date

**REPORT OF STANDING COMMITTEE (410)**  
March 19, 2003 1:20 p.m.

Module No: SR-49-5194  
Carrier: Cook  
Insert LC: . Title: .

**REPORT OF STANDING COMMITTEE**  
**HCR 3076: Education Committee (Sen. Freborg, Chairman) recommends DO PASS**  
**(6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). HCR 3076 was placed on the**  
**Fourteenth order on the calendar.**

(2) DESK, (3) COMM

Page No. 1

SR-49-5194

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Date

2003 TESTIMONY

HCR 3076

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10/16/03  
Date



## North Dakota Head Start Association

To: RaeAnn Kelsch, Chairperson, House Education Committee

From: LaDeen Knutson, North Dakota Head Start Association Vice-chair  
Children's Services Director

Date: March 10, 2003

Re: Testimony in support of HCR 3076

Madam Chairperson and members of the House Committee,

Thank you for the opportunity to testify this morning. I am here speaking on behalf of the North Dakota Head Start Association that represents Head Start and Early Head Start directors, staff and parents and tribal Head Start from fourteen programs throughout the state. I am the director for the Head Start and Early Head Start programs at Community Action Agency, Region VI in Jamestown. We serve 234 children in a nine county area. We are here in support of House Concurrent Resolution No. 3076. It is critical that North Dakota send a clear message to Congress that the dissemination and reorganization of the Head Start program will not be acceptable. Congress must support and protect the current structure, recognize the meritorious aspects and successes of this program, maintain the highest level of funding possible, and reject any proposal to move Head Start from the Department of Health and Human Services to the Department of Education.

For years Head Start has been recognized in this nation as the premier program for early childhood services. Head Start does not need fixing. The current structure and system works well for our communities and the children and families we serve. North Dakota has a reputation for having some of the highest quality programs in the region as well as the nation. The Early Head Start program that I represent received a perfect federal review last May. North Dakota currently provides services to 3,067 children over 46 counties. There are 60 centers located in the state. The programs employ 753 staff. Of those staff 117 are degreed teachers. In addition, our community connections allowed us to involve 6,058 volunteers as part of our programming in 2001-2002. These numbers reflect effectiveness and success.

Head Start is an answer to the school readiness issue. Head Start prepares children for kindergarten. All children receive a developmental screening within 45 days of their enrollment.

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A positive voice, a powerful advocate, and promoter of quality programs for children and families.



These screenings help programs individualize plans and curriculum to meet children's individual needs. Outcomes are tracked three times a year and adjustments are made to improve each child's success and each teacher's effectiveness. Literacy has been a large focus in Head Start programs for many years. Teachers focus on daily activities that allow children to learn and develop basic pre-reading skills. Programs provide free books for children to keep in their homes. Community visitors read to children in their classrooms. The Head Start curriculum also focuses and provides learning opportunities in the areas of math, science, social studies, etc. In addition, a minimum 10% of the children served in Head Start programs have a diagnosed disability. This means that over 307 special needs children are receiving services through a Head Start program. We know the numbers are higher because many children are diagnosed after they enter a Head Start program. However, the total effectiveness of the program's success is not based on the fact that we develop children's cognitive skills. It is rather based on the fact that children are taught in environments that build trust and security, enhance their social skills and give them opportunities for new experiences. It is effective because family culture is honored. Parents are taught that their role in their child's life is critical and that they must be involved for their child to succeed. It is effective because their basic human needs are met. Children are not expected to learn and grow before they have received proper health and dental care, are no longer hungry and have a warm safe place to live. Head Start is much more than school readiness. Head Start is about developing the whole child.

One of our objectives in Head Start is to help families become independent and self-sufficient. Parents develop family action plans that help them set and achieve their goals. They participate in parenting classes and social groups that guide them to learn and practice new skills. Head Start assists parents in furthering their education or training skills and eventually finding better jobs. Parents have opportunities for developing their leadership skills. The very structure of the current system gives parents the opportunity for making decisions that will enhance program services and better meet community needs. Special initiatives have been developed in our programs to increase father involvement. Parents are succeeding. The head of household data for 2001-2002 shows that parents are striving to succeed. 471 were in school or training, 1,817 were employed full-time and 470 were employed part-time.

Moving Head Start to the Department of Education or state block granting the funds would surely mean dissemination and deterioration of services. With state budgets as they are, it is unrealistic to think that the governors would leave the funding in tact if it came to the state. At the least, we can be sure that administration costs would come off the top. In addition, we are going to expect that a state that does not mandate kindergarten and currently does not even have a state preschool structure in place is going to develop a plan to continue Head Start services as we know them today. It is more realistic to admit that there is no possible way the comprehensive nature of Head Start would be left in tact. In fact, states could structure Head Start programs fifty different ways. We would lose the consistency and continuity that the Head Start Performance Standards currently provide. We have quality, we are effective, we do not need to be fixed.

Head Start programs currently employ health coordinators in each program. Each child receives a health screening within ninety days of a child's entry into the program. Follow up is completed for each child as health needs are determined. Last week I received notice that our Early Head

Start program was chosen as one of three programs in the nation to showcase the exemplary services we provide in the area of health and wellness. We are already committed to quality.

The unique designs of our programs allow us to have a strong local connection in the communities we serve. We are sensitive in meeting the individual needs of each community and we develop partnerships to meet those needs. My program has developed 50 formal partnerships to enhance services and increase the effectiveness of what we provide. Our partnerships include agreements with social services, health units, special education units, early intervention and speech services to name just a few.

In closing, I would like to tell you a story. One day about two years ago I received a call from a young single mother. She was new to the community and enrolling in a local college. She was alone and had no family living in the area. When I answered the phone she began to cry. She explained that she had a newborn child who was crying all the time. She was afraid something was wrong. I asked my nurse, who was an RN, to take the call. After speaking to the mother the nurse went to her home. She visited with the mother and was able to spend a couple hours with her. She offered education and support. She invited the mother to a parent group of other parents who had infants. Her child was enrolled in full day care at the center while mom went to school. The mother received counseling services throughout that first year. This mother is still with the program. The child is thriving and very bright. Mom has continued with her college education and will receive her teaching degree in another year. She has a healthy relationship with a young man who is also enrolled in college. He has also become very involved in the program. They plan to marry when they finish school. The mother is also a policy council representative thus taking a leadership role in the program and modeling for other parents.

This is not a rare story. Many of the parents here today are ready to tell similar stories. Each program has many more stories just like this to tell. I urge you to support this resolution and protect the Head Start services we have worked so hard to develop. Support the continued success of the current structure so we can continue telling these types of success stories for many years to come.

March 10, 2003

From: JoAnn Brager, Vice President – Community Services  
West River Head Start Director  
1004 7<sup>th</sup> St. SW  
Mandan, ND 58554  
701-663-9507

To: Chairperson RaeAnn Kelsch and members of the House Education Committee

Thank you for your time this morning. As you know, the No Child Left Behind Act has a counter part for early childhood education called Good Start/Grow Smart.

Head Start currently assists over 900,000 children and their families nationwide. Language, early literacy, and mathematics are key components of every Head Start curriculum. The 1997 Head Start Family and Child Experience survey, FACES, (<http://www.acf.dhhs.gov/programs/hsb/research/publications.htm>) indicated that Head Start is already doing an outstanding job in the areas of literacy and language development. The study indicated that children are "ready to learn" when they enter kindergarten. By the end of kindergarten, 83% of Head Start graduates could identify most or all letters of the alphabet.

The success of Head Start is attributable to the comprehensive services it provides. Administering the program through HHS ensures greater collaboration and integration of all the components of Head Start. These components provide education, health and community supports that contribute to children's readiness. In addition, HHS's regional office infrastructure has the capacity to monitor and support Head Start grantees. Moving Head Start to the Department of Education would be costly and would seriously undermine the health (physical, dental, vision, hearing, mental) and the social services components of the program.

Head Start in North Dakota (see attached state maps of Head Start and Early Head Start) provides these comprehensive services to families living at the

*JoAnn Brager*  
Operator's Signature

10/16/03  
Date

poverty level in all but 6 counties in the state. West River Head Start will be opening a Head Start center in Mercer County by September 2003. 3,067 children and families were funded with many more children and families served due to migration.

Head Start serves the poorest of families in our state. In order for a family of 4 to qualify, they must have an annual income of \$18,100 or less. West River Head Start currently has 152 children and their families enrolled and we have a waiting list with 15 children. We have five centers – one each in Carson, Elgin, Hebron, New Salem, and Mandan, serving Oliver, Morton, and Grant Counties.

Extensive formal and informal collaborative community partnerships have been developed in order to help meet the needs of the children and families. In Mandan, West River Head Start collaborates with the Salvation Army Life Enrichment Center (Homeless Shelter) to provide Head Start to children who live there with a parent. In Carson, Elgin, Hebron, and New Salem, we provide the only licensed centers in those communities. Morton-Sioux Special Education and Southwest Special Education units utilize the Head Start classrooms to provide special education services to children in a least restrictive environment. All of the Public School districts (Mandan, New Salem, Almont, Glen Ullin, Hebron, Elgin, Carson, and Flasher) collaborate with West River Head Start to provide busing for our children. The Kiwanis promote literacy by providing books to the children and families three times a year. The Lions provide glasses for those children and families that need them, but can't afford them. West River Head Start worked with the Open Door Community Center to write a grant for Even Start services, which provides GED training for parents. Through developmental screenings with Public Health and Special Education units, we have identified that 40 of the 152 children have disabilities.

Economic development is often a benefit of Head Start that is overlooked and understated. Head Start is funded directly from the federal government to local

communities, such as Carson in Grant County. For example, West River Head Start in Carson employs 4 fulltime staff and 1 part-time staff. Full benefits are provided for these five employees and their families. West River Head Start purchases propane for the center and gas for buses from the local gas stations. We purchase groceries from the local grocery store. We purchase cleaning items on a regular basis. We also pay rent for the center and provide daily upkeep for the center. We hire local community members to provide maintenance. We just hired a teacher for Elgin who brought three additional children into the school district. This is also helping to keep our school districts going.

Head Start programs across the state can design program options for children and families to meet the special needs of their communities. Elgin and Carson, due to a lack of childcare providers in the area, have 12-month Head Start classrooms. We provide quality Head Start services from 7:30 a.m. until 5:30 p.m., Monday through Friday. The public schools provide transportation for those children who qualify. The public schools also contract to provide lunches for our children during the school year. We then contract with the local grocery stores or restaurants to provide lunches during the summer. (This is another example of economic impact.)

In summary, Head Start works as it is currently designed with the direct federal to local funding. Head Start works to meet the needs of children and families from low-income households. Head Start works to economically develop our rural communities. Head Start works to develop parents into self-sufficiency. Head Start works closely with other agencies to provide quality services to help children and families. Head Start works.

Yolanda Richardson  
Operator's Signature

10/16/03  
Date

**Head Start is the Nations Pride - It Works For Children & Families**

**Mary Lee Anderson #4 Parkway Drive Minot, ND 58701 701-838-6604**

**I stand before you today to ask you not to agree to move Head Start from the Department of Health and Human Services to the Department of Education. I am a master's prepared registered nurse with 28 years of experience. Ordinarily I would not mention my education, but today it may be relevant.**

**Imagine if you will, a 21 year old mom with a three year old son. She is on welfare and food stamps and has no clear vision of how to change her life and that of her son. She walks to work at a discount store where she earns minimum wage while working 30 hours per week - a system the store uses so she is not eligible for full-time benefits. Raises are annual at between 30 and 50 cents per hour. Life seems like a hopeless struggle.**

**A friend tells the mom about a program called Head Start and takes the mom to the program to apply. The mom goes because she hopes they will take care of her son while she works. You see, the babysitter she carries her little boy to each day does not like her little boy. The baby sitter has told the mom several times "welfare don't pay me very good for watching kids, and I'm not saying you're like this, but most welfare moms just have more kids to get a bigger check and hell that's just like robbing me 'cause I've got to pay in more taxes to support more welfare brats!"**

**The mom walks into the Head Start office and the people act like they are happy to see her and her little boy. They even smile at him and talk directly to him and actually listen to what he says. They are nice to the mom too and ask her to sit down and talk to one of the Head Start office ladies. The lady tells the mom about a program through the employment office that helps single moms go back to school so they can support themselves and their children better. The lady says she'll help the mom fill out the application form and call the employment office for an appointment. The mom says she'd like to go to school, but she doesn't have a way to get there, a full time babysitter or any money to pay for school. The lady from Head Start says, "we'd love to take care of your little boy and if the employment office will help you pay for school, we'll find a way to get you there and back!"**

**The lady asks the mom if she has a safe place to live and enough to eat. The lady asks the mom if they have beds and blankets and coats for the winter. The lady says they don't have everything that moms and little children need, but they will help find whatever they need. The lady tells the mom, "we don't give handouts, but we give a helping hand" and she means it.**

**Nice story. So what?! How does this prove Head Start should not be moved from the Department of Health and Human Services to the Department of Education? Head Start worked back then and it works now because of the strong commitment to serve families, not just to educate children. Parents are involved from the moment they enroll a child in Head**

Start. Parents are asked to give input on everything that goes on at Head Start from the menus, to hiring and firing, to methods of education used in the classrooms to the equipment for the playground. Not only are they asked to give input, but the decisions made by parents are the direction that is followed. Parents are supported in improving their own education, acquiring better jobs, better housing and health care. Parents are given a hand, not a hand-out. Parents are honored, respected and included in every aspect of Head Start. When parents begin to feel in control of their own destiny, they are able to give more to their children. When parents begin to feel hope, they give their children hope. In order for children to succeed, parents in poverty, must be given the tools to break free from the bondage of hopelessness. Those tools are respect, education and inclusion.

So, why won't the Department of Education be able to have strong social support systems like Head Start presently has with its parent policy councils, parent involvement committees, parent education committees, children's health screenings (dental, hearing, vision and physical exam) and follow-up for all identified concerns, nutrition programs, male involvement groups, etc, etc, etc?! The Department of Education has had difficulty in maintaining just the education of kindergartners through 12<sup>th</sup> graders without trying to provide a family support system for education, nutrition, health care, etc.

Why would it be beneficial to move a program that works?! – to a department more troubled than the department in which it has always been successful?! Why espouse to teach "literacy" as if it has not been addressed daily for these past thirty plus years in every Head Start program in the country? Ask why this move will improve literacy for the poor? Ask what tools will be used to measure this "improved literacy." Head Start teachers are prepared by the completion of a CDA (child development associate) – an intense course that addresses normal growth and development, social, emotional, health and educational needs of newborn to five year old children. In addition, Head Start teachers have either a two year associate degree in early childhood education or a four year degree. Since the inception of Early Head Start some 10 + years ago, the curriculum for both Head Start and Early Head Start teachers has expanded dramatically. The emphasis on brain development associated with loving trusting relationships during infancy and toddlerhood has led to the advent of "primary early childhood educators/ caregivers." This system is/should be envied by day-care centers. In this system, the child is cared for from birth to three by the same caregiver – a person next to the parent who knows and loves the child and forms a bond of trust – a bond that research suggests enhances the formation of synaptic connections in the brain and positively impacts the child's ability to learn and to form relationships. Both Head Start and Early Head Start have curriculums that measure outcomes in learning. Both Head Start and Early Head Start are early childhood development and educational programs with high standards for teacher preparation, age appropriate classroom activities, ergonomically correct equipment and above all kindness and respect in every interaction with children and families.

When you are asked to agree to move Head Start, please advocate for children and families and refuse to destroy a program that works. Head Start works. Head Start is this nation's pride. Head Start has set the bar against which all other pre-school programs should be measured. Do not agree to change and forever alter a program that has helped children and parents succeed and become well educated, productive members of society despite socio-economic hardships. Do not bend because the wind blows. Blow back. Stand strong.

In closing, I'd like to get back to the mom and the little boy and the Head Start lady. The mom's name was Mary Maier. The little boy's name was Michael Maier. The Head Start lady's name was Mary Lindbo. The year was 1971. Michael attended Head Start for two years. His mom went to college and also served on the Head Start Parent Policy Council. Head Start nurtured the mom and she became a better mom, a college graduate, a wife, a taxpayer and an advocate for Head Start. Head Start nurtured the little boy and he grew and learned .... and excelled in grade school, high school and college. And then he attended law school. He is a successful attorney, a wonderful son and a terrific big brother. And this is only one Head Start success story and one reason not to fix a program that's not broken, among thousands of success stories.

This is the story I know best because I am that mom and that little boy is my son.

Mary Lee (Maier) Anderson, RN, MSN  
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**HOUSE CONCURRENT RESOLUTION NO. 3076**

**Pioneer Room**

**March 10, 2003**

Candice Gernand  
4711 Grassy Lane  
Bismarck, ND 58503

Good morning, I am Candice Gernand, a past parent of the BECEP Head Start Program in Bismarck. My husband and I have two sons that were fortunate to attend Head Start. Currently, our boys are 15 and 13 years old and doing very well in their education. Head Start was not just a growing experience for our boys, but for me as well.

I first got involved with Head Start when our oldest son started attending at the age of four. At that point, I started volunteering at BECEP by helping in the classroom, attending craft and parenting classes, and basically assisting where I could. During the time our youngest was attending, I was volunteering full time, chairperson of the Policy Council, which is an advisory board to Head Start and the other BECEP Programs, and a representative of the North Dakota Head Start Association Board.

My boys learned to interaction well with other children, identify the alphabets and colors, and they learned to write their own name. I knew they were well prepared for their next journey, which was Kindergarten. Currently, my teenage boys still talk about their experiences in Head Start, and my oldest son volunteers at BECEP one day a week in conjunction with a class he is taking in High School. As for myself, I am employed with the Head Start Program full time as Head Secretary and attend college as a part time student.

Now I have the opportunity to work with families that are seeking a head start for their children and the efforts they put forth to better their children, themselves, and their family. I strongly believe in the philosophy behind Head Start. I feel the services contributed to enriching my children, my family, and myself.

*Costa Rickford*  
Operator's signature

*10/10/03*  
Date

To: RaeAnn Kelsch, Chairperson, and members of the House Education Committee

From: Joseph Hoffman, Past Head Start Parent  
120 9th Ave S.E.  
Mandan, ND 58554

Date: March 7, 2003

Testimony in support on HCR 3076

I am here to testify in support of HCR 3026. West River Head Start has been an important part of my life for 9 years.

My four children have graduated from Head Start. My children benefited by learning about dental care, social skills, and good nutrition. The one aspect that separates Head Start from other programs is how the entire family situation is taken into consideration. During home visits, staff members helped my family by looking at our goals and helping us work toward them. One of our goals was to become self-sufficient. We felt this was best achieved thru furthering our education. Having safe, high-quality child care for our children gave my wife and I the opportunity to attend college. We were offered many training opportunities thru parenting classes, nutrition classes, family nights, policy council, and volunteering in the classroom. Our family was sponsored for a United Way membership to the Mandan Community Center. At Christmas time, our children's names were entered into the Angel Tree program and Care and Share through Aid Inc. Head Start helped me with vehicle repairs so that I had a way to get to work. Screenings are given to help detect areas of concern. Head Start works with each family to address these needs. Two of our children received speech therapy. Our children enjoyed the Back Pack reading program. Each night our children would bring home a book to read. It promoted the love of reading and helped set a special time for our child and my wife or I.

As our children grew with Head Start, so did I. Head Start strongly stressed the importance of parent involvement. This gave me the opportunity to volunteer many hours. Policy Council was a great area to promote personal growth for me. I worked my way thru the ranks, starting as secretary, then vice-chairperson and finally chairperson. I served 4 years on the North Dakota Head Start Association and also as the North Dakota Parent Representative to the Region 8 Head Start Association. Serving on these boards gave me the chance to travel to many places I never dreamed of seeing. It gave me the chance to experience a little of what life has to offer. I am currently employed full-time with Bis-Man Transit as a driver/dispatcher. I am also currently employed part-time with West River Head Start as a Male Involvement Specialist. The goal of my job is to promote and encourage male involvement through reading, crafts, fishing, bike rodeo, and other parent involvement activities.

I feel Head Start can best serve low-income families if it is left in the hands of the Department of Human Services. Low-income families have many challenges. Head Start has the ability to help families with more than just the academic needs of children. Their trained staff can help families look at ways to overcome obstacles and work toward self-sufficiency. As a past Head Start parent, I would like to stress that you keep Head Start where it is today. It can continue to break the chain of poverty and help other families and children as it did for my family.

Background

## HEAD START: QUESTIONS AND ANSWERS

### 1. Does Head Start work?

**Yes, Head Start works.** Head Start is one of the most researched and evaluated early childhood programs in America. These studies conclude that Head Start works.

According to latest study conducted by the federal Department of Health and Human Services, called FACES, Head Start is giving America's poorest children what it promises—a head start in preparing them for school. The data show that:

- The program narrows the gap between disadvantaged children and all children in vocabulary and writing skills.
- Head Start children are leaving the program ready to learn.
- Once in kindergarten, Head Start graduates make substantial progress in word knowledge, letter recognition, math skills, and writing skills relative to national averages.

Numerous other studies confirm that Head Start is effective. They find that children who have graduated from Head Start are:

- Less likely to repeat a grade.
- Less likely to need special education services.
- More likely to graduate from high school.

### 2. Do Head Start benefits fade out over time?

**NO.** Research clearly shows that Head Start benefits do not fade over time. When various studies that supposedly indicate "fade out" are re-examined, taking into account methodological problems, and when we examine a comprehensive set of measures for children (rather than just IQ), we find that Head Start children clearly demonstrate that they have obtained lasting educational benefits from the program.

### 3. If Head Start works, why aren't the children who participate meeting national norms upon completion of the program?

**In serving the most disadvantaged children, Head Start children enter the program significantly behind, but they catch up.** Children coming into Head Start have so many barriers even before they enter the program:

- Nearly 28 percent of parents with children in Head Start—more than one in four—have less than a high school diploma or GED.
- Almost half of Head Start parents make less than \$12,000 a year.
- Almost one-quarter of children enrolled in Head Start come from homes where English is not the primary language spoken at home.
- About one in five children "were reported to have been exposed to community or domestic violence in their lives."
- Almost one in every six Head Start children have one or more disabilities—generally a speech or language impairment. Nearly half of all children's disabilities were identified after the child entered Head Start, indicating that Head Start is critical in both identifying and serving children with special needs.

- The early literacy skills of the average child entering Head Start are significantly below—a full standard deviation below for the *average* child in the program—national norms.

***Despite these barriers, these children, with the help of Head Start, catch up.***

- Head Start children are close to norms after kindergarten.
- The program narrows the gap between disadvantaged children and all children in vocabulary and writing skills.
- Children who enter Head Start with the lowest scores in cognitive development show the greatest improvements.
- Head Start graduates in kindergarten continued to make substantial gains in word knowledge, letter recognition, math skills, and writing skills compared to national norms.
- Children who were behind in a specific skills area continued to gain ground in these skills in elementary school.

#### **4. Haven't Head Start studies shown that children only know one letter of the alphabet?**

***No, in fact, most studies show that they are on track for entering kindergarten ready to learn.*** The most recent comprehensive study shows that the children are learning the letters of the alphabet, and on average are leaving the program knowing nearly nine letters. Researchers conclude that children catch up on literacy skills and by the end of kindergarten, 83 percent of Head Start graduates recognize most or all of the letters of the alphabet.

Are we satisfied with Head Start's progress? Of course we are not. But the solution is more resources and continuing to raise the bar for teachers, not questionable schemes that distract from serious efforts to help the program to improve.

#### **5. Isn't Head Start an old program, stuck in its ways?**

***Head Start has been a dynamic program—constantly working to improve services for children.*** For the past four decades, Head Start program has worked to increase the quality of programs while expanding the number of children served. Over the years, funding has been reserved for improving quality, raising teacher salaries, and helping teachers improve their education. Education requirements for teachers have been increased several times. An intensive system of monitoring local programs has been put in place and programs that are not meeting standards lose their funding. In fact, since 1993, over 160 programs that failed to correct performance problems promptly were replaced with new grantees.

Program quality standards have continually been updated and strengthened. A careful process was put in place to develop outcome measures to ensure that children were succeeding. Teachers were asked to assess children's progress against these measures three times a year. In the last two years, the program expanded its focus on literacy and language development to help children enter school ready to read.

With increasing evidence demonstrating that the earlier children and their parents are reached, the better their chances of success, Head Start responded. In 1993, Early Head Start was created to serve infants and toddlers.

Head Start remains as important as ever, helping millions of children in poverty get the learning opportunities, nutritious meals, health care, and social and emotional support that they need to enter school ready to learn. The founding principles of Head Start—that disadvantaged children need comprehensive, quality early education to start school ready to learn along with their more advantaged peers—are no less critical today.

**6. Should Head Start be given to the states? Can't they do a better job of coordinating the program with other services?**

***Giving Head Start to the states, without performance standards and without additional funding, will not improve services for poor children and families.***

Improving the quality of Head Start and expanding its enrollment is the fastest and most efficient way to ensure that our poorest children enter school ready to succeed. Why create chaos by dismantling the program and leaving the fate of our poorest children to 50 states currently struggling with staggering budget deficits? (State legislatures face a minimum shortfall of almost \$70 billion for next year.)

States' commitment to prekindergarten, at \$2 billion, is much less than the federal contribution. While 45 states invest in prekindergarten, the bulk of the funding is located in just 10 states and as we speak, states' existing commitment to early education is unravelling. Governor Pataki's budget completely eliminates New York's Universal Prekindergarten program. You can't coordinate with something that's not there. In this environment, instead of improving and building on Head Start's success, states will be tempted to use Head Start dollars to fill in gaps in their own programs and spread dollars more thinly.

***More responsibility to states in prekindergarten will go the same way as the President's education reform bill—states will be asked to come up with resources they don't have to do the job while the federal government passes the buck.***

The President vowed to make educating every child a number one priority, but followed with a 2003 budget that proposed the smallest education budget in seven years. This year's budget for Title I, the largest source of federal aid to disadvantaged youth and the President's centerpiece of education reform, falls \$6.15 billion short of what was planned under the President's own education bill. His budget also cuts funds for state and local teacher quality programs, despite the fact that improving the quality of teachers is perhaps the single most important factor in closing the achievement gap between low- and high-income children.

This year's budget makes similar empty promises to young children. It barely increases Head Start to cover cost of living, cuts child care assistance to 200,000 children over five years while increasing work requirements for poor mothers, and strips basic health protections for millions of children. ***How does this budget get children ready for school?***

As states try to meet the enormous demands of the education reform without adequate resources, they may be tempted to focus their early education programs on narrow academic measures that do not truly represent what children need in order to enter school ready to learn. Only 12 states are on track to comply with even half of the major federal requirements of the No Child Left Behind Act.

There is no guarantee that strong performance standards and accountability measures would be maintained if states took control of Head Start. While Head Start standards require a comprehensive, on-site monitoring visit once every three years, 21 states with pre-kindergarten initiatives either do not require any monitoring or only require written reports without on-site visits. Head Start has extensive quality standards and regular monitoring to ensure these standards are met.

Head Start has maintained a generally high level of quality—a study found that the average quality rating of Head Start programs was higher than that of other early care and education programs. But, without federal performance standards, there would be no guarantees that this level of quality would be maintained. States have not demonstrated a commitment to strong standards in their programs for young children. For example, 30 states allow teachers in child care centers to begin working with children without receiving any training in early childhood development.

#### **7. Isn't there a lot of funding in the program already?**

**Yes, but there are even greater needs.** Head Start is currently funded at \$6.67 billion a year, enabling over 900,000 children living in poverty to participate. But, only three out of five children eligible for services find a slot in a Head Start classroom and only 62,000 infants and toddlers—just three percent of those eligible—are served in Early Head Start.

Additional resources are needed not only to reach more children but also to support continued enhancements to meet the changing demands of children and families and provide the highest quality services. For example, most Head Start programs operate on a half-day schedule, though parents often need full-day care to accommodate their work schedules. Programs also report serving more children with behavior problems and more children from families where English is not spoken. These issues often mean that programs must adapt teaching practices and services to meet the particular needs of children.

Head Start programs need additional resources to promote continued improvements in teacher education requirements and teacher salaries. Head Start has made significant progress in the past several years toward meeting the requirement that by 2003, half of teachers would have an Associate, Bachelor's or related degree in early education. Retaining these teachers will require higher salaries, which currently average \$21,750 per year. Additional resources will also be needed to provide ongoing training to all teachers to continue to support children's learning.

#### **8. Couldn't we serve more children if Head Start, Child Care and Prekindergarten services were coordinated better?**

**Coordination can—and does—help, but it is no solution for the lack of resources in all of these programs.** Head Start, child care and prekindergarten programs already coordinate with many Head Start programs providing full day services by leveraging child care subsidy funds. Similarly, prekindergarten and child care programs often co-locate with Head Start programs to provide extended education and comprehensive health and nutrition services to a larger group of children in need. Coordination is working in these early childhood programs without devolving Head Start, and its high quality standards, to the states.

However, coordination will not remedy the fact that all of these programs are severely under-funded. Head Start serves only three out of five eligible preschool children and only 3 percent of the eligible babies and toddlers. Investments in state prekindergarten programs are much less—often these programs target low-income four-year-olds exclusively, and still state budgets serve just a fraction of those eligible for services. In child care, only one out of seven eligible low-income children receive a subsidy to help their parents pay for services.

Finally, Head Start, child care and state preschool programs must often serve the same children in order to meet the demands of working parents. Head Start programs are typically half day, and many state prekindergarten programs run for only 2 ½ hours a day. Even if parents enroll their children into one of these programs, their work schedules demand that they find care to cover the additional hours that they work. This means that in addition to Head Start or state prekindergarten, parents need a child care subsidy to help them pay for care for the rest of the day, or into the evenings and on weekends. These services are not duplicative—in fact, they are all needed in order to address the diverse and demanding schedules low-income parents work to make ends meet.

## 9. Why do we need comprehensive services for Head Start children?

***Comprehensive services are critical to early learning.*** Head Start targets the nation's poorest children, those living in families at or below the poverty level as well as children with disabilities or other special needs. Preparing children to learn is about more than just learning numbers or letters. It is also about giving children the skills and abilities that will make children good learners throughout their school careers—curiosity, an interest in learning, and the ability to pay attention in class. Therefore, Head Start emphasizes not only children's cognitive development but also their social, emotional, and physical development and has a very strong parent involvement component.

Regardless of their innate abilities, children learn better when they have good physical and mental health and have families whose own needs are met so they can devote their energies to nurturing and educating their children.

- Researchers show that even mild undernourishment, the kind most frequently found in the U.S., impairs cognitive function and can do so throughout the life of a child.
- One study found that children participating in a quality early childhood program that included a strong health as well as a parent involvement component had higher rates of high school completion and lower rates of school dropout.
- Recognizing that children do not come in pieces, Head Start—along with early educational experiences—provides health screenings, immunizations, mental health counseling, dental services, nutritional meals, and parental supports.

While the Administration's plan claims that states will have to offer comprehensive services, it eliminates the standards that require them, skimps on the resources to prove them, and includes no enforcement mechanism to ensure that states would provide children these supports.

**10. Shouldn't the program just focus on literacy?**

***We should be doing more for Head Start children on literacy.*** Head Start has never been satisfied with the status quo. It should be doing more for children's literacy and language development. But, dismantling the program and giving it to states does not accomplish this goal.

Instead, we should be expanding the program to serve more children, ensuring that the teachers have a degree in early childhood education and know how to teach children early literacy skills.

***Yet, everything we know from the literature says that literacy alone is not the answer.*** All parents know that for children to learn, they must also have their basic needs met- they must be healthy, well-fed, and have parents who are actively involved in their lives and their learning.

**11. What do parents say about Head Start?**

***Most parents support Head Start.*** The Head Start FACES study shows that over 98 percent of parents were satisfied with how the program helped their children grow and develop, 96 percent of parents were satisfied with their child's preparation for kindergarten, and over 97 percent were satisfied with the program's openness to their ideas and participation.

A customer satisfaction survey for federal government programs found that Head Start's rating was the highest out of 29 other public agencies. Head Start parents scored the program higher than the private sector's average.

**12. Why should teachers have a Bachelor's degree? Is it true that Head Start teachers are poorly trained?**

***Head Start children deserve to have the highest qualified teachers in their classrooms.*** Researchers have concluded that a teacher with a Bachelor's degree in early childhood education is key to achieving positive child outcomes for three- and four-year-olds. One of the largest national studies on early care and education, conducted by the National Institute for Child Health and Human Development, showed that caregiver education and training were the strongest predictors of quality in programs for preschoolers. Further, in the National Research Council's report, *Eager to Learn*, early childhood researchers reviewed the evidence from numerous studies and recommended that all children have access to a teacher with a Bachelor's degree related to child development and early education.

Many Head Start teachers already have extensive formal education as well as training in early childhood education. Head Start programs require all teachers to have at least a Child Development Associate credential and half of all teachers to have at least an Associate degree by 2003. Head Start programs have worked steadily to achieve these goals, and at the end of 2002, 51 percent of all teachers in Head Start had at least an Associate degree in early childhood education or a related field.



**13. Why shouldn't we test children in Head Start; what current accountability measures are there?**

**Experts agree that child assessments, when done correctly and used for the right purpose, can support better child outcomes and program quality.** But, as the National Academy of Science reports in *Eager to Learn: Educating our Preschoolers*, "[F]ew early childhood teachers or administrators are trained to understand traditional standardized tests and measurements." As a consequence, misuse is rampant, as experience with readiness tests demonstrates.

Experts on child assessment agree that the specific testing approach for young children proposed by the Bush Administration will inevitably lead to "teaching to the test," a narrowing of curriculum, and encouraging teachers to neglect critical components of children's growth and learning. This type of assessment is both limited and short-sighted in terms of helping children in Head Start develop content knowledge, motivation to learn, and the ability to develop complex thinking skills—things we know from research are imperative for school success.

**Head Start already assesses children in their programs.** Currently, Head Start programs are required to assess children three times a year in order to strengthen classroom teaching and evaluate children's progress. These assessments are performed using multiple techniques, as the research suggests—gathering information through teacher observations, analysis of children's work samples, documentation of performance, parent reports, and direct assessment. The assessments must also cover all eight aspects of child development: language, literacy, math, science, art, social/ emotional, approaches to learning, and physical health and development.

Further, program evaluation and monitoring—not young child assessments—have proven to be successful tools in holding programs accountable and supporting their improvement. The Head Start Outcomes Framework currently defines strong performance standards for programs and mandates that all Head Start programs undergo PRISM (Program Review Instrument for Systems Monitoring), a thorough, week-long performance monitoring conducted by outside, independent evaluators once every three years.

**14. Aren't Head Start programs under-enrolled?**

**Not in most programs.** In many communities, children are on waiting lists to enter the local Head Start program. However, with welfare changes, in a few communities mothers returning to work may find that their incomes now exceed Head Start's very low eligibility—set at the federal poverty line. This does not mean, though, Head Start services are not needed. Many parents with incomes slightly above federal poverty have children that would benefit from Head Start's valuable programs.

**We should provide more flexibility where there is under-enrollment.** Providing programs with more flexibility to serve families with incomes slightly above the poverty line could remedy under-enrollment in many of these communities. Additionally, allowing programs to serve more infants and toddlers would also allow programs to fully enroll eligible children in the program. Currently, only 3 percent of eligible children under age three are served through Early Head Start.

**15. What are the benefits of Early Head Start?**

**Early Head Start significantly improves children's outcomes.** Research clearly demonstrates that to have a positive impact on the lives of children, we must start early. Recent findings from brain research show that the first three years of life are critical in children's brain development, and that their brain development is far more susceptible to adverse influences than had been realized. What these studies clearly show is that the earlier the investment, the greater the pay-off. Early Head Start has demonstrated the ability to make a positive impact on the lives of children and families. For example:

- Early Head Start programs produce positive cognitive impacts for children at age two.
- The program also showed significant impacts on language development from ages two to three.
- The program had favorable impacts on several aspects of social-emotional development at age three. Children were more engaged with their parents, more attentive to objects during play, and were rated lower in aggressive behavior.
- Early Head Start also benefits parents. Research finds that parents participating in the program are more emotionally supportive, more supportive of early language development, and more likely to report reading daily to their child.

**16. How could Head Start be improved? What should Congressional priorities be for the reauthorization of Head Start in 2003?**

- **Over the next five years, move toward full funding of Head Start.** The Head Start program provides comprehensive early education to over 900,000 low-income children every year. Yet, only three out of five eligible preschool children find a slot in a Head Start classroom. We must ensure that by 2007, no preschool child who needs Head Start is turned away from the program.
- **Expand Early Head Start.** Research clearly demonstrates that to have a positive impact on the lives of children, we must start early. The earlier the investment, the greater the pay-off. Currently, only 62,000 children under the age of three—just 3 percent of those eligible—are served in Early Head Start. Early Head Start is the only comprehensive federal program that targets children this young. We must continue our national commitment to our youngest, most vulnerable citizens. At a minimum, the number of children participating should double over the next five years.
- **Further improve the quality of Head Start.** Head Start has been a leader in advancing the quality of early educational programs for low-income children. Over the last five years, Head Start implemented the most comprehensive set of performance standards for the education of young children in the nation. Programs worked to ensure that at least half of all teachers in Head Start had, at a minimum, an Associate degree in an early childhood or related field by 2003.

The National Research Council recently recommended that teachers of all preschool-age children have a Bachelor's degree related to early childhood development. With additional funding for teacher education and salaries, Head Start should work toward this goal.

- **Preserve a focus on Head Start's comprehensive services.** To ensure that vital, comprehensive services remain a part of Head Start, the program must remain a federal program housed within the Department of Health and Human Services.

Head Start is the nation's only program that works to address the needs of the whole child. The creators of this initiative understood that in young children, cognitive development cannot be separated from the development of social skills, emotional growth, physical health, and nutrition. Along with early educational experiences, Head Start provides health screenings, immunizations, mental health counseling, dental services, nutritional meals, and parental supports. Without these vital services, early learning will be severely impaired.

- **Provide additional flexibility to local programs.** Welfare-to-work initiatives in recent years have meant that families who would have been eligible for Head Start are now earning enough to put them just over the income requirements. Communities should be allowed more flexibility to serve children from families with slightly higher incomes. This will ensure that in these communities, more low-income working families can participate in the program and that no space in Head Start goes unfilled.

Similarly, many programs throughout the country find that the demand for services for infants and toddlers continues to expand. We recommend that Head Start programs be allowed to retool and serve younger children if they can demonstrate a strong demand for Early Head Start services and show that they are serving all the eligible three- and four-year-old children who need Head Start in their community.

- **Address proposed Head Start changes regarding a national assessment in an open forum, ensuring that national experts are included in the dialogue.** Recent Administration proposals have suggested several fundamental changes to Head Start, including a new national test for all four-year-olds in the Head Start program. Many of these initiatives are being proposed without Congressional oversight.

Any significant change to the program should be undertaken with thorough review and debate. Head Start children deserve the best thinking on issues of assessment and curriculum. We urge Congress to require that a wide range of national experts be convened to thoroughly review these sweeping proposals. Further, Congress must ensure that any new initiative should have adequate funding and a realistic timeline for implementation.

**TESTIMONY ON HCR 3076  
HOUSE EDUCATION COMMITTEE**

**March 10, 2003**

**By Anita K. Decker, Director  
School Approval and Accreditation  
Department of Public Instruction  
328-1718**

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Madam Chair and members of the committee:

My name is Anita K. Decker. I am the director of School Approval and Accreditation for the Department of Public Instruction. I am here to speak in favor of House Concurrent Resolution 3076 regarding the federally funded Head Start program.

The Head Start program has a long tradition of providing an excellent variety of support services for the development needs of low-income students from birth through age 5. These child-focused programs have the overall goal of increasing the school readiness of this group of young children. The President's proposal to change Head Start emphasizes accountability, citing the goals of improving Head Start to ensure children are prepared to succeed in school and keeping parents informed of the results of their child's program. Evidence seems to indicate this is being done under the current Head Start organization.

While the ND Department certainly would welcome a continuum of education by the inclusion of this program, its teachers, and curriculum in the mainstream of education, we would not want the program endangered in any way by these changes.

Frequent reference is made in the proposal on reauthorizing Head Start to alignment of statewide programs in early education. North Dakota provides little assistance to early education programs. North Dakota, at this point, does not even require kindergarten.

Head Start is about more than education; it's a family support program. Developing a separate but similar program in North Dakota would likely require resources we do not have at this time.

We encourage your support HCR 3076.

*Anita K. Decker*  
Operator's Signature

*10/16/03*  
Date

Chairperson and Committee Members and audience, Good morning. My name is Debbie Schiele. I am from Towner, which is District 7. I would like to testify to support House Concurrent Resolution Number 3076.

I know you have heard many stories about the success of North Dakota's Head Start and Early Head Start Programs. Look around this room and you can see many more. I am here to testify as a past Head Start parent and as a current Head Start/Early Head Start employee. I am also a Head Start success story!

In 1983, I was overwhelmed with my life. I was 26 years old, I had been married for less than 5 years, I had 2 daughters - ages 3 & 2 - and the third was on her way, I was a farm wife who had no background in agriculture and I was a transplanted city girl living in rural McHenry County. I was in culture shock! That fall the local Head Start Home Base Home Visitor approached me about enrolling my oldest daughter in the program. Thank God I did!

Through Head Start my family, like many of our peer <sup>income eligible</sup> families at that time who were living in the same challenges as ours, developed the skills to build strong foundations in order to survive and succeed. Some of the major challenges we faced were:

- \*Rural isolation
- \*Lack of child development knowledge
- \*Lack of family development knowledge
- \*Economic stress

Fortunately, I joined Head Start as an employee in 1990; unfortunately, this opportunity was due to the death of my Home Visitor. Through the five years I spent in the program as a parent, she had trained me so thoroughly in her knowledge, I was able to walk into her position. **That is my power statement about what Head Start and Early Head Start does for parents:**

- \*they share their knowledge with us
- \*they strengthen us to be their equal
- \*and they look to us to be their leader!

When that process happens, which it does because you have heard it; Head Start and Early Head Start is a SUCCESS because the family is a SUCCESS! That SUCCESS impacts many elements.

- \*Adults
- \*Children
- \*Community
- \*School
- \*Business

Today, through the many opportunities of training and education provided to me by Head Start and Early Head Start, my current position is that of Assistant Program Director and Fiscal Officer. I also carry a family service caseload of 11 Head Start families.

I know WHY Head Start and Early Head Start need to continue in our rural communities as they are today. Families are facing the same challenges I was as a young parent; unfortunately, they are also facing many new challenges.

- \*Unstable family structures
- \*Increased teenage pregnancies
- \*Increased substance abuse
- \*Lack of health services - medical/prenatal/dental/nutrition
- \*Lack of childcare services
- \*Unstable community status
- \*Lack of employment opportunities
- \*Economic crisis
- \*Lack of quality social opportunities

Head Start and Early Head Start can turn these challenges around for families.

Through its comprehensive services in child development, health, nutrition, mental wellness, social services and parent involvement it can turn these challenges around for families.

I know this to be true, LOOK AROUND THIS ROOM; we all know this to be true.

Please support House Concurrent Resolution Number 3076. Keep Head Start and Early Head Start in the Department of Health & Human Services. Keep North Dakota's Head Start and Early Head Start Programs as they are today.

If you do, NO FAMILY WILL BE LEFT BEHIND, and in turn, NO CHILD WILL BE LEFT BEHIND!

Thank you.

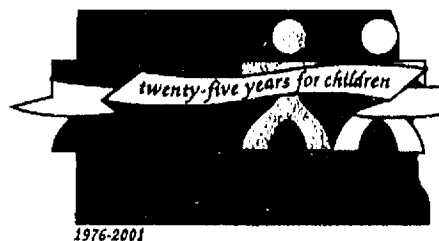
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dkschiele@hotmail.com

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Operator's Signature

*10/6/03*  
Date

VOICES FOR NORTH DAKOTA'S CHILDREN



CENTER FOR EARLY CHILDHOOD LEADERSHIP & ADVOCACY

To: Layton Freborg, Chairman, Senate Education Committee

From: Barb Arnold-Tengesdal, Executive Director, Voices for North Dakota's Children

Date: March 19<sup>th</sup>, 2003

Re: Testimony in support of HCR 3076

Voices for North Dakota's Children is a collaborative advocacy effort of early childhood education professional organizations. It is made up of the North Dakota Head Start Association, North Dakota Association for the Education of Young Children, NDCCPI (North Dakota Child Care Providers Incorporated), Child Care Resource & Referral Network, Children's Caucus, North Dakota Professional Development leadership team, Children's Services Coordinating Committee's and tribal early childhood partners.

We urge your support of HCR 3076.

If it's not broken, why fix it? There seems to be a concern that Head Start is not performing at it's highest level. Yet, in data release recently from the Department of Health and Human Services, it shows quite the opposite. Head Start is the only national, high quality early education program that provides comprehensive educational, health, nutrition, and social services to the country's neediest children and their families. Head Start is one of the most researched and evaluated early childhood programs in America. The research demonstrates that Head Start works!

Head Start target's America's poorest children with the goal of helping them overcome the disadvantages of growing up in poverty. It does this with comprehensive services as well as early literacy experiences. Head Start funds flow directly to the local, community-based organizations to serve the needs of the poorest children. It has set-aside funds for Migrant Head Start and Indian Head Start programs. These programs are funded along the same format as regular Head Start and Early Head Start programs and target a specific populations of children.

On a national level, there are three main issues that have been identified and are currently being debated.

1. Moving the control and administrative responsibilities for Head Start from the Department of Health and Human Services to the Department of Education.
2. Block granting Head Start to states who "opt" in.
3. Testing Head Start four year olds in an effort to evaluate program effectiveness.

Attached to this testimony you will find information that can address these issues in more detail.

We believe our nation is facing many uncertainties in the next few years and believe this is not the right time to take on another type of "reform". We have taken on educational reform with the "No Child Left Behind" act, the creation of the Homeland Security department, proposed Medicaid reform, and a sagging economy with growing deficits. We see a possible war in Iraq that has no price tag, and now a call for strengthening Head Start. It is time to say "If it's not broken, why fix it?". Please give a do-pass to HCR 3076.

410 E. Thayer Avenue, Suite 2 ♦ Bismarck, ND 58501 ♦ Phone: 701-224-1445 ♦ Toll Free: 1-866-204-3322 ♦ Fax: 701-255-0848

htengesdal@nwest.net ♦ ndaev@nwest.net

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*Val Costa Richardson*  
Operator's Signature

10/6/03  
Date

*performance standards that are universal w/ Head Start*





# North Dakota Head Start



## IMPACT OF HEAD START AND EARLY HEAD START PROGRAMS IN NORTH DAKOTA FACT SHEET 2001-2002



5,176 North Dakota income-eligible preschool children and their families benefitted from Head Start and Early Head Start services in 2001-2002. The programs operate with a budget of \$22,330,857 federally-funded dollars and an additional \$10,623,464 in matching in-kind services from local communities. North Dakota is funded to serve 3,067 chil-

dren in Head Start/Early Head Start programs. The number of eligible children, under age 6, receiving Head Start/Early Head Start services in the state of North Dakota is 41.6 percent.

The primary goal of the North Dakota Head Start Association is to extend quality services to include more North Dakota children and families.

### HEAD START & EARLY HEAD START

The nation's premier model in building children, families, and community.

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*Galena Rickford*  
Operator's Signature

*10/16/03*  
Date

# North Dakota Head Start and Early Head Start

Head Start/Early Head Start in North Dakota is a federally-funded comprehensive child development program for income-eligible children and their families. The primary target population is children ranging from infant to five years of age. North Dakota Head Start programs adhere to the Federal Department of Health & Human Services Head Start Program Performance Standards.

## THE HEAD START PHILOSOPHY IS DRIVEN BY FOUR DYNAMIC PRINCIPLES:

1. A child can benefit most from a comprehensive, interdisciplinary, developmentally appropriate program.
2. Parents are the primary educators of their children and are essential partners in the program.
3. The healthy development of children is inextricable linked to the well-being of the entire family and to future education success.
4. Partnerships with other agencies and organizations in the community are essential to meeting family needs.



## Early Head Start Program Provides Comprehensive Services In The Following Areas

### EDUCATION

- Individualized Learning Plans
- Inclusion of Children with Special Needs
- Developmentally-Appropriate Curriculum
- School Readiness - Emphasis on Early Literacy

### HEALTH

- Medical/Dental Screenings and Treatment
- Nutrition Services
- Mental Health
- Health Education

### FAMILY SERVICES

- Links the Family to Community Resource
- Partners with Families in Goal Development

### PARENT INVOLVEMENT

- Leadership and Governing Responsibility
- Parent Participation throughout the Program
- Workshops and Other Training Opportunities

**Community Partnerships** - Across North Dakota, Head Start programs seek to develop collaborative relationships that eliminates duplication of services by working with the Head Start-State Collaboration Project and state and local service agencies.

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## 2001-2002 Head Start & Early Head Start in North Dakota

### ACTUAL ENROLLMENT BY AGE

Children younger than 1.....	36
Children 1 year old .....	82
Children 2 years old .....	94
Children 3 years old .....	990
Children 4 years old .....	1,450
Children 5 years old .....	254
Children 6 years old .....	1

### RACIAL/ETHNIC COMPOSITION

Caucasian .....	1,863
American Indian .....	1,387
Hispanic .....	98
African American .....	98
Asian .....	12
Pacific Islander/Other .....	2

### DOMINANT LANGUAGE COMPOSITION

English .....	730
Spanish .....	18
Bosnian .....	6
Russian .....	1
Asian only .....	0
American Indian only .....	0

### FAMILY INFORMATION

Total children served .....	3,067
Children with health insurance .....	1,884
Number of families served .....	3,109
Number of TANF families .....	712

### HEADS OF HOUSEHOLD WHO ARE:

In school or training .....	471
Employed full-time .....	1,817
Employed part-time .....	470
Unemployed .....	817

### HEAD START/EARLY HEAD START STATISTICS

Centers in North Dakota .....	60
Total staff .....	753
Number of degreed teachers .....	117
Total program volunteers .....	6,058
Counties served .....	46
Counties not served .....	7
Total number of grantees .....	14
Total number of programs .....	19

## FACES\* Research has shown:

- † Compared with results from six national research studies, Head Start classrooms have higher quality than most center-based early childhood programs.
- † As determined in a national study of Head Start programs, research has shown that teachers with higher education levels are more sensitive and responsive to children's needs. Further, their classrooms have higher quality language activities and higher quality overall programming.
- † At the end of the program year, the typical Head Start child possesses specific cognate and social skills that signify a readiness to learn in kindergarten.
- † In kindergarten, Head Start children exceeded the growth expectations of a typical kindergartener. Head Start attendees showed significant gains in vocabulary, letter recognition, writing, and other pre-literacy skills.
- † Children whose parents read to them on a daily basis have higher vocabulary scores. Most Head Start families reported reading to their child three or more times a week.
- † Across the nation, more than 85 percent of Head Start families reported that Head Start had helped their children to grow socially and intellectually, and prepared their children to enter kindergarten.

\*The Head Start Family and Child Experiences Survey (FACES) was launched in Spring 1997. It is an integral part of Head Start's system of Program Performance Measures, an outcome-oriented accountability system.

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10/16/03  
Date

## North Dakota Head Start and Early Head Start Makes a Difference.

North Dakota Head Start and Early Head Start Programs are located in three unique and distinct geographic areas: urban, rural, and frontier communities ranging in population from 767 to 123,138 (total state population of 642,200) and encompassing 68,976 square miles. Thirty-six of North Dakota's 53 counties are designated as "frontier" (less than six persons per square mile). This number is based on 1999 Census Bureau estimates.

### North Dakota Head Start and Early Head Start ...coming together to serve families.

#### Community Action Head Start

Sharon Hansen, Director  
Phone: 701-227-3010  
Fax: 701-225-1968

#### Community Action Region VI Head Start and Early Head Start

LaDeen Knutson, Director  
Phone: 701-252-1821  
Fax: 701-252-7108

#### Early Explorers Head Start and Early Head Start Program

Allison Dybing, Director  
Phone: 701-537-5409  
Fax: 701-537-5312

#### Grand Forks Head Start

Priscilla Mitchell, Director  
Phone: 701-746-2433  
Fax: 701-746-2450

#### Head Start at Bismarck Early Childhood Education Program (BEECEP)

Laurel Nybo, Director  
Phone: 701-221-3490  
or toll free at 1-888-879-5313  
Fax: 701-221-3493

#### Mayville State University Child Development Programs

Allison Johnson, Director  
Phone: 701-786-4868  
Fax: 701-786-4781

#### Minot Public Schools Head Start and Early Head Start

Cheryl Ekblad, Director  
Phone: 701-857-4688  
Fax: 701-857-4517

#### SENDCAA Head Start and Early Head Start Program

Dawn Williams, Director  
Phone: 701-235-8931  
Fax: 701-298-7622

#### Spirit Lake 0-5 Program

Jan Greene, Director  
Phone: 701-766-4070  
Fax: 701-766-1357

#### Standing Rock 0-5 Program

Donna Albers Walking Elk, Director,  
Phone: 701-854-3457  
Fax: 701-854-7221

#### Three Affiliated Tribes Head Start

Sara Young Bird, Director  
Phone: 701-627-4820  
Fax: 701-627-4401

#### Turtle Mountain Chippewa Head Start

Jennifer Ramey, Director  
Phone: 701-477-0260  
Fax: 701-477-8597

#### West River Head Start

JoAnn Brager, Director  
Phone: 701-663-9507  
Fax: 701-663-9643

#### Williston Head Start

Julie Quamme, Director  
Phone: 701-572-2346  
Fax: 701-572-0494

**North Dakota Department of Human Services**  
Children and Family Services Division  
North Dakota Head Start-State Collaboration Office  
Linda Rorman, Administrator  
600 East Boulevard Avenue Dept 325 • Bismarck, ND 58505  
www.headstartnd.com  
Phone: (701) 328-1711 • Fax (701) 328-3538  
TTY: (701) 328-3480

**North Dakota Head Start Association**  
Contact: Cheryl Ekblad, President  
PO Box 2001, 2815 Burdick Expressway East  
Minot, ND 58702-2001  
Phone: (701) 857-4688  
Fax: (701) 857-4517

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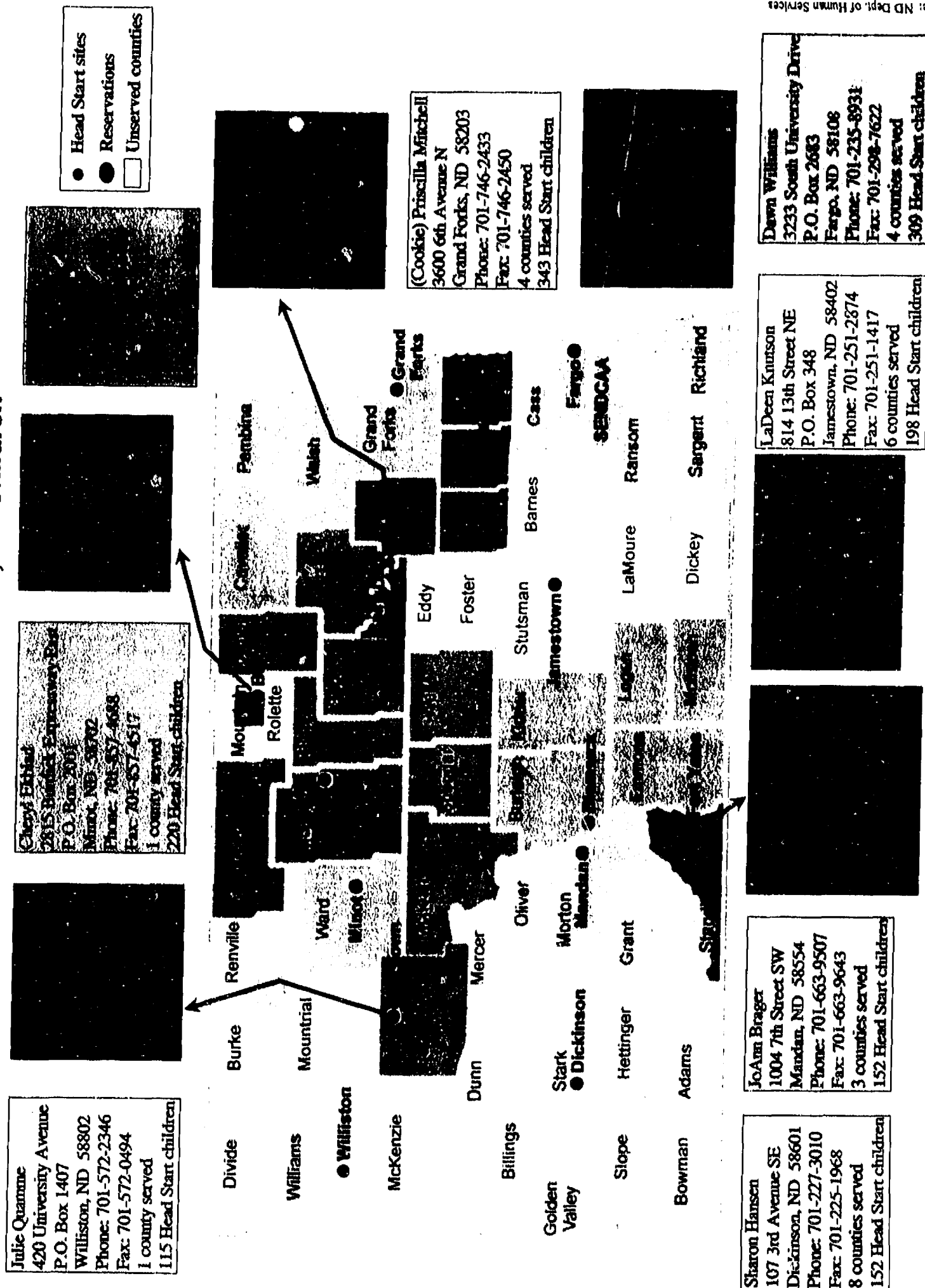
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Operator's Signature

10/16/03  
Date

# NORTH DAKOTA HEAD START SITES, September 2002

## Funded Enrollment: 2,901 Children



For more information please visit our website at: [www.headstartnd.com](http://www.headstartnd.com)

Source: ND Dept. of Human Services  
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*Yolanda Rickford*  
Operator's Signature

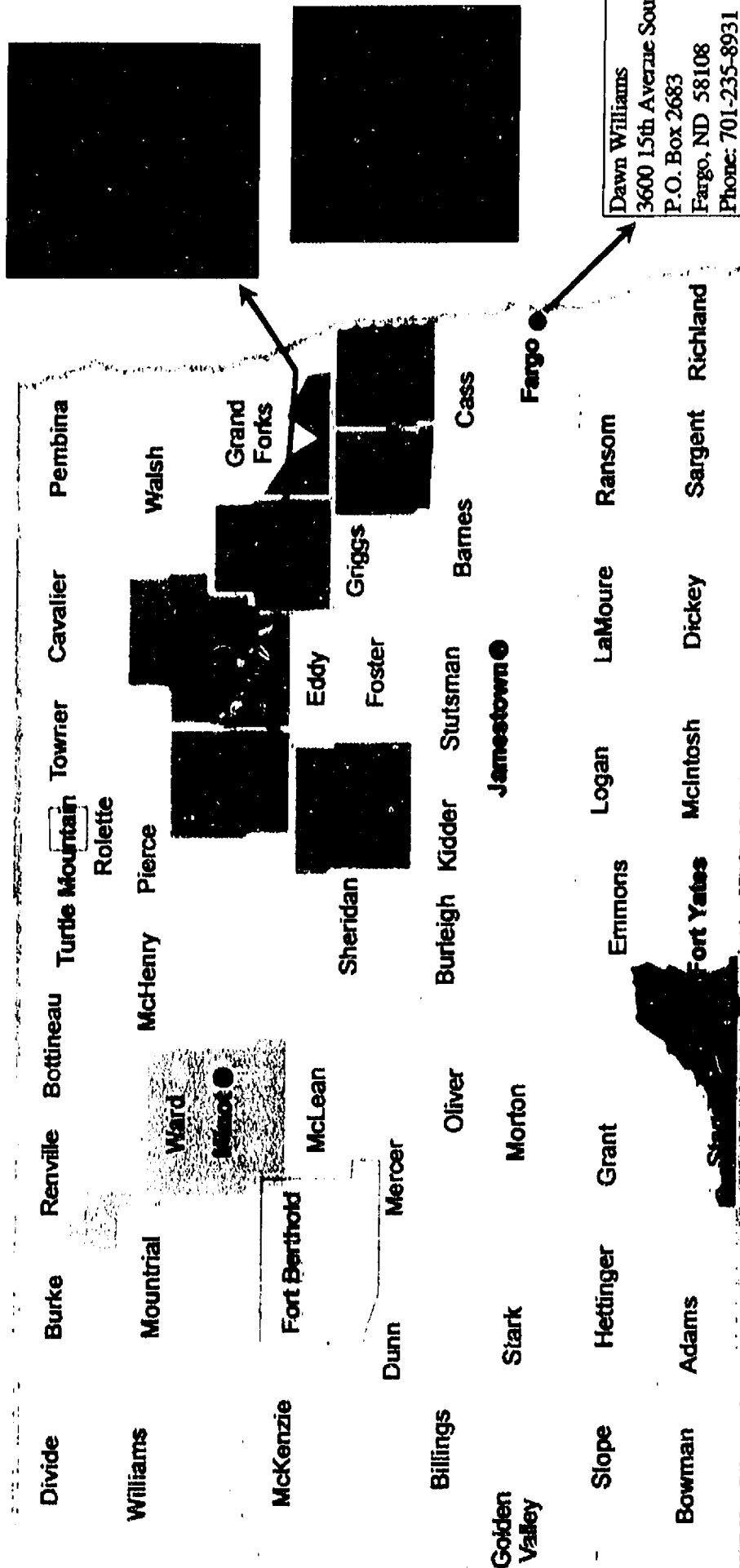
*10/6/03*  
Date

# **ORTH DAKOTA EARLY HEAD START SITES, September 2002** **Funded Enrollment: 421 Infants, Toddlers, and Pregnant Women**

**Cheryl Ebbel**  
 2615 Birchwood Drive  
 P.O. Box 2091  
 Minot, ND 58702  
 Phone: 701-857-6683  
 Fax: 701-857-4517  
 1 county served  
 85 infants, toddlers, and pregnant women



- Early Head Start sites
- Reservations
- Unserved counties



**Dawn Williams**  
 3600 15th Avenue South  
 P.O. Box 2683  
 Fargo, ND 58108  
 Phone: 701-235-8931  
 Fax: 701-298-7622  
 1 county served  
 60 infants, toddlers, and pregnant women

**LaDeen Knutson**  
 1311 12th Avenue NE  
 P.O. Box 507  
 Jamestown, ND 58402  
 Phone: 701-252-1821  
 Fax: 701-252-7108  
 9 counties served  
 36 infants, toddlers, and pregnant women



For more information please visit our  
 website at: [www.headstartnd.com](http://www.headstartnd.com)

Source: ND Dept. of Human Services  
 R&S T:\Health\Hds\hdsrpt\08-23-02

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*Yolanda Rickford*  
 Operator's Signature

10/6/53  
 Date



# Head Start FACES: Longitudinal Findings on Program Performance

## Third Progress Report



U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES  
Administration for Children & Families  
Administration on Children, Youth & Families  
Commissioner's Office of Research & Evaluation  
and the Head Start Bureau

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*Salvatore Rickford*  
Operator's Signature

*10/16/03*  
Date

**Head Start is the Nations Pride – It Works For Children & Families**

Mary Lee Anderson #4 Parkway Drive Minot, ND 58701

701-838-6604

I stand before you today to ask you not to agree to move Head Start from the Department of Health and Human Services to the Department of Education. I am a master's prepared registered nurse with 28 years of experience. Ordinarily I would not mention my education, but today it may be relevant.

Imagine if you will, a twenty-one year old mom with a three year old son. She is on welfare and food stamps and has no clear vision of how to change her life and that of her son. She walks to work at a discount store where she earns minimum wage while working 30 hours per week – a system the store uses so she is not eligible for full-time benefits. Raises are annual at between 30 and 50 cents per hour. Life seems like a hopeless struggle.

A friend tells the mom about a program called Head Start and takes the mom to the program to apply. The mom goes because she hopes they will take care of her son while she works. You see, the babysitter she carries her little boy to each day does not like her little boy. The baby sitter has told the mom several times, "welfare don't pay me very good for watching kids, and I'm not saying you're like this, but most welfare moms just have more kids to get a bigger check and hell that's just like robbing me 'cause I've got to pay in more taxes to support more welfare brats!"

The mom walks into the Head Start office and the people act like they are happy to see her and her little boy. They even smile at him and talk directly to him, and actually listen to what he says. They are nice to the mom too and ask her to sit down and talk to one of the Head Start office ladies. The Head Start lady tells the mom about a program through the employment office that helps single moms go back to school so they can support themselves and their children better. The lady says she'll help the mom fill out the application form and call the employment office for an appointment. The mom says she'd like to go to school, but she doesn't have a way to get there, a full time babysitter or any money to pay for school. The lady from Head Start says, "we'd love to take care of your little boy and if the employment office will help you pay for school, we'll find a way to get you there and back!"

The lady asks the mom if she has a safe place to live and enough to eat. The Head Start lady asks the mom if they have beds and blankets, and coats for the winter. The lady says they don't have everything that moms and little children need, but Head Start will help find whatever they need. The Head Start lady tells the mom, "we don't give handouts, but we give a helping hand" and she means it.

Nice story. So what?! How does this prove Head Start should not be moved from the Department of Health and Human Services to the Department of Education? Head Start worked back then and it works now because of the strong commitment to serve families, not just to educate children. Parents are involved from the moment they enroll a child in Head Start. Parents are asked to give input on everything that goes on at Head Start from the menus, to hiring and firing, to methods of education used in the classrooms to the equipment for the playground. Not only are they asked to give input, but the decisions made by parents are the direction that is followed. Parents are supported in improving their own



education, acquiring better jobs, better housing and health care. Parents are given a hand, not a hand-out. Parents are honored, respected and included in every aspect of Head Start.

When parents begin to feel in control of their own destiny, they are able to give more to their children. When parents begin to feel hope, they give their children hope. In order for children to succeed, parents in poverty, must be given the tools to break free from the bondage of hopelessness. Those tools are respect, education and inclusion.

So, why won't the Department of Education be able to have strong social support systems like Head Start presently has with its parent policy councils, parent involvement committees, parent education committees, childrens health screenings (dental, hearing, vision and physical exam) and follow-up for all identified concerns, nutrition programs, male involvement groups, etc, etc, etc?! The Department of Education has had difficulty in maintaining just the education of kindergartners through 12<sup>th</sup> graders without trying to provide a family support system for education, nutrition, health care, etc.

Why would it be beneficial to move a program that works?! – to a department more troubled than the department in which it has always been successful?! Why espouse to teach “literacy” as if it has not been addressed daily for these past thirty plus years in every Head Start program in the country? Ask why this move will improve literacy for the poor? Ask what tools will be used to measure this “improved literacy.”

Head Start teachers are prepared by the completion of a CDA (child development associate) – an intense course that addresses normal growth and development, social, emotional, health and educational needs of newborn to five year old children. In addition, Head Start teachers have either a two year associate degree in early childhood education or a four year degree. Since the inception of Early Head Start some 10 + years ago (Early Head Start is the sister program to Head Start), the curriculum for both Head Start and Early Head Start teachers has expanded dramatically. The emphasis on brain development associated with loving trusting relationships during infancy and toddlerhood has led to the advent of “primary early childhood educators/ caregivers” in Early Head Start. This system is/should be envied by day-care centers. In this system, the child is cared for from birth to age three by the same caregiver – a person next to the parent who knows and loves the child and forms a bond of trust – a bond that research suggests enhances the formation of synaptic connections in the brain and positively impacts the child's ability to learn and to form relationships. [Read: Ghosts from the Nursery – Tracing the Roots of Violence by Robin Karr-Morse & Meredith S. Wiley published by The Atlantic Monthly Press, New York, copyright 1997].

Both Head Start and Early Head Start have curriculums that measure outcomes in learning. Both Head Start and Early Head Start teach literacy in an age appropriate manner. [Read: Much More Than the ABCs – The Early stages of Reading and Writing by Judith A. Schickedanz published by the National Association for the Education of Young Children, copyright 1999]. Both Head Start and Early Head Start are early childhood development and educational programs with high standards for teacher preparation, age appropriate classroom activities, ergonomically correct equipment and above all kindness and respect in every interaction with children and families. Both Head Start and Early Head Start are not day care centers. Both Head Start and Early Head Start provide care during the day to some of the children they serve, but both also provide home visits, center based playgroups, evening and weekend parent educational events and family fun

*Yolanda Richardson*  
Operator's Signature

10/16/03  
Date

events. No day care centers and very few schools provide the range of services that Head Start and Early Head Start provide.

When you are asked to agree to move Head Start and Early Head Start, please advocate for children and families and refuse to destroy a program that works. Head Start works. Early Head Start works. Head Start and Early Head Start are this nation's pride - they set the bar against which all other pre-school programs should be measured. Maybe the Administration has confused day care - a national non-system with Head Start. What really should happen is: all day care should be moved to the Department of Health and Human Services and the premiere standards of Head Start and Early Head Start should be mandated so that not only the children of the poor receive these services, but rather all of our nations littlest people do.

Do not agree to change and forever alter a program that has helped children and parents succeed and become well educated, productive members of society despite socio-economic hardships. Do not bend because the wind blows. Blow back. Stand strong.

In closing, I'd like to get back to the mom, the little boy and the Head Start lady. The mom's name was Mary Maier. The little boy's name was Michael Maier. The Head Start lady's name was Mary Lindbo. The year was 1971. Michael attended Head Start for two years. His mom went to college and also served on the Head Start Parent Policy Council. Head Start nurtured the mom and taught her that she was her son's most important teacher, and she became a better mom, a college graduate, a wife, a taxpayer and an advocate for Head Start. Head Start nurtured and taught the little boy and he grew and learned, and excelled in grade school, high school and college. And then he attended law school. He is a wonderful son, a terrific big brother and a successful attorney.

And this is only one Head Start success story and only one reason not to fix a program that's not broken, among thousands of other success stories. But this is the success story I know best.

This is the story I know best because I am that mom and that little boy is my son.

Mary Lee Anderson, RN, MSN  
#4 Parkway Drive  
Minot, ND 58701  
701 - 838 - 6604