

**Program Description:** Head Start & Early Head Start is a federally funded program through the Department of Human Services, Administration for Children and Families, Office of Head Start. Our Program is an American Indian Alaskan Natives funded program. Eligibility is determined by the National Poverty Guidelines, a member of a federally recognized Tribe, and age criteria is established by the local school district requirements.

Head Start and Early Head Start is a comprehensive early childhood education services provided to children from birth through 5 years old focused on the individual learning styles of children while incorporating creative arts, literacy, language development and communication, science, math, Ojibwe Culture & Language, physical health and development, and social competence.

Our program offers different program options to meet the needs of different families. Through collaboration with the Sault Tribe Child Care, families have the option of full day, full year services.

Home based services are offered to children up to three years old in Chippewa and Mackinac Counties.

Part-day, part-year services are offered for Head Start children in Sault Ste. Marie and St. Ignace, MI.

All program options provide comprehensive services to children with disabilities in collaboration with Local Education Agencies, the Eastern Upper Intermediate School District (EUPISD), Early On, War Memorial Hospital Rehabilitation Department, and Mountain View Psychological Services.

**Center Locations and Services:**

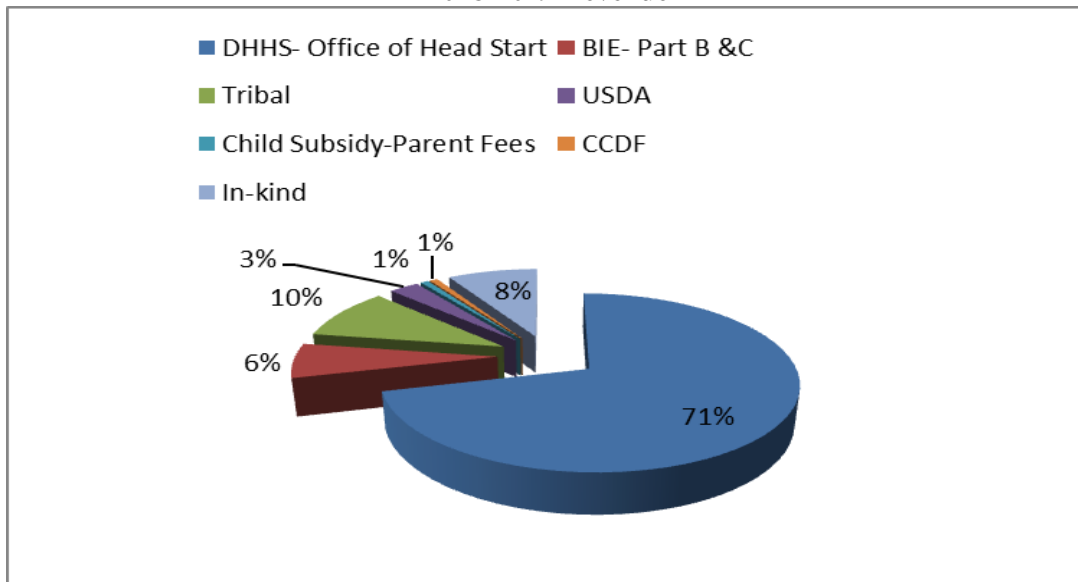
- **2076 Shunk Road, Sault Ste. Marie, MI**
  - Head Start Funded Enrollment: 40  
Part-Day, Part Year services (Monday through Thursday, 4 hours/day, September through May)
  - Early Head Start Funded Enrollment: 28  
Center Based for 16 children, Full-Day, Full-Year, before and after care provided  
Home Based for 12 children, Year Round
  
- **2218 Shunk Road, Sault Ste. Marie, MI**
  - Head Start Funded Enrollment: 20
  - Early Head Start Funded Enrollment: 15
  - Child Care Partnership, Full-Day, Full-Year; before/after care provided
  
- **225 WaSeh Drive, St. Ignace, MI**
  - Head Start Funded Enrollment: 20
  - Extended Day Services (Monday through Thursday, 7 hours/day, September through June)

Sault Ste. Marie Tribe of Chippewa Indians  
 Policy Council Approved: 11/22/19 & BOD Advisory Committee Approved: 11/13/19  
 Head Start & Early Head Start- Grantee 90CI9818  
 Annual Report  
 September 1, 2018– August 31, 2019

**2018-2019 Revenues:**

DHHS – Office of Head Start	\$1,392,974.00
BIE- Part B	\$69,662.53
BIE- Part C	\$16,186.25
Tribal Support	\$190,606.37
USDA Child and Adult Care Food Program	\$54,339.45
Child Care Subsidy- Parent Fees	\$14,510.50
In-Kind	\$166,141.72
CCDF	<u>\$15,000.00</u>
<b>Total Revenue:</b>	<b>\$1,961,327.04</b>

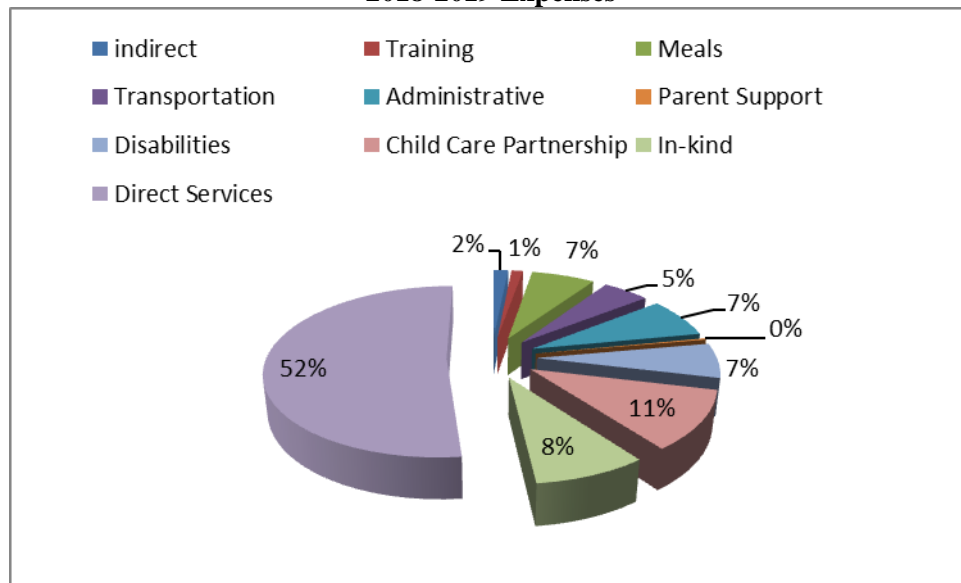
**2018-2019 Revenue**



**2018-2019 Expenses:**

Meals	\$131,759.21
Transportation	\$97,283.14
Training & Technical Assistance	\$23,865.39
Administrative	\$146,672.98
Parent Support	\$5,376.57
Disabilities	\$127,755.00
Sault Tribe Child Care Partnership	\$216,806.32
In-Kind	\$166,141.72
Indirect	\$30,554.00
Direct Services	<u>\$1,015,112.71</u>
<b>Total Expenses:</b>	<b>\$1,961,327.04</b>

**2018-2019 Expenses**



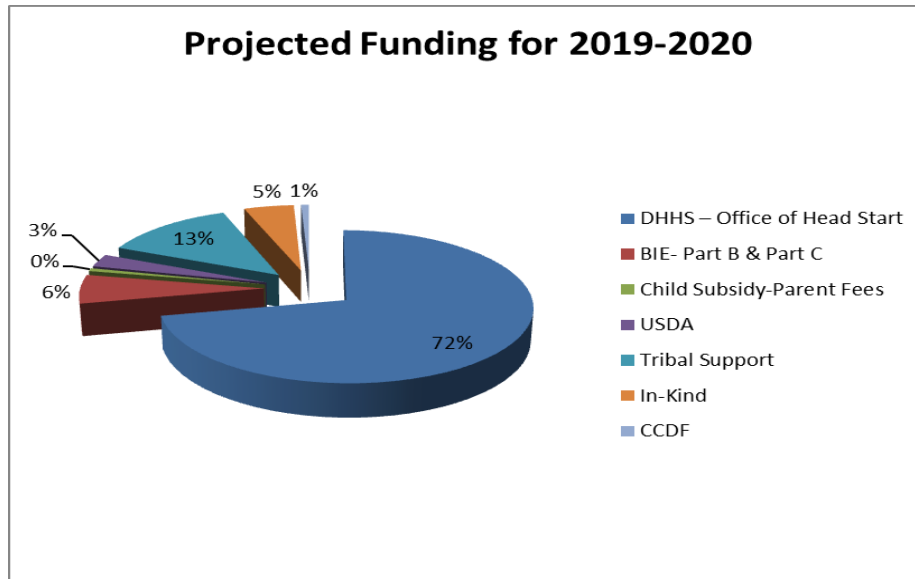
*Parent Support less than 1%*

**Annual Audit:** The annual audit for the fiscal year ending December 31, 2018, was conducted by Dennis, Gartland & Niergarth, Certified Public Accountants, 415 Munson Avenue, Traverse City, Michigan, 49685-0947. In a report dated May 31, 2019; there was a significant finding #2018-001 and as a result The Office of Grants Management is imposing closer monitoring of the Federal Head Start funding for the budget period September 1, 2019 through August 31, 2020, based on the results of the report submitted. Our program will be required to submit quarterly Financial Status Reports (SF-425). The reports are due within 30 days after the end of each quarter and the Final SF425 is due within 90 days of the end of the budget period.

This finding is a Tribal Systems finding; there were no significant findings for Head Start and Early Head Start programs.

**Projected Budget for funding year 2019-2020:**

DHHS – Office of Head Start	\$1,417,189.00
BIE- Part B	\$108,345.00
BIE- Part C	\$14,640.00
Child Subsidy (CCDF) & parent fees	\$13,056.00
USDA, Food Program	\$54,892.00
Tribal Support	\$256,433.00
In-Kind	\$95,598.00
CCDF Quality Funds	<u>\$15,000.00</u>
<b>Total Budget</b>	<b>\$1,975,153.00</b>

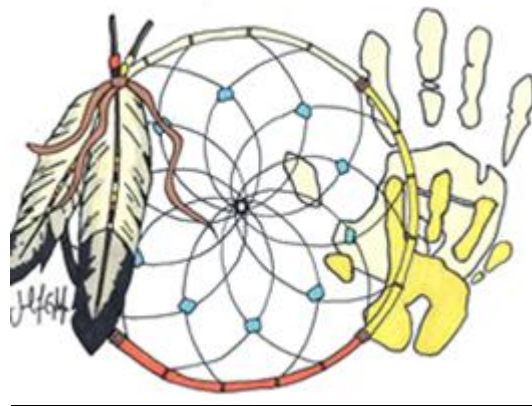


**Note: funding less than 1% is depicted as 0% in the graph**

### State of Michigan Quality Rating System (QRIS)

All three of our centers participate in the QRIS. All three centers have earned at least a four star rating (5 Stars is the highest achievement level).

- Head Start at 225 WaSeh Drive, St. Ignace, MI Four Star Certification
- Child Care Center at 2018 Shunk Road, SSM, MI Four Start Certification
- Head Start & Early Head Start at 2076 Shunk Five Start Certification



Sault Ste. Marie Tribe of Chippewa Indians  
 Policy Council Approved: 11/22/19 & BOD Advisory Committee Approved: 11/13/19  
 Head Start & Early Head Start- Grantee 90CI9818  
 Annual Report  
 September 1, 2018– August 31, 2019

**2018-2019 Program Information Report (PIR) Data**

	<b>Head Start</b>	<b>Early Head Start</b>
Funded Enrollment	80	43
Actual Enrollment	85	47
Children Enrolled with Child Care Partner	27%	38%
Children Enrolled in Center Base	100%	79%
Children Enrolled in Home Base	0%	21%
Children with Disabilities	28%	23%
Pregnant Women	0%	0%
Race-Ethnicity:		
Native American	94%	91%
White	6%	9%
Non-Hispanic/Latino	99%	100%
Hispanic/Latino	1%	0%
Eligibility:		
At or below 100% National Poverty Guidelines	44%	38%
Eligible: Receiving Public Assistance	0%	0%
Eligible: Foster Child	1%	15%
Eligible: Homeless	2%	11%
Over Income	53%	36%
Homeless Families who Acquired Housing	0%	75%
Families Indicating Need for Services	52%	46%
Families Receiving Services	65%	41%

**Families Served:**

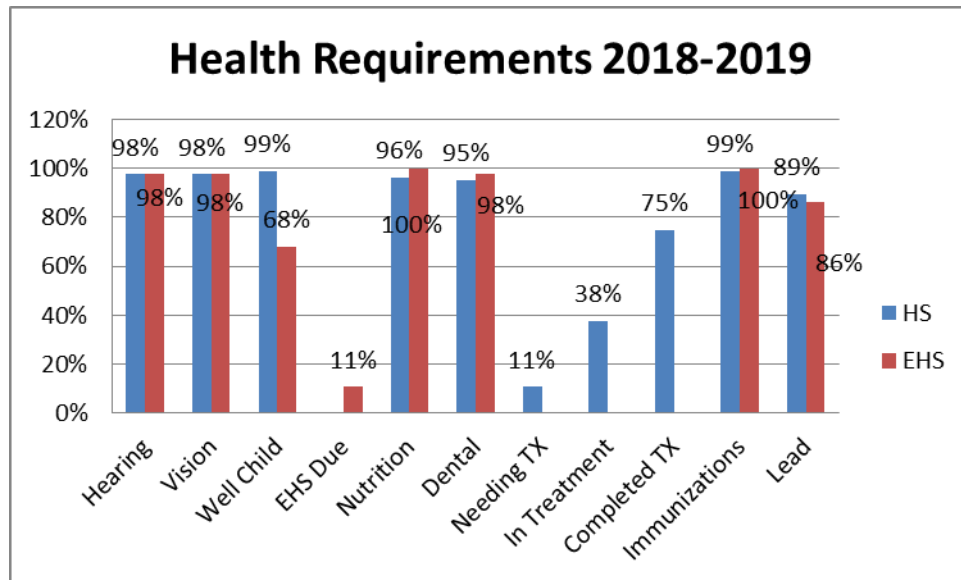
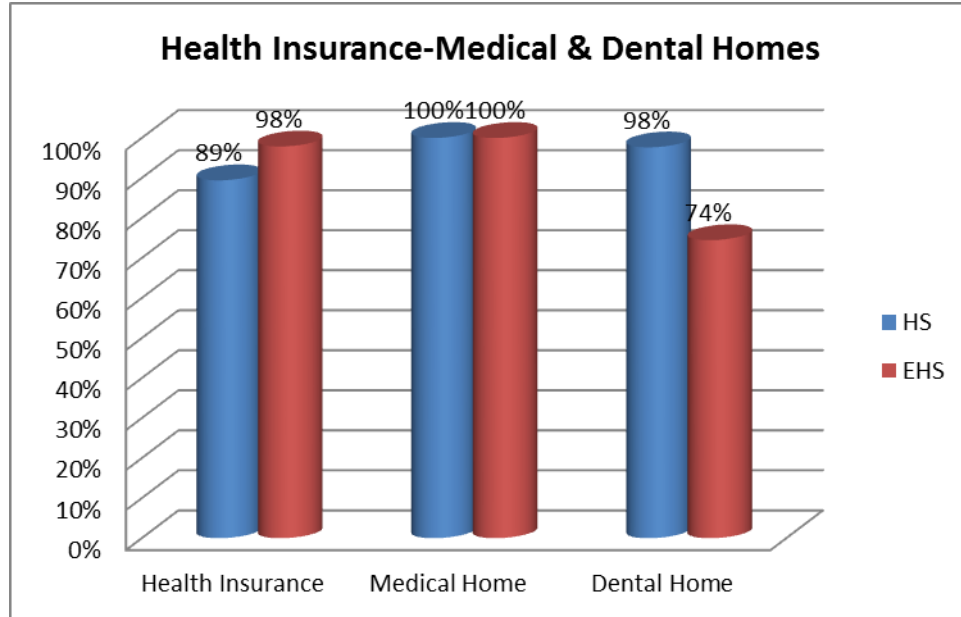
Head Start	79	Two-Parent Families	62%	Single Parent Families	38%
Early Head Start	41	Two-Parent Families	54%	Single Parent Families	46%

**Families Receiving Federal or Other Assistance 2018-2019:**

	<b>Head Start</b>		<b>Early Head Start</b>	
	<b>At Enrollment</b>	<b>End of Enrollment</b>	<b>At Enrollment</b>	<b>End of Enrollment</b>
TANF- Temporary Assistance for Needy Families	5%	9%	10%	7%
SSI-Supplemental Security Income	6%	4%	5%	7%
WIC-Special Supplemental Nutrition Program for Women, Infants and Children	57%	47%	73%	68%
SNAP- Supplemental Nutrition Assistance Program	28%	20%	22%	15%

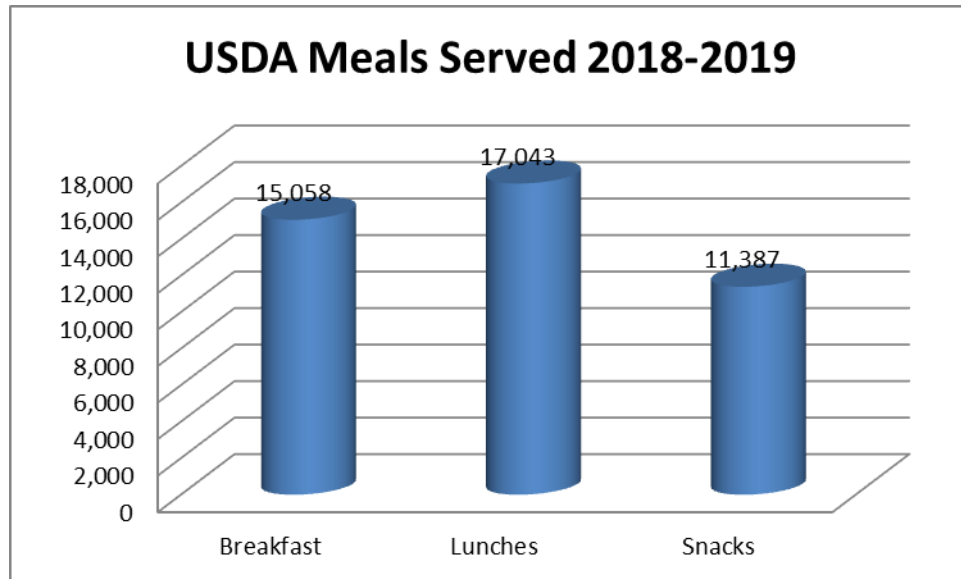
**Health Information**

**2018-2019**



**USDA Child and Adult Care Food Program:**

Our program offers healthy meals to all enrolled participants as part of our participation in the U.S. Department of Agriculture’s (USDA) Child and Adult Care Food Program (CACFP). The CACFP provides reimbursements for healthy meals and snacks served to participants enrolled in our care.



**Federal Reviews (Five Year Grant Period): 09/01/18 through 08/31/24**

We received our Focus Area One Review October 1-4, 2018.  
There were no areas of non-compliance or findings.

**Parent and Family Engagement:**

Our program offers a variety of parent activities throughout the program year. These include (but not limited to): Parent Committees, Policy Council, Health Advisory Committee, classroom volunteers, Parent Opinion Surveys, field trips, parent/teacher conferences, home visits, Drum Socials, socializations, Family Newsletters, and parent workshops focused on the interests of the families enrolled in our program.

Some of the Educational Workshops offered this past year were:

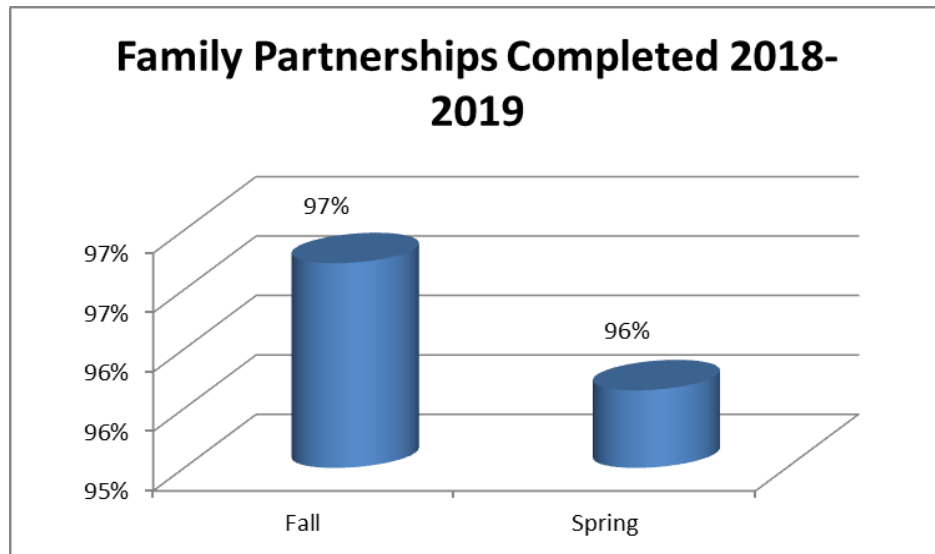
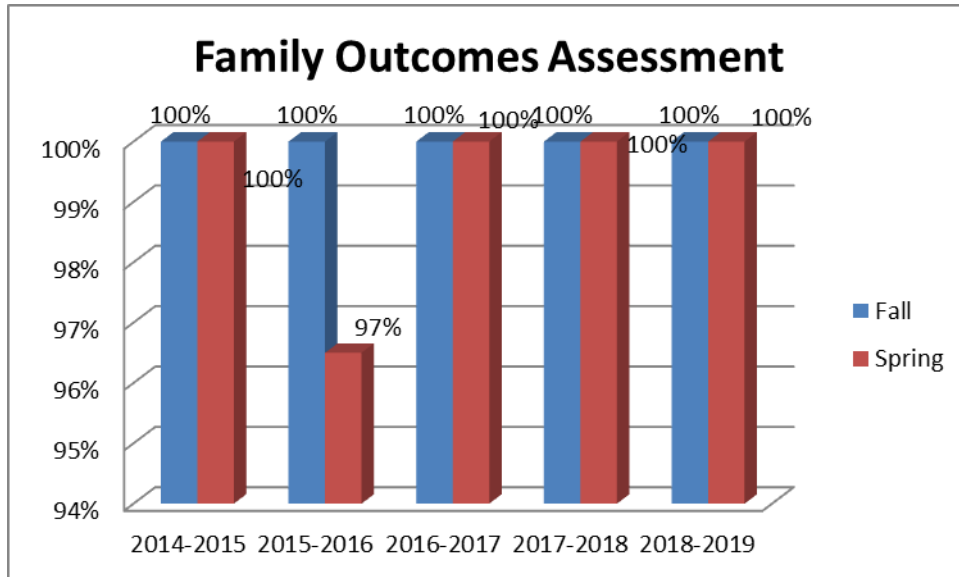
Sault Ste. Marie area:

- Cooking with Kids - Canning Classes (Freezer Jam)
- STEAM (Science, Technology, Engineering, Arts, and Math)
- What to Do When Your Child Gets Sick
- Book Night (Literacy Event)
- Traditional Medicine

St. Ignace area:

- Cooking with Kids
- Healthy Meals
- STEAM (Science, Technology, Engineering, Arts, and Math)

Families participate in a Family Partnership Process which includes a Family Outcomes Assessment.



**Curriculum:**

Teachers use the *Creative Curriculum*™ in conjunction with the *Sault Tribe Cultural Curriculum*. A Cultural Specialist assists the program in teaching Ojibwa language as well as providing experiences in our traditions. Teachers, together with parents, plan educational experiences that meet the needs of the individual child and family assessments on children’s progress are conducted four times per program year. Teachers plan individual and group activities focused around the child’s social/emotional and cognitive growth to prepare them for elementary school. Local public schools work with us to ensure expectations are met for kindergarten and that transitions to elementary schools are seamless.

The Home visitor use the Parents as Teachers™ curriculum and the home visitor is certified to use the curriculum. Home Visitors, together with parents, plan educational experiences that meet the needs of the



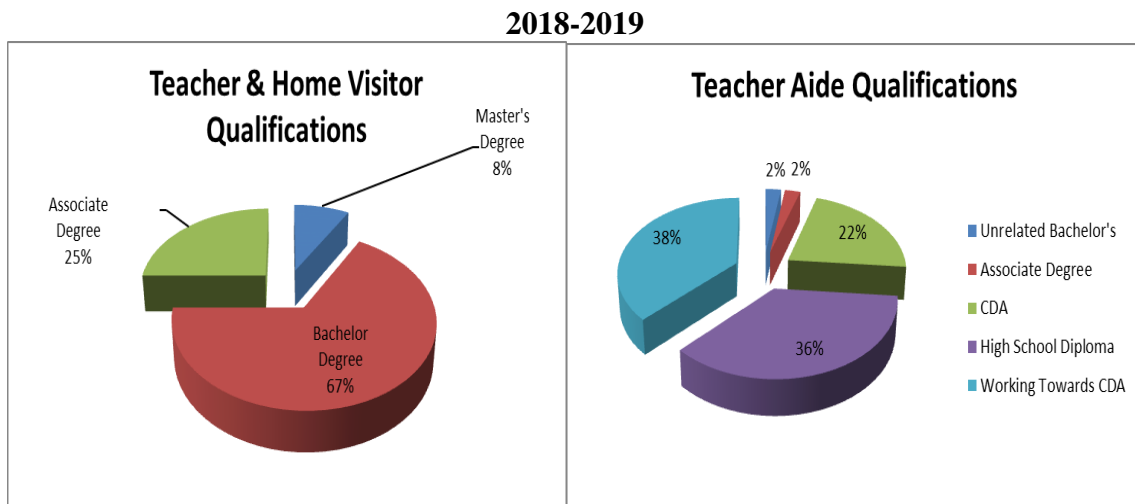
September 1, 2018– August 31, 2019

individual child and family. Families come together once a month in each county for a socialization/play group experience in collaboration with Great Start.

**Staff Qualifications:**

**2018-2019** Teachers must have a minimum of a Bachelor’s degree, or an Associate’s Degree with the ability to obtain a Bachelor’s degree within 2 years of hire. Teachers are required to obtain 15 hours of professional development annually specific to Early Childhood.

Teacher Aides must have a high school diploma and must obtain their CDA’s within two years of hire. Teacher aides are required to obtain 15 hours of professional development annually specific to Early Childhood.



**Other Staff:**

- Early Childhood Program Manager: Bachelor’s Degree in Business Administration, Associates ECE
- Education/Disabilities Supervisor: Bachelor’s Degree in Sociology w/ minor in ECE
- Health Coordinator: Bachelor’s Degree in Business Administration
- Family Service Coordinator (3 positions)
  - Bachelor’s in Criminal Justice w/minor counseling
  - Associates in ECE w/ Family Service Focus
  - Associates in Social Services
- Teacher Mentor Coach (2 positions): Both have Bachelor’s in ECE

**SCHOOL READINESS & PARENT ENGAGEMENT GOALS & ACTIVITIES**

**Physical Development & Health**

Children will demonstrate traveling and balancing skills, as well as demonstrating gross-motor manipulative skills. They will display fine motor strength and coordination. Children will be up to date on all well child exams and scheduled immunizations. They will demonstrate a variety of safe and

September 1, 2018– August 31, 2019

healthy routines and habits, and verbalize reasoning about the importance of having safe and healthy practices.

Parents will progressively gain knowledge and skills in supporting physical development and health as it pertains to their child, as well as increasing their health knowledge and practices by participating in age appropriate activities at school and at home.

### **Social Emotional Development**

Children will demonstrate the ability to regulate their own emotions and behaviors. They will demonstrate skills in establishing and sustaining positive relationships with other children, as well as adults. Children will participate cooperatively and constructively in group situations.

Parents will progressively gain knowledge and skills in supporting the social-emotional health of their child and will increase their abilities to sustain positive parent/child relationships.

### **Approaches to Learning**

Children will demonstrate an increasing capacity to attend, engage, and persist in developmentally appropriate activities. They will exhibit problem solving skills by using available information, resources, and materials to overcome obstacles and achieve a goal. Children will display curiosity about their environment and increasing motivation to complete goals. Children will demonstrate flexibility in thinking, considering alternative possibilities, finding their own ways to resolve conflicts, and solving problems with tools and materials.

Parents will progressively gain knowledge and skills in supporting positive approaches to learning as it pertains to their child.

### **Language & Literacy**

Children will demonstrate the ability to listen to and understand increasingly complex language, as well as, use language to express their thoughts and needs. They will also show the capability of using appropriate conversational and other communication skills.

Children will demonstrate phonological awareness, knowledge of the alphabet, and knowledge of print and its uses. They will display the ability to comprehend and respond to books and other texts. Children will exhibit emergent writing skills.

Parents will progressively gain knowledge and skills in supporting language and literacy development as it pertains to their child

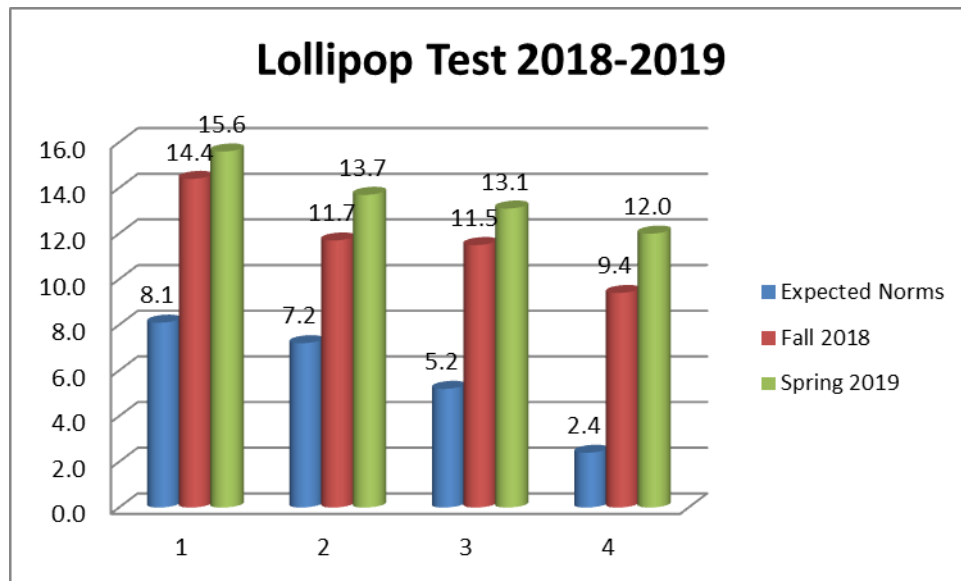
### **Cognition and General Knowledge**

Children will demonstrate the ability to remember and connect experiences, as well as use emergent classification skills. They will exhibit skill in using symbols and images to represent something not present. Children will also show emerging skill in using number concepts and operations, exploring spatial relationships and shapes, comparing and measuring, and demonstrating knowledge of patterns.

Parents will progressively gain knowledge and skills in supporting cognition and general knowledge as it pertains to their child.

### **Child Outcomes – 4 year olds**

The Lollipop Test is a diagnostic screening test of school readiness administered to all 4 year olds in our programs. The Lollipop Test contains four subtests; Test 1 is the Identification of colors and shapes and copying shapes; Test 2 is picture description, position and spatial recognition; Test 3 is the identification of numbers and counting; and Test 4 is the identification of letters and writing. Children made gains in all areas from fall to spring.

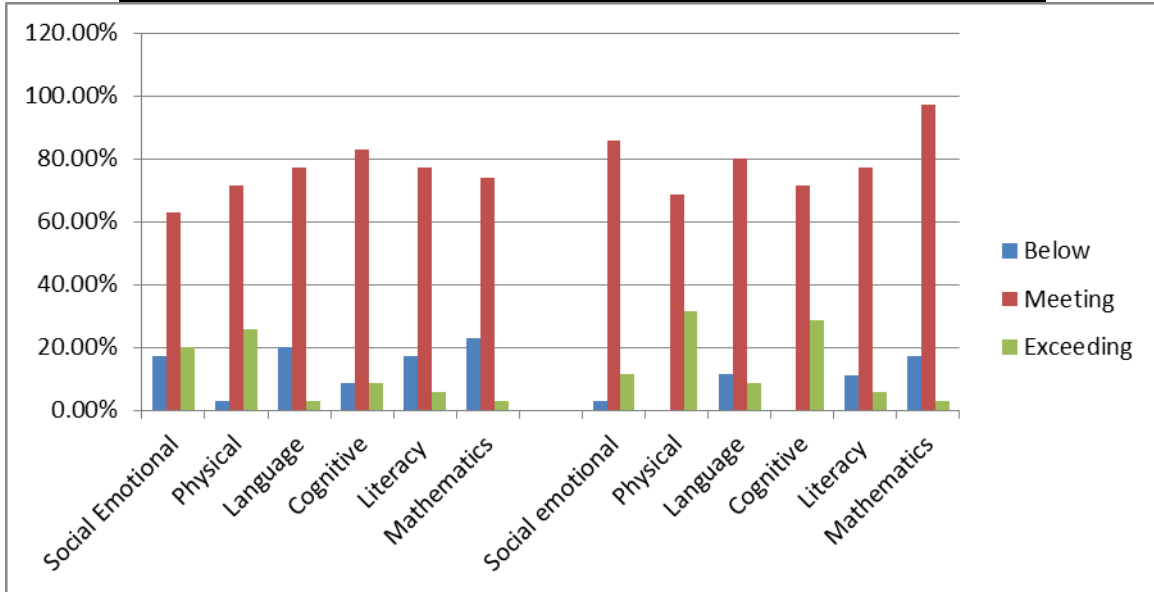


1. Identification of colors and shapes, and identifying shapes: Gain of 1.2
2. Picture description, position, and spatial recognition: Gain of 2
3. Identification of numbers and counting: Gain of 1.6
4. Identification of letters and writing: Gain of 2.6



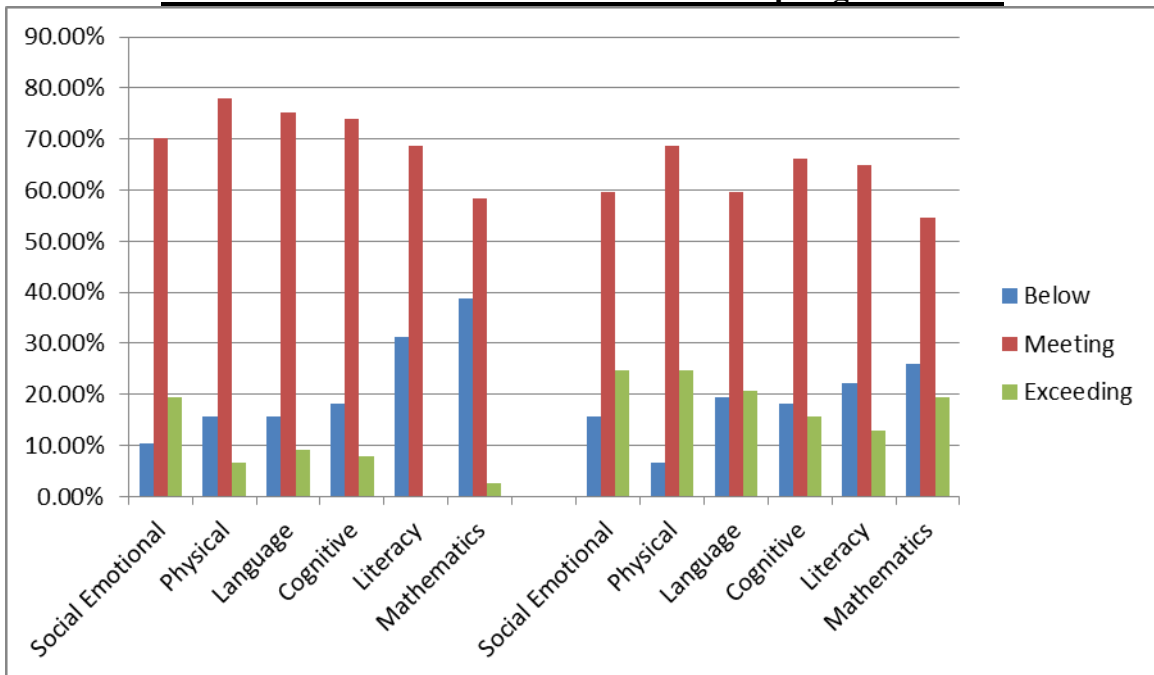
**Teaching Strategies GOLD (on-going assessment)**

**Early Head Start GOLD Assessment Data Fall to Spring 2018-2019**



\*This information is taken from the *Teaching Strategies GOLD* Snapshot Report. *Widely Held Expectations* is defined by TSG as “the knowledge, skills, and behaviors of an individual child, class, or other group in comparison with widely held developmental expectations for children of the same age or class/grade.

**Head Start GOLD Assessment Data Fall to Spring 2018-2019**



\*This information is taken from the *Teaching Strategies GOLD* Snapshot Report. *Widely Held Expectations* is defined by TSG as “the knowledge, skills, and behaviors of an individual child, class, or other group in comparison with widely held developmental expectations for children of the same age or class/grade.

**Special Circumstances:**

Due to severe weather two of our centers were closed for a record amount of time during this school year.

- 2076 Shunk Road, Sault Ste. Marie, MI was closed for a total of 10 days (7 for weather and 3 due to furnace issues and it was too cold to have children in the building).
- 225 WaSeh Drive, St. Ignace, MI was closed for 11 days – all due to severe weather.

**Special Projects:**

- Received notification that the program was awarded another five year grant for Head Start and Early Head Start.
- Sault Ste. Marie Tribe of Chippewa Indians Board of Directors, with the support of the Child Care Development Fund, approved the construction of a new Early Childhood Education Programs facility. The building will house Head Start, Early Head Start and CCDF Child Care. The facility is scheduled to open in January 2021.
- Contracted an additional Mental Health Professional to work solely at the Child Care Center for 6 hours a week. Providing services to 44 children and their families.
- Contract with Mental Health Professional for 6 hours of services on a weekly basis. Providing services to 76 children and their families.
- Contract with War Memorial Rehabilitation Center to provide on-site speech/language services to children.
- SEECs- Special Education Early Childhood Services – Sault Area School collaboration for services to children with disabilities.
- Early Childhood Programs Manager is a member of Tribal Leadership Committee, Bay Mills Community College Education Advisory Committee, EUP Great Start Collaborative, and Tribal Facility Committee.
- Education Disabilities Supervisor is a member of the Michigan Interagency Coordinating Council, Local Interagency Coordinating Council, EUP School Readiness Advisory Committee, Early Care and School Readiness Committee, Early-On Case Management & Transition Committee, AIAN FACES, Tribal Early Childhood Research Steering Committee and the EUP Great Start Collaborative.
- One Family Service Coordinator is on the Strengthening Families, Chippewa Council for Youth and Families, RSVP (retired and senior volunteer program) with United Way, Great Start Collaborative, and Navigator committee.
- All centers participate in Michigan's Quality Rating Improvement System.
- Twenty-five classroom staff have obtained reliability certification in Teaching Strategies GOLD, our on-going assessment tool.
- Lake Superior State University Student Intern Program.
- EUPISD Joint Recruitment and Enrollment.
- Collaboration with United Way Retired Senior Volunteer Program – Reading buddies for our Early Childhood Education Programs classrooms and children.
- Eight Educational Workshops for Parents were offered
- Twelve staff are trained in the Denver Developmental II Test.

Submitted by: Anne Suggitt, Early Childhood Programs Manager Date: 10/24/19