

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, Mountain View Psychological Services, and Webers and Devers Psychological Services.

Due to the COVID Pandemic all center and home-based services were suspended from March 23-June 3, 2020. Centers partially re-opened on June 3, 2020. We re-opened to essential workers and served families who were actively working out of the home.

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

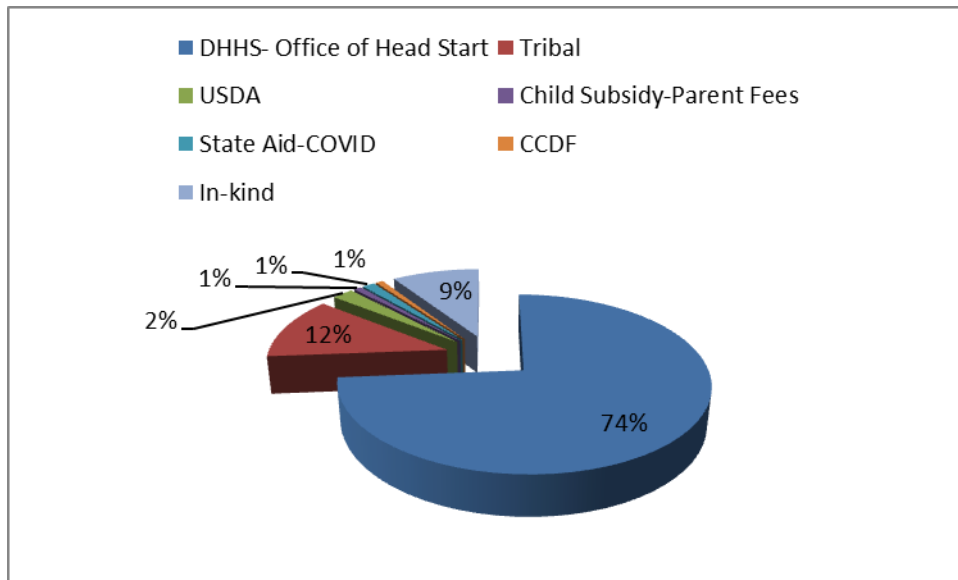
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- **225 WaSeh Drive, St. Ignace, MI**
 - Head Start Funded Enrollment: 20
 - Extended Day Services (Monday through Thursday, 7 hours/day, September through June)

2019-2020 Revenues:

DHHS – Office of Head Start	\$1,417,189.00
Tribal Support	\$228,893.74
USDA Child and Adult Care Food Program	\$42,992.00
Child Care Subsidy- Parent Fees	\$11,887.35
Child Care Subsidy-State	\$3,382.90
State Aid-COVID	\$25,112.28
In-Kind	\$177,328.86
CCDF	<u>\$15,000.00</u>
Total Revenue:	\$1,921,786.13

2019-2020 Revenues

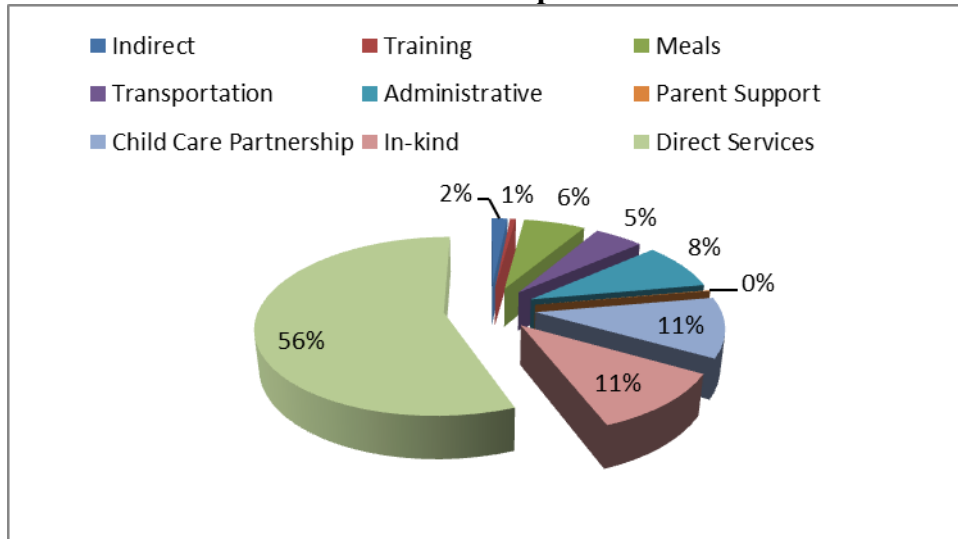


2019-2020 Expenses:

Meals	\$122,367.02
Transportation	\$97,283.14
Training & Technical Assistance	\$11,291.69
Administrative	\$163,926.73
Parent Support	\$1,958.28
Sault Tribe Child Care Partnership	\$209,479.17
In-Kind	\$209,993.57
Indirect	\$31,328.62
Direct Services	<u>\$1,074,157.91</u>
Total Expenses:	\$1,921,786.13

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2019-2020 Expenses



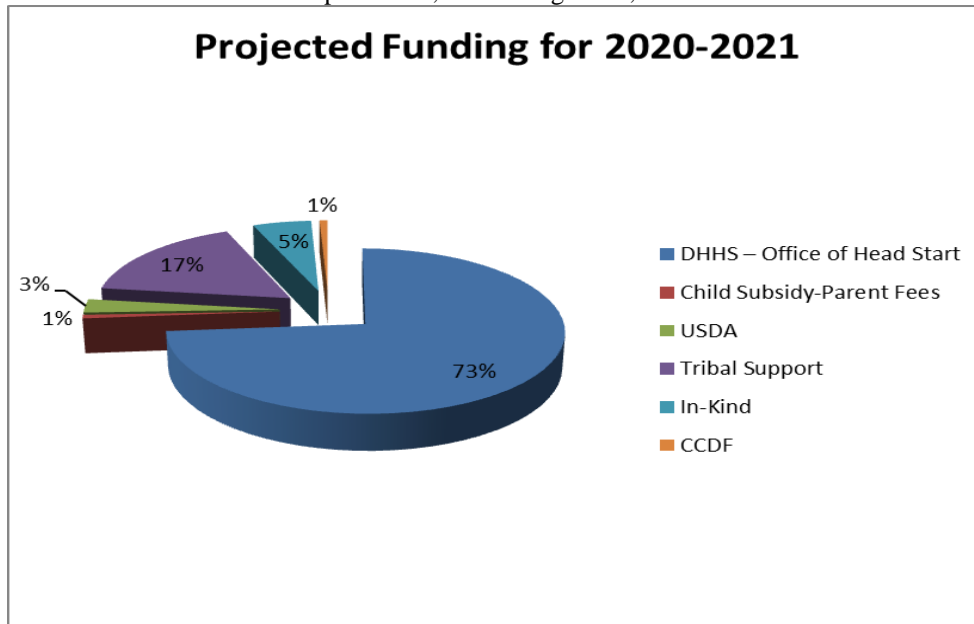
Parent Support less than 1%

Annual Audit: The annual audit for the fiscal year ending December 31, 2019, was conducted by Dennis, Gartland & Niergarth, Certified Public Accountants, 415 Munson Avenue, Traverse City, Michigan, 49685-0947. In a report dated July 16, 2020; there was a significant finding #2019-001 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, 2020 through August 31, 2021, 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 2020-2021:

DHHS – Office of Head Start	\$1,500,035.00
Child Subsidy (CCDF) & parent fees	\$14,892.00
USDA, Food Program	\$55,478.00
Tribal Support	\$343,553.00
In-Kind	\$108,429.00
CCDF Quality Funds	<u>\$15,000.00</u>
Total Budget	\$2,037,387.00

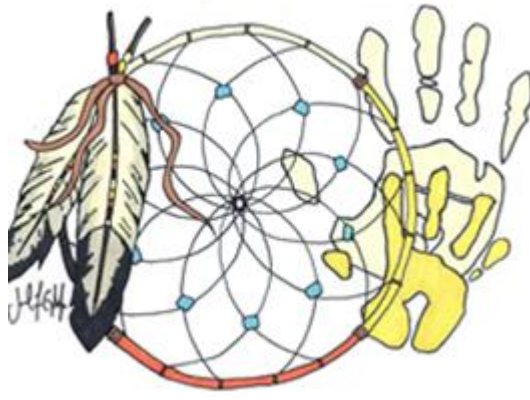


Note: funding less than 1% is depicted as 0% in the graph

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-4 Star Certification
- Child Care Center at 2018 Shunk Road, SSM, MI-4 Start Certification
- Head Start & Early Head Start at 2076 Shunk-5 Start Certification



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2019-2020 Program Information Report (PIR) Data

	Head Start	Early Head Start
Funded Enrollment	80	43
Actual Enrollment	86	44
Children Enrolled with Child Care Partner	26%	40%
Children Enrolled in Center Base	100%	80%
Children Enrolled in Home Base	0%	20%
Children with Disabilities	20%	29%
Pregnant Women	0%	0%

Race-Ethnicity:

Native American	92%	89%
White	7%	11%
Non-Hispanic/Latino	99%	100%
Hispanic/Latino	1%	0%

Eligibility:

At or below 100% National Poverty Guidelines	36%	45%
Eligible: Receiving Public Assistance	0%	0%
Eligible: Foster Child	6%	7%
Eligible: Homeless Over Income	1%	14%
Homeless Families who Acquired Housing	57%	34%
Families Indicating Need for Services	0%	75%
Families Receiving Services	52%	46%
	65%	41%

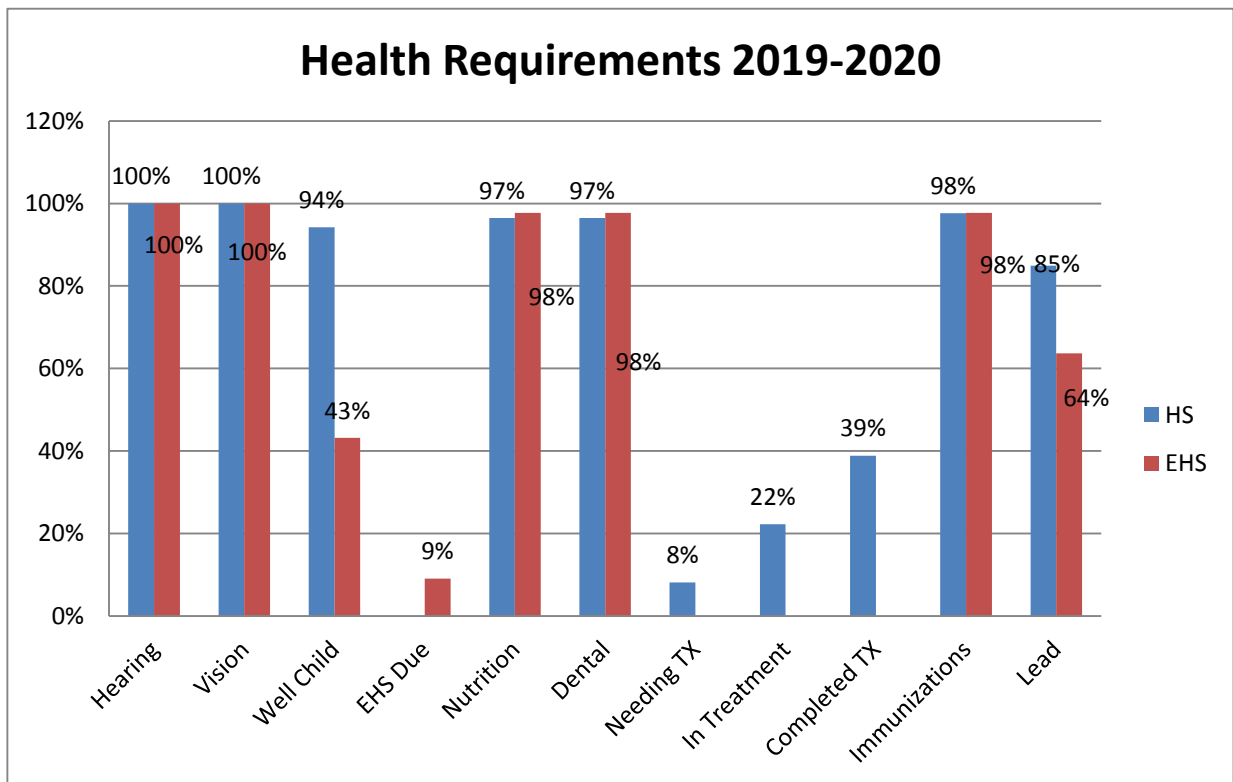
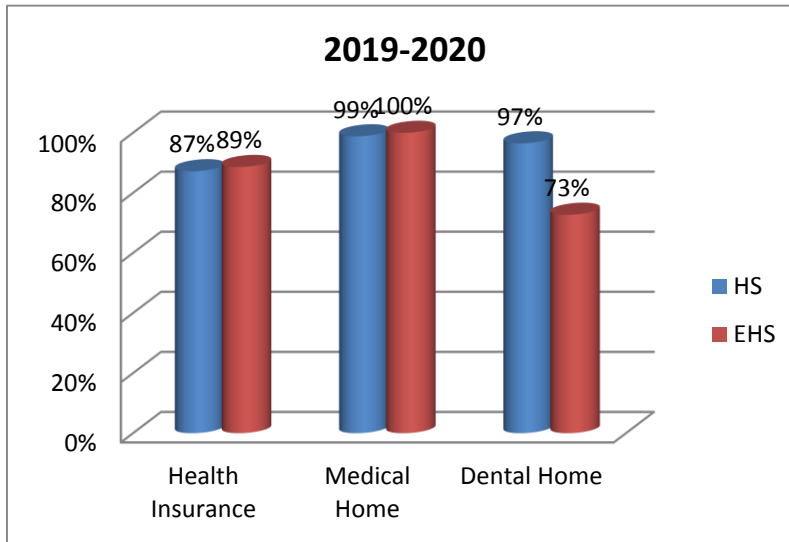
Families Served:

Head Start	79	Two-Parent Families	48%	Single Parent Families	52%
Early Head Start	37	Two-Parent Families	46%	Single Parent Families	54%

Families Receiving Federal or Other Assistance 2019-2020:

	Head Start		Early Head Start	
	At Enrollment	End of Enrollment	At Enrollment	End of Enrollment
TANF- Temporary Assistance for Needy Families	1%	2.5%	0%	0%
SSI-Supplemental Security Income	0%	1%	0%	0%
WIC-Special Supplemental Nutrition Program for Women, Infants and Children	41%	32%	27%	24%
SNAP- Supplemental Nutrition Assistance Program	18%	20%	11%	8%

Health Information

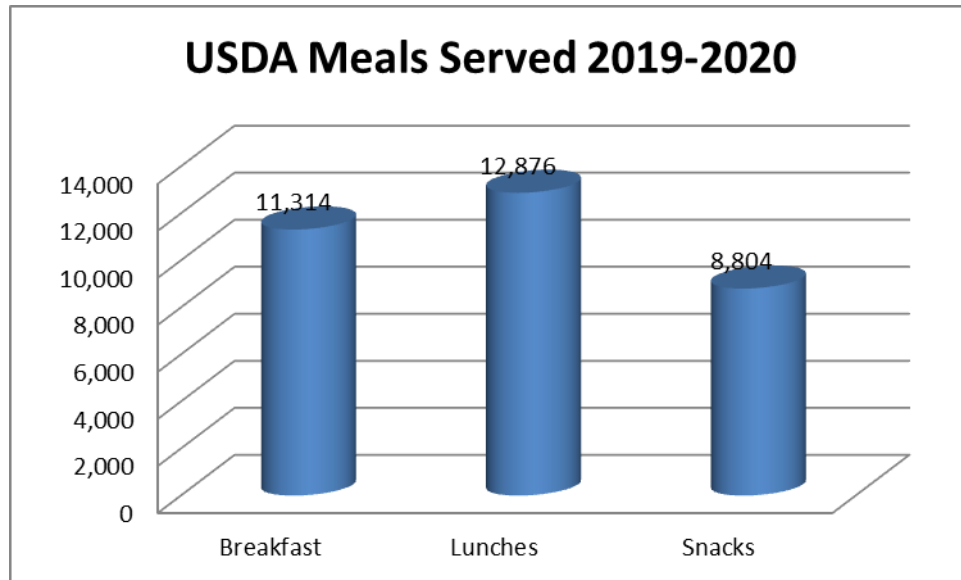


USDA Child and Adult Care Food Program:

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

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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.

We received notification that OHS will be conducting Focus Area Two Review during the 2020-2021 program year. Date is T.B.A.

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 and Canning Classes
- Birch Bark Painting
- STEAM (Science, Technology, Engineering, Arts, and Math)
- Drive-In Movie Night
- Transitions

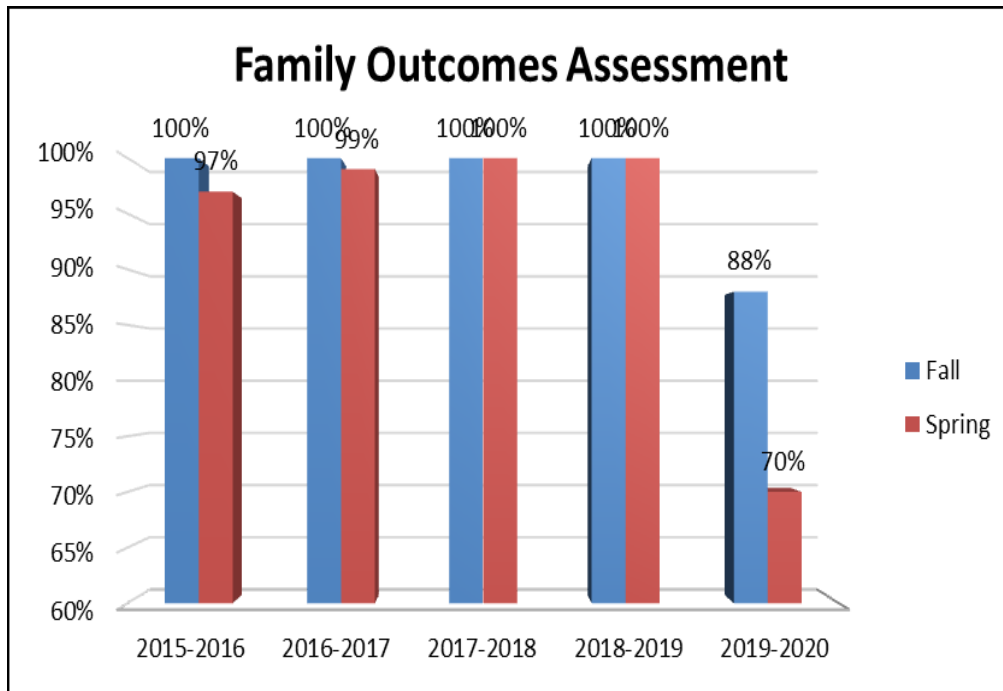
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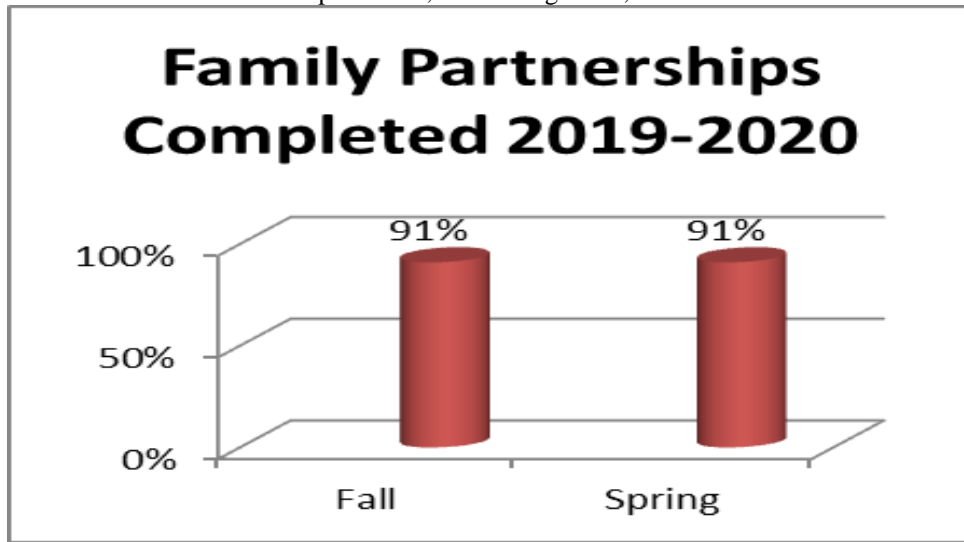
St. Ignace area:

- Cooking with Kids
- Thanksgiving Feast and Drum Social
- STEAM (Science, Technology, Engineering, Arts, and Math)

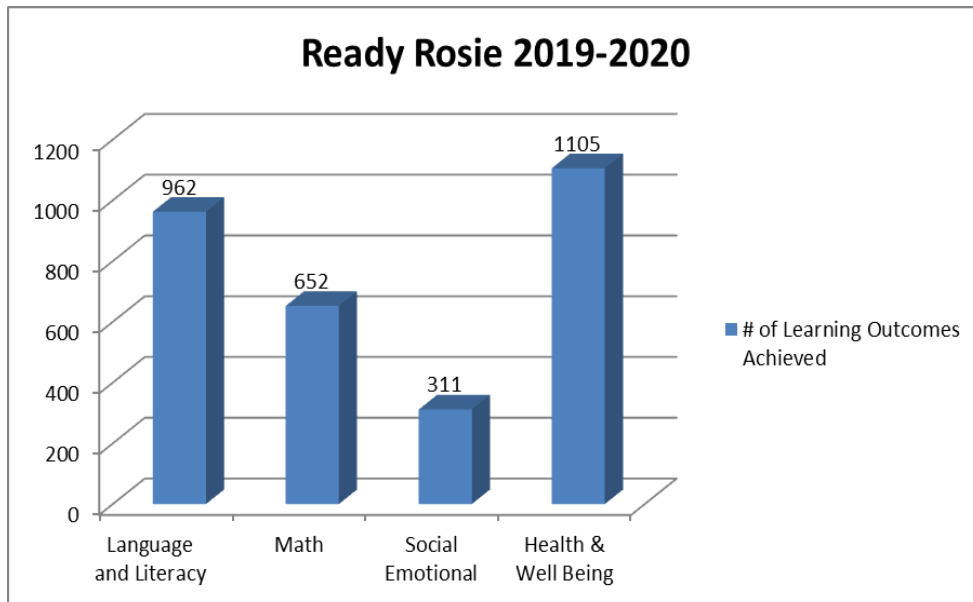


Families participate in a Family Partnership Process which includes a Family Outcomes Assessment.





Ready Rosie:



Curriculum:

Teachers use the *Creative Curriculum*TM 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.

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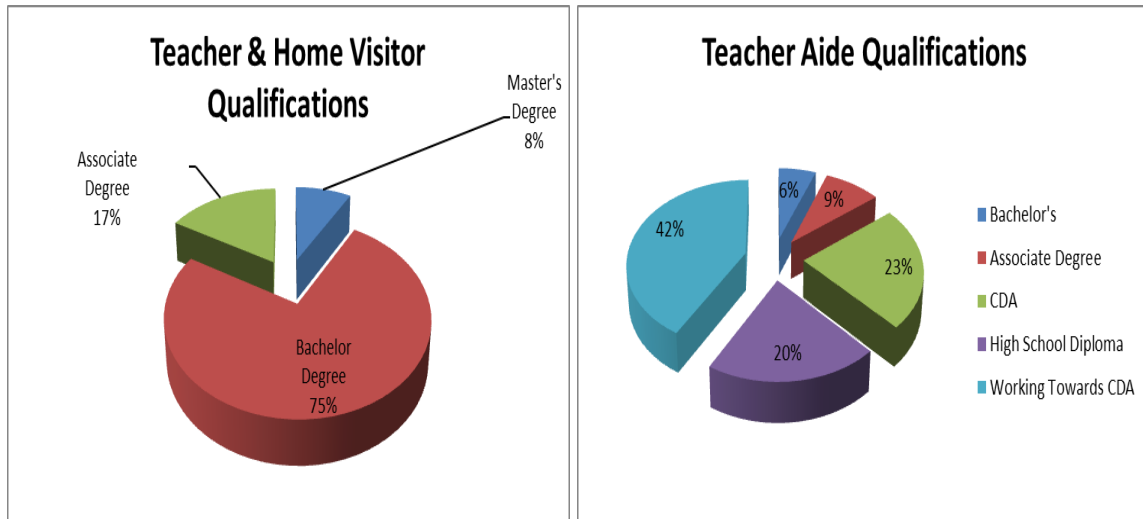
The Home visitor use the Parents as Teachers™ curriculum and the home visitor is certified to use the curriculum. Home Visitors, together with parents, plan educational experiences that meet the needs of the individual child and family. Families come together once a month in each county for a socialization/play group experience in collaboration with Great Start.

Staff Qualifications:

2019-2020 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.

2019-2020



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

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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 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

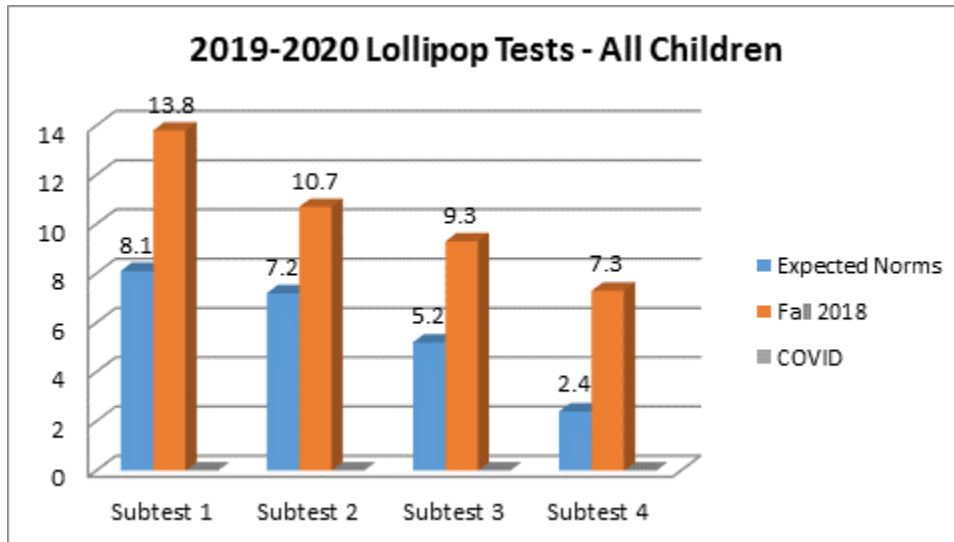
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operations, exploring spatial relationships and shapes, comparing and measuring, and demonstrating knowledge of patterns.

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

Child Outcomes – 4 year olds

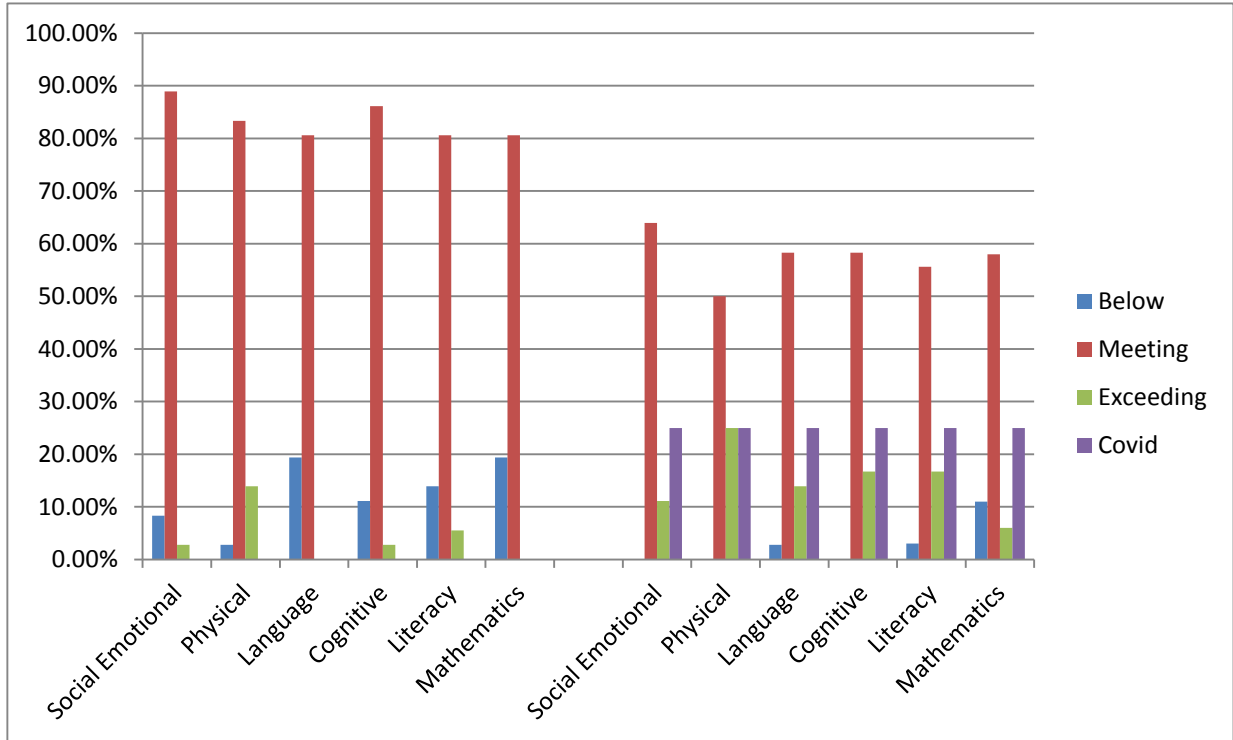
The Lollipop Test is a diagnostic screening test of school readiness administered to all 4 year olds in our programs. The Lollipop Test contains four subtests; Test 1 is the Identification of colors and shapes and copying shapes; Test 2 is picture description, position and spatial recognition; Test 3 is the identification of numbers and counting; and Test 4 is the identification of letters and writing. Children were well above the expected norms in all areas but due to COVID19 closure, children were not screened in the spring to see where they made gains for the year.



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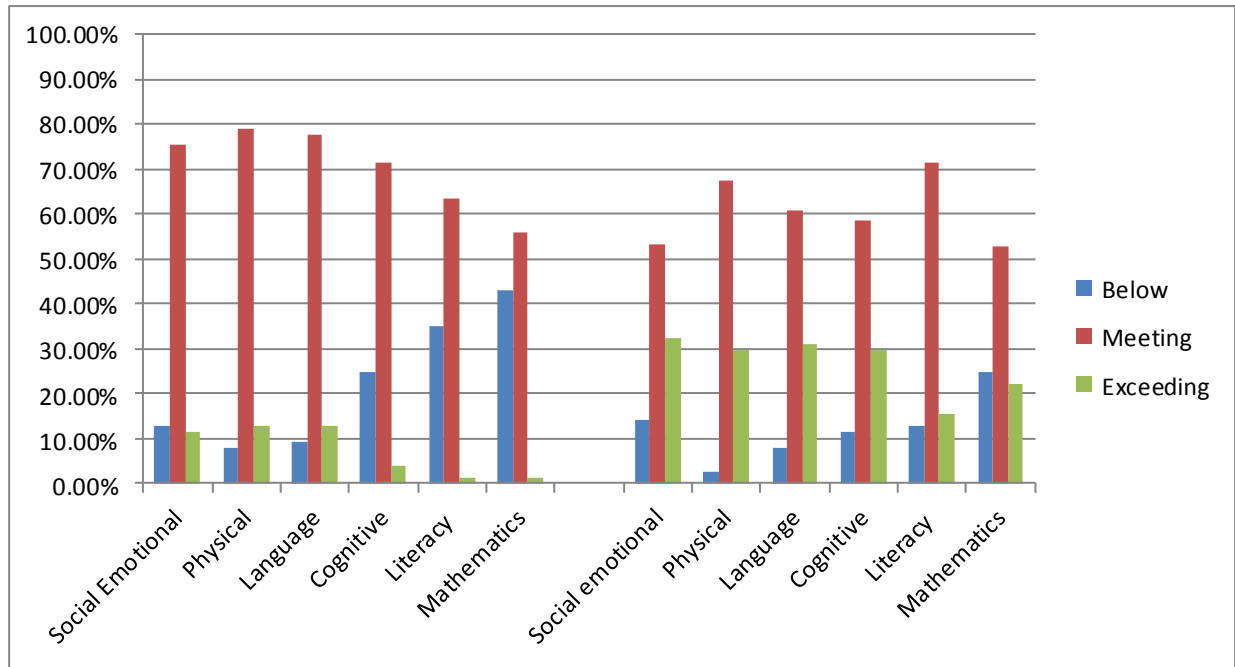
Teaching Strategies GOLD (on-going assessment)

Early Head Start GOLD Assessment Data Fall to Summer 2019-2020



***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. Due to COVID19, we did not fully open in June 2020 so many children were not assessed as depicted in the COVID column of graph.**

Head Start GOLD Assessment Data Fall to Spring 2019-2020



***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 COVID-19 pandemic, our centers closed March 17, 2020 through June 2, 2020. Prior to reopening our team members were trained in a reopening protocols and safety & personal protective equipment requirements to help ensure a safe and healthy environment for all.

Our Head Start classrooms were reduced to group sizes of 10 children for in-person learning to allow adequate space for social distancing. Virtual learning opportunities were offered to remaining enrolled children.

Virtual services include the use of Ready Rosie program, weekly learning packets and activities delivered to families, and regular contact with teachers.

Special Projects:

- Received notification that the program was awarded another five year grant for Head Start and Early Head Start. The current grant project award ends 8/31/2020.
- 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

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CCDF Child Care. Construction began in the spring of 2020 and is scheduled to be completed in March 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. This is funded through the LAUNCH Project.
- 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 80 Preschool children.
- SEECs- Special Education Early Childhood Services – Sault Area School collaboration for services to children with disabilities. A special education teacher works in our Preschool classrooms each week.
- Early Childhood Programs Manager is a member of Tribal Leadership Committee, Bay Mills Community College Education Advisory Committee, 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.
- Ready Rosie parent curriculum training was completed with all team members in March.
- All centers participate in Michigan’s Quality Rating Improvement System.
- Twenty-one classroom staff has obtained reliability certification in Teaching Strategies GOLD, our on-going assessment tool.
- Collaboration with Lake Superior State University and Bay Mills Community college for Student Intern placements.
- Members of the Joint Recruitment and Enrollment Committee through the EUPISD.
- 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
- Eight staff are trained in the Denver Developmental II Test.

Submitted by: Shondra Gervais, Health Coordinator
Laura McKechnie, Education/Disability Supervisor

Date: 12/17/20
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