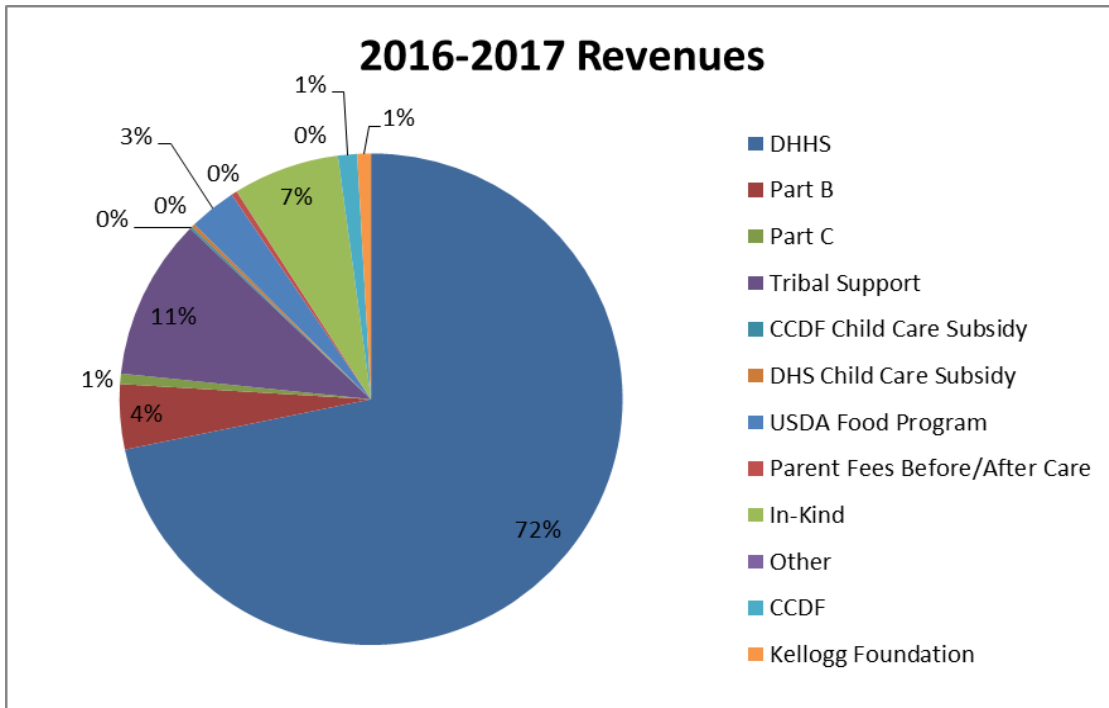


Sault Ste. Marie Tribe of Chippewa Indians  
 Policy Council Approved: November 16, 2017 & BOD Advisory Committee Approved: December 20, 2017  
 Head Start & Early Head Start- Grantee 90CI9818  
 Annual Report  
 September 1, 2016– August 31, 2017

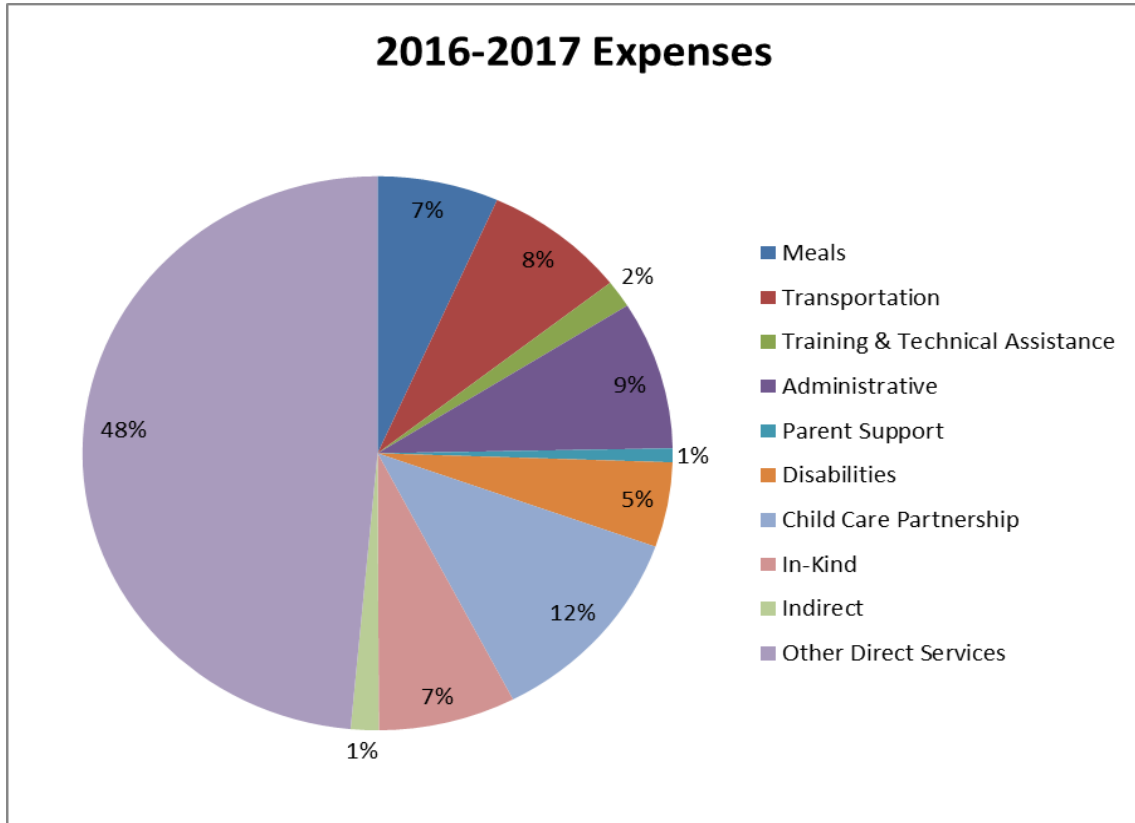
**2016-2017 Revenues:**

DHHS – Office of Head Start	\$1,167,047.00
BIE- Part B	\$69,696.24
BIE- Part C	\$10,953.75
Tribal Support	\$171,733.53
CCDF – Child Care Subsidy	\$2,540.00
DHS – Child Care Subsidy	\$3,821.00
SOM- Child and Adult Care Food Program	\$49,586.36
Parent Fees (before & after care)	\$6,118.48
In-Kind	\$111,645.09
Other – LSSU	\$50.00
CCDF	\$20,000.00
Kellogg Foundation	<u>\$14,279.00</u>
<b>Total Revenue:</b>	<b><u>\$1,627,470.45</u></b>



**2016-2017 Expenses:**

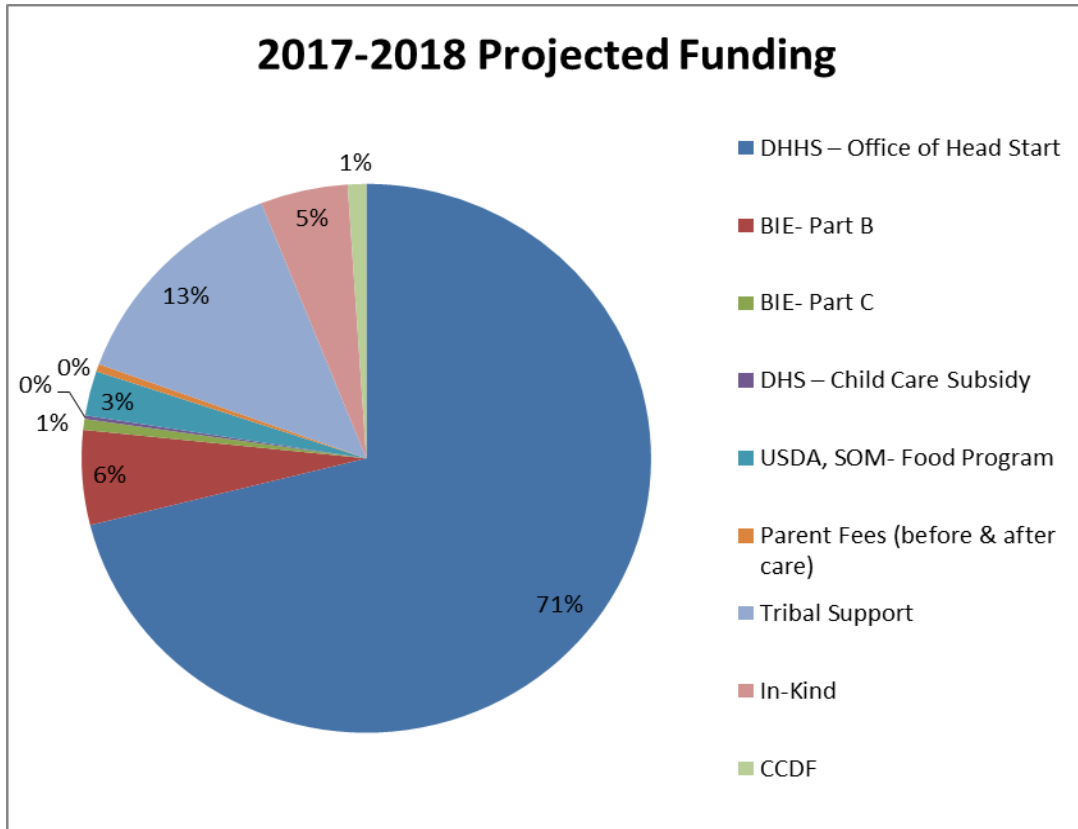
Meals	\$108,017.73
Transportation	\$127,123.00
Training & Technical Assistance	\$26,028.00
Administrative	\$140,991.49
Parent Support	\$13,173.00
Disabilities	\$80,649.00
Sault Tribe Child Care Partnership	\$194,315.00
In-Kind	\$122,425.79
Indirect	\$24,839.00
Other Direct Services	<u>\$789,908.44</u>
<b>Total Expenses:</b>	<b><u>\$1,627,470.45</u></b>



**Annual Audit:** The annual audit for the fiscal year ending December 31, 2016, was conducted by Dennis, Gartland & Niergarth, Certified Public Accountants, 415 Munson Avenue, Traverse City, Michigan, 49685-0947. In a report dated June 9, 2017 there were no significant findings for Head Start and Early Head Start.

**Projected Budget for funding year 2017-2018:**

DHHS – Office of Head Start	\$1,358,275.00
BIE- Part B	\$106,440.00
BIE- Part C	\$12,170.00
DHS – Child Care Subsidy	\$3,996.00
USDA, Food Program	\$50,250.00
Parent Fees (before & after care)	\$8,400.00
Tribal Support	\$256,433.00
In-Kind	\$94,790.00
CCDF	<u>\$20,000.00</u>
<b>Total Budget</b>	<b>\$1,910,754.00</b>



**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.

Early Head Start provides services to pregnant women in addition to center base and home base options for children up to three years old. Center based classrooms are located in Sault Ste. Marie, MI at the Nokomis/Mishomis Place and Child Care Center. Home based services are offered in Chippewa and Mackinac Counties.

Both programs 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 (Monday through Friday)  
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)

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

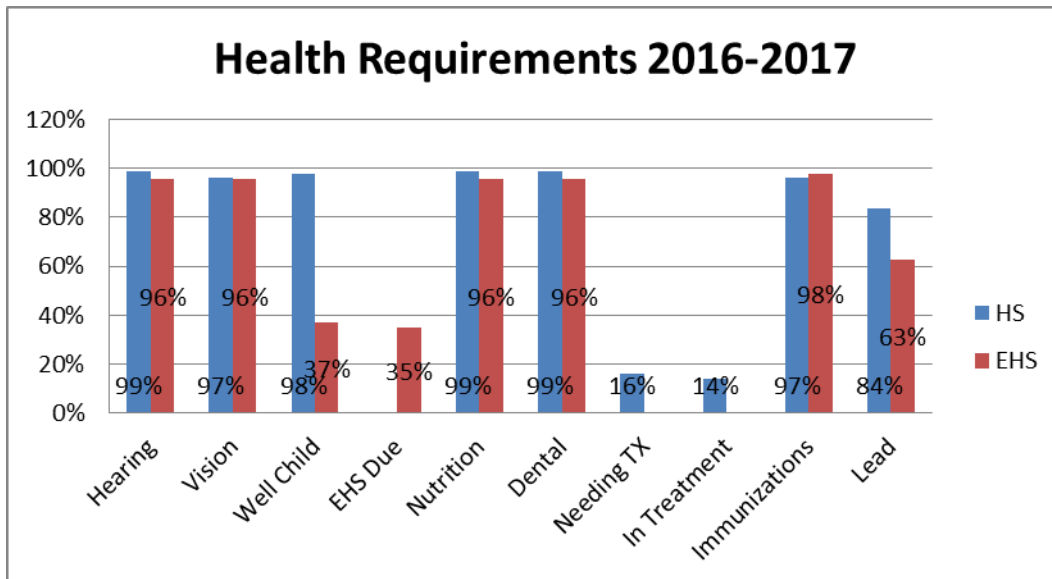
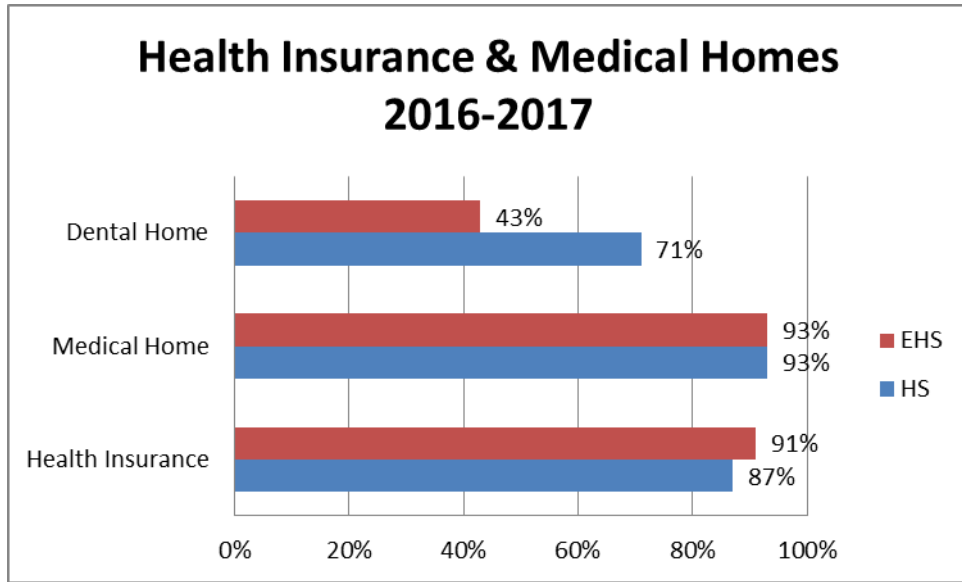
All three of our centers participate in the QRIS. All three centers have earned a four star rating (5 Stars is the highest achievement level).

**2016-2017 PIR Statistics**

	<b>Head Start</b>	<b>Early Head Start</b>
Funded Enrollment	80	43
Actual Enrollment	87	48
Children Enrolled with Child Care Partner	25%	33%
Children with Disabilities	12%	21%
Pregnant Women		4%
Eligibility:		
At or below 100% National Poverty Guidelines	32%	50%
Eligible: Receiving Public Assistance	2%	8%
Eligible: Foster Child	8%	12%
Eligible: Homeless	8%	15%
Over Income	48%	15%
Families Receiving Services	84%	75%

**Families Served:**

Head Start	86	Two-Parent Families	66%	Single Parent Families	34%
Early Head Start	40	Two-Parent Families	62%	Single Parent Families	38%



**Federal Reviews (Five Year Grant Period):**

We received three different federal reviews during the 2014-2015 funding year.

- I. CLASS
- II. Fiscal and ERSEA
- III. Environmental Health and Safety.

**Results from CLASS™ Observations**

In December 2014 classroom observations were conducted in all four preschool center-based classrooms using the Pre-K Classroom Assessment Scoring System (CLASS™). The CLASS™ tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. The minimum scores or thresholds established by the Office of Head Start that program’s needed to achieve in each domain were: Emotional Support = 4, Classroom Organization = 4, and Instructional Support = 2. Our program scored well above these minimum requirements.

DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	6.2188	Classroom Organization	5.6250	Instructional Support	2.9583

DIMENSIONS	Score	DIMENSIONS	Score	DIMENSIONS	Score
Positive Climate	6.38	Behavior Management	5.88	Concept Development	2.25
Negative Climate	1.13	Productivity	6.63	Quality of Feedback	3.00
Teacher Sensitivity	6.13	Instructional Learning Formats	5.38	Language Modeling	3.63
Regard for Student Perspective	5.50				

**Results from Fiscal/ERSEA Review**

March 16-30, 2015 the Office of Head Start conducted a Fiscal/ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) review event.

There were no areas of non-compliance found during the course of the review.

**Results from the Environmental Health & Safety**

April 16-17, 2015 the Office of Head Start conducted an Environmental Health and Safety review.

One non-compliance items was identified during the course of the review. Over-the-counter medication was provided to children with parental consent. The Head Start Performance Standards mandate that all medications administered to children have written physician instructions.

A corrective action was developed and approved the Board of Director’s Advisory Committee and Policy Council in October 2015. All of the Sault Ste. Marie Tribe of Chippewa Indians Early Childhood programs will cease dispensing any type of medication without the written instructions from a physician.

Federal Reviews in the 2015-2016 funding year:

- I. Comprehensive Services and School Readiness
- II. Leadership/Governance/Management Systems

**Comprehensive Services and School Readiness**

March 14-18, 2016: No areas of non-compliance

**Leadership/Governance/Management Systems**

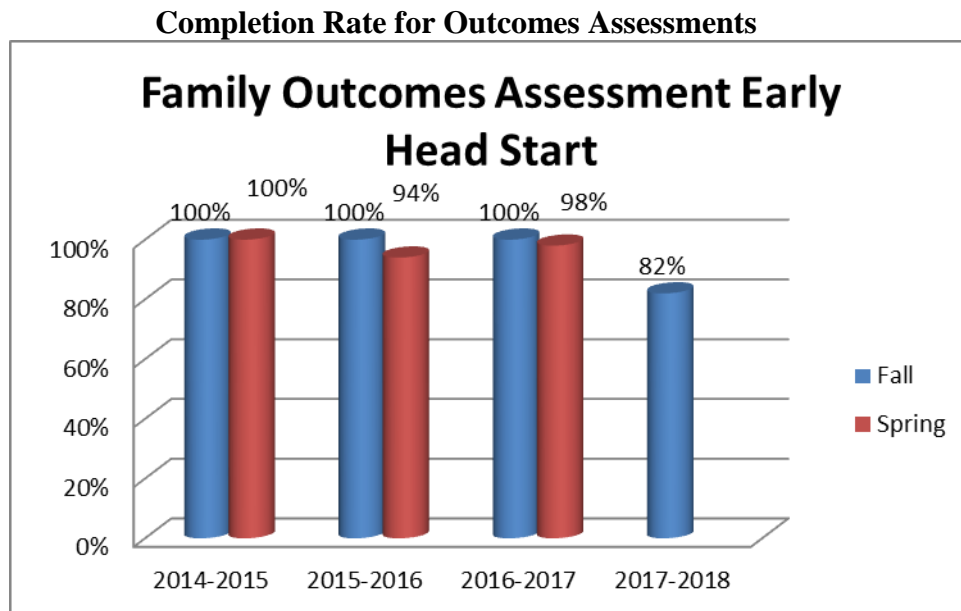
June 20-21, 2016: No areas of non-compliance

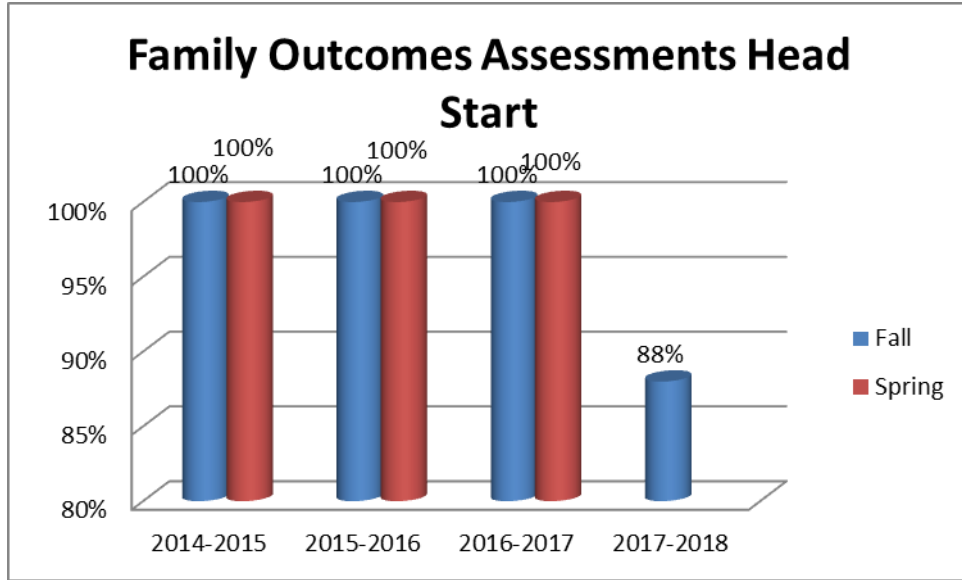
This concludes our reviews for this five year grant cycle.

**Parents Activities:**

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.

Parents participate in a Family Partnership process with includes the Family Outcomes Assessment is completed three times each year.





**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.

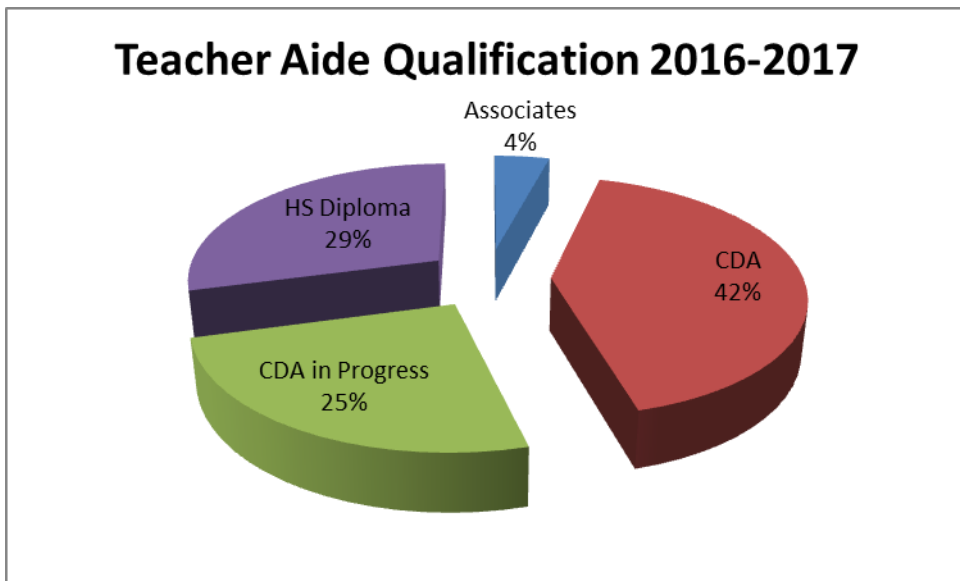
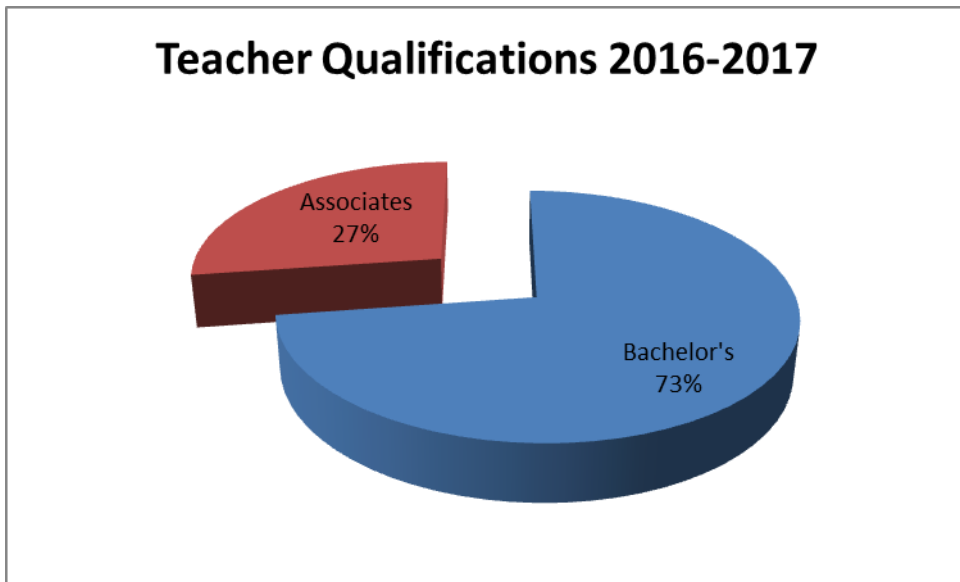
Home based uses the *Parents as Teachers*™ curriculum and all home visitors are certified to use the curriculum. Home Visitors, together with parents, plan educational experiences that meet the needs of the individual child and family. Families come together once a month in each county for a socialization/play group experience in collaboration with Great Start. Home Visitors receive a minimum of 15 hours of continuing education each year.

**Staff Qualifications:**

**2016-2017:** 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 Human Services w/minor in ECE, NHSA Health Certificate
- Family Service Coordinator (3 positions)
  - Bachelor’s in Criminal Justice w/minor counseling
  - Associates in ECE w/ Family Service Focus
  - Associates in Social Services

September 1, 2016– August 31, 2017

- Teacher Mentor Coach (2 positions): Both have Bachelor’s in ECE
- Administrative Assistant (ERSEA): Bachelor’s Degree in Business Administration

**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.

<b>SCHOOL ACTIVITIES:</b>	<b>PARENT ACTIVITIES:</b>
Music/Movement/Dancing	Health Fairs
Tooth brushing/Hand washing/fluoride Varnish	Nutrition Activities/training
PAK	Health Training
TS GOLD Activities	Home Visits/Parent Teacher Conference
Bus/Building Evacuations	On-site hearing, vision, dental screenings
Outdoor Play	Newsletter
Family Style Meal Service	Transportation /Pedestrian Training
Individual teaching activities	Health Advisory

**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.

<b>SCHOOL ACTIVITIES:</b>	<b>PARENT ACTIVITIES:</b>
Circle Time	ASQ’s, ASQ-SE’s
Dramatic Play	Assessments/goals
Small Groups	On-site Mental Health Services
Visual Supports	Social-Emotional Workshops
2 <sup>nd</sup> Step Curriculum Materials	Parent/Child Activities
Family Wall/Photos	Open Door Policy/Volunteering
Calm Down Area	Parent Interest Surveys
Materials/activities on feelings (books, charts, etc.)	Parent/Child photos
Individualized Child Activities	Individualized Transition Plans

Staff/Child relationships	Parent Meetings
---------------------------	-----------------

**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.

SCHOOL ACTIVITIES:	PARENT ACTIVITIES:
Study Starters	Curriculum Training
Classroom Environment	Family Partnerships/Services
Classroom Rules	Policy Council
Sensory diet	Field Trips
Schedules/Routines	At-Home Activities
Helper Jobs	Parent Interest Surveys
Individual Teaching/Lesson Plans	Education Advisory
Field Trips	
Positive Redirection/Praise/Positive Behaviors	
Small Group Activities	

**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

SCHOOL ACTIVITIES:	PARENT ACTIVITIES:
Letter People	Lending Library
Story Time	Sault Ste. Marie Reads
Rigby/Lending Library	Parent/Child Magazine distribution
Daily Sign In Activity	Ojibwe Language
Open Ended Questions	Reading Challenge
Ojibwe Language/Culture	Book Distributions
Print Rich Environments	Scholastic Book Orders
Daily News	Imagination Library
Circle Time	At-Home Activities

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Songs/Fingerplays	Great Start Literacy Bags
Writing Materials (i.e. dry erase boards)	

**Cognition and General Knowledge**

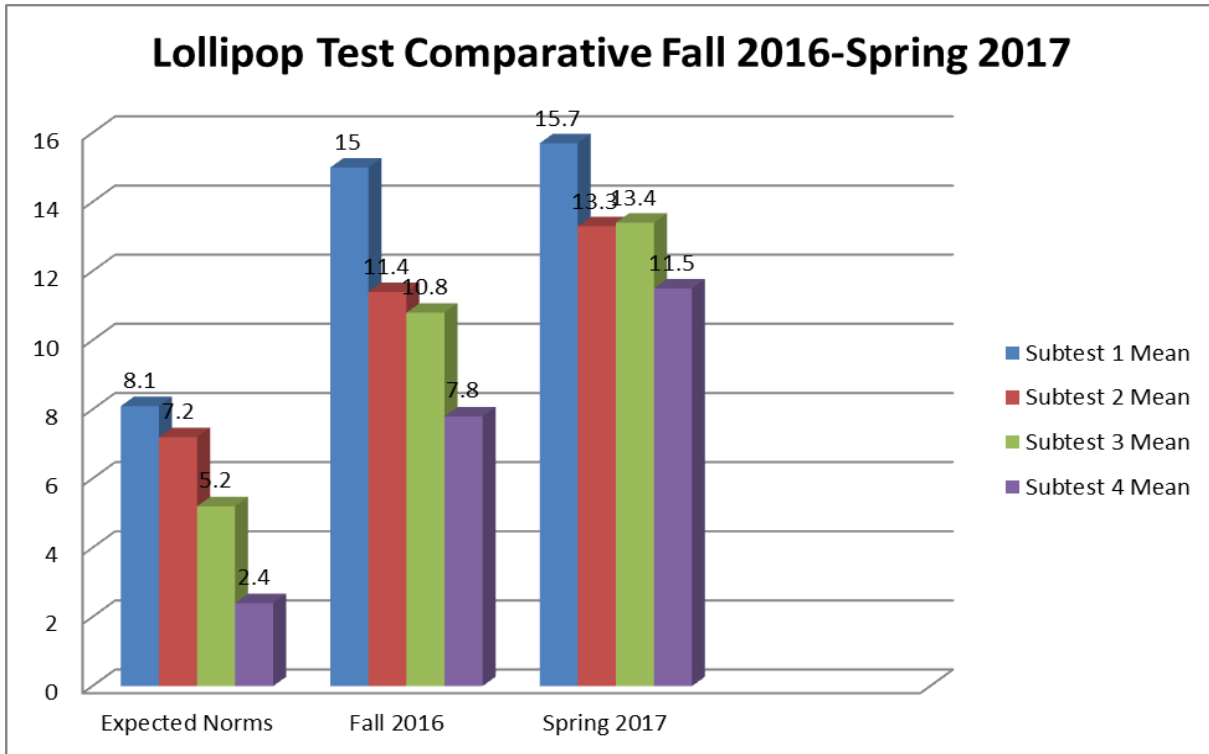
Children will demonstrate the ability to remember and connect experiences, as well as use emergent classification skills. They will exhibit skill in using symbols and images to represent something not present. Children will also show emerging skill in using number concepts and operations, exploring spatial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

SCHOOL ACTIVITIES:	PARENT ACTIVITIES:
Lacing Materials	Newsletter
Daily Routines	Field trips
Puzzles	Volunteering
Sorting/classification materials	Parent Workshops
Tub/Table toys	At home activities
Environmental Props	Great Start Literacy Bags
Graphs/Charts	Home Visits/Parent Teacher Conference
Measuring, scooping, pouring	Transition Training
Sensory Table	Infant-Toddler Daily Sheets
Hands-on Experiences	Community Events
On-Going Assessment	

**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 the fall to the spring.**

1. Identification of colors and shapes, and identifying shapes: Gain of 1.4
2. Picture description, position, and spatial recognition: Gain of 2
3. Identification of numbers and counting: Gain of 2.4
4. Identification of letters and writing: Gain of 3

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

**Early Head Start GOLD Assessment Data Fall to Winter 2016-2017**

**Social Emotional:** Children who fell below Widely Held Expectations increased from 2.1% in the fall to 5% in the winter to 8.3% in the spring. Children who met expectations increased from 85.4% to 87.5% and decreased to 80.59% and children who exceeded expectations decreased from 12.5% to 7.5% and increased to 11.11%.

**Physical:** Children who fell below Widely Held Expectations increased from 2% in the fall to 9.5% in the winter to 0% in the spring. Children who met expectations decreased from 87.8% to

September 1, 2016– August 31, 2017

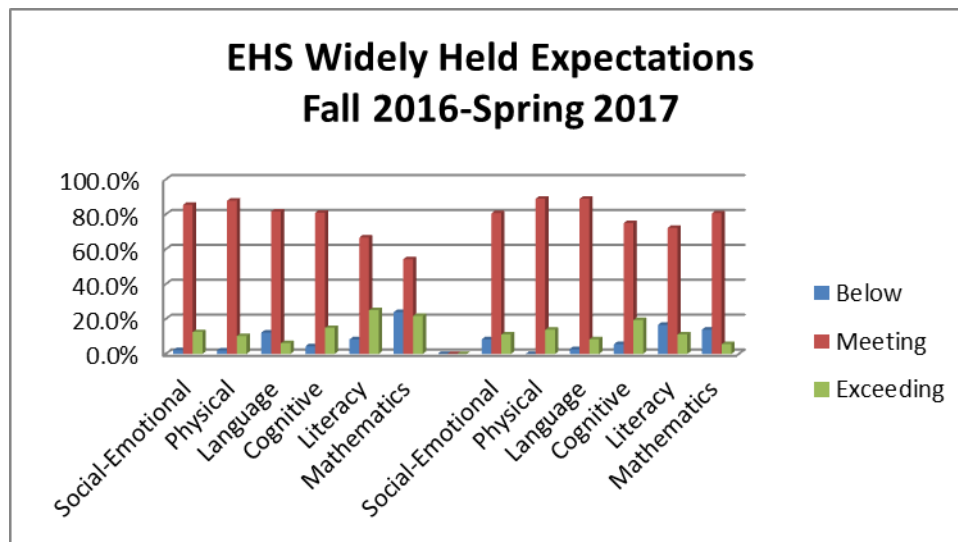
83.3% and increased to 86.12% and children who exceeded expectations decreased from 10.2% to 7.2% up to 13.88%.

**Language:** Children who fell below Widely Held Expectations increased from 12.2% in the fall to 16.7% in the winter and decreased to 2.77% in the spring. Children who met expectations decreased from 81.6% to 81% and increased to 88.9% and children who exceeded expectations decreased from 6.1% to 2.3% and increased to 8.3%.

**Cognitive:** Children who fell below Widely Held Expectations increased from 4.3% in the fall to 7.5% in the winter to 5.6% in the spring. Children who met expectations decreased from 80.9% to 77.5% to 75.01% and children who exceeded expectations increased from 14.9% to 15% to 19.4%.

**Literacy:** Children who fell below Widely Held Expectations increased from 8.3% in the fall to 9.5% in the winter to 16.66% in the spring. Children who met expectations decreased from 66.7% to 61.9% and increased to 72.23% in the spring and children who exceeded expectations increased from 25% to 28.6% and decreased to 11.1%.

**Mathematics:** Children who fell below Widely Held Expectations increased from 23.9% in the fall to 27.5% in the winter and decreased to 13.9% in the spring. Children who met expectations increased from 54.3% to 55% to 80.6% and children who exceeded expectations decreased from 21.7% to 17.5% to 5.6%.



\*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 2016-2017**

**Social Emotional:** Children who fell below Widely Held Expectations decreased from 5.1% in the fall to 4.6% in the winter and increased to 7.4% in the spring. Children who met expectations decreased from 74.7% to 64% and increased to 76.5% in the spring. Children who exceeded expectations increased from 20.3% to 31.4% and decreased to 16.2% in the spring.

**Physical:** Children who fell below Widely Held Expectations increased from 2.5% in the fall to 5.8% in the winter and decreased to 1.5% in the spring. Children who met expectations increased

September 1, 2016– August 31, 2017

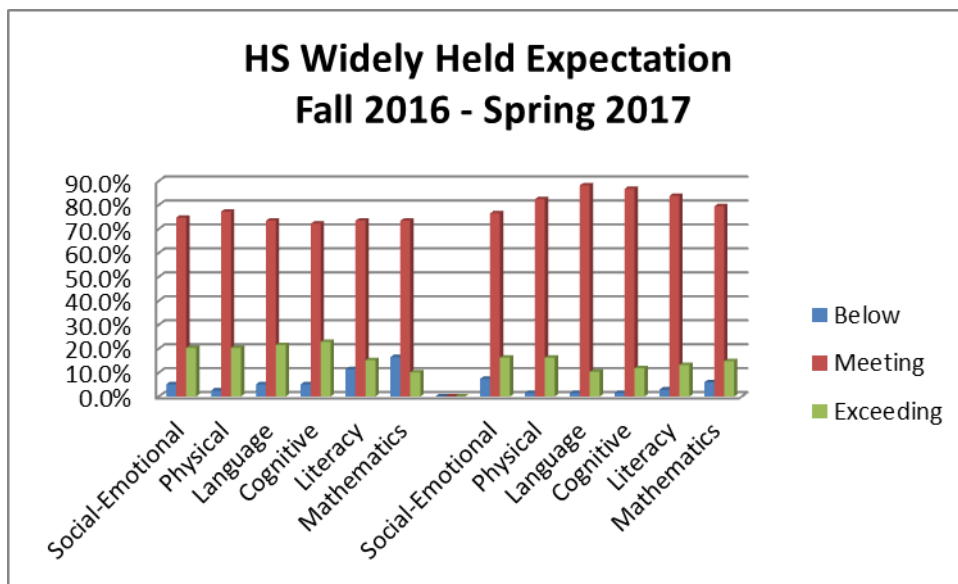
from 77.2% to 80.2% to 82.4% and children who exceeded expectations decreased from 20.3% to 14% and increased to 16.2%.

**Language:** Children who fell below Widely Held Expectations increased from 5.1% in the fall to 8.1% in the winter and decreased to 1.5% in the spring. Children who met expectations increased from 73.4% to 75.6% to 88.2% and children who exceeded expectations decreased from 21.5% to 16.3% to 10.3%.

**Cognitive:** Children who fell below Widely Held Expectations increased from 5.1% in the fall to 10.5% in the winter and decreased to 1.5% in the spring. Children who met expectations decreased from 72.2% to 66.3% and increased to 86.7% and children who exceeded expectations increased from 22.8% to 23.2% and decreased to 11.8%.

**Literacy:** Children who fell below Widely Held Expectations decreased from 11.4% in the fall to 10.5% in the winter to 2.9% in the spring. Children who met expectations increased from 73.4% to 77.9% to 83.8% and children who exceeded expectations decreased from 15.2% to 11.6% and increased to 13.2%.

**Mathematics:** Children who fell below Widely Held Expectations increased from 16.5% in the fall to 24.4% in the winter to 5.9% in the spring. Children who met expectations decreased from 73.4% to 61.6% and increased to 79.4% and children who exceeded expectations increased from 10.1% to 14% to 14.7%.



\*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 Projects

- Twenty established MOU's with community agencies that provide needed services to children and families in our program including but not limited to: health, nutrition, dental, hearing & vision screenings, mental health, school readiness, disabilities, training & technical assistance, parent groups, transition services from EHS to HS, and HS to the public schools, and family services.
- Contract with Mental Health Professional for 6 hours of services on a weekly basis.
- Contract with War Memorial Rehabilitation Center to provide on-site speech/language services to children.
- Cultural Division providing Ojibwe Language Instructor for classrooms and home visiting
- SEECS- Special Education Early Childhood Services – Sault Area School collaboration for services to children with disabilities.
- Two Teacher Mentor Coaches attended CLASS training. 1 received CLASS certification and the other is studying for the test.
- All staff received training in the new Head Start Performance Standards.
- Collaboration with Eastern Upper Peninsula School District to provide 30 hours of training in the Multi-Tiered Systems of Support (MTSS): Promoting Developmental and Social Emotion Competence in Young Children.
- Health Coordinator on the Community Pediatric and Family Health Committee.
- Early Childhood Programs Manager is a member of Michigan's Race to the Top Head Start Data Advisory Group, Tribal Leadership Committee, Bay Mills Community College Education Advisory Committee, and the AIAN National Collaboration Advisory Council.
- 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, and the EUP Great Start Collaborative.
- All 3 of our centers received QRIS Rating of 4 Stars.
- Twenty-six classroom staff has received reliability certification in Teaching Strategies GOLD, our on-going assessment tool.
- Lake Superior State University Student Intern Program.
- EUPISD Joint Recruitment and Enrollment.
- Educational Workshops for Parents were offered and data relayed that parents are gaining knowledge in these specific areas of education.
- Thirteen staff are trained in the Denver Developmental II Test.
- Collaboration with the Kellogg Foundation through Inter-Tribal Council of Michigan.

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Submitted by

Date