

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 Native funded program. Eligibility is determined by criteria established by our Board of Director Advisory and Policy Council Committees using a weighted point system.

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

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

Extended duration services are offered for Head Start children in Sault Ste. Marie and St. Ignace.

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, My Michigan Rehabilitation Department, Mountain View Psychological Services, and Weber and Devers Psychological Services.

Center Locations and Services:

- **4 Ice Circle Drive, Sault Ste. Marie, MI**
 - Head Start Funded Enrollment: 40
Part-Day, Part Year services (Monday through Thursday, 4 hours/day, (September through May): 20
Extended Day Services (Monday through Thursday, 7 hours/day, (September through June): 20
 - Early Head Start Funded Enrollment: 16
Center Based for 16 children, Full-Day, Full-Year, before and after care provided

Child Care Partnership

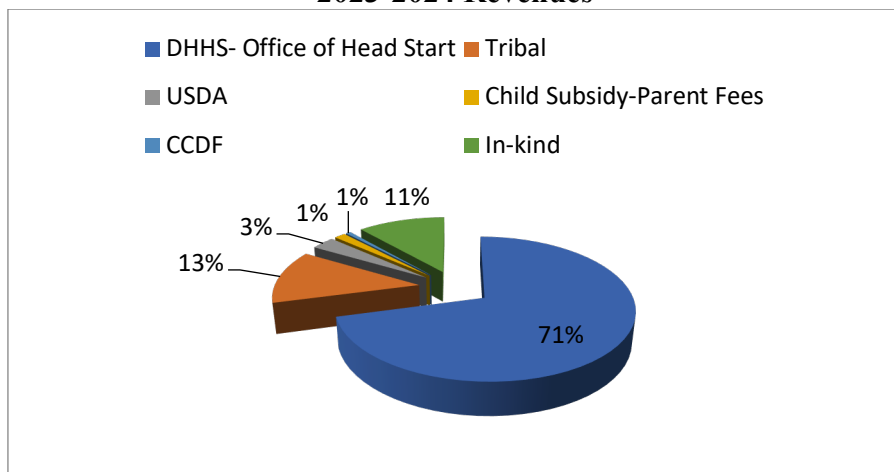
- Head Start Funded Enrollment: 20
 - Early Head Start Funded Enrollment: 18
 - Child Care Partnership, Full-Day, Full-Year; before/after care provided
- **225 WaSeh Drive, St. Ignace, MI**
 - Head Start Funded Enrollment: 20
 - Extended Day Services (Monday through Thursday, 7 hours/day, September through June)

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2023-2024 Revenues:

DHHS – Office of Head Start	\$1,684,203.70
Tribal Support	\$298,475.36
State of MI Child and Adult Care Food Program	\$72,835.28
Child Care Subsidy- Parent Fees	\$34,442.90
In-Kind	\$271,958.22
CCDF	<u>\$15,000.00</u>
Total Revenue:	\$2,376,915.46

2023-2024 Revenues

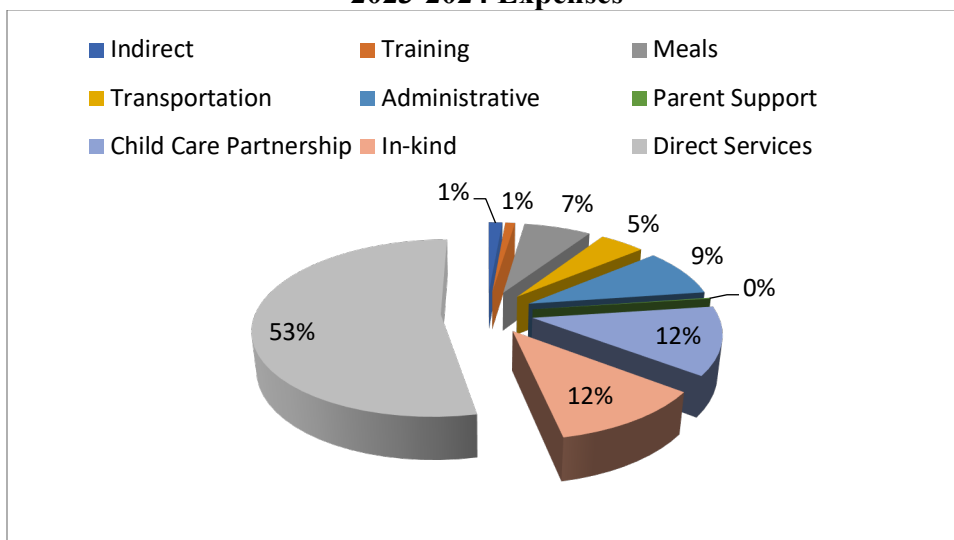


2023-2024 Expenses:

Meals	\$164,702.73
Transportation	\$110,957.34
Training & Technical Assistance	\$23,976.70
Administrative	\$208,025.14
Parent Support	\$3,531.37
Sault Tribe Child Care Partnership	\$294,500.00
In-Kind	\$271,958.22
Indirect	\$33,366.00
Direct Services	<u>\$1,265,897.96</u>
Total Expenses:	\$2,376,915.46

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2023-2024 Expenses



Parent Support less than 1%

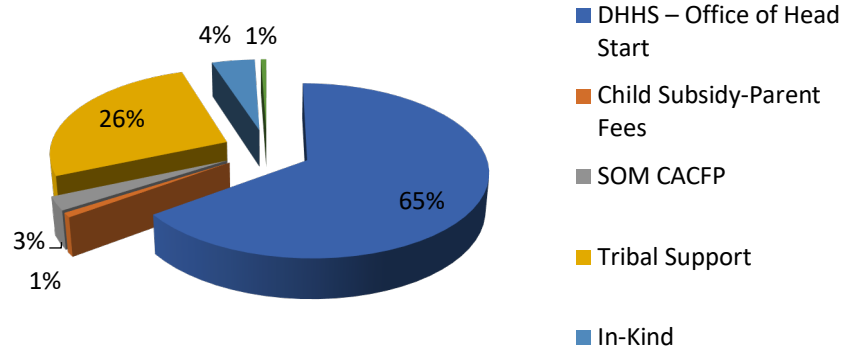
Annual Audit: The annual audit for the fiscal year ending December 31, 2023, was conducted by Dennis, Gartland & Niergarth, Certified Public Accountants, 415 Munson Avenue, Traverse City, Michigan, 49685-0947. There was a significant deficiency in internal control over financial reporting; finding #2023-001 as noted in previous audits. Also, finding #2023-002 was a reporting error for SLFRF funds the tribe received.

These findings are tribal systems findings; there were no significant findings for Head Start and Early Head Start programs.

Projected Budget for funding year 2024-2025:

DHHS – Office of Head Start	\$1,724,148.00
Child Subsidy (CCDF) & parent fees	\$23,124.00
State of MI Child & Adult Care Food Program	\$68,904.00
Tribal Support	\$701,507.12
In-Kind	\$118,689.70
CCDF Quality Funds	\$15,000.00
Total Budget	\$2,651.372.82

Projected Funding for 2024-2025



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2023-2024 Program Information Report (PIR) Data

	Head Start	Early Head Start
Funded Enrollment	80	34
Actual Enrollment	89	45
Children Enrolled with Child Care Partner	24%	56%
Children Enrolled in Center Base	100%	100%
Children with Disabilities	18%	22%

Race-Ethnicity:

Native American	92%	93%
White	8%	7%
Non-Hispanic/Latino	100%	100%
Hispanic/Latino	0%	0%

Eligibility:

At or below 100% National Poverty Guidelines	28%	40%
Eligible: Receiving Public Assistance	16%	9%
Eligible: Foster Child	6%	11%
Eligible: Homeless	4%	13%
Over Income	46%	27%
Homeless Families who Acquired Housing	100%	100%
Families Receiving Services	100%	100%

Families Served:

Head Start	81	Two-Parent Families	63%	Single Parent Families	37%
Early Head Start	41	Two-Parent Families	34%	Single Parent Families	66%

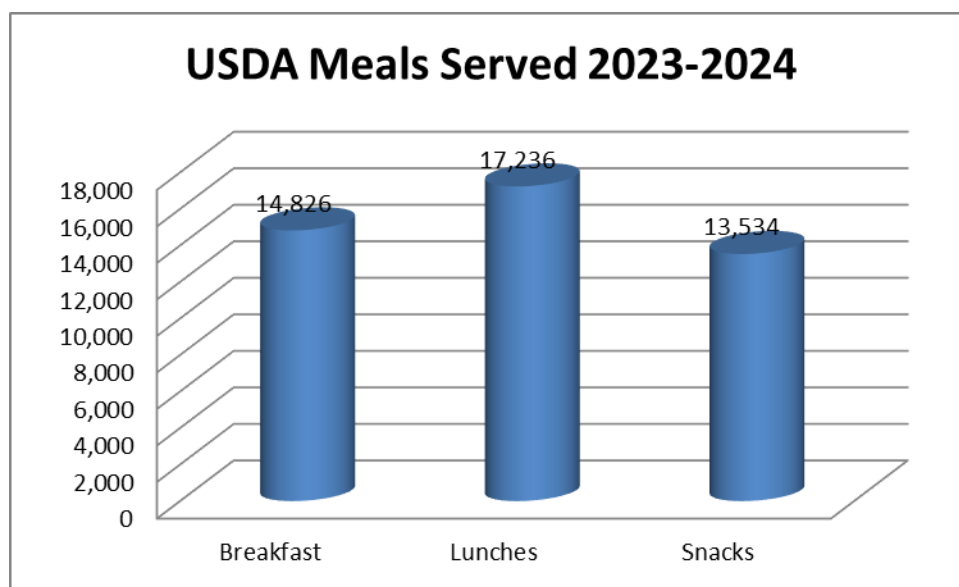
Health:

At end of enrollment:

Percent of children with health insurance	97%
Percent of children with no health insurance	3%
Percent of children with a medical home	99%
Percent of children with a dental home	88%
Percent of children with access to IHS or tribal health	89%
Percent of children up-to-date on well child care	45%
Percent of children who received oral health care	72%
Percent of children up-to-date on immunizations	96%

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): 09/01/23 through 08/31/28

No reviews were conducted during our first year of the grant.

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, Parent Opinion Surveys, parent/teacher conferences, Family Newsletters, Transition Training, 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:

- Father's In Action Events
- Cultural Craft Night
- Picky Eaters
- STEM (Science, Technology, Engineering, and Math)
- Book Night
- Seed Planting

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- Positive Discipline

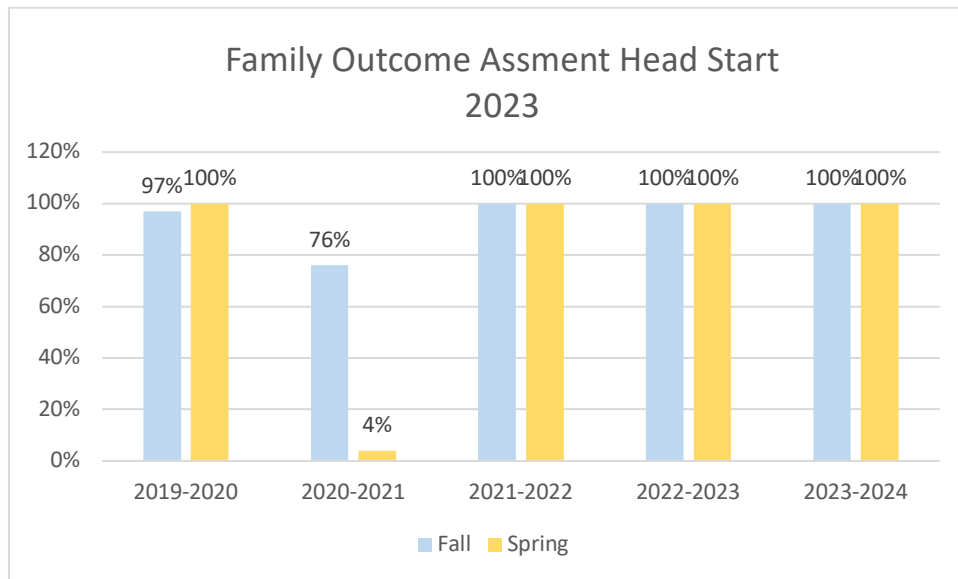
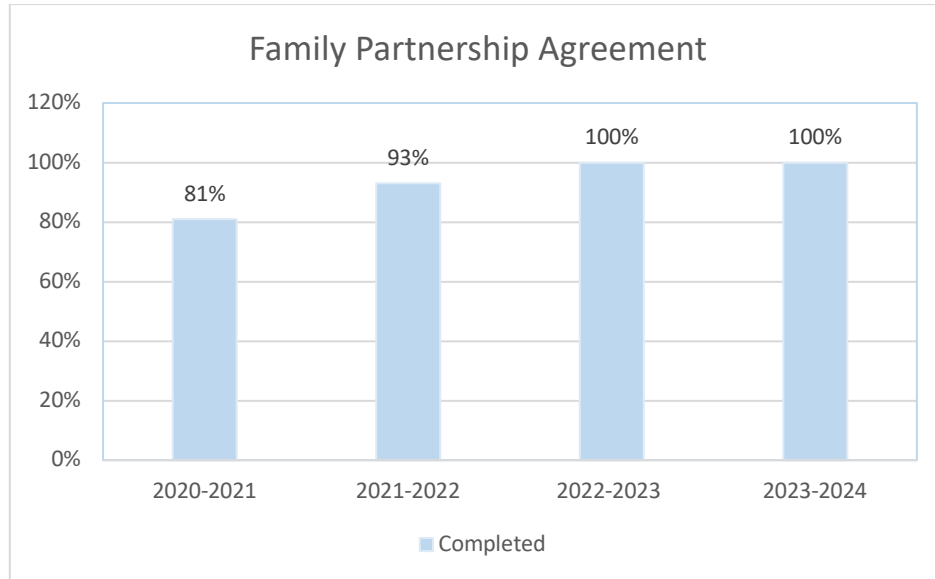
St. Ignace area:

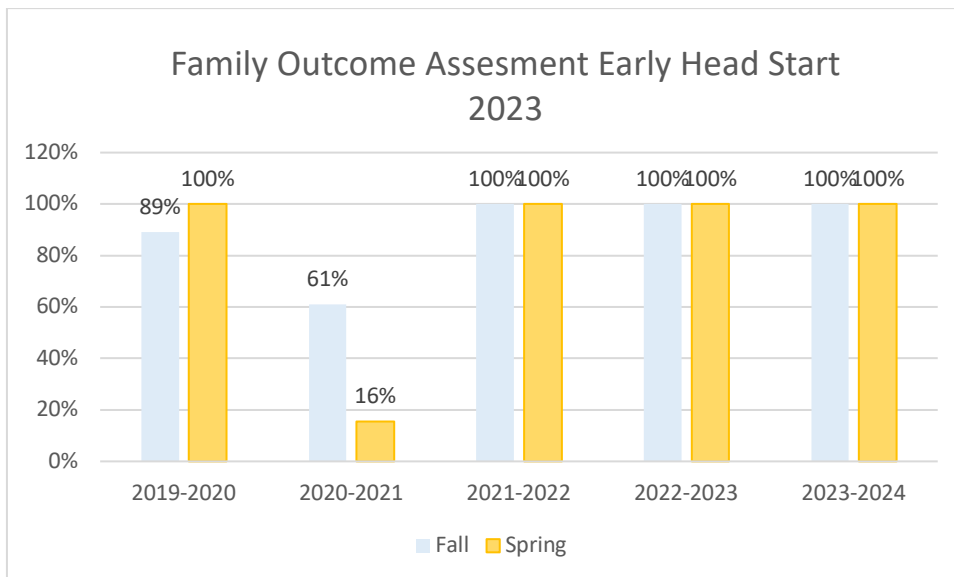
- Fall Craft Fest
- Feast
- Picky Eaters
- Book Night
- STEM (Science, Technology, Engineering, and Math)



Families participate in a Family Partnership Process which includes a Family Outcomes Assessment. The program has been very successful with the completion of our Family Outcomes Assessment, these assessments are often completed by phone call by their Family Service Coordinator. Data provided by these assessments have been instrumental in guiding parent education offerings.

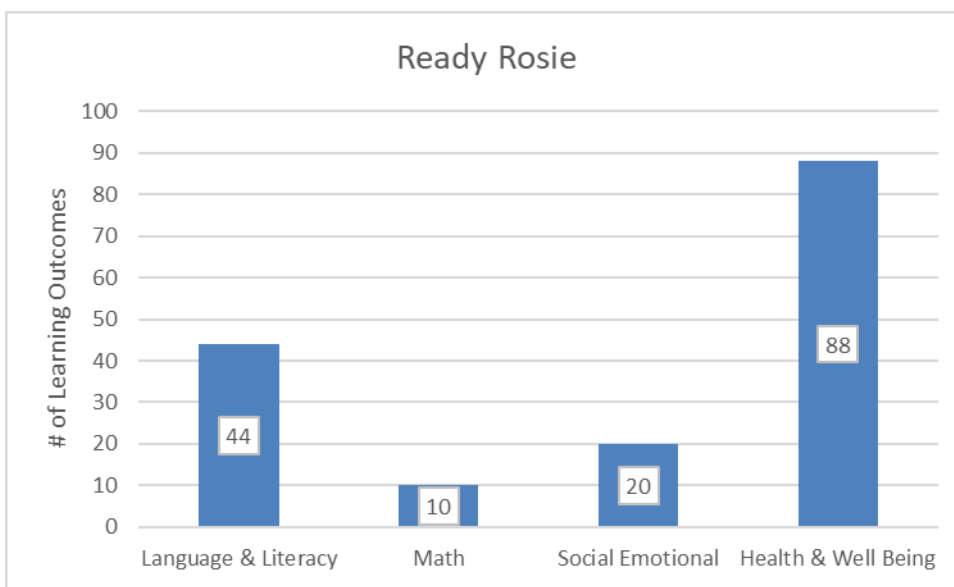
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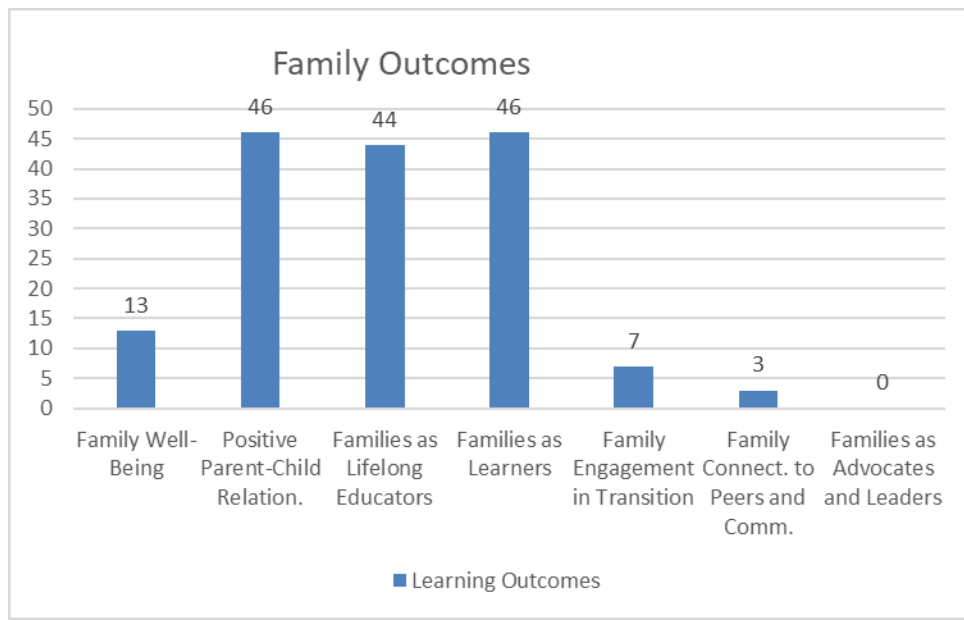


ReadyRosie:

ReadyRosie is our approved, research-based parent curriculum that aligns well with our Early Learning Outcomes and Framework and Teaching Strategies objectives. Families who elect to participate in ReadyRosie are sent videos and learning activities to do with their children each week. Teachers also send playlists to families that they find helpful in achieving classroom and/or individual learning objectives. The graph below depicts the number of learning outcomes completed by families and in which learning domains.



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Curriculum:

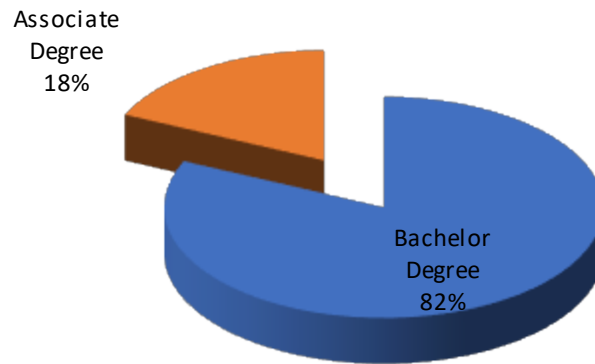
Teachers use the *Creative Curriculum*™ in conjunction with the *Sault Tribe Cultural Curriculum*. Teachers, together with parents, plan educational experiences that meet the needs of the individual child and family assessments on children’s progress are conducted four times per program year. Teachers 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.

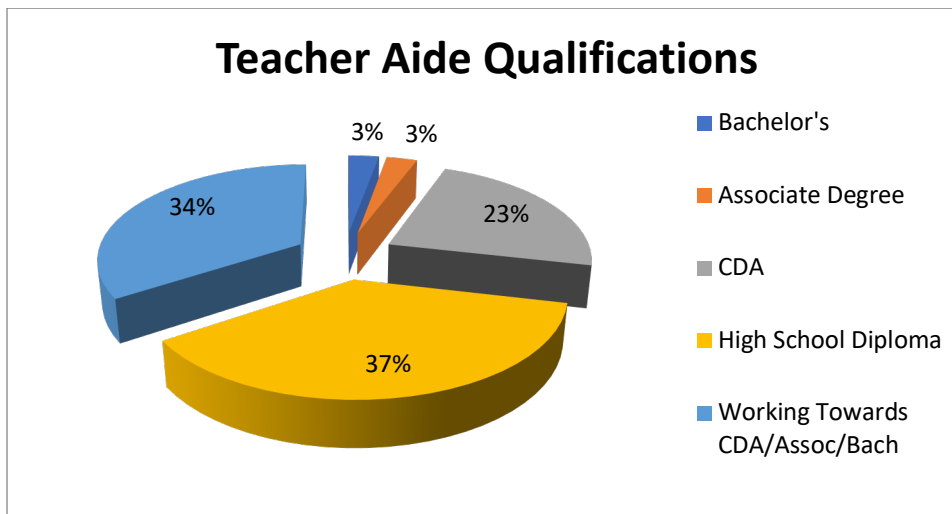
Staff Qualifications:

2023-2024 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.

Teacher Qualifications





Other Staff:

- Early Childhood Program Manager: Bachelor's Degree in Business Administration
- Health Coordinator: Bachelor's Degree in Exercise Science
- Family Service Coordinator (3 positions)
 - Bachelor's in Psychology
 - 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 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.

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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

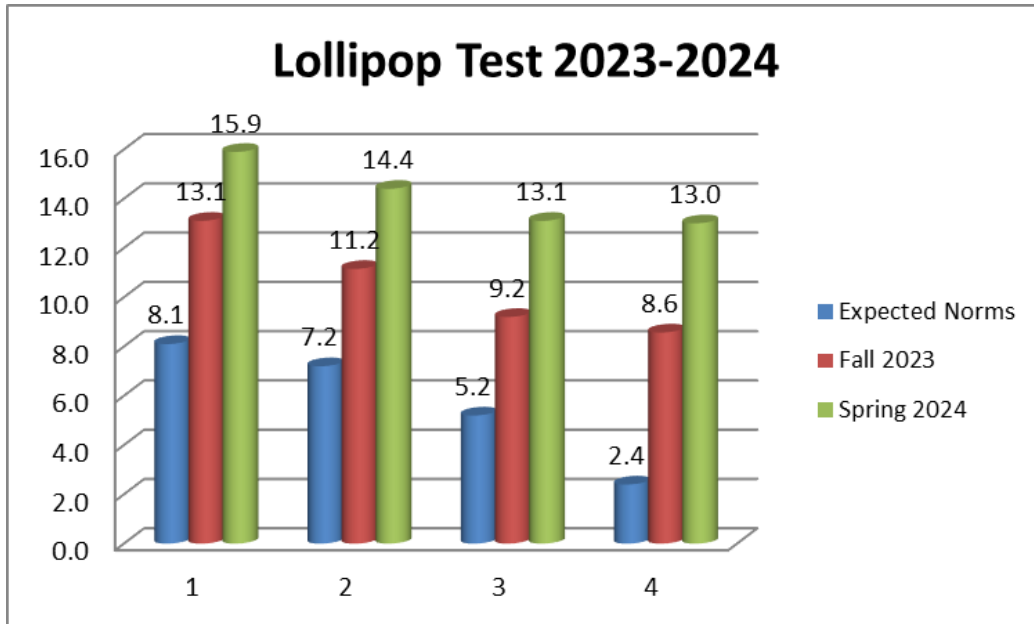
Cognition and General Knowledge

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

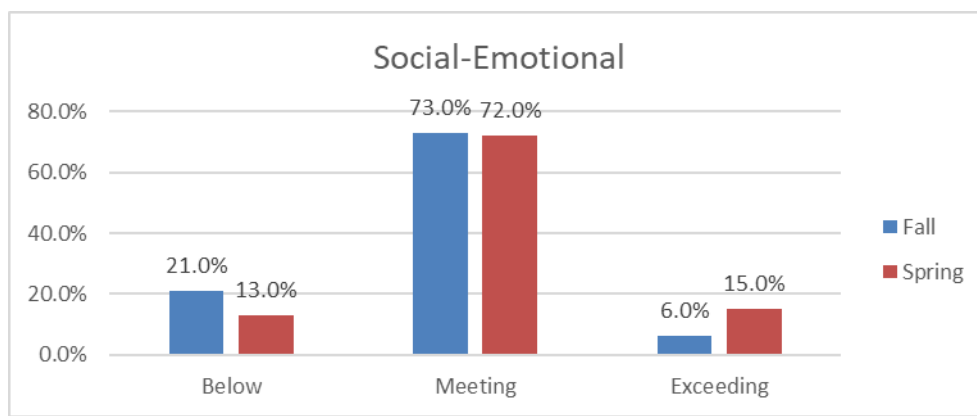
The Lollipop Test is a diagnostic screening test of school readiness administered to all 4-year-olds in our programs. The Lollipop Test contains four subtests; Test 1 is the Identification of colors and shapes and copying shapes; Test 2 is picture description, position and spatial recognition; Test 3 is the identification of numbers and counting; and Test 4 is the identification of letters and writing. Identification of letters and numbers continue to be areas our scores are a little lower than other areas and we can look into ways of trying to increase these moving into the next year.



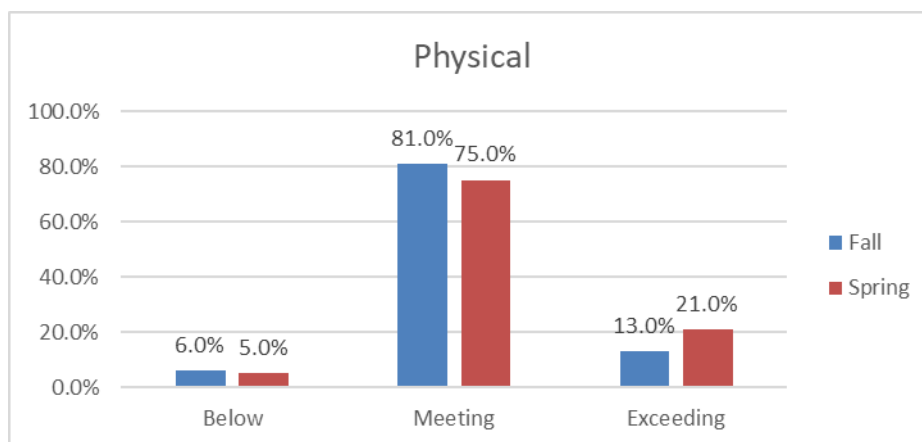
Teaching Strategies GOLD (on-going assessment)

Looking at the graphs and data below, children made the most gains in the areas of literacy and math during the year.

GOLD Assessment Data Fall to Spring 2023-2024

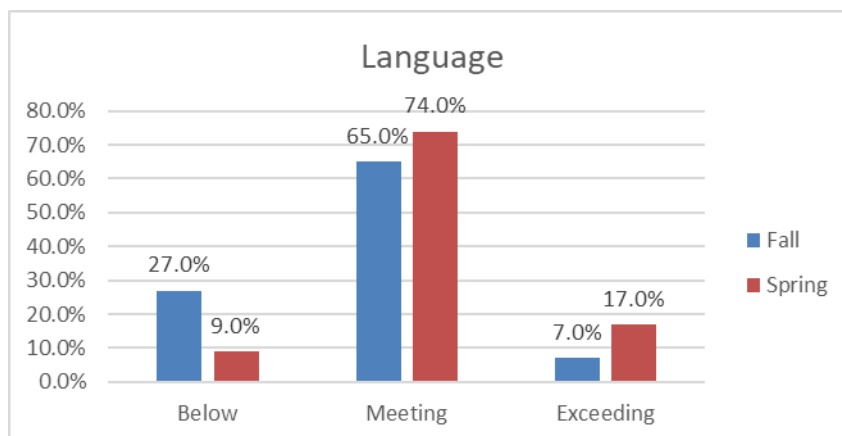


Children who fell below social-emotional widely held expectations decreased by 8% from fall to spring assessment data. Children who met or exceeded expectations increased by 8% by the spring assessment with the largest growth noted in those children who exceeded expectations.

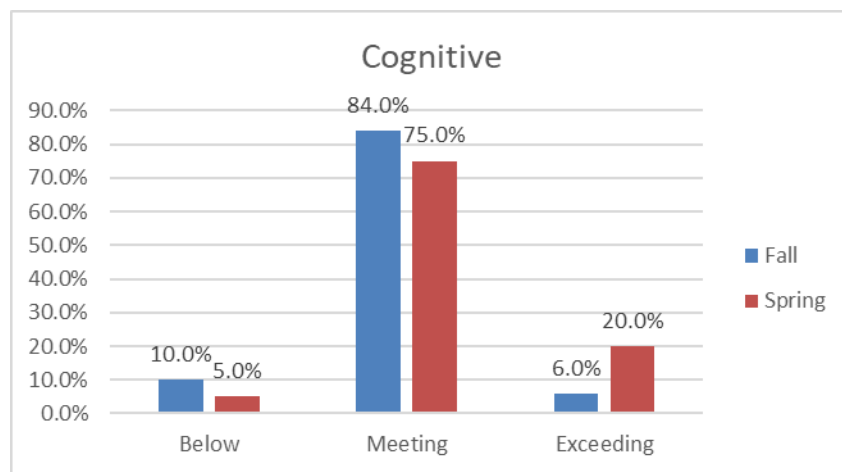


Children who fell below physical widely held expectations decreased by 1% from the fall to spring assessment data. Children who met or exceeded expectations increased by 2% by the spring assessment with the largest growth noted in those who exceeded expectations.

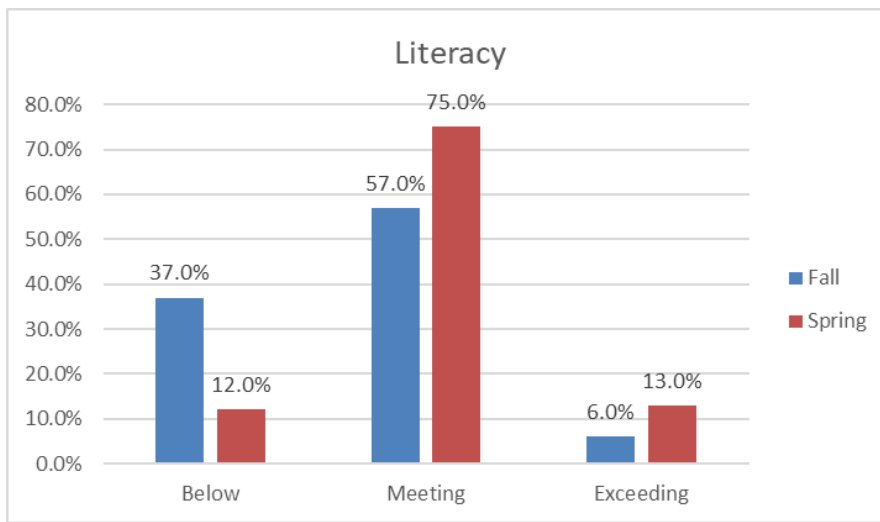
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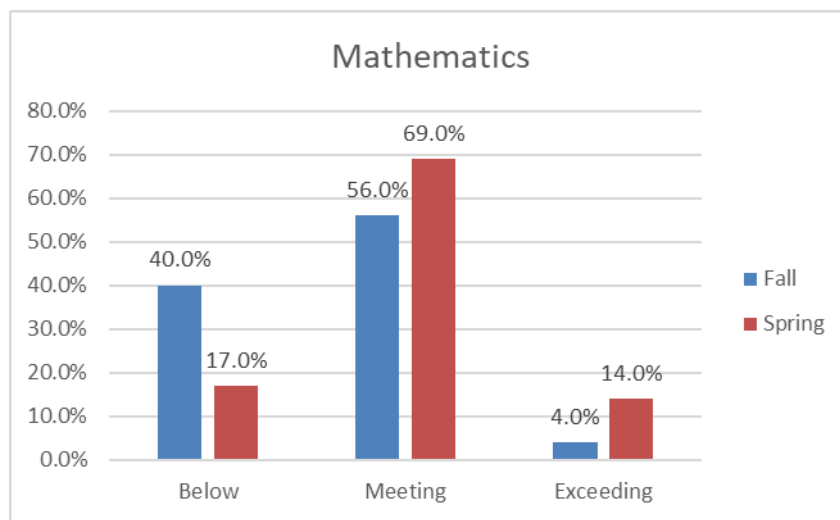
Children who fell below language widely held expectations decreased by 18% from the fall to spring assessment data. Children who met or exceeded expectations increased by 19% by the spring assessment with the largest growth noted in those who exceeded expectations.



Children who fell below cognitive widely held expectations decreased by 5% from the fall to spring assessment data. Children who met or exceeded expectations increased by 5% by the spring assessment with the largest growth noted in those who exceeded expectations.



Children who fell below literacy widely held expectations decreased by 25% from the fall to spring assessment data. Children who met or exceeded expectations increased by 25% by the spring assessment with the largest growth noted in those who met expectations.



Children who fell below mathematics widely held expectations decreased by 23% from the fall to spring assessment data. Children who met or exceeded expectations increased by 23% by the spring assessment with the largest growth noted in those who met expectations.

Special Circumstances:

Still experiencing the effects of the workforce crisis and the inability to reach full staff capacity. In August, 7 team members resigned due to another Head Start program in the area offering significantly high wages with summer's off; leaving our program very short at the end of the school year and starting off the next school year very short as well. During this time, our tribe was in the middle of a tribal wide wage compensation study and our Board of Directors took immediate action by calling an emergency meeting to approve by resolution a recruitment and retention plan that included increased wages for classroom team members.

Special Projects:

- Contracted 2 Mental Health Professionals to work 20 hours a week. Providing services to children, families and staff.
- Contract with MyMichigan Rehabilitation Center to provide on-site speech/language services to 80 Preschool children.
- Continued partnership with Sault Tribe Health Center and Sault Tribe Community Health Department to provide on-site hearing, vision, dental, and nutrition screenings.
- Ready Rosie parent curriculum training was completed with all team members in October.
- 1,381 trainings completed during the year by 62 team members.
- New classroom staff have been working towards the Inter-Rater Reliability certification in Teaching Strategies GOLD, our on-going assessment tool when there is adequate staff to allow for their absence from the classroom.
- Collaboration with Lake Superior State University and Bay Mills Community college for student intern placements.
- A Head Start-TCU Grant offered through Bay Mills Community College named HOPEE has increased the number of team members enrolling in ECE courses to complete credentials allowing them opportunities to grow into higher positions within the program. We are “growing our own” teachers!
- Over 30% of our team members are enrolled in college courses furthering their education.
- Members of the Joint Recruitment and Enrollment Committee through the EUPISD.
- Members of the EUP Inclusion Team working towards the goal of a fully-inclusive community.

Submitted by: Shondra Gervais, Early Childhood Programs Manager Date: 5/25/25