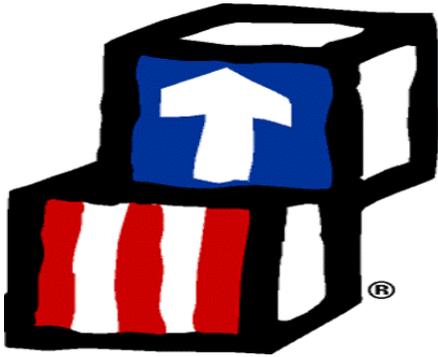




**Northern Cheyenne
Head Start
2015-2016 Annual Report**



Northern Cheyenne Head Start is a Federally Funded Program that serves 3-5 year olds that meet eligibility guidelines.

We have 8 center based classrooms in three communities (Ashland, Busby & Lame Deer) that serve all five Districts of the Northern Cheyenne Reservation.

A) Total amount of private and public Funds

Administration of Children and Families	\$1,446,225.00
USDA/CACFP	\$59,676.58
Part B & C	\$192,692.00
Preschool Development Grant	\$250,000.00
JOM	\$17,380.66

B) Budget Expenditure

Salaries	\$780,829.73
Fringe	\$225,957.86
Travel	\$18,597.00
Building-Maintenance/Repairs	\$6,719.28
Building Material/Supplies	\$5,000.00
Utilities	\$54,500.00
Telephone	\$10,754.71
Supplies	\$31,914.94
Equipment	\$18,341.43
Administrative Expenses	\$26,686.00
Insurance	\$730.00
Vehicle Operation	\$30,338.00
Vehicle Purchase	\$20,000.00
Membership Dues	\$1,792.00
Back Ground check/Drug Test	\$700.00
Direct Services-Food Cost	\$7,000.00
Direct Services-Parent Activities	\$12,574.00
Training and Technical Assistance	\$19,059.00
Non Federal Share	\$146,622.00

C) Number of Children Served

Funded Enrollment	150 Children
Total Number of Children Served	169 Children
Average Monthly Enrollment-September to May	73%

D) Results of most recent review and audit

The last Federal review was the DRS Re-Evaluation Protocol and the Northern Cheyenne Head Start Program was successful. The program was able to go into the new 5 year grant cycle for passing the Re-Evaluation protocol.

The last Federal Audit that was completed on June 30, 2015 and the Finding for The Head Start Program and other Tribal Programs was Back Ground Checks.

E) Children Who Received Medical and Dental Exams

Receiving Medical Exams	81%
Receiving Dental Exams	71%
Receiving Hearing Exams	66%
Receiving Vision Exams	81%

F) Parent Involvement Activities

The Program had nine different Lunch and Learns Starting with Transportation’s “Bus Safety” in October and finishing up with “Developmental Stages” in December. We also had “Lunch and Learns” on the topics of Nutrition, Parent Rights, Our Stories Keep us Connected, Mental Health and Dental/Health.

We also had 2 Fatherhood Trainings in January and March. The Fatherhood Activity was not set this year for the lack of participation.

The Parent Committee Meetings had short trainings on topics such as Center Officer Roles and Center Committee By-Laws, Linking Our Voices, Getting Men Involved, Transportation and Fund Raising Policy.

The parents also had Parent Orientation in October and 2 Family Fun nights-Transition & Mental. Parents also participated in two Home Visits and Parent/Teacher Conferences from the center staff.

G) Kindergarten Preparation

Education & Early Childhood Development
Lanita Little Whiteman, Education Manager
School Year 2015 – 2016

Summary Report

Home Visits: Head Start Performance Standards requires for Center Teachers to conduct at least two Home Visits per school year; Initial Home Visit and Last Home Visit. There were 88 Initial Home Visits throughout the school year and 83 Last Home Visits at the end of the school year. Home Visits are conducted at home, at the center or any place that is convenient for both the parent and teacher. Home visits are not a requirement for parents to participate in Head Start.

Parent/Teacher Conferences: Head Start Performance Standards requires the Center Teachers to conduct two Parent/Teacher Conferences per school year. During the first P/T Conference there were 69 parents that participated and the second P/T Conference there were 53. Parent participation is low. Conferences are held from 1:00 p.m. – 6:00 p.m. allowing parents to make appointments or come as walk ins. Parents are given an opportunity to set goals for their child.

Child Assessments: Our program uses Teaching Strategies Gold for Child Assessments. Center Teachers complete three checkpoints per school year; Fall, Winter, Spring. 104 Child Assessments were completed in the Fall, 118 Child Assessments were completed in the Winter, and 127 Child Assessments were completed in the Spring. Numbers change due to parents dropping or withdrawing children, children transferring, late enrollment during a specific checkpoint, low attendance, and the under enrollment. The Teaching Strategies Gold assessments gather information of whole groups of children and used for planning purposes for measuring progress and planning of professional development trainings.

School Readiness Data Analysis Report: Northern Cheyenne Head Start Program completes a School Readiness Data Analysis Report yearly. The following Teaching Strategies Gold Fall/Winter/Spring Aggregation for FY 2015 -2016 in the areas of Social/Emotional Development, Physical Development, Language Development, Cognitive Development, Literacy Development and Mathematics Development is as follows:

In the Social/Emotional area of development, the program had 93.80% three year old children meeting or exceeding the national expectation at the end of the spring checkpoint. We had 31.80% of three year old children move from below expectation in the fall to meeting or exceeding expectations in the spring. For the children that assessed below expectation, the teaching staff will continue to use Second Step Early Learning Program in the classroom and implement individualized activities and guidance for the children. The children who are meeting or exceeding the expectations are encouraged to be role models for the other children. The program had 94.60% four year old children meeting or exceeding the national expectation in the area of social/emotion at the end of the spring checkpoint.

In the Physical Development area, the program had 87.50% of three year old children meeting or exceeding the national expectation at the end of the spring checkpoint. We had 31.3% of three year old children move from below expectation in the fall to meeting or exceeding expectations in the spring. A physical development training will be scheduled in the fall. The program had

61.80% of four year old children meeting or exceeding the national expectation in the area of physical development at the end of the spring checkpoint.

In the Language Development area, the program had 87.5% of three year old children meeting or exceeding the national expectation for children at the end of the spring checkpoint. We had 40.6% of three year old children move from below expectation in the fall to meeting or exceeding expectations in the spring. The program had 90.90% of four year old children meeting or exceeding the national expectation in the area of Language Development at the end of the spring checkpoint.

In the Cognitive Area of development, the program had 90.70% of three year old children meeting or exceeding national expectation at the end of the spring checkpoint. We had 34.4% three year old children move from below expectation in the fall to meeting or exceeding expectation in the spring. For continuous strengthening of the cognitive development in young children, teaching staff will ask children questions that encourage critical thinking skills and engage them in problem solving. The program had 94.50% of four year old children meeting or exceeding national expectation in the area of cognitive development at the end of the spring checkpoint.

In the area of Literacy Development, the program had 84.4% of three year old children meeting or exceeding national expectations at the end of the spring checkpoint. We had 46.90% of three year old children move from below expectation in the fall to meeting or exceeding expectation in the spring. Teachers will continue to introduce literacy throughout the classroom. The program had 94.50% of four year old children meeting or exceeding national expectations in the area of literacy development at the end of the spring checkpoint.

In the Mathematics area of development, 81.3% of three year old children meeting and exceeding the national expectation at the end of the spring checkpoint. We had 43.7% three year old children move from below expectation in the fall to meeting or exceeding expectation in the spring. The teachers will use activities from the Mathematics from the Creative Curriculum for Preschool Foundation resource book. The program had 90.90% of four year old children meeting national expectation in the area of Mathematics at the end of the spring checkpoint.

Family Conference Forms: Center Teachers complete Family Conference Forms three times per school year; first one is completed for the first parent/teacher conference, the second for the second parent/teacher conference and the third for the last home visit (Fall, Winter, Spring). These consist of a Summary of Development and Learning of the child. Child's strengths in social-emotional, physical, language, and cognitive development and the child's strengths in literacy, math, science and technology, social studies and the arts are written out each time. A plan for the child's development and learning are planned with the parent and without the parent. There were a total of 209 family conference forms completed.

Education Staff Meetings: Education Staff Meetings are held throughout the school year. We begin with a Center Teacher Orientation on August 24, 2015. Monthly meetings were held on October 19, 2015, November 16, 2015, January 25, 2016, Feb. 15, 2016, and April 8, 2016. Education staff meetings covers Performance Standards, Education Content Plan, Education Content Area Planning schedule (deadlines and required paperwork), calendar of events, policies, new information, etc. Staff also attend Monthly General Staff Meetings.

Professional Development Trainings: Professional Development Trainings are scheduled throughout the school year. All staff are required to have a minimum of 15 hours of professional development trainings per year. This includes Education Staff specific and mandatory in-service trainings. The following trainings for education staff were provided for this fiscal year 2015-2016.

Education Staff Trainings:

September 1, 2015 – Introduction of the Head Start Early Learning Outcomes Framework
And Teaching Strategies Gold Data Report – 1 hour

October 26, 2015 – Strategies to Support Self-Regulation in the Classroom - 3 hours

March 9, 2015 – Second Step Early Learning Kit Training - 3 hours

March 14, 2016 – Recognizing and managing our Stress – 3 hours

April 12, 2016 – CLASS Training – 2 hours

April 20, 2015 – Team Building with your Agency and Community (for all staff) – 3 hours

All Staff In-service (Mandatory Trainings):

August 31, 2015 – CACFP and Civil Rights Training – 1 hour

August 31, 2015 – ERSEA Training – 1 hour

August 31, 2015 – Transportation Safety – 1 hour

August 31, 2015 – Fire Extinguisher Training – 1 hour

August 31, 2015 – Introduction of the Health and Safety Screener – 1 hour

September 1, 2015 – Bloodborne Pathogens/Handwashing – 1 hour

September 1, 2015 – Mandatory Child Abuse and Neglect Reporting – 1 hour

Qualifications: Education staff take classes towards meeting job qualifications as required by the Head Start Act. Five Education Staff took classes at Chief Dull Knife College in the Fall of 2015, and three Education Staff took classes in the Spring of 2016. College courses are also counted as professional development training hours. We have one teacher with a B.A. degree, three teachers with A.A. degrees, and one teacher with a CDA certificate and two teachers working on their qualifications and we have one vacancy with the Center teacher position. We have two assistant teachers with A.A. degrees and two assistant teachers currently working on the qualifications. We have some vacancies with the assistant teacher positions.

Parent Education: Facilitated two Lunch and Learns on the topic of Literacy. I used Head Start Resource package and video “Our Stories Keep Us Connected” on October 28, 2015 and November 18, 2015. Facilitated Lunch and Learn on the topic Age Appropriate Behaviors on December 9, 2015. Used video titled “Yelling, Threatening and Putting Down: What to do Instead”. During School Readiness Night on March 30, 2016 facilitated Transition activity for parents. Kindergarten Teachers came and provided information on kindergarten expectations and school registration/application process for their school. We had Colstrip, Lame Deer, and St. Labre Kindergarten Teachers. Send Monthly Home Activity packets consisting of activities for parents to do with their child and school readiness information.