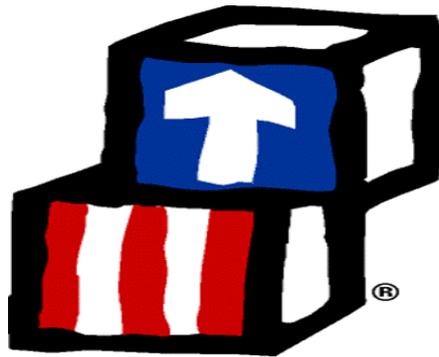




**Northern Cheyenne  
Head Start  
2016-2017 Annual Report**



**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	\$62,172.230
Part B & C	\$174,219.99
Preschool Development Grant	\$250,000.00
JOM	\$15,535.000

**B) Budget Expenditure**

Salaries	\$821,875.80
Fringe	\$232,551.52
Travel	\$10,707.34
Building-Maintenance/Repairs	\$15,000.00
Building Material/Supplies	\$18,181.00
Utilities	\$37,805.32
Telephone	\$7,886.01
Supplies	\$18,817.56
Equipment	\$1,787.08
Administrative Expenses	\$26,686.00
Insurance	\$116.20
Vehicle Operation	\$30,338.00
Vehicle Purchase	\$20,000.00
Membership Dues	\$1,792.00
Back Ground check/Drug Test	\$4,072.00
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	182 Children
Average Monthly Enrollment-September to May	7%

**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 19, 2017 and the Finding for The Head Start Program and other Tribal Programs was Material Weakness for Back Ground Checks.

**E) Children Who Received Medical and Dental Exams**

Receiving Medical Exams	70%
Receiving Dental Exams	75%
Receiving Hearing Exams	72%
Receiving Vision Exams	68%

**F) Parent Involvement Activities**

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

We also had 2 Fatherhood Trainings in January and March. The Fatherhood Activity was Fatherhood Field Day were we had 32 fathers and other volunteers help out with the annual Field Day Activities.

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 and Fund Raising Policy.

The parents also had Parent Orientation in October and 3 Family Fun nights-Transition, Nutrition/Health & 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  
Annual Report - School Year 2016 – 2017

### Home Visits:

Of all eight centers combined, a total of 97 Initial Home Visits were made and a total of 83 Last Home Visits were made. Teachers make attempts to conduct home visits, although parent participation is voluntary and is not a required condition of the child's enrollment.

### Parent/Teacher Conferences:

Our program schedules two Parent/Teacher Conferences per school year, once in the Fall and once in the Spring. A total of 81 parents participated during the first Parent/Teacher Conference held on November 17, 2016 and a total of 71 parents participated during the second Parent/Teacher Conference held on February 9, 2017.

### Checkpoints:

Teachers complete three checkpoints per school year using the Teaching Strategies Gold online assessments, November 17, 2016, February 9, 2017 and May 1, 2017. In the Fall, there were 126 children assessed, in the Winter, there were 116 children assessed and in the Spring, there were 121 children were assessed. The numbers fluctuate, due to the enrollment and absenteeism of children.

### Family Conference Forms:

Teachers provide parents with a Family Conference Form during the first Parent/Teacher Conference, second Parent/Teacher Conference and during the last Home Visit. These consist of a Summary of Development & Learning, which describes the child's strength in Social-emotional, physical, language, and cognitive development and in learning literacy, math, science and technology, social studies, and the arts. This form also addresses a plan for the child's development and learning. There were a total of 112 family conference forms completed in the fall, 123 completed in the winter, and 119 completed in the spring. Again, the numbers fluctuate, due to the enrollment and absenteeism of children.

### School Readiness Data Analysis Report:

Head Start program completes a School Readiness Report annually. This consists of the aggregation of the Fall, Winter, and Spring checkpoints from the Teaching Strategies Gold online assessments in the areas of Social/Emotional, Physical, Language, Cognitive, Literacy, and Mathematic Developments for the SY 2016- 2017. The information is analyzed and results are used for program planning, child school readiness goals, and staff professional development.

In the area of Physical Development, 39% three year olds score below national expectations in the fall and in the spring 92% three year olds were meeting and/or exceeding national expectations. In the fall, 33% four year olds scored below national expectations in the area of physical development and 93% four year olds were meeting

and/or exceeding national expectations in the spring. The program will continue to plan daily physical activities. Large motor activity materials will be ordered.

In the area of Social/Emotional Development, in the fall, 56% of three year olds scored below national expectations. In the spring there were 97% three year olds meeting and/or exceeding national average. In the fall, 40% of four year olds scored below national expectations in Social/Emotional Development and in the spring 91% four year olds were meeting and/or national expectations. For planning, the teachers will continue to use the Second Step Early Learning program, a program that teaches empathy, emotional management and friendship and problem solving. They will also implement individual guidance and use older children as role models.

In the area of Language Development, in the fall 65% three year olds scored below national expectations. In the spring 85% three year olds were meeting and/or exceeding national expectations. In the fall, 50% of the four year olds scored below national expectations in the Language Development and in the spring 93% four year olds were meeting and/or exceeding national expectations. Teachers will build language skills by speaking to children in complete sentences, introduce new vocabulary with weekly themes and engage children in conversation during activities throughout the daily schedule.

In the area of Cognitive Development, 48% three year olds scored below national expectations in the fall and in the spring 90% three year olds were meeting and/or exceeding national expectations. For the four year olds in the fall, in the area of Cognitive Development, 50% scored below national expectations and in the spring 93% four year olds were meeting and/or exceeding national expectations. Teachers will continue to ask children questions, encourage thinking skills and engage the children in problem solving.

In the area of Literacy Development, 64% three year olds scored below national expectations in the fall and in the spring 92% three year olds were meeting and/or exceeding national expectations. In the fall, 38% four year olds scored below national expectations and in the spring 96% four year olds were meeting and/or exceeding national expectations. The program plans to purchase Phonemic Awareness, a new literacy program. Teachers will continue to use Zoo Phonics and use the supplemental Creative Curriculum Foundation Volume 3 – Literacy book to add more literacy activities in the classroom. Also literacy assessments will be done three times during the next school year.

In the area of Mathematics Development, 65% of the three year olds score below national expectations and in the spring 82% were meeting and/or exceeding national expectations. In the fall, 63% four year olds scored below national expectations and in the spring 88% were meeting and/or exceeding national expectations. Math manipulatives will be ordered and teachers will continue to use the Creative Curriculum Foundation Volume 4 – Mathematics book to add more mathematic activities in the classroom. A math training was held in October.

### Curriculum Planning:

The parents and staff decided to purchase a new curriculum funded by the Montana Preschool Development Grant. Several curriculums were presented to staff, Policy Council and Tribal Council. Opening the World to Learning (OWL) Curriculum was decided. Our program will be in a transition into this new curriculum 2017 – 2018 school year. Parts of the curriculum will be introduced at a time to the Education Staff, by the MPDG Instructional Consultant. Our goal is to complete a full training on the new OWL curriculum in the school year 2018 – 2019 and begin implementation.

### School Readiness Goal Planning:

Program and Child goals were set in the areas of Cognitive Development, Language and Literacy Development, Social Emotional Development, Approaches to Learning, and Perceptual, Motor, and Physical Development. Education staff had couple working sessions on the school readiness goals with guidance from our T/TA Specialist. Policy Council and Tribal Council were presented with the School Readiness Goals and were approved. School Readiness Goals will be implemented during the SY 2017-2018.

#### **Cognitive Development:**

Program Goal: The Northern Cheyenne Head Start Program staff will provide mathematics development and scientific reasoning activities in order to provide success as a lifelong learner.

Child Goal: Children will increase mathematical developmental and scientific reasoning skills.

#### **Language and Literacy Development:**

Program Goal: The Northern Cheyenne Head Start, through engagement of parents and community partners, will improve the child's ability to engage in conversation with the use of expressive language, the ability to speak or articulate words and pronounce words clearly and understand communication of others through the use of receptive language, the ability to understand what is being said. Children will also develop an awareness that communication is conveyed through letters and sounds, that print carries a message. Staff, parents, and community partners will make an effort to immerse the children in the Northern Cheyenne native language.

Child Goal: Children will increase communication at home and at school by expanding vocabulary in multiple languages and gaining an appreciation for books, written and oral languages.

#### **Social/Emotional Development:**

Program Goal: The Northern Cheyenne Head Start Program staff, through engagement with parents and community partners, will improve child well-being through the service delivery of mental health screenings and referral in order to promote positive school readiness.

Child Goal: Children will be engaged by teachers to practice daily health and well-being activities.

**Approaches to Learning:**

Program Goal: The Northern Cheyenne Head Start Program will provide a safe and stimulating environment allowing children's growth and development through exploration and planned school readiness activities.

Child Goal: Children will progressively expand their love of learning, creativity in thinking and ability to make positive choices at home and at school.

**Perceptual, Motor, and Physical Development:**

Program Goal: The Northern Cheyenne Head Start program staff, through engagement with parents and community partners, will improve child follow up activities in all health services areas by 80% in order to promote positive school readiness.

Child Goal: Children will be engaged by teachers to practice daily health and well-being activities.

**Professional Development Trainings:**

Head Start requires a minimum of 15 hours of professional development trainings per year. This includes Education specific trainings and college classes. The following were provided for this fiscal year.

All Staff In-service (Required Trainings):

September 6, 2016 – Mandatory Child Abuse and Neglect Reporting – 1 hour (26 staff)

September 7, 2016 – Transportation Safety – 1 hour (29 staff)

September 7, 2016 – Bloodborne Pathogens/Handwashing – 1 hour (31 Staff)

September 8, 2016 – CLASS training (all Staff) -3 hours (28 staff)

September 8, 2016 – Fire Extinguisher Training – 1 hour (26 staff)

September 10, 2016 - CACFP and Civil Rights Training – 1 hour (28 staff)

Educational Training:

October 17, 2017 – Teaching Math throughout the Preschool Environment – 3 hours (16 staff)

March 27, 2017 – Coaching Overview – 3 hours (13 staff)

April 17, 2017 – Maintaining Positive Learning Environments – 3 hours (15 staff)

Other trainings:

May 17, 2017 – First Aid/CPR renewals (4 staff)

April 10, 2017 – Curriculum Presentation (4 staff)

October 10, 2016 – ECERS Training – 2 hours (4 staff)

February 22-23, 2017 – Foundation Literacy 101 (5 staff)

March 13-15, 2017 – 27<sup>th</sup> Annual Early Childhood Conference (8 staff)

College classes:

Some Education staff are taking college courses at Chief Dull Knife College to meet job qualifications as required by the Head Start Act. We had 4 Educational staff attend CDKC in the Fall 2016 and Spring 2017.

### Qualifications:

We currently have two teachers with B.A. degrees, three teachers with A.A. degrees and three teachers are working on their qualifications. We have one Assistant teacher with an A.A. degree. We have two vacancies with the assistant teacher positions and one vacancy with the Center Teacher position.

### Parent Education:

Facilitated two parent education trainings using the Head Start's Our Stories Keep Us Connected Resource package and video, held on November 16 and 30, 2016. Facilitated one parent education on the topic of Developmental Stages on October 26, 2016. During School Readiness Night on April 20, 2017, facilitated a Transition Activity for the parents. Kindergarten Teachers from the surrounding schools were invited to come and meet the parents and provide information on kindergarten expectations and school registration/application process for their school. Schools from Lame Deer and Colstrip attended. Kindergarten Roundups were scheduled with Lame Deer School, Decker School, and Ashland Public School. Information was given out to parents whose children were going to attend Colstrip School (an out of district school).