

Stockbridge-Munsee Community | Electa Quinney Head Start
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Stockbridge-Munsee Community Electa Quinney Head Start

2021-2022 Annual Report to the Public

Grant #90CI9891
Year 2 of 5
Budget Period 04.01.2021-03.31.2022

Ginny Rusch
HEAD START MANAGER

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Program Description

The Stockbridge Munsee Community Head Start program serves children, ages 3 to 5 years of age living in the Bowler School District, Gresham School District and on the Stockbridge Munsee Reservation. This region includes the townships of Bartelme and Red Springs.

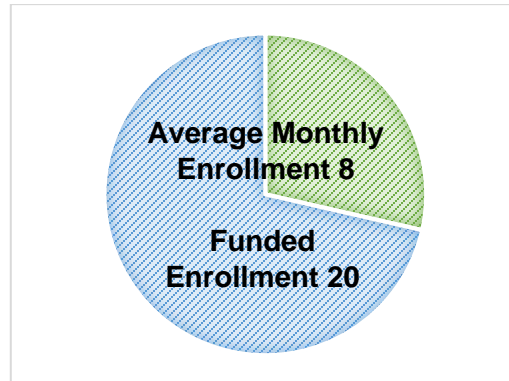
Our Mission

Continuing Electa Quinney's Educational Vision for a Bright Future



2021-2022 School Year Overview

Annual Enrollment



Medical & Health Services

100%
Completed Physical Exam

100%
Identified Medical Home

100%
Identified Dental Home

85%
Up-to-Date Immunizations

100%
Have Health Insurance

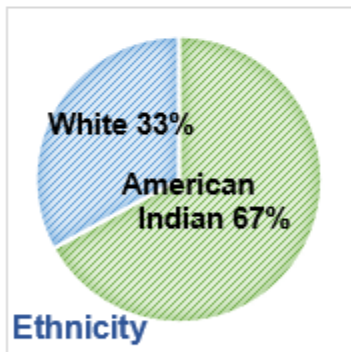
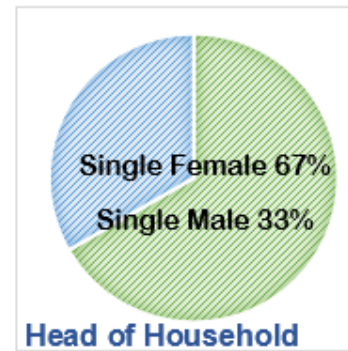
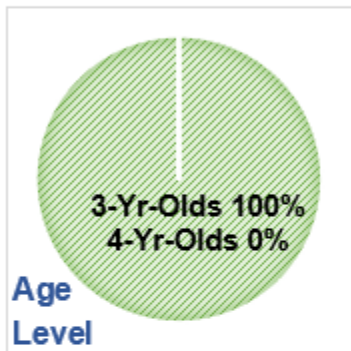
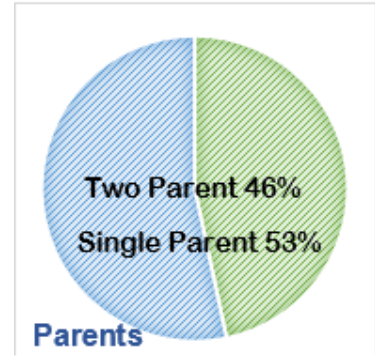
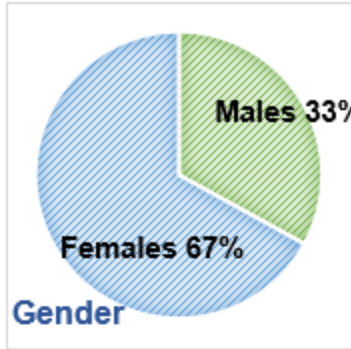
Number of Meals Served

Breakfast	455
Lunch	449
Snack	<u>320</u>
TOTAL	1,124

Student and Family Profiles

Head Start Children

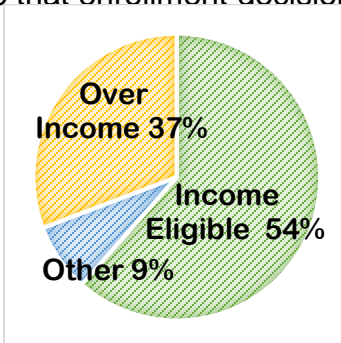
Head Start Families



Policy Council

Policy Council is comprised of Head Start parents and community members. Their role is to provide leadership and direction to Head Start, ensuring the delivery of quality services and education to our children and families.

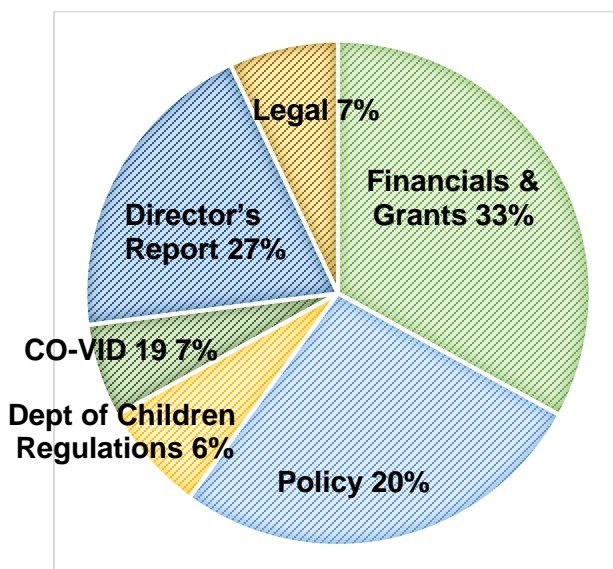
Their first responsibility is to ensure that enrollment decisions are made fairly and without bias.



2021-2022 Eligibility

Policy Council assists in decision-making recommendations related to Head Start programming.

2021-2022 Policy Council Activities



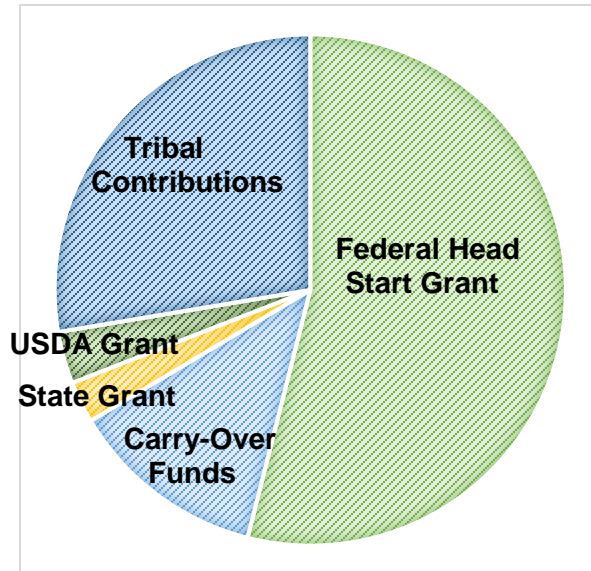
The Most Recent Federal Head Start Monitoring Event was a Focus Area I (FA I), monitoring event conducted during March 2021.

There were no areas of concern identified.

Head Start Financing

March 2021-April 2022

Head Start Funding Sources
2021-2022



Discussion

While the graph above approximates the funding amounts, which support Head Start, it is difficult to determine comparable amounts per funding year. Many fiscal years are included in managing the Head Start expenses.

Kindergarten Readiness

What is Kindergarten Readiness?

Kindergarten readiness goals define the expectations of each child's status and progress across all domains including language/literacy development, cognition/general knowledge, approaches to learning, physical health/well-being, motor development and social/emotional development to improve readiness for kindergarten. Readiness goals are appropriate for the ages of each participating in programming. This approach to school readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children.

Head Start recognizes all parents as their child's primary teacher, nurturer and advocate. With this in mind, Head Start consults with parents early in the year to establish goals which will guide teachers in providing individualized educational services for each child.

As Head Start nears the end of the school year, and children near kindergarten age, Head Start works with school districts to support children and family as they transition to kindergarten at "Big School." Head Start works with school districts work together to promote school readiness and engage families in the transition and their child's future learning.

Curriculum and Educational Strategies

Creative Curriculum

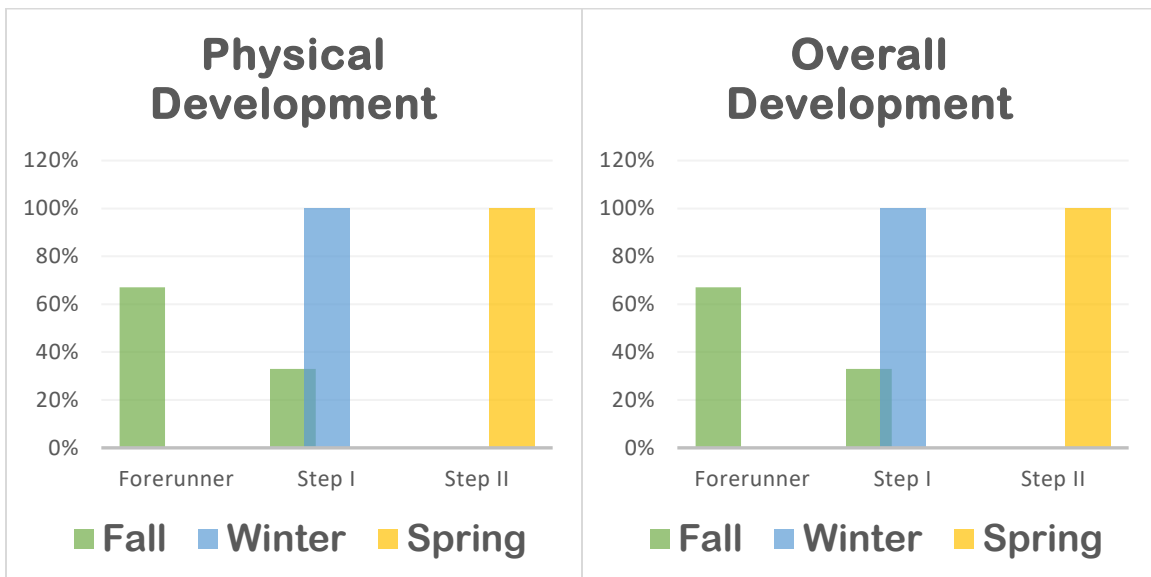
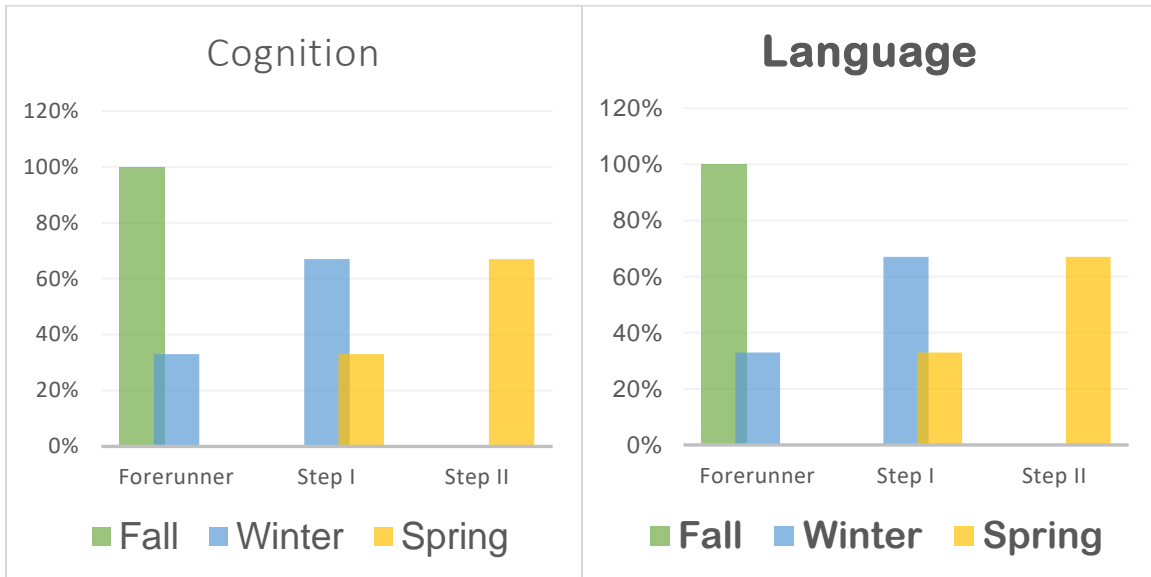
The Creative Curriculum aligns with the Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF) which identifies the central areas of early learning. The framework is designed to show how preschoolers grow and learn new skills in developmental order. It is based what young children should know and be able to do during their early years. By using the Creative Curriculum as an assessment tool, the teaching staff are able to measure the impact of Head Start teaching. Teaching staff can track each child's progress throughout the school year, to gather data to better inform families about their child's progress towards the outcomes they identified for their child.

By measuring progress toward school readiness goals Head Start is able to individualize activities and teaching strategies for each child to ensure that children know and can do what is needed to be ready for kindergarten.

Children are scored as having forerunner or emerging skills, step one or step two skills. As would be expected, none of the children achieved step three as these are beyond their developmental level and more typical of 4-5-year old children.

What follows is a discussion of the children and their developmental progress for the 2021-2022 school year.

Developmental Progress (All Children)



Discussion

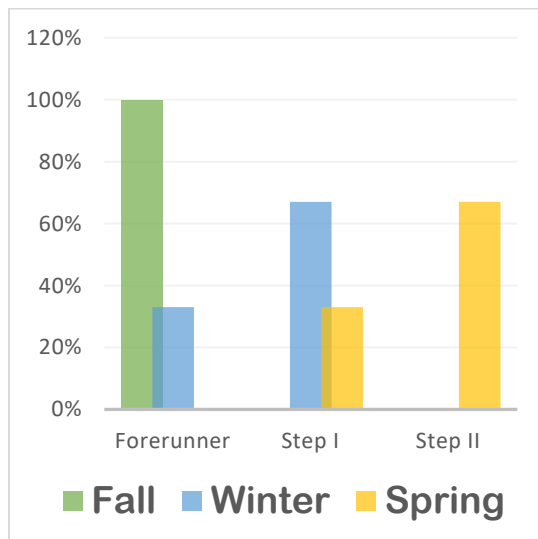
The following discussion covers each of eight Head Start Domains of learning and development including:

- Language Development
- Approaches to Learning
- Science
- Creative Arts
- Literacy
- Social and Emotional Development
- Mathematics
- Physical Health and Development

In addition, this discussion will focus on specific domain elements and/or indicators (skills) including the following:

- Understands an increasingly complex and varied vocabulary;
- Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes;
- Uses an increasingly complex and varied spoken vocabulary;
- Phonological awareness;
- Associates sounds with written words;
- Book knowledge and appreciation;
- Print awareness and concepts;
- Identifies at least 10 letters of the alphabet, especially those in their own name;
- Knows the letters of the alphabet that are a special category of visual graphic that can be individually named; and
- Number and operations.

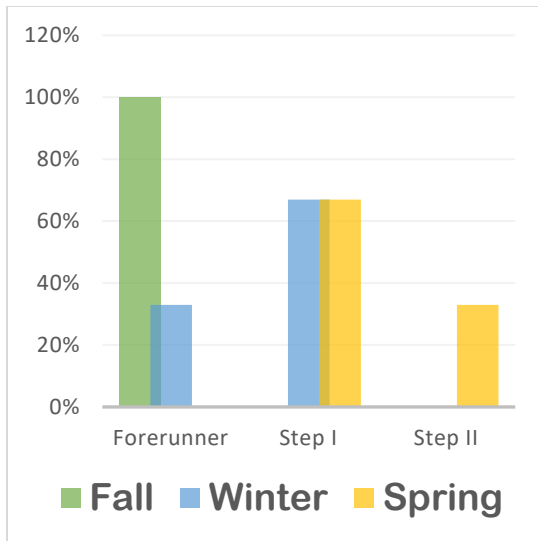
Developmental Progress (Skill Specific)



Child Development Growth Patterns Followed Similar Tracks for All Children Across:

- Book Knowledge/Awareness
- Literacy
- Phonological Awareness
- Approaches to Learning

Children arrived at Head Start with solid age appropriate book knowledge and awareness. They demonstrated good approaches to learning and growth across domains related to literacy and phonology.

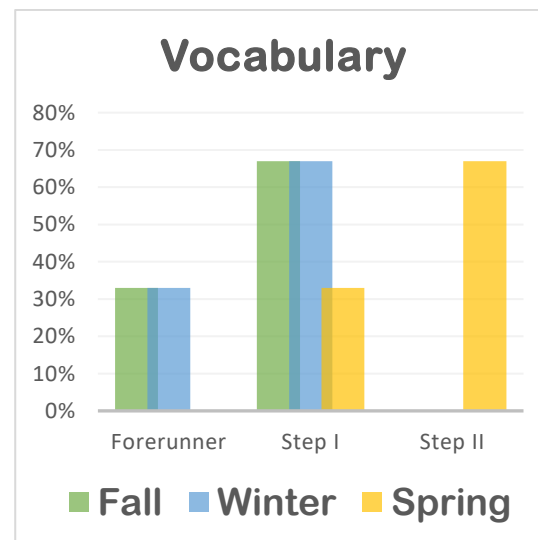
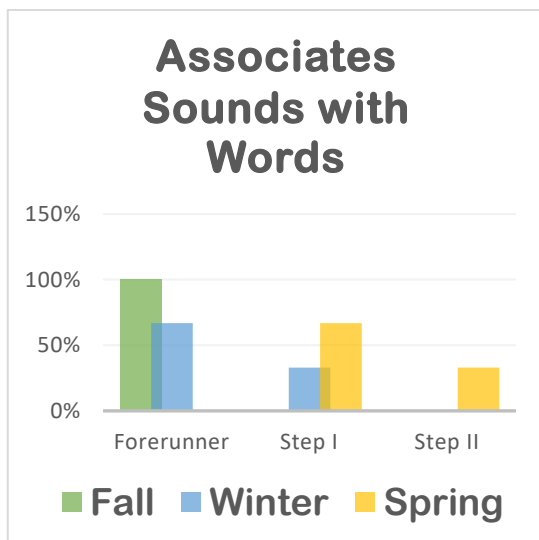
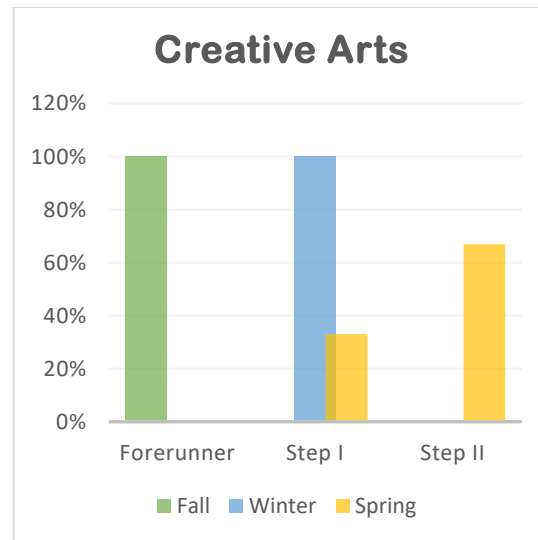
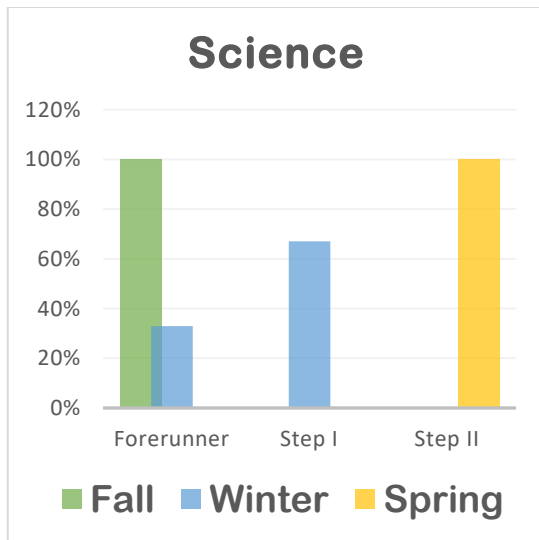


Child Development Growth Patterns Followed Similar Tracks Across:

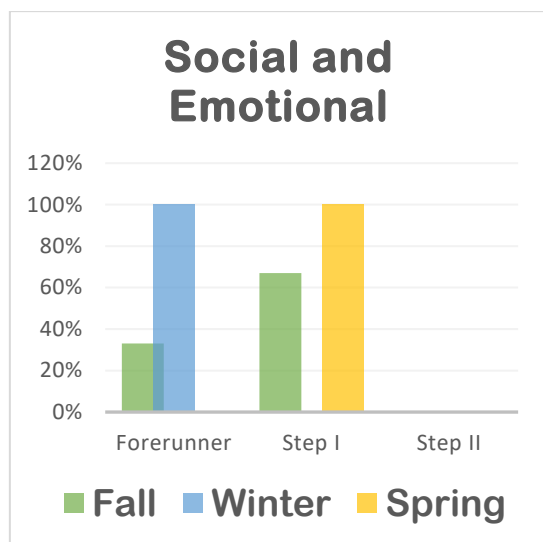
- Print Awareness
- Recognizes Words as Print
- Identifies 10+ Letters
- Knows Letters are Graphic Representations
- Numbers and Operations
- Mathematics

Children arrived at Head Start with solid age expected understanding of letters, words and numbers.

The four following graphs reflect the differences in growth patterns across developmental domains.



The following chart reflects social-emotional growth for this group of 3-year-olds is at a slower rate than all areas of development.



Observations Based Upon the Data

Assessment information was gathered on all children at enrollment, in the winter and again just prior to the end of the year. A review of the data indicates children, entered the program with varying abilities in general and all children demonstrated growth across all areas of development. With the exception of social-emotional development children achieved “step two” level skills in all areas of development. Science and vocabulary are identified as a strength at the end of the year.

Children appear to have made the most gains in the areas of science and vocabulary. As stated, above, children appear to have developed most slowly in their social skills. Given their chronological age, this is not unexpected as more mature social skills develop between the ages of 4 and 6 years of age.

For all of these children, this is their first experience in a pre-school setting. They adapted well to the school routine, daily scheduled activities and classroom rules. They formed friendships with one another.

The Impact of Co-Vid 19 on the 2021-2022 Head Start School Year

CO-VID 19 created **significant difficulties** for Head Start enrollment and programming. Throughout the year Head Start experienced:

QUARANTINES

- 5-Week Delayed Start to Program
(Head Start began in October as Opposed to September)
- 2 Complete Program Closures
(Head Start was closed on two separate occasions due to staff and or child quarantines)

ATTENDANCE

- Previously Unseen Numbers of Staff Absences
- Previously Unseen Numbers of Child Absences
- Atypical Frequent and Extended Absences

	<u>2021-2022</u>
2021-2022 Average Head Start attendance	77%

and seldom approached the 85% target set forth by the Federal Office of Head Start. Variances ranged from 58% to 93%.

	<u>2018-2019</u>
2018-2019 Pre-Co-Vid Average Attendance	85.1%

with variances from 77% to 91%.

WITHDRAWAL FROM SERVICES

Early in the school year families expressed significant safety concerns related to the potential for cross contamination of children from the school districts and Head Start and sharing the virus across school settings. As a result:

- Three families chose to receive all early childhood services from the school district (these children were receiving services for special needs), and
- One family withdrew their child due to frequent and recurrent illnesses.

Also impacting enrollment was the number of families that moved out of the area. Throughout the year, Head Start lost three children due to relocation.

Community Assessment 2021-2022

Conclusion

Data obtained and contained within this report was gathered through extensive research, a review of family and child records, recently completed community partner, educator and Head Start staff surveys, and previously gathered demographic records.

Key Findings

Head Start Enrolled Children

- A majority of the children enrolled in Stockbridge-Munsee Head Start live with parent(s) who are working outside of the home.
- One fifth of enrollees are living in an out of home placement or foster care. Extended family members are supporting this child.
- The parents of all of the current Head Start children have completed high school or the equivalent GED. Nearly 27% of parents have trade school or some college experience.
- All families indicate they have access to reliable transportation.

Head Start Families

- Families of Head Start children vary in status with two single-parent families. 53% of families are headed by a married couple, while 47% families are headed a single parent.
- Head Start families often included extended family members including grandparents and great grandparents. A majority of the families include more than one child in the home.
- 80% of the current Head Start families are residents of the Bowler community with 60% of families living on the Stockbridge-Munsee reservation.
- 40% of parents of Head Start Children are employed full-time.
- All families have access to routine health and dental care and rely on Indian Health Services to meet those needs.
- A majority of families receive at least one form of public assistance including Medicaid, Social Security, SNAP Nutrition Program, WIC, Housing, Unemployment Benefits, TANF. Outside of Badger-Care Plus the most frequently relied upon support is SNAP.

While the Stockbridge-Munsee Head Start is housed on the Tribal Reservation, there is some overlap in enrollment outside the Tribal boundaries, from both Gresham and Bowler School Districts.

There are several distinct differences in the lives and experiences of Tribal residents as compared to Shawano County residents.

While poverty appears to be a common experience in the lives of many Shawano County and Tribal residents, families are accessing community supports to maintain their households. While reliance on supportive services varies across the region, nonetheless there is a positive impact for families receiving supportive and educational services.

Transportation does not appear to impact everyday activities, however, may limit ease of access to services outside of the residential area.

In Summary

While Stockbridge-Munsee Head Start is funded for 20 children a total of 15 children received services at some point during the school year. Year-end attendance was five children. With the easing of Co-Vid restrictions, families came together for a year-end celebration of the children. Previous to that family group activities did not occur and all contacts with families were made on a one-on-one basis. While this allows for increased individualization of services, families were not offered the opportunities together and share learning opportunities together.

At the close of the year there were no longer any 4-year-old children in attendance and, therefore graduation was not held as in previous years.

Head Start looks forward in anticipation for the 2022-2023 school year. Recruitment of staff is complete and we are ready to welcome them to the team.

Head Start looks forward to welcoming back the five returning students from the 2021-2022 school year. There has been an aggressive campaign to enroll children for the upcoming year and new applications are beginning to trickle in.

Thank You!

Head Start would like to extend a gracious thank you to the Stockbridge-Munsee Community for the support of the program. Thank you to Tribal President Shannon

Holsey and Tribal Council members for acting on behalf of the best interests of the program and children.

Thank you to all the volunteers who shared their time and talents with the children. All the planned activities, stories and lessons are much appreciated!

Thank you to Policy Council team members, Melodi Malone, Nancy Boivin, Roberta Carrington, and Carolie Miller, for their assistance with programmatic decisions.

Thank you to the Head Start team, Dee Castellanos, Teniesha Cole, Oleyna Hirthe and Donnette Weiterman who worked through many challenges to make 2021-2022 a rewarding year for so many.

A special Thank You to Jolene Bowman, for her leadership, guidance and wisdom.