


Stockbridge-Munsee Community
ELECTA QUINNEY
HEAD START 

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Little Ones Leave Lasting Impressions

Annual Report to the Public

2024

Ginny R Rusch

**Stockbridge-Munsee Community Head Start
Annual Report to the Public**

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PROGRAM OVERVIEW

LOCATION

W13429 Cherry Street
Bowler, WI 54416

CONTACT INFORMATION

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WEBSITE

<https://www.mohican.com/services/education-and-career-services/head-start/>

MISSION

Stockbridge-Munsee Community Electa Quinney Head Start is dedicated to honoring Electa Quinney's contributions to early childhood education by providing a safe, child-friendly learning center in which creativity and curiosity are encouraged and each child's unlimited potential for success is celebrated.

PLEDGE

Head Start aspires to partner with families and the community to nurture, sustain, and educate young children for future personal and social success. Head Start is committed to fostering each child's knowledge, self-awareness, and confidence as they grow and develop. Head Start values Indigenous heritage and honors customs and learning practices which will connect all children to the riches of their community.

PHILOSOPHY

It is the philosophy of Head Start staff that each child is a unique individual and has the capacity for learning. Head Start encourages growth by providing a foundation of developmentally appropriate experiences where children can practice and master new skills in a safe and nurturing environment.

The Head Start's child-centered curriculum integrates meaningful play, exploration, discovery, and problem solving as strategies which foster individual growth and development.

Head Start also values early relationships and recognizes parents/guardians as the most important teachers in a child's world. The team supports families in promoting the healthy development of each child.

Head Start supports ongoing, continuing education of all Head Start staff to ensure staff remain current with current trends in the field of education. The goal is also to ensure children receive care and education consistent with current research and best practices.

Purpose

A program-wide self-assessment is conducted on an annual basis to ensure Head Start (HS) is compliant with and meeting/exceeding Federal Head Start Performance Standards in the provision of early childhood education services for children and families enrolled in programming.

The Performance Standards outline the requirements for to ensure effective implementation of the annual assessment.

Program Goals

- ◆ With the start of the 2024-2025 school year Head Start will develop an action plan for the upcoming year and beyond.
- ◆ Upon completion Head Start will implement the action plan and analyze data twice throughout the year to determine progress toward outcomes and to allow for corrective responses and continuous improvement.
- ◆ A final review of the data and recommendations based upon trends will be generated and included in the Self-Assessment at the end of the school year. The report will include the identified measurable objectives, progress, supportive evidence, challenges, and plans for subsequent years.
- ◆ Head Start will communicate findings with the Federal Office of Head Start, leadership, Policy and Tribal Councils, families, and

Outcomes will include:

- Goals to ensure children will possess the skills, knowledge, and attitudes necessary for school success and for later learning and life.
- Goals to ensure ongoing assessment and monitoring trends of health and safety practices to ensure children are safe at all times.
- Goals to ensure Head Start is working with families to identify not only, child goals, but goals which support the health, safety, and wellness of the family, through the Parent-Directed Goal and Partnership Agreement process three times annually.
- Goals to guide teaching practices, staffing and professional development, child-level assessments, family needs assessments, and comprehensive services.
- Goals to ensure accurate reporting of significant events which impact the health and safety of program participants, circumstances affecting the financial viability, breaches of confidentiality, program involvement in legal proceedings, incidents related to child abuse and neglect, program closures and/or revocation of licensure.

The above list is not exhaustive, but will be a starting point for the development of the program's action plan.

Management Systems

The areas addressed in the self-assessment include program governance, program operations, communication, planning, record keeping and reporting, ongoing monitoring, and human resources. The focus for this assessment is to determine program strengths and opportunities for growth.

Action planning will take place with the return of the team in August.

2023-2024 Overview

This year was the end of the fourth year of the program's five-year grant cycle. The primary focus this year was on enrollment. Since the onset of COVID HS has had difficulty attaining the funded 20 slots. In January of 2023 HS received an under-enrollment letter indicating a need to engage in additional planning and make modifications to ensure full enrollment. Despite aggressive actions, enrollment remained low for the 2023-2024 school year. HS has submit a change of scope application to request a reduction in enrollment numbers. OHS continues to review that application.

This year saw the first group of children who had experienced COVID isolation at home. While no behaviors escalated to an extreme, more challenges were noted in social skills, sharing, and taking turns, and appropriate play. Staff relied heavily on Conscious Discipline strategies to manage those behaviors and to teach the children how to self-regulate.

Program Governance

Strengths

◆ Each month, Director's Reports are written addressing all of the components of the FA2 Review including:

- | | |
|---|---|
| <ul style="list-style-type: none">• Major Activities;• Concerns, Problems, Recommended Resolutions;• Current Projects;• Statistical Information (Customers/Clients Serviced during the Month.) This includes:<ul style="list-style-type: none">• ERSEA Data Tour: Enrollment, Attendance and Discussion;• Financial Update including:<ul style="list-style-type: none">• Federal Grant Expenses/Revenues; CACFP Grant Expenses/Revenue; State Supplement Grant Expenses/Revenues; Tribal Contributions;• Status of Standard Operation's Processes Development; | <ul style="list-style-type: none">• Status of Department Policy Development;• Health including:<ul style="list-style-type: none">▪ Discussion; Health Data Tour;• Special Needs including:<ul style="list-style-type: none">▪ Discussion; Special Needs Data Tour;• Safety including:<ul style="list-style-type: none">▪ Discussion; Safety Data Tour;• School Readiness including:<ul style="list-style-type: none">▪ Data Tour;• Family Partnerships including:<ul style="list-style-type: none">▪ Discussion; and Family Partnerships Data Tour;• Parent Involvement including:<ul style="list-style-type: none">▪ Discussion; and Parent Involvement Data Tour;• Community Partnerships including:<ul style="list-style-type: none">▪ Discussion; and Data Tour. |
|---|---|

What is Head Start

Head Start is a federal- and state-funded program that promotes school readiness, provides quality health, nutritional, social, and other services to enrolled children and families.

HS is also funded through generous Tribal contributions from the Stockbridge-Munsee Community.

Head Start serves children ages 3-5 through a schedule similar to the public school system.

While enrollment is encouraged at the beginning of the school year, applications are accepted throughout.

2023-2024 Program Data

With children entering and leaving the program at various times HS serves a total of 20 children throughout the year. Average daily attendance averaged 11 children per day.

Gender

41% Male 49% Female

Child Lives With...

53% Single Parent 35% Two Parents
12% Other Family Members

Race

85% AIAN 15% White

Stockbridge-Munsee Heritage

38% SM Enrolled

23% Direct Descendant

15% 2nd-Line

23% Other Native

Ethnicity

100% Non-Hispanic or Non-Latino

◆ Each month Policy Council meets monthly to review the above document and to address program questions and concerns.

Opportunities for Growth

◆ Parents are hesitant to join the Policy Council. While quorum was met at each meeting attendance was spotty for several members. Recruitment for Policy Council needs to involve greater outreach as well as ongoing education to enhance members' recognition of the value of their participation.

◆ Tribal Council is receptive to items brought to them for review. They actively seek additional data so they can make well-informed, educated decisions.

Program Operations

ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT, ATTENDANCE

Strengths

◆ Policy Council is involved in decision-making related to eligibility. All applications are reviewed prior to enrollment.

◆ HS begins recruitment activities early in the calendar year to ensure all families who have interest in HS receive an application or information.

◆ Tribal Council has been involved in ensuring the selection criteria is reflective of the desired population for enrollment.

◆ HS accepted applications year-round in an attempt to reach fully-funded status.

◆ HS worked to clearly outline attendance expectations to guide program participation. Families received information consistently related to the value of early education, regular attendance, and parents' support of their child's education.

◆ Present and former HS parents make up one-third of the HS team. Families who have previously received HS services are in tune with family's questions, concerns, and program ideas.

◆ HS staff are committed to their own personal education. One-third of the team is enrolled at College of Menominee Nation (CMN) to further their education.

◆ One-third of the HS team has longevity with the program extending as far as 18-years. Staff recognizes and is committed to ensuring compliance with Federal Office of Head Start (OHS) and Department of Children and Families (DCF) regulations.

◆ Staff is also committed to the health and safety of enrolled children.

◆ The HS team is committed to Tribal language preservation and revitalization and incorporates language learning strategies in daily activities.

Opportunities for Growth

◆ Maintaining enrollment at fully-funded capacity has been a challenge. Head Start is working with OHS to determine if an enrollment reduction may be a potential solution.

◆ Maintaining adequate staff to support program operation is a challenge. HS has worked with HR throughout the year to recruit new staff.

Potential Solution(s)

◆ Head Start is working with OHS to determine if an enrollment reduction may be a solution.

PROGRAM STRUCTURE

Strengths

◆ Daily transportation to/from HS supported the center-based program structure and assisted in maintaining regular attendance.

Opportunities for Growth

◆ On occasion, limited staff and/or lengthy bus routes interrupted daily classroom schedules.

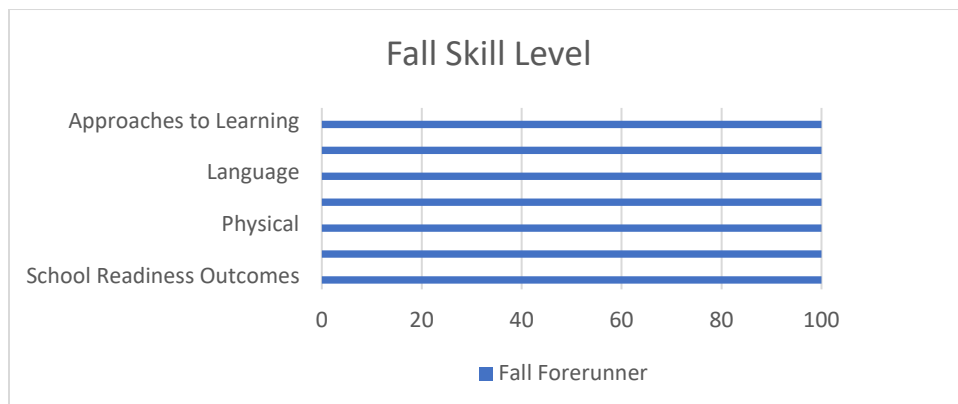
Potential Solution(s)

◆ With reduced enrollment the potential for scheduled large group early morning welcome routines and breakfast may be more productive and lend itself nicely to supporting new students.

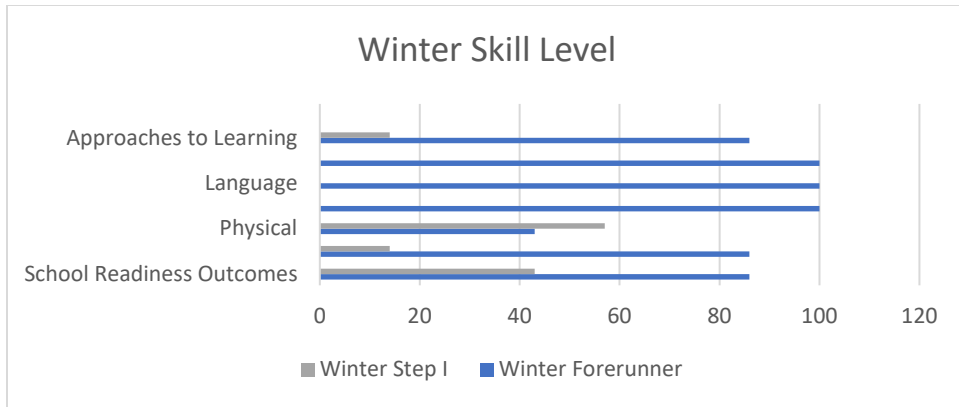
EDUCATION AND CHILD DEVELOPMENT PROGRAM SERVICES

Head Start utilizes Creative Curriculum as the basis for lesson planning for daily classroom activities. Children are guided through a variety of theme-based activities which target skill building across all areas of development. Each child's developmental progress and school readiness is assessed using the curriculum guide. Information related to the child's progress in these skill areas is addressed with families throughout the year. Children who are experiencing difficulties may be referred for additional services with the family's consent.

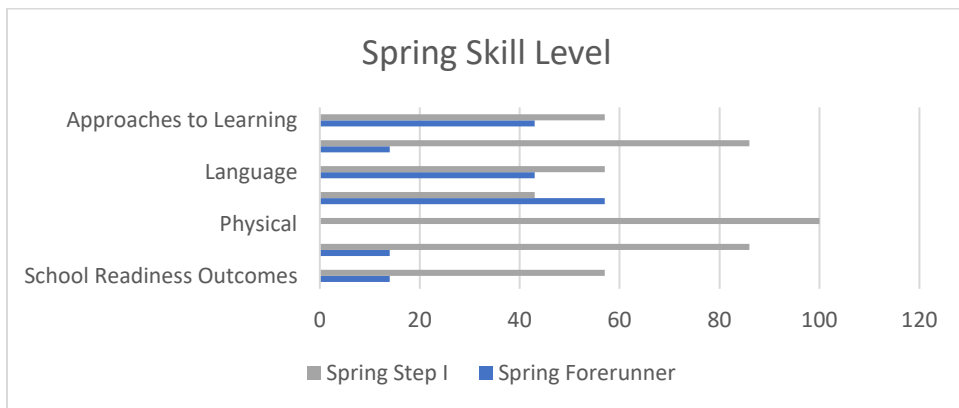
The charts below represent the growth which occurred with the children ages 3-4. Skill levels were measured in the fall, winter, and spring.



With the start of the school year 100% of the 3-4-year-old children were at the Forerunner level, as would be expected.



By the winter months, growth could be seen across several domains including approaches to learning, physical, social emotional and school readiness. Children began progressing from the forerunner (blue) level to the step 1 level (grey).



By the end of the school year, children were showing strong growth patterns across all areas of development.

Strengths

- ◆ Curriculum and Assessment
 - Child Outcomes identified with families and discussed at Parent-Teacher Conferences
- ◆ Staff adhere to Creative curriculum practices in lesson planning
- ◆ Child progress is monitored and recorded as it occurs
- ◆ Staff strive for accuracy and are attentive to detail when recording child growth and development
- ◆ Lesson plans are written and submitted for review
- ◆ All staff are involved in recognizing child growth or concerning behaviors

Opportunities for Growth

- ◆ NA

Potential Solution(s)

- ◆ NA

HEALTH PROGRAM SERVICES

Health and Dental Exams, Hearing, Vision, Behavioral Health, Nutrition

Strengths

- ◆ Prevention and Early Intervention
- ◆ Mental Health
- ◆ All Health & Dental Exams completed prior to enrollment
- ◆ Hearing and Vision resources easily accessible and dependable
- ◆ Hearing and Vision completed within 45 days of start of school year
- ◆ Height, weight, and BMI are recorded and tracked throughout the school year
- ◆ SNAP and Nutrition education provided monthly for classrooms
- ◆ Dental screen and fluoride provided throughout the school year
- ◆ Behavioral Health screenings conducted prior to school year and throughout school year

- ◆ Meals served family style, follow nutrition guidelines, and offer a variety of foods
- ◆ Children are encouraged to try all food presented at meals
- ◆ Children brush teeth daily after meals
- ◆ Frequent handwashing
- ◆ Cough and sneeze protocol taught
- ◆ Children do not share clothing, bedding
- ◆ Families and IHS are notified in the event of an exposure
- ◆ Staff complete annual health exams
- ◆ Staff rely on daily health check reports to indicate any out of the norm marks, bruising, cuts
- ◆ Medical Logbook reviewed frequently to identify trends or patterns

Head Start is committed to the health and wellness of all children and collaborates with community partners to ensure children are receiving well-child concerns are identified early, and resources are put in place to address identified concerns.



Medical Home

100% of HS children have identified a medical home



Dental Home

100% of HS children have identified a dental home



Childhood Immunizations

95% of HS children are current on their childhood immunizations



Well Child Exams

100% of HS children are up to date with well child exams



Preventative Dental Care

95% of children received preventive dental care while enrolled at HS



Hearing & Vision Exams

95% of HS children completed hearing and vision exams

Opportunities for Growth

- ◆ NA

FAMILY AND COMMUNITY ENGAGEMENT PROGRAM SERVICES

Strengths

◆ Parent Involvement

- ◆ Limited opportunities this school year. Five day per week schedule presented challenges to scheduling

Opportunities for Growth

- ◆ Revisit service delivery schedule
- ◆ Ongoing planning and scheduling ahead
- ◆ Engage families through frequent communications

Potential Solution(s)

- ◆ Na

SERVICES FOR CHILDREN WITH DISABILITIES

Strengths

- ◆ Children requiring additional support were identified and referred to the school district.
- ◆ 100% of those children referred were evaluated and determined eligible for services. IEP's were developed and shared with Head Start staff.

Opportunities for Growth

- ◆ With the 2024-2025 school year the interagency agreement will require updating.

Potential Solution(s)

- ◆ Schedule early in the year to begin discussions.

COMMUNICATION

Strengths

- ◆ HS relies on a variety of strategies to keep families and the community informed of activities.

Regular correspondence includes:

- | | |
|---|---|
| <ul style="list-style-type: none">• Parent Handbook• Enrollment Folders• Family Needs Assessment• Program Newsletters/Calendars<ul style="list-style-type: none">○ Include, lesson plans, menus, parent information, events• Parent Directed Goals and Partnership Agreement• Mohican News – Monthly Head Start Corner Publication• Attendance Agreement/Expectations | <ul style="list-style-type: none">• Parent/HS Rights and Responsibilities• Notebooks/Backpacks• Closed Head Start Facebook Page• Email• Text Messages• What's App• Outlook Calendar• Picture Pages• Artifacts• Telephone Log |
|---|---|

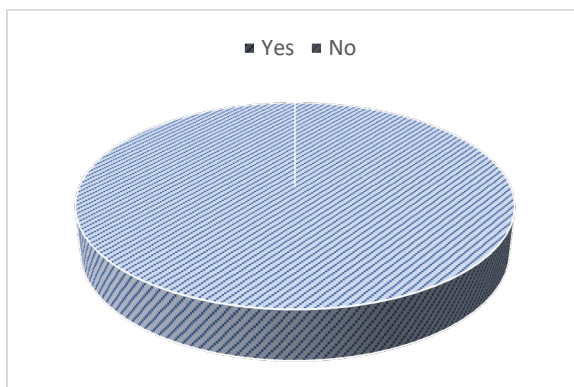
Opportunities for Growth

- ◆ NA

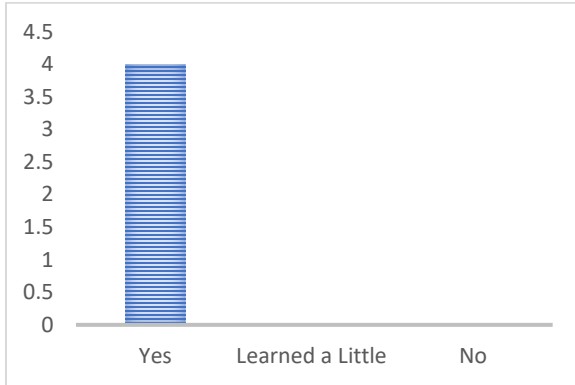
Family Input

A brief End of the Year Survey was sent to all families who received services during the 2023-2024 school year. Of the 14 surveys sent 4 were returned to date. Results of the survey are as below:

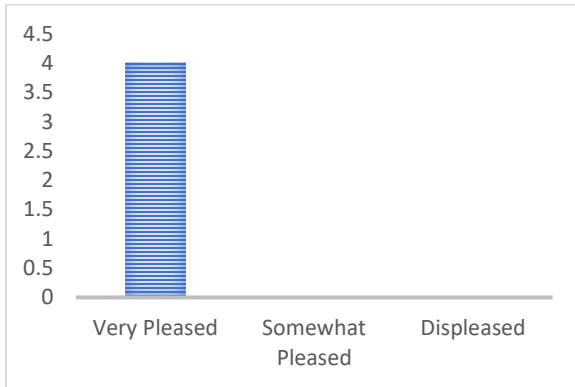
My child enjoyed Head Start this year:



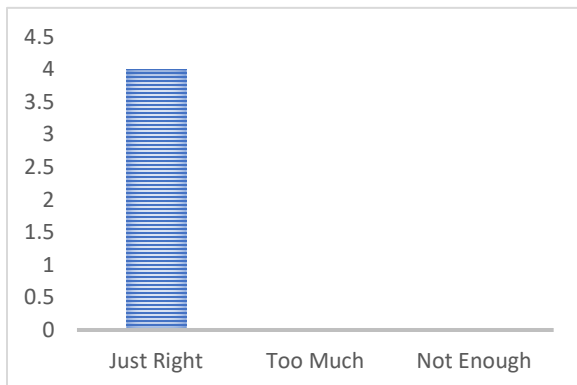
Do you think your child received a good education at Head Start this year?



How satisfied are you with your child's overall experience at Head Start this year?



Did you receive adequate information and face-to-face communication this year?



Parent Comments:

"Forever thankful for this program."

"We absolutely loved Head Start! Thank you all for an amazing experience!"

Federal Reporting

2023-2024 Federal Monitoring

In October of 2023, the OFH performed an on-site program review. HS was found to be out of compliance with two of twenty-three Performance Standards. 642(d)(2) and 75.302(a) both related to Federal Reporting. A correction plan was completed.

A CLASS-Video review was completed in January of 2024. HS far exceeded all thresholds in each of the domains evaluated. The review confirmed that HS did not need to compete for Federal Funds and could submit a non-compete application for the final year of the five-year grant.

Head Start is an equal opportunity employer and provider. Auxiliary aids and services are available upon request to employees and program participants with disabilities.