

Annual Program Report

October 2014

Submitted by Dee Gokee-Rindal, ECC & Education Division Administrator

The Head Start Act of 2007 requires each Head Start agency to make available to the public specific types of information about fiscal and program operations. This must be done at least annually. The primary focus of this report is primarily on ECC fiscal and program information in response to the Head Start Act requirements. Pertinent data was obtained from the following management staff within the Education Division: Nicole Boyd, Head Start Director, Gina LaGrew, Transition Manager, Patt Kenote-DePerry, Health/Mental Wellness Manager, Marianne Gibeau-Szot, Education/Abilities Manager, and Carmen VanderVenter, Tribal Education Director.

Program Name: Red Cliff Early Childhood Center
Red Cliff Tribal Education Department

Program Personnel: The ECC has a total of 40 paid staff through five major programs, plus three amazing volunteer Foster Grandparents.

The Education Department staff consists of one Tribal Education Director at this time.

Funding Agencies: **ECC Funding Agencies:**

Head Start - Federally funded by the Office of Head Start (OHS).
Some state funding by DPI (Department of Public Instruction). OHS is now requiring comprehensive 5-year grant applications, with abbreviated applications during the 4 years in between.

Early Head Start – Federally funded by OHS. The Early HS grant application is submitted with the Head Start grant.

Tribal Child Care – Federal CCDF (Child Care Development Fund) and State of WI DWD (Department of Workforce Development).

ANA *Ginanda-Gikendaamin (We Seek to Learn)* Ojibwe Language Revitalization Project– Federal funding through the Administration for Native Americans. 2013-2014 marked the beginning of our second consecutive round of the 3-year funding cycle. ANA grants are highly competitive and sought-after! This project enables us to continue supporting Ojibwe language development for our young children and families. We are extremely fortunate to have Rosemarie DeBungie, a fluent speaker and amazing teacher, with us again this year.

Maamawi (Together) Red Cliff Circles of Care – this is a brand new three-year planning grant funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) to develop a comprehensive, community-driven, culturally-grounded system of mental wellness in our community.

Education Department Funding Agencies:

Bureau of Indian Affairs

- Johnson O'Malley (JOM)
- Higher Education
- Job Training
- Job Placement

Department of Labor

- Adult Consortium Program

Program Budgets: ECC funding levels for 2013-2014 were:

Head Start (base funding 47 children)	\$642,014
Head Start State (3 children)	17,325
Early Head Start (base funding 68 children)	741,583
USDA-CACFP (based on attendance)	50,795
CCDF Tribal Child Care 102,848	
DCF WI Shares Child Care <u>38,562</u>	
	141,410
Project LAUNCH (final year)	698,761
ANA Ojibwe Language Revitalization	<u>245,408</u>
TOTAL ECC funding 2013-2014	\$2,537,296

Budgetary expenditures for each program/grant include personnel and fringe benefits including health insurance for employees working a minimum of 30 hrs or more. One *major challenge* during 2013-2014 was the mandatory 5.27% sequestration budget reductions. It was an extremely difficult year with all ECC staff being laid off for 4 weeks in August 2013. In addition, all full-time staff had to be cut from 40 to 38 hours per week for the entire fiscal year. With the same level of responsibilities. Fortunately, sequestration cuts have been restored for 2014-2015.

In addition to the federal budgets, we are required contribute a 20% non-federal (in-kind) match for Head Start, Early Head Start, and ANA. ANA was able to obtain the required match of \$61,352 without much difficulty. However, for the first time ever, Head Start and Early Head Start were not able to attain the minimum required **\$345,900 in in-kind** by the end of the fiscal year (June 30, 2014). So we applied for (and obtained) a waiver of \$93,485 from OHS. **We want to say *chi-miigwech* to all of our parents, community members, and collaborative partners who, through many many many hours of volunteer efforts, helped us obtain the remaining \$252,414 of in-kind needed.**

Education Dept. funding levels 2013-2014 were:

• JOM	\$37,764.00
• Higher Education	\$165,885.00
• Job Placement	\$ 2,516.00
• Job Training	\$ <u>51,208.00</u>
Sub-total BIA Educ. Dept. funding 2013-2014	\$257,373.00
Department of Labor—Consortium	<u>\$ 22,159.00</u>

TOTAL Education Department funding \$279,532.00

Operating year:	Head Start (Fed & State)	July 1, 2013 – June 30, 2014
	Early Head Start	July 1, 2013 – June 30, 2014
	CCDF Tribal Child Care	Oct. 1, 2012 – Sept. 30, 2014
	DCF WI Shares Child Care	Oct. 1, 2013 – Sept. 30, 2014
	Project LAUNCH (ended)	Sept 30, 2013 – Sept 29, 2014
	ANA Language Grant II	Aug 1, 2013 – July 31, 2014
	BIA/Education Dept.	Oct. 1, 2013 – Sept. 30, 2014

Reporting Requirements to funding agencies:

Head Start & Early HS	Quarterly SF 425 Financial Reports (was SF 269) Due 30 days after each qtr Plus Final 425 due 90 days Semi-annual Program Reports (we submit our Quarterly Reports for this purpose) Due 30 days after 2 nd & 4 th qtr plus Final Program Report Program Information Report (PIR) Annually – due Aug. 31 <i>Annual Report</i> – this became a requirement with the passage of the Head Start Act reauthorization in 2007. It is submitted after the end of each program year.
CCDF Tribal Child Care	Annual 696T Financial Report – December Annual 700 Program Report - December Annual Child Count Report - June Bi-annual CCDF Pre-Print Plan – every 2 years in June
DCF WI Shares Child Care	State does periodic Quality Assurance checks online
LAUNCH	Quarterly financial reports Annual financial report Quarterly program progress report Annual program progress report
ANA Language Grant	Quarterly Objective Progress Reports (OPR) Quarterly SF 425 Financial Reports

Bureau of Indian Affairs BIA Annual report – due on or before Dec 31 each year (90 days past fiscal year end)
BIA Quarterly GPRA Reports—due 10 days after quarter ends (4 times per year)
JOM Annual Report—due on or before Dec. 31st of each year (90 days past fiscal year end)

Indicate any committees, boards, etc involved in the program(s):

The **ECC Policy Council** has legislatively-mandated shared governance responsibilities along with the Tribal Council. They must be involved in various aspects of the program, including the annual program Self-Assessment, Community Assessment, grant applications, and personnel matters involving hiring and termination of ECC employees. We are eternally grateful to our Policy Council members who work very hard throughout the year to ensure we provide comprehensive, culturally responsive services of the highest quality for our children.

The **Young Child Wellness Council** is comprised of representatives from all key stakeholders who serve tribal children ages birth to eight and their families. The YCWC provides guidance and direction for early childhood initiatives as well as offering a forum for networking and collaboration among tribal and non-tribal programs serving our young children. The YCWC meets throughout the school year on the third Wednesday of the month from 8:00-10:00am at Legendary Waters.

The **JOM Parent Committee** meets monthly (1st Wednesday of the month). The **Title VII Parent Committee** meets quarterly (1st Wednesday of the month in October, January, April, and July).

The newly formed **Tribal Board of Education** is meeting monthly (first meeting was in September 2014). Future meetings will include the School District per the Memorandum of Understanding which was signed by the Tribal Council and the School Board, after many months of discussion.

Ginanda Gikendaasomin – *We Seek to Learn* is the tribe's **Library Board**. This group has been working toward planning a new community cultural education center. The Library Board assisted Wightman & Associates with a business plan. The document was approved by the Tribal Council as a dynamic, evolving plan when presented to the Tribal Council in April of 2014.

The **Friends of the Library** is a separate group that will work on fundraising for the project. Boris Frank was been hired to assist the group with the 501(c)(3) application along with researching and applying for grants.

Space has been provided by the Tribe for an interim Library, to be located in the new Tribal Administration Building (the old clinic). UW-Madison Library staff and students have been assisting us with preparing the space. At this time we are searching for funding opportunities to operate the interim Library which is nearly ready to go.

Give a description of your program goals and objectives, activities and target population:

I have attached a one-page summary of the 2013-2014 ECC Strategic Goals to this report, which includes the status update for each item as of June 30, 2014. Of the seventeen (17) objectives, fourteen (14) or **82% have been MET or are ONGOING**; three (3) or **18% have NOT been met**. The reasons for this are 1) Objective 2.2: *Ensure 100% of expectant and newly delivered mothers receiving EHS Home-Based services are screened for maternal depression and are referred for follow-up if appropriate.* This was not met and requires further discussion to create an appropriate confidential tracking system. 2) Objective 2.3: *To ensure continuity of care, 100% of child care staff will attend ECC trainings and will have the opportunity to shadow Head Start and Early Head Start teachers. The Infant/Toddler Environment Rating Scale (ITERS) and the Classroom Assessment Scoring System (CLASS) will be used for professional development.* Child Care staff did shadow HS and EHS teachers; however, the ITERS and the CLASS instruments were not used for professional development. 3) Objective 4.4: *By October 1, 2013, Early Head Start Home-Based staff and the Zaagichigaazowin Home Visitation (ZHV) staff will develop a collaboration plan to streamline services for pregnant women and children ages birth to three years old.* This was not met because a written process and procedure between the two collaborating programs has not been finalized.

Total number of children served, average monthly enrollment, and the percentage of eligible children served:

Enrollment Data 2013-2014					
	Total # of children served	Total # of families served	% of eligible children served	Funded enrollment	Average Monthly enrollment
Head Start	54	50	76% of 71 age-eligible children	50	50*
Early HS	84 (includes 8 prenatals)	73	88% of 96 age-eligible children	68	67**

Source: Retrieved from Child Plus by Transition/Enrollment Manager

*Head Start was fully enrolled at 50 for all months of operation.

**Early Head Start average monthly enrollment was at 67, due primarily to chronic absenteeism. Vacant slots were filled with children on the waiting list, but only after extensive interventions were attempted with families having difficulty with attendance.

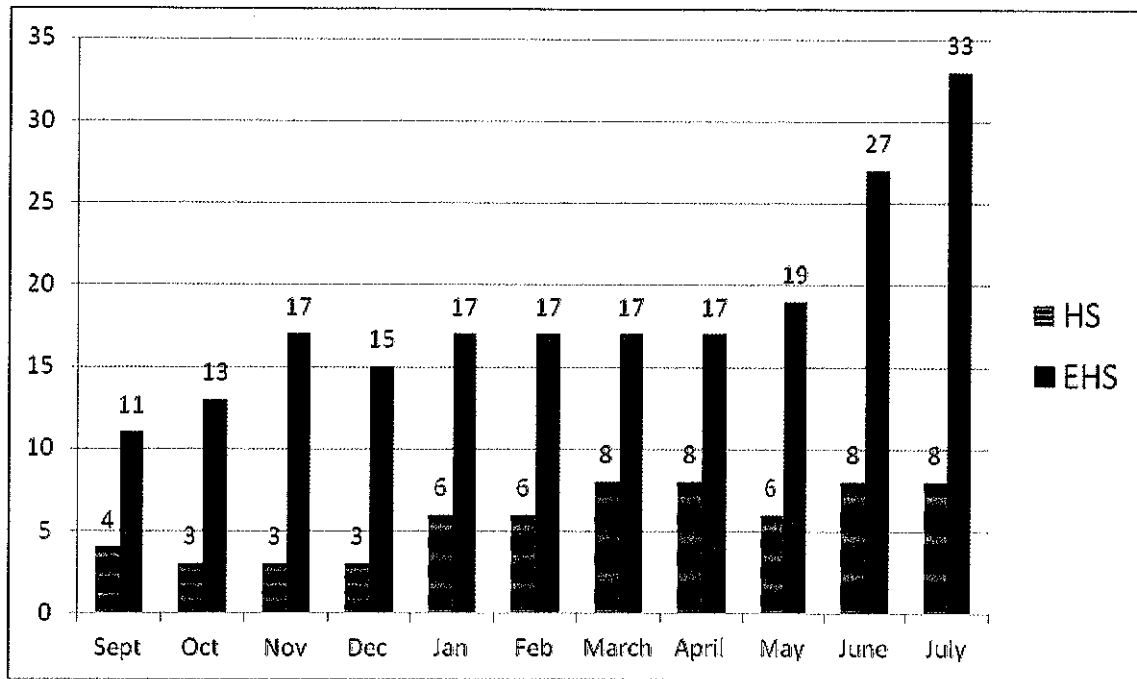
Percentage of enrolled children that received medical and dental exams:

Health & Dental Data 2013-2014

	Number and percent of children with Health Exams	Number and percent of children with Dental Exams
Head Start	49/54 90%	52/54 96%
Early HS	62/74 84%	67/74 91%

Source: Retrieved from 2013-2014 Program Information Report (PIR) by Health Manager

ECC Waiting List September 2013-July 2014



*Data retrieved from monthly program summary report

Our waiting list to get into the ECC continues to grow. As of July 2014 we had over 40 children on the waiting list.

Information about parent involvement activities:

Parents are involved in a wide array of activities throughout the year. Just a few examples include:

- Open House/Opening Ceremony
- New Family Orientation
- Parent Policy Council & Parent Committee Meetings
- Weekly Ojibwe Language Tables
- Family Sugar Bush
- Field Trips: Bayfield Library, Local Orchard, Bayfield School, Local Public Parks, Raspberry (Tribal) Campground, Ojibwe Language Camp
- Family Fishing/Fish Hatchery Tour

- Fall Festival Activities
- Annual Family/Community Social Pow Wow
- Fatherhood Social Pow Wow
- Weekly Pow Wows and Ojibwemowin Puppet Shows
- Annual Winter Holiday Party
- Traditional Native American Storytelling Family Night
- ECC Winter Festival (variety of physical family activities)
- Family Swim Days
- Parenting Classes
- Family Health & Wellness Fair
- Family Pony Rides
- Family Summer Gathering (Traditional Native American activities)
- All-School End of Year Picnic
- HS & EHS Graduation
- Car Seat Clinics
- Family Resource Coordination (home visits)

The agency's efforts to prepare children for kindergarten:

Some of the numerous kindergarten readiness efforts include:

- Interagency Agreement with Bayfield Public School to streamline services for special needs children
- On-going early literacy efforts in the classroom
- All K-bound children participate in a field trip to the big school where they actually attend a kindergarten class, eat lunch in the cafeteria, and play outside on the playground
- The ECC provided each Head Start classroom with cafeteria style lunch trays. ECC children practiced balancing, carrying, and arranging food on the trays in preparation for breakfast and lunch at the Bayfield School
- Our Head Cook ordered small milk cartons for our children to practice opening
- Because "lining up" is a major expectation at kindergarten, our teachers and children practiced this activity when transitioning in and out of the classroom
- Family socialization events at public school – including Pizza dinner & preschool breakfast. These activities were promoted by ECC with flyers sent home, posted at ECC, and included in ECC newsletter.
- Annual meeting with school to discuss and plan the April Kindergarten Enrollment and Experience Days attended by Transition Manager, Education/Abilities Manager, and Family Resources Manager.
- ECC staff promoted Bayfield School 2014 Summer K-Readiness Program, contacting families and making sure children were registered for the program in August
- Education/Abilities Manager met with Bayfield School kindergarten teachers and ECSE teacher to share individual child assessment data for all children going on to kindergarten in the fall
- School Readiness Goals created with input from ECC staff, parents/Policy Council, and Bayfield School staff (a copy of our **School Readiness Goals Progress Monitoring for 2013-2014** is attached to this report)

- ECC Education/Abilities Manager, one Head Start Teacher, and one Bayfield School kindergarten teacher attended the PALS (Phonological Awareness Literacy Screen) workshop at CESA 12. All kindergarten children are required by the Wisconsin Department of Public Instruction to complete the PALS in the fall and spring.
- Fall Bayfield School PALS data was shared with ECC Head Start teachers and Education/Abilities Manager
- Ongoing Specialist/Teacher Team meetings to facilitate communication and collaboration with the Bayfield School District, including kindergarten teaching staff.
- ECC Administrator, Education/Abilities Manager, and Bayfield School staff attended the Preserving Early Childhood 2014 Early Childhood Collaborative Leadership Forum in Stevens Point to learn about four-year-old kindergarten options.
- Education/Abilities Manager and Bayfield School staff attended the 2014 Summit for Addressing Disproportionality, Networking to Address Disproportionality: A Culturally Responsive Systems-Change Approach.
- Education/Abilities Manager and Bayfield School staff attended the 2014 Summit for Addressing Disproportionality, Networking to Address Disproportionality: A Culturally Responsive Systems-Change Approach.

Results of the most recent federal on-site review:

The ECC's most recent federal review occurred April 14-17, 2014. Out of literally thousands of Head Start Performance Standards, laws, regulations and policy requirements, I am pleased to report that we had only one finding. The review team determined that we did not ensure that Health staff visited each newborn within two weeks of the infant's birth to ensure the well-being of both the mother and the child. In collaboration with the clinic, we developed and submitted a corrective action plan to address this finding within the required 120 days of the review.

The review team determined we were in compliance with all other areas, including:

- Program Governance
- Management Systems
- Fiscal Integrity
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Child Health & Safety
- Family & Community Engagement
- Child Development and Education

The reviewers were highly complementary regarding all of the above service areas. We are pleased to let the community know that the results of our Head Start CLASS Observations scores (which looks at three domains and ten dimensions of teacher-child interactions) were among the top 5% in the country. In fact, Captain Robert Bialas called our Head Start Director personally to congratulate our center on our phenomenal CLASS scores, and to invite our very own Marianne Gibeau-Szot to a week-long Education Manager's Institute. So shout out to Marianne and our awesome teachers and staff! So

folks...when you see them, they would love to hear a little word of appreciation for their hard work! Miigwech!

Results of the most recent annual financial audit:

The most recent Red Cliff Band of Lake Superior Chippewa annual audit was for the year ending September 30, 2013. Our Head Start/Early Head Start CFDA no. 93.600 is considered to be a major federal program, as is our Project LAUNCH CFDA no. 93.243.

The audit determined that the tribe had no findings.

The FY 13 audit was disseminated electronically to the ECC Policy Council, ECC Management Staff, and the Office of Head Start Grants Management Specialist in October 2014.

2013-2014 Red Cliff Early Childhood Center Strategic Goals and Objectives

Mission: Traditional Ojibwe values will guide our efforts to promote the spiritual, emotional, physical, and cognitive wellness of the children, families, and community we serve.

PURPOSE I: SPIRITUAL WELLNESS

(A Belief in the Interconnectedness of All Things)

Izhitchige Bezbig: MANIDOOOWAADIZI MINOCHIGEWINAN

(Debweyendam da bihiji-aanikoosidoong ahina gegoo)

Goal One: To strengthen the cultural identity of each child and their family by enhancing their knowledge of Ojibwe language, history, family, and relationship with Mother Earth.

- Objective 1.1: Support age appropriate comprehension and use of the Ojibwe language by providing part-day language immersion in three Head Start classrooms with fifty (50) Head Start children ages 3-5 years old as demonstrated by the Red Cliff ECC Ojibwe Language Assessment tool. MET
- Objective 1.2: Through weekly Ojibwe language tables and supplemental learning opportunities, enhance the level of Ojibwe language understanding and use by parents/families of 50 Head Start children as demonstrated by quarterly Ojibwe language assessments. MET
- Objective 1.3: Create individualized professional development opportunities for all ECC staff to increase knowledge, proficiency, and use of Ojibwe language using ongoing assessments for continuous improvement. ONGOING
- Objective 1.4: Collaborate with other Tribal and non-Tribal entities to develop and sustain *Ginanda Gikendaamin*, the tribe's future community learning center. ONGOING
- Objective 1.5: Research, identify, develop, and create a plan to support and sustain long-term Ojibwe language immersion, including expansion to Head Start and elementary grades. ONGOING

PURPOSE III: PHYSICAL WELLNESS

(Attending To Our Physical Selves-Our Bodies)

Izhitchige Niswi: ZOONCIZIWIN MINOCHIGEWINAN

(Ayaa omca ginaawind i'iw zoongiziwin ginaawind gii niyavuminaan)

Goal Three: To develop programming and services which promote healthy habits through increased opportunities for physical activity and improved nutritional services resulting in improved health outcomes for children and their families.

- Objective 3.1: Increase opportunities for all center-based children to participate in gross motor and proprioceptive activities every 30 minutes throughout waking hours. MET
- Objective 3.2: Provide on-site dental varnishes and dental screening at least twice during the program year. MET
- Objective 3.3: Seek \$750,000 in public or private grant funding to expand the current facility for additional 0-3 classroom space to meet the growing demand for center-based child care, replacing modular units with stick built. ONGOING

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PURPOSE II: EMOTIONAL WELLNESS

(Balancing All of Our Emotions)

Izhitchige Nizih: MAMAAJWIN MINOCHIGEWINAN

(Dibacabishikoojigaade ahina gimamaajiwinaan)

Goal Two: To implement mental wellness programming that promotes emotional health resulting in enhanced relationships for children, parents, staff and community.

- Objective 2.1: At least 75% of ECC staff will receive a minimum one session per month (during months school is in session) of Reflective Supervision to support their work with children, families and staff. MET
- Objective 2.2: Ensure 100% of expectant and newly delivered mothers receiving EHS Home-Based services are screened for maternal depression and are referred for follow up if appropriate. NOT MET
- Objective 2.3: To ensure continuity of care, 100% of child care staff will attend ECC trainings and will have the opportunity to shadow Head Start and Early Head Start teachers. The Infant/Toddler Environment Rating Scale (ITERS) and the Classroom Assessment Scoring System (CLASS) will be used for professional development. NOT MET

PURPOSE IV: COGNITIVE WELLNESS

(Having Clear Thoughts)

Izhitchige Niiwin: GIKENDAMOWIN MINOCHIGEWINAN

(Ayaaang biiniiteg inendamowinaan)

Goal Four: To promote programming and services focused on cognitive development of children by enhancing teacher support strategies.

- Objective 4.1: Provide professional development for 100% of center-based teachers that result in learning and integrating strategies derived from Classroom Assessment Scoring System (CLASS) and Infant/Toddler Environment Rating Scale (ITERS) observations into intentional teaching practice. MET
- Objective 4.2: Connect the existing *Nandagikendaamin* cultural curriculum to all domains of learning using the Making it Work! Frameworks. When completed, the integrated curriculum will be shared with Bayfield School staff to support and strengthen cultural readiness. ONGOING
- Objective 4.3: Twice a year, HS teachers will meet with Bayfield School kindergarten teachers to discuss future kindergarten transition activities and the new mandatory Phonological Awareness Literacy Screening (PAL-S) to align literacy instruction in our HS classrooms with statewide literacy standards for kindergarten bound children. MET
- Objective 4.4: By October 1, 2013, Early Head Start Home-Based staff and the Zoogichigaawin Home Visitation staff will develop a collaboration plan to streamline services for pregnant women and children ages birth to three years old. NOT MET
- Objective 4.5: Assist all interested family child care providers in the community with the National Association for Family Child Care (NAFCCA) accreditation process which would increase their current YoungStar rating of 2 stars to 4 stars. MET
- Objective 4.6: Meet with the Lac Courte Oreilles Tribal community college at least annually to advocate for the permanent return of the LCO community college to the Red Cliff community. MET

Red Cliff Early Childhood Center

School Readiness Goals 2013-2014

Children Ages 0 to 5

Ready Children Ready Families Ready Communities Ready Schools

It is our belief that teaching our Ojibwe children their own traditions, culture, and language will greatly increase their self-esteem by understanding their role in the world's history. Knowing these concepts will help them further their willingness to be successful in the modern world. The principles and philosophies associated with Ojibwe traditions, culture, and language are closely tied to their social and emotional development. We strongly believe that a child's social and emotional development is intrinsically tied to their ability to develop skills related to their educational achievement as well as their overall physical and mental health. We recognize each child as a unique individual, developing at his or her own rate.

I. Social Emotional Development	Strategies and Implementation	Analyze and Respond
<p>Children will demonstrate progress in the areas of:</p> <ul style="list-style-type: none"> 1a. Manages feelings 2a. Forms relationships with adults 2b. Responds to emotional cues 2c. Interacts with peers 3a. Balances the rights and needs of others 3b. Solves social problems 	<p>Classroom activities are designed to teach the Anishinaabe values of sharing, respect, honesty, and kindness, and to promote wellness.</p> <p>Teachers model and reinforce respectful relationships through the use of positive verbal and non-verbal communication and by establishing warm, supportive relationships with children.</p> <p>Head Start, Early Head Start, and Home Base teachers and classrooms implement the Second Step curriculum to promote the social and emotional competence of children by building skills such as empathy, emotion management, and problem solving. RCECC implements Talking About Touching, a personal safety curriculum.</p>	<p><i>A high number of children who are below widely held expectations also have had low attendance. Attendance impacts a child's progress in ALL domain areas. We have been working to educate and inform the community about the importance of attendance. We still have work to do in this area. The importance of attendance will be a major theme again this coming 2014-2015 school year.</i></p>

I. Social Emotional Development

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start		
Below	Meets	Exceeds
1a	2	48
2a	10	40
2b	3	43
2c	7	35
3a	8	33
3b	12	38

Early Head Start

Below	Meets	Exceeds
1a	1	60
2a	6	56
2b	0	62
2c	0	51
3a	3	48
3b	14	37

Below widely held expectations
Meets widely held expectations
Exceeds widely held expectations

Winter Checkpoint Data

Head Start		
Below	Meets	Exceeds
1a	0	54
2a	11	42
2b	1	41
2c	3	31
3a	2	32
3b	8	45

Early Head Start

Below	Meets	Exceeds
1a	1	54
2a	7	49
2b	0	55
2c	2	37
3a	5	42
3b	10	34

Spring Checkpoint Data

Head Start		
Below	Meets	Exceeds
1a	0	61
2a	7	50
2b	0	40
2c	2	29
3a	3	29
3b	8	42

Early Head Start

Below	Meets	Exceeds
1a	3	49
2a	4	42
2b	0	45
2c	5	26
3a	5	35
3b	12	29

II. Approaches to Learning

II. Approaches to Learning	Strategies and Implementation	Analyze and Respond
<p>Children will demonstrate progress in the areas of:</p> <ul style="list-style-type: none"> 11a. Attends and engages 11b. Persists 11c. Solves problems 11d. Shows curiosity and motivation 12b. Makes connections 	<p>Teachers encourage children's attention and persistence through modeling curiosity, excitement, wonder, engaging in activities, and conversation.</p> <p>Teachers provide opportunities to experiment with open-ended materials and try a variety of new experiences.</p> <p>Teachers intentionally use developmentally appropriate strategies to teach children conflict resolution skills, problem solving, and how to cooperate with others.</p> <p>Our outdoor learning playgrounds offers interest areas for self-exploration and an outdoor covered classroom for small/whole group activities</p>	<p><i>The ECC is exploring the feasibility of the LAUNCH program purchasing additional Creative Curriculum resources for five center base classrooms. These resources would be used to support all areas of development and learning.</i></p>

II. Approaches to Learning Progress Monitoring by Checkpoint Season

Fall Checkpoint Data	Winter Checkpoint Data	Spring Checkpoint Data																																																																																																																																																
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III. Literacy and Language Development

III. Literacy and Language Development	Strategies and Implementation	Analyze and Respond
<p>Children will demonstrate progress in the areas of:</p> <ul style="list-style-type: none"> 8a. Comprehends language 9a. Uses an expanding expressive vocabulary 10a. Engages in conversations 16a. Identifies and names letters 16b. Uses letter-sound knowledge 17a. Uses and appreciates books. 17b. Uses print concepts 18b. Uses emergent reading skills 19a. Writes name 	<p>Through developmentally appropriate materials and activities, teachers provide pre-writing activities to support emerging literacy development.</p> <p>Teachers promote literacy as a source of enjoyment by reading and discussing stories daily, providing accessible reading and writing materials, and encouraging oral traditions through storytelling.</p> <p>Teachers provide books and stories with repetitive verses, words, or sounds, and books in which the pictures closely follow the text, allowing children to make the connection between what they hear and what they see.</p> <p>Toys and experiences in the infant/toddler environment are designed to build children's understanding of language and print.</p> <p><u>Handwriting Without Tears</u> will be implemented in all HS classrooms starting fall of 2013.</p>	<p>Our assessment data shows large numbers of children, both EHS and HS, below widely held expectations in this domain. Several factors may be at work here:</p> <ol style="list-style-type: none"> 1. Head Start classrooms going from three teachers to two 2. Two Early Head Start classrooms in transition and under stress 3. A long, cold winter with no time to play outside 4. Staff hours at 38 per week 5. Low staff morale 6. This can be a difficult area to observe and document, leading to inaccurate assessment. <p>As a result of CLASS observations conducted with Sheryl Hammock, T/TA, our action plan includes two strategies to strengthen teaching practice:</p> <ol style="list-style-type: none"> 1. Implement a program wide plan of developing 5 how, 5 why, and 5 vocabulary words and definitions for each book – to be typed up and taped in the front cover 2. Building a solid foundation as teaching teams start off the 2014-2015 program year using a coaching and mentoring plan with each teaching team.

III. Literacy and Language Development

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	11	38	1
9a	9	38	3
10a	15	33	2
16a	17	30	3
16b	13	37	0
17a	5	44	1
17b	10	37	3
18b	7	42	1
19a	13	35	2

Early Head Start

	Below	Meets	Exceeds
8a	3	58	1
9a	14	48	0
10a	16	46	0
16a	10	51	1
16b	3	58	1
17a	10	52	0
17b	15	40	7
18b	6	53	3
19a	5	57	0

Below widely held expectations
 Meets widely held expectations
 Exceeds widely held expectations

Winter Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	8	43	3
9a	7	44	3
10a	13	33	8
16a	13	34	7
16b	12	40	2
17a	2	51	1
17b	9	42	3
18b	10	36	5
19a	6	45	3

Early Head Start

	Below	Meets	Exceeds
8a	4	48	4
9a	16	40	0
10a	18	37	1
16a	17	39	0
16b	0	55	1
17a	10	46	0
17b	8	45	3
18b	9	46	1
19a	4	51	1

Spring Checkpoint Data

Head Start

	Below	Meets	Exceeds
8a	8	47	6
9a	6	46	9
10a	11	31	18
16a	13	38	10
16b	16	39	6
17a	2	52	7
17b	14	33	14
18b	9	36	16
19a	7	51	3

Early Head Start

	Below	Meets	Exceeds
8a	4	43	2
9a	11	38	0
10a	17	31	1
16a	10	38	0
16b	0	47	1
17a	5	42	1
17b	7	41	0
18b	7	40	1
19a	0	48	0

IV. Physical Development and Health

IV. Physical Development and Health	Strategies and Implementation	Analyze and Respond
<p>Children will demonstrate progress in the areas of:</p> <ol style="list-style-type: none"> 1c. Takes care of own needs appropriately 4. Demonstrates traveling skills 5. Demonstrates balancing skills 6. Demonstrates gross motor manipulative skills 7a. Uses fingers and hands 7b. Uses writing and drawing tools 	<p>Self-help skills in all areas are facilitated and encouraged throughout daily activities in order to build confidence and develop mastery. Children are allowed and encouraged to use toilet facilities independently when they are developmentally ready and/or physically able. All classrooms in the Early Childhood Center are equipped with child-size toilet facilities.</p> <p>Large motor time is scheduled daily. As much as possible, this time is spent outdoors. A gross motor room, with interesting, challenging, age appropriate, equipment is available for all children. Large motor areas are designated in each classroom for use during inclement weather and choice times.</p> <p>Teachers provide activities to develop fine motor skills and eye-hand coordination, such as tracing, drawing, and cutting shapes using a variety of writing, drawing, and art tools. Early Head Start Teachers create opportunities for children to develop fine motor skills by providing materials that encourage dropping, pulling, pushing, grasping, touching, smelling, throwing, and tasting.</p>	<p>Many Early Head Start children are below widely held expectations in this domain. A long, cold winter with no time to play outside has had a negative effect on our children's physical development. Even with the use of our large motor room, our children did not get the sustained high level activity that developing bodies and brains require.</p> <p>Head Start children were able to use the Youth Center twice a week during inclement weather. While this was not the ideal, teachers reported a marked difference in their children's behavior, ability to concentrate, and sleep on days when classes played at the Youth Center.</p>

IV. Physical Development and Health

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V. Cognition and General Knowledge

V. Cognition and General Knowledge	Strategies and Implementation	Analyze and Respond
<p>Children will demonstrate progress in the areas of:</p> <p>20a. Counts</p> <p>20b. Quantifies</p> <p>20c. Connects numerals with their quantities</p> <p>22. Compares and measures</p> <p>23. Demonstrates knowledge of patterns</p>	<p>Teachers use and encourage everyday situations to count, sort, create patterns, compare, and measure.</p> <p>Variety of manipulatives and materials offer multiple opportunities to explore mathematical concepts such as measurement, size, quantity, and estimation.</p> <p>Teachers model and encourage use of positional and concept words, including: over, under, behind, more, less, most, fewer, least, same as, equal, nearly, almost, approximate.</p> <p>Teachers use self and parallel talk to describe problem-solving strategies.</p>	<p>Many Early Head Start children are below widely held expectations in this domain. Again, several factors may be at work here.</p> <p>Because Teaching Strategies Gold assessment is observation based, our assessment is only as good as our observations. We will be working with Sheryl Hammock, T/TA, to improve the quality of our observations and ensure that we are capturing appropriate data for our assessments. In order to streamline the documentation process, the LAUNCH program is purchasing iPad Minis for the classrooms. Teaching Strategies has an app that will make uploading photos, videos, and written documentation faster and easier. We have been unable to use this process with the technology that we currently have available.</p>

V. Cognition and General Knowledge

Progress Monitoring by Checkpoint Season

Fall Checkpoint Data				Winter Checkpoint Data				Spring Checkpoint Data																																																																											
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