



# BOIS FORTE HEAD START & EARLY HEAD START-CHILD CARE PARTNERSHIP PROGRAM

## ANNUAL REPORT

September 8, 2015 – August 19, 2016

## Bois Forte Early Childhood Program Mission Statement

*The mission of the Bois Forte Early Childhood program is to provide a safe, healthy and enjoyable learning environment in order to give the children the greatest chance for future success through learning opportunities and by partnering with families and the community. The vision for Bois Forte Early Childhood program is to be the program with the highest quality of service to children, families, staff, and the community in the State, and be among the top programs in the country. The program holds the language and traditions of the Anishinabe to the highest degree, as well as respecting and valuing other cultures.*

## Bois Forte Head Start Program



Nett Lake Center



Vermilion Center

**PL 110-134 Sec. 644 [42 USC 9839] (a) (1) (2) (A) (B) (C) (D) (E) (F) (G) (H)**  
**ANNUAL REPORT**

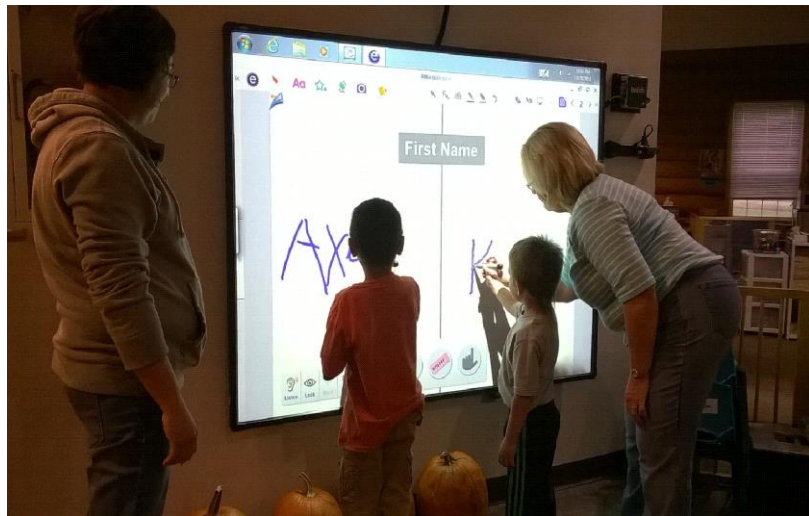
As required by the 2007 reauthorized Head Start Act, Bois Forte Band of Chippewa Head Start and Early Head Start-Child Care Partnership will assure full staff accountability in matters governed by law, regulations, or agency policy. Bois Forte Head Start and Early Head Start-Child Care Partnership will provide for reasonable public access to information, including public hearings at the request of appropriate community groups, and reasonable public access to books and records of the agency, or other agencies engaged in program activities or operations involving the use of authority or funds for which it is responsible. Bois Forte Head Start and Early Head Start-Child Care Partnership will make available to the public a report published at least once in each fiscal year.

- The report will be completed by March 31<sup>st</sup> for distribution.
- The annual report will not reveal personally identifiable information about an individual child or parent.

**The annual report will include:**

- The total amount of public and private funds received and the amount from each source
- An explanation of budgetary expenditures and proposed budget for the fiscal year
- The total number of children and families served, the average monthly enrollment (as a percentage of funded enrollment), and the percentage of eligible children served.
- The results of the most recent review by the Secretary (triennial or follow-up monitoring review)
- The percentage of enrolled children that received health insurance
- Information about parent involvement activities
- Head Start's efforts to prepare children for kindergarten (school readiness data)
- Any other information required by the Secretary

**The most recent concluded fiscal year:** December 31, 2016





**Total amount of Head Start funding and funding sources:**

**Federal Head Start: \$637,894**

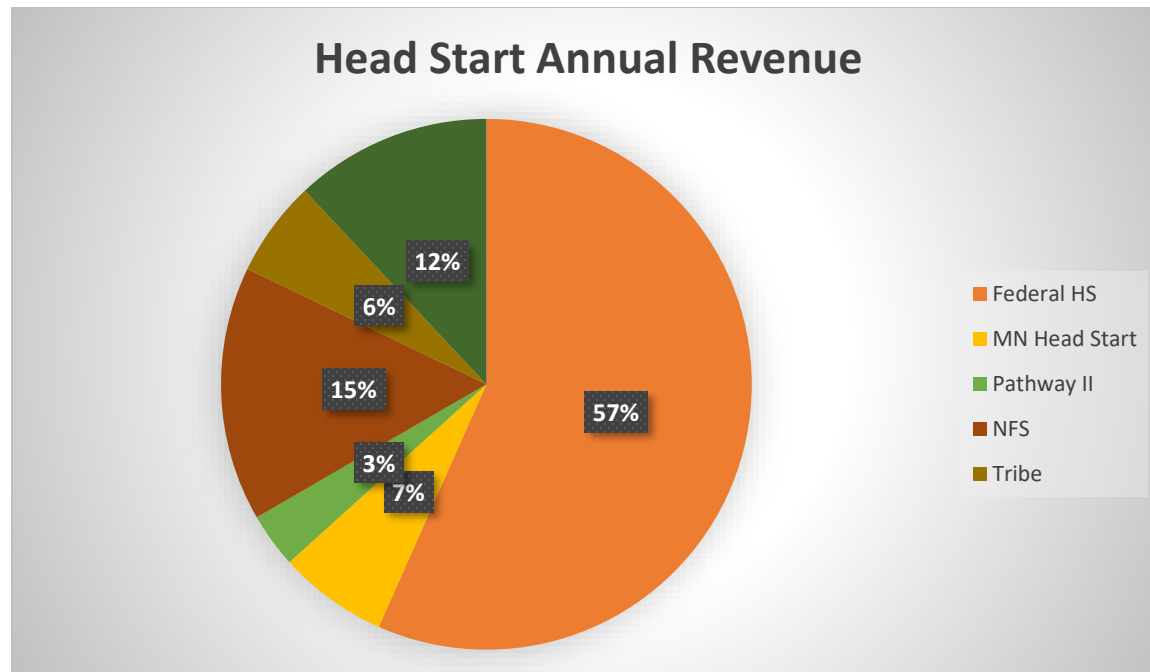
**Minnesota Head Start: \$75,127**

**Non-Federal Share: \$174,737**

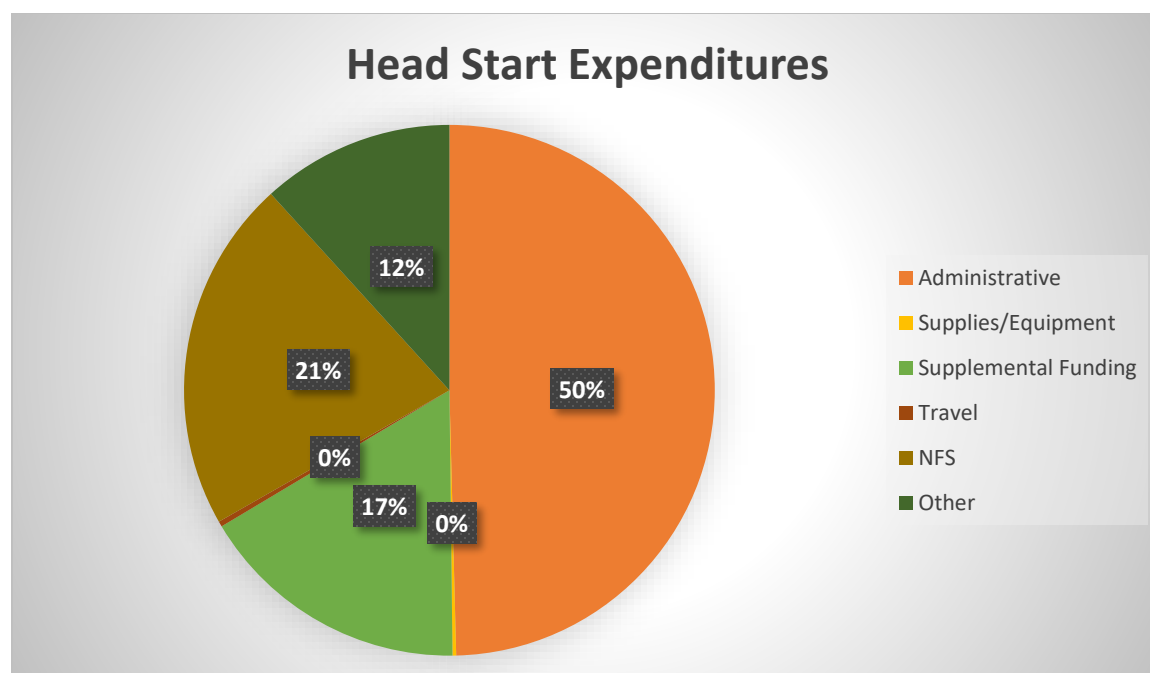
**Minnesota Pathway II Scholarships: \$37,500**

**Tribal Contribution: \$65,915**

**Supplemental Funding: 135,000**



**Budget Expenditures:** The operating budget for the fiscal year was broken down into several Categories of support that includes Administrative (Wages, Fringe & Indirect), Supplies & Equipment, Training, and Other (Direct Benefits, Service Benefits, Travel and Mileage, Building Maintenance, Bus Maintenance, Utilities, Professional Services, and Insurance)



## HEAD START DATA

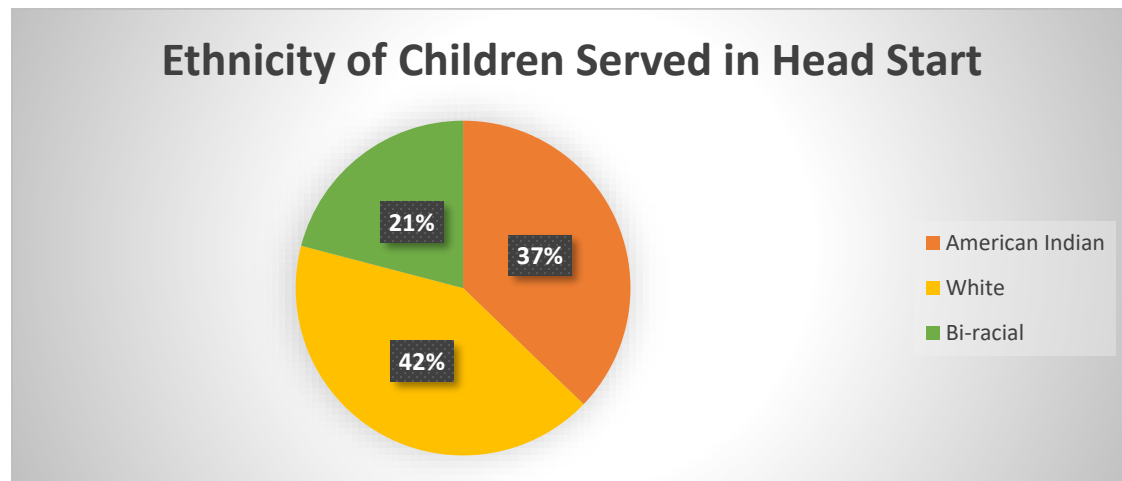
**Total number of children funded from all sources: 45**

3 Year Olds: 18      4 Year Olds: 25

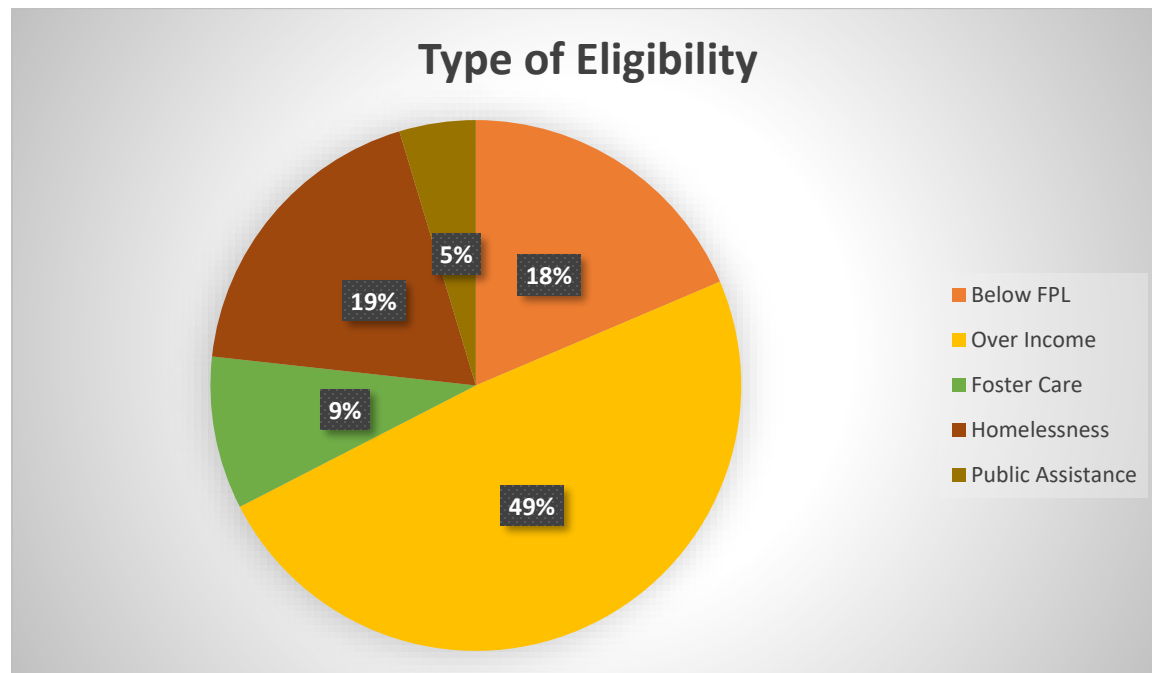
**Primary Language spoken:** English

**Ethnicity of children served:**

American Indian: 16   White: 18   Bi-racial: 9

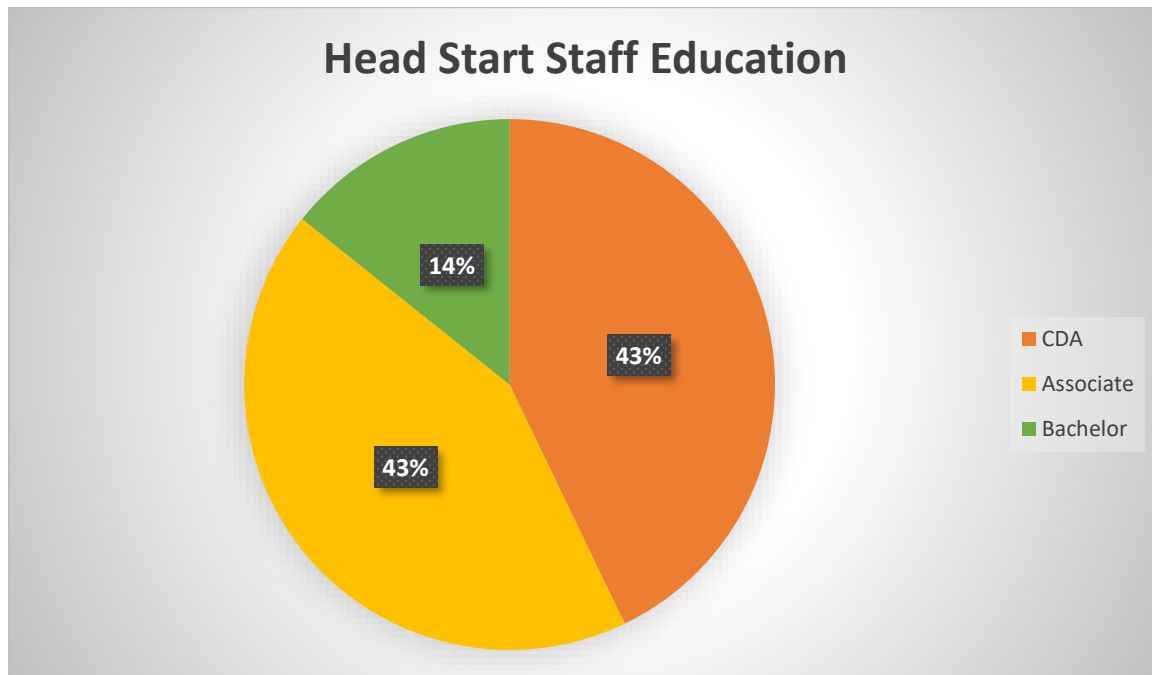


**Children Enrolled Based on Selection Criteria:**



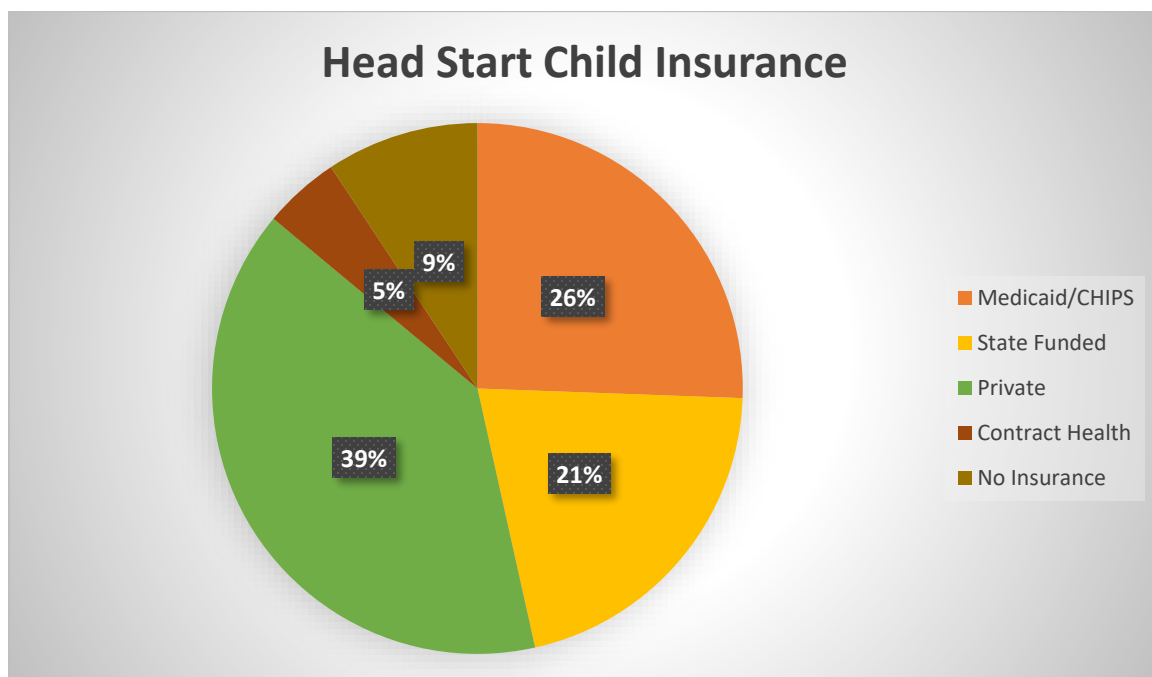
### Staff Education:

Bachelor Degree: 1 Associate Degree: 3 CDA: 3



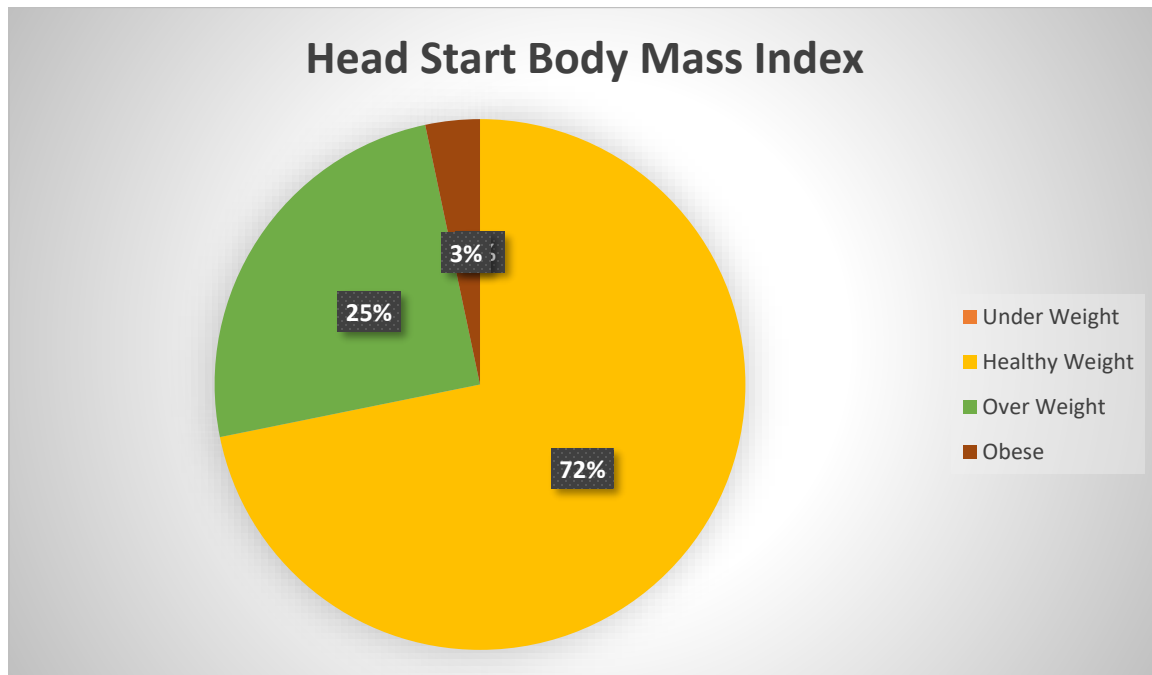
### Number of Head Start Children with Health Insurance

Medicaid/CHIP: 11 State Funded: 9 Private: 17 Contract Health: 2 No Insurance: 4

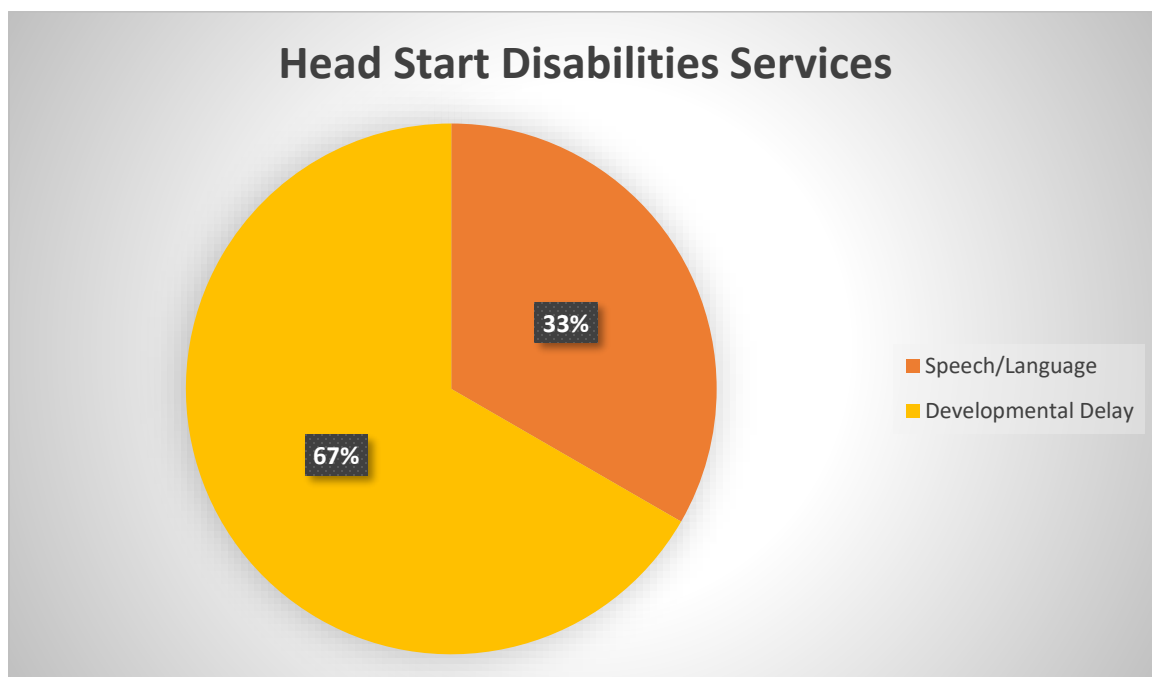


### Child Body Mass Index- Number of Children

Under Weight: 0 Healthy Weight: 26 Over Weight: 9 Obese: 8

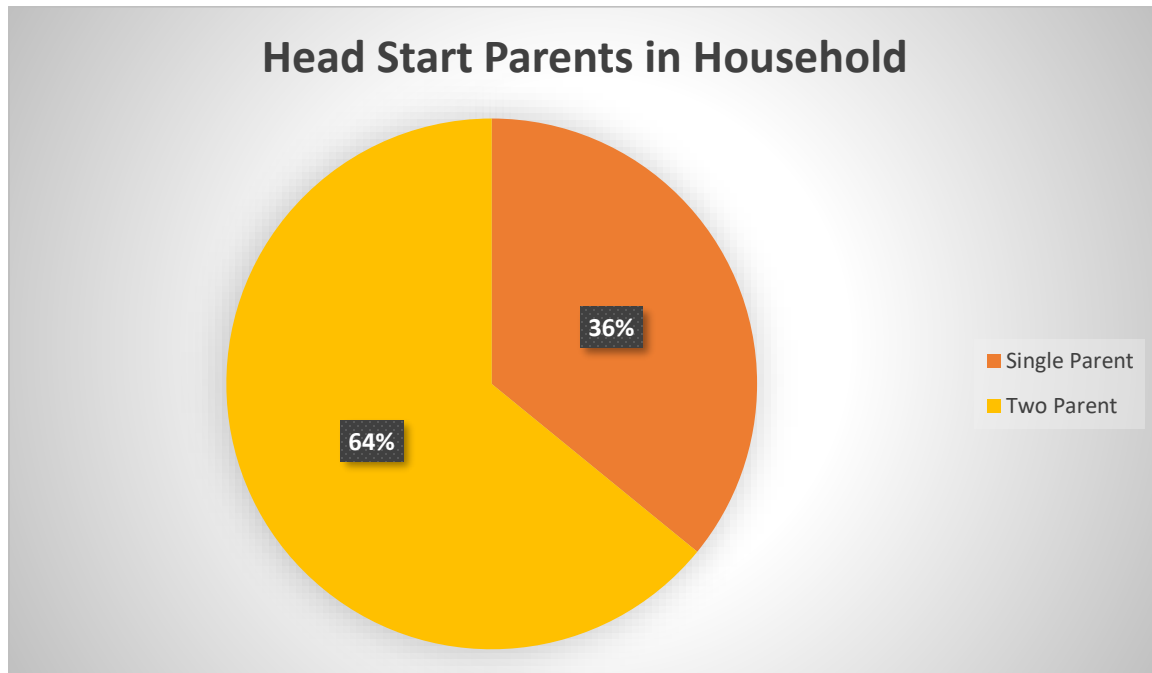


Number of Children on Individual Education Plan (IEP): 6 (7%)



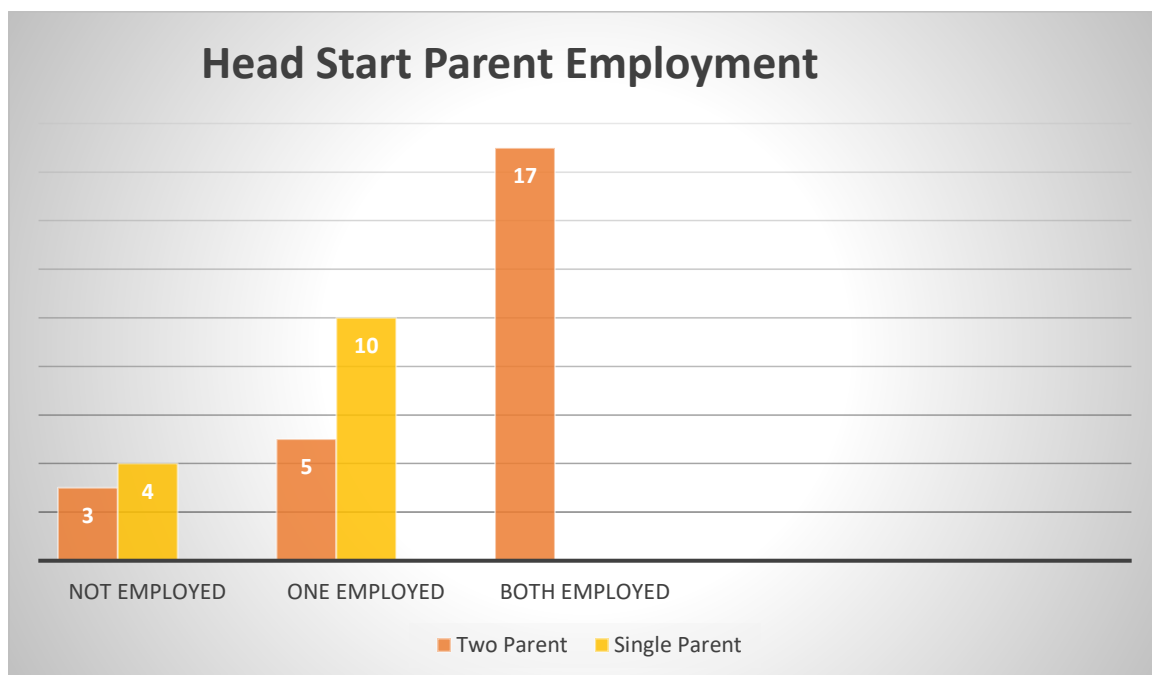


**Parents in Household: Two Parent: 25 Single Parent: 14**



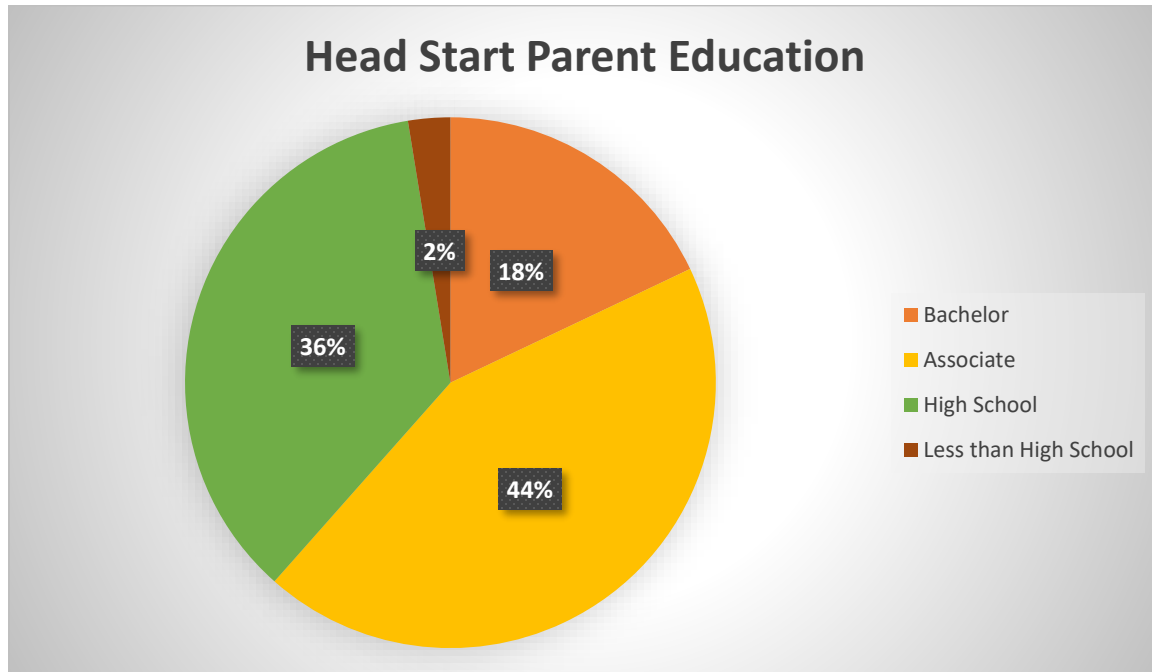
**Parent Employment:**

Two Parents: Both Employed: 17 One Employed: 5 Neither Employed: 3  
Single Parent: Employed: 10 Not Employed: 4



**Parent Education:**

Bachelor: 7 Associate: 17 High School: 14 Less than High School: 1



**Parent Involvement Activities:** Examples of parent involvement activities that were held during the year included

Family Fun Nights

Parent Luncheons

Field Trips

Golden Ticket Incentive

Holiday Parties

Reading Rocks

Family Picnics

Home Literacy Bags

Parent Committee Meetings

Mini Pow-wows

Policy Council Meetings



Field Trip to the Farm!!

**Nett Lake Head Start Curriculum: Curiosity Corner**  
**Vermilion Head Start Curriculum: Creative Curriculum**  
**Child Data Assessment Tracking Tool: Teaching Strategies GOLD**

## **BOIS FORTE HEAD START**

### **School Readiness Goals**

**Aligned with Teaching Strategies Gold**

#### **SOCIAL EMOTIONAL HEALTH**

##### **Regulates own emotions and behaviors.**

Goal: Learn to regulate and label own feelings. 1.a.

Goal: Follows simple rules and expectations. 1.b.

Goal: Learn to take care of their own needs appropriately. 1.c.

##### **Establishes and sustains positive relationships.**

Goal: Forms relationships with adults. 2.a.

Goal: Responds to emotional clues given by adults or other children. 2.b.

Goal: Interacts and cooperates with peers. 2.c.

Goal: Develop friendships. 2.d.

##### **Participates cooperatively and constructively in group situations.**

Goal: Learns to balance the needs and rights of self and others. 3.a.

Goal: Learns to solve social problems. 3.b.

#### **PHYSICAL & DEVELOPMENTAL HEALTH**

##### **Gross Motor**

Goal: Demonstrates ability to move place to place with control. 4.

Goal: Demonstrates balancing skills. 5.

Goal: Demonstrates gross motor manipulative skills (able to catch a ball, kicking a ball, throwing a bean bag, etc.). 6.

Goal: Children will be taught through demonstration of the traditional dances of the Ojibwe people. 6.

### **Fine Motor**

#### **Demonstrates fine-motor strength and coordination.**

Goal: Demonstrates ability to reach for objects purposefully (uses refined wrist and finger movements). 7.a.

Goal: Demonstrates hand strength and hand/eye coordination to manipulate objects including writing and cutting tools. 7.b.

Goal: Children will use pony beads and other traditionally related items to build hand/eye coordination and develop hand strength. 7.b.

### **LANGUAGE**

#### **Listens to and understands increasingly complex language.**

Goal: Ability to listen and understand conversations, songs, and stories. 8.a.

Goal: Ability to understand and follow directions. 8.b.

#### **Uses language to express thoughts and needs.**

Goal: Uses an expanding form of expressive vocabulary. 9.a.

Goal: Speaks clearly. 9.b.

Goal: Uses conventional grammar. 9.c.

Goal: Retells about another time and place. 9.d.

#### **Uses appropriate conversational and other communication skills.**

Goal: Engages in conversations with other children and adults. 10.a.

Goal: Uses social rules of language. 10.b.

### **COGNITIVE**

#### **Demonstrates positive approaches to learning.**

Goal: Attends and engages. 11.a.

Goal: Persists in learning. 11.b.

Goal: Solves problems. 11.c.

Goal: Shows curiosity and motivation. 11.d.

Goal: Shows flexibility and inventiveness in thinking. 11.e.

**Remembers and connects.**

Goal: Recognizes and recalls. 12.a.

Goal: Makes connections. 12.b.

Goal: Uses classification skills. 13

**Uses symbolic and images to represent something not present.**

Goal: Think symbolically. 14.a.

Goal: Engages in social dramatic play. 14.b.

**LITERACY**

**Demonstrates phonological awareness.**

Goal: Notices and discriminates rhyming. 15.a.

Goal: Notices and discriminates alliteration. 15.b.

Goal: Notices and discriminates smaller and smaller units of sound. 15.c.

**Demonstrates knowledge of the alphabet.**

Goal: Identifies and names letters. 16.a.

Goal: Uses letter sound knowledge. 16.b.

**Demonstrates knowledge of print and its uses.**

Goal: Understands how print is read. 17.a.

Goal: Uses and appreciates books appropriately. 17.a.

Goal: Uses environmental print. 17.b.

Goal: Understands that print conveys meaning. 17.b.

**Comprehends and responds to books and other texts.**

Goal: Interacts during read aloud and other conversations about books. 18.a.

Goal: Uses emerging reading skills (may pretend to read or reread after the teacher). 18.b.

Goal: Retells stories to the best of their ability. 18.c.

**Demonstrates emergent writing skills.**

Goal: Experiments with writing tools. 19.a.

Goal: Writes random letters. 19.a.

Goal: Writes Name. 19.a.

Goal: Writes to demonstrate meaning. 19.b.

**MATHEMATICS****Uses number concepts and operations.**

Goal: Count in sequence to ten. 20.a.

Goal: Uses one to one correspondence. 20.b.

Goal: Uses mathematical terms to describe quantities. 20.c.

**Explores and describes spatial relationships.**

Goal: Understands spatial relationships. 21.a.

Goal: Recognize and names common shapes. 21.b.

**Compares and measures.**

Goal: Ability to compare and order objects using mathematical terms such as bigger, longer, taller, and heavier. 22

**Demonstrates knowledge of patterns.**

Goal: Ability to sort and classify objects. 23

Goal: Ability to recognize, duplicate, create, or extend simple patterns. 23



## **SCIENCE KNOWLEDGE AND SKILLS**

### **Science Skills and Method**

Goal: Use of simple tools safely to gather information.

Goal: Ability to observe, describe, compare, and contrast.

Goal: Ability to predict and ask questions.

Goal: Ability to collect, describe, and record information.

### **Conceptual Knowledge of the Natural and Physical World**

Goal: Recognize all living things need water, food, and air.

## **CREATIVE ARTS EXPRESSION**

### **Music**

Goal: Participate in music activities, such as listening, singing, performing, or using an instrument.

Goal: Participate in music activities, such as listening, singing, performing, or using an instrument in the Ojibwe culture.

### **Creative Music and Dance**

Goal: Uses movement to express concepts, ideas, or feelings.

Goal: Recognizes different patterns.

Goal: Recognizes different dances of the Ojibwe people.

### **Art**

Goal: Mix colors.

Goal: Ability to identify primary colors.

Goal: Exposed to a variety of traditional Ojibwe arts.

### **Drama**

Goal: Participate in dramatic play experiences.

## **SOCIAL STUDIES KNOWLEDGE AND SKILLS**

### **Self, Family, and Community**

Goal: Identify similarities among people like himself/herself, classmates, and communities.

Goal: Participate in jobs and contribute in the classroom.

Goal: Describe people's jobs.

### **People and the Environment**

Goal: Identify common features of the local landscape.

Goal: Recognize that people share the environment with other people, animals and plants and understand they need to take care of the environment.

### **History and Events**

Goal: Differences between past, present, and future.

Goal: Identifies common events and routines.

## **CULTURAL LANGUAGE DEVELOPMENT**

### **Expressive Language**

Goal: Ability to name animals, numbers one through ten, household items, and food items in Ojibwe.

Goal: Ability to respond yes or no in Ojibwe.

Goal: Ability to respond please and thank you in Ojibwe.

### **Receptive Language**

Goal: Knowledge of basic Ojibwe commands, animals, numbers, household items, and food items.

Goal: Hear songs in Ojibwe language.

Goal: Listen to conversation in Ojibwe Language.

## Bois Forte Early Head Start-Child Care



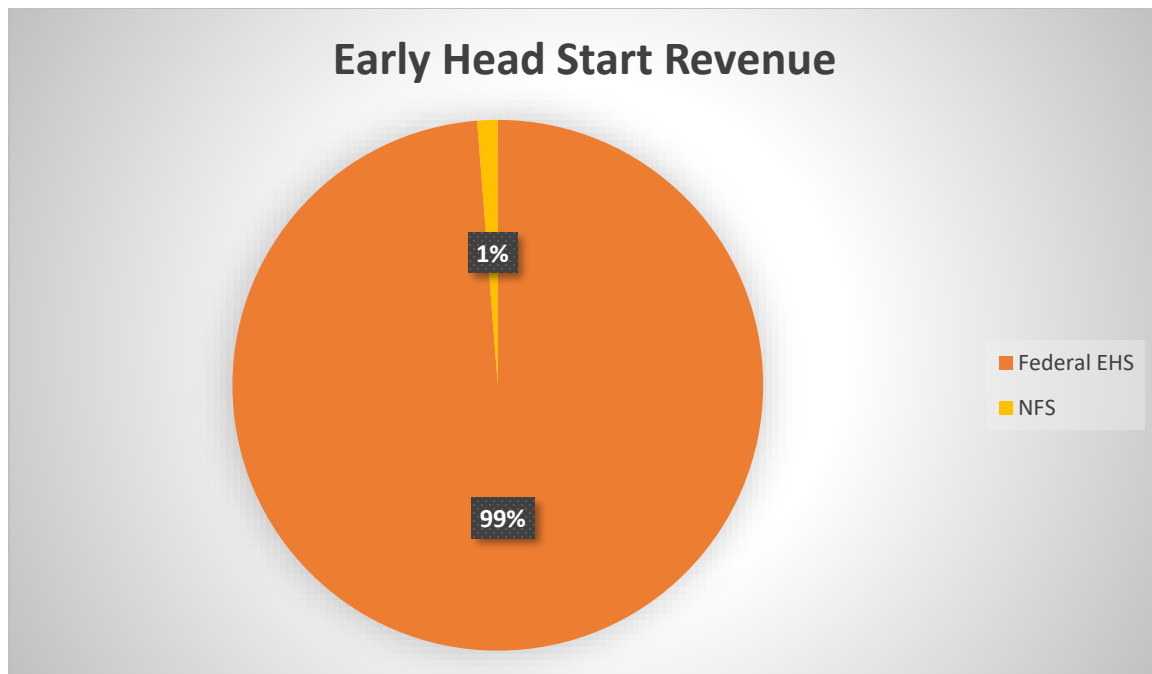
**Vermilion Early Head Start-Child Care**



### Nett Lake Early Head Start-Child Care

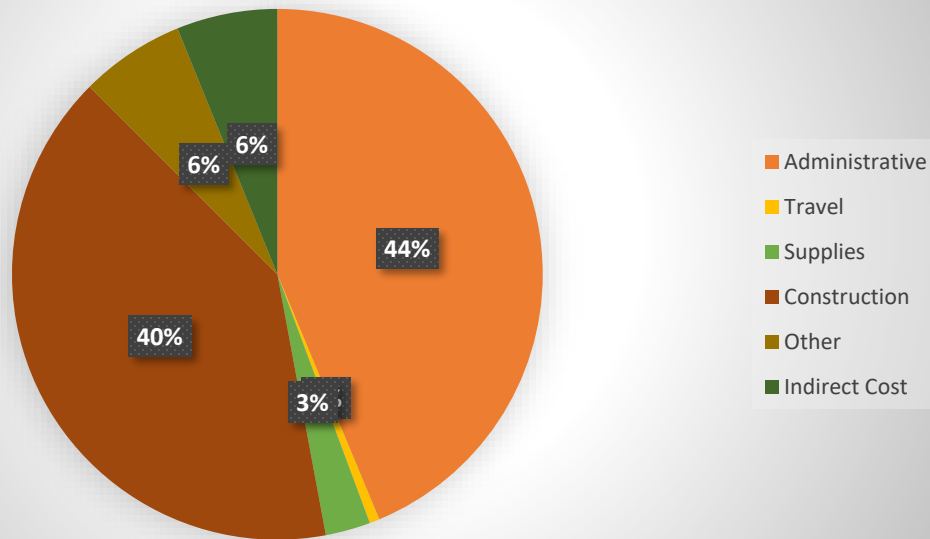
**Total amount of Early Head Start-Child Care funding and funding sources:**

**Total amount of Early Head Start funding: \$1,183,344 NFS: \$14,910**



**Budget Expenditures:** The operating budget for the fiscal year was broken down into several categories of support the includes Administrative (Wages, Fringe & Indirect), Supplies & Equipment, Training, Construction, and Other (Service Benefits, Travel and Mileage, Repairs & Maintenance)

## Early Head Start Expenditures



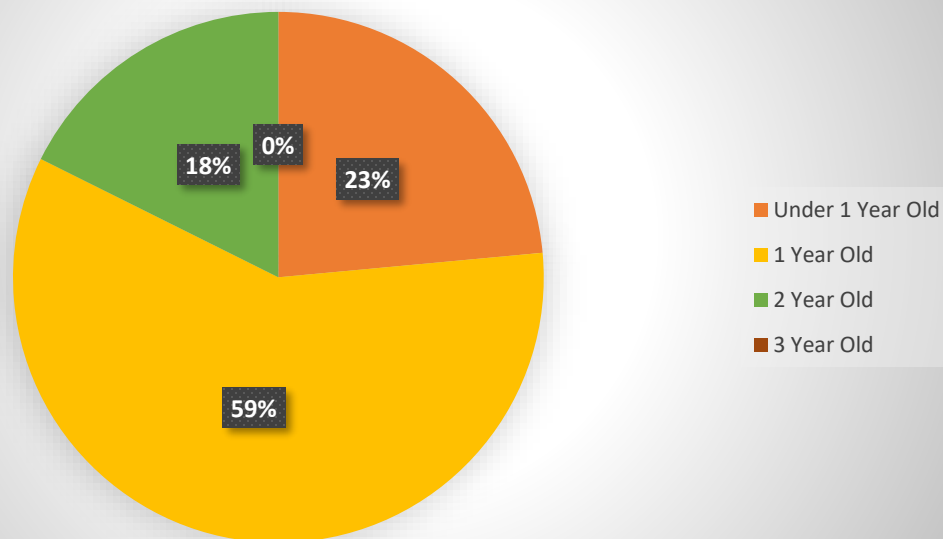
**Recent Audit Findings:** The most recent Audit report noted that there were no non-compliance items.

## EARLY HEAD START DATA

**Total number of Children funded from all sources: 32**

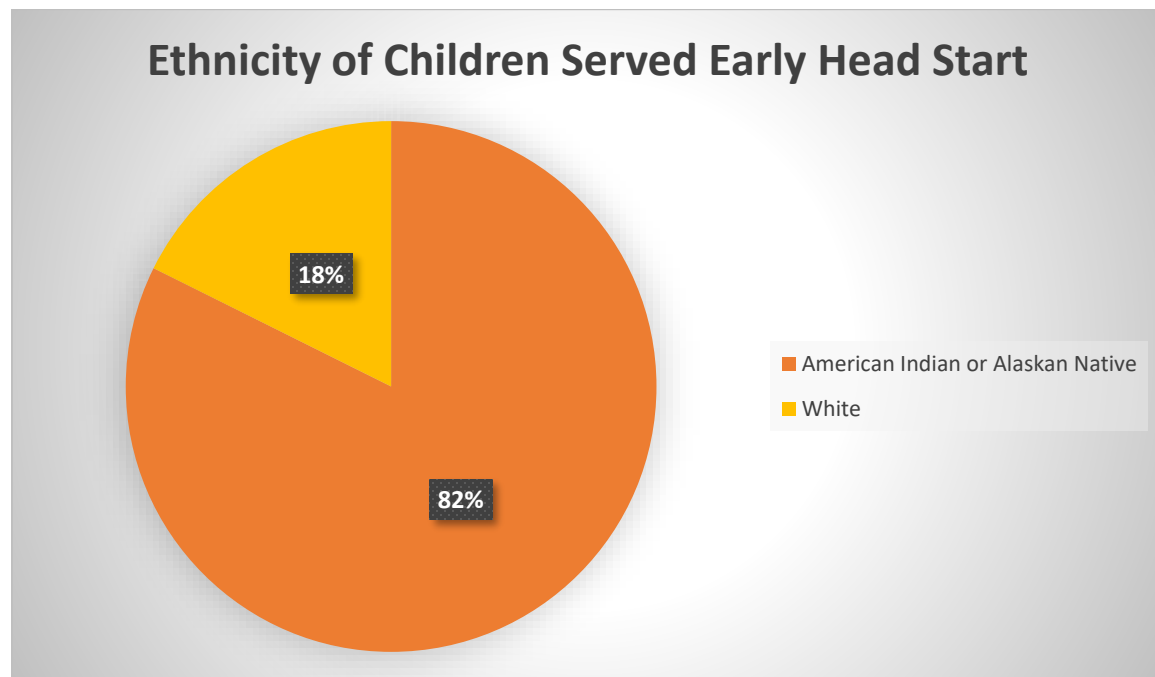
**Due to the Vermilion Early Head Start construction we did open until January 2017 so we were unable to serve those slots we were funded for. Office of Head Start was aware this was happening due to the renovations of the building.**

## Early Head Start Children Served

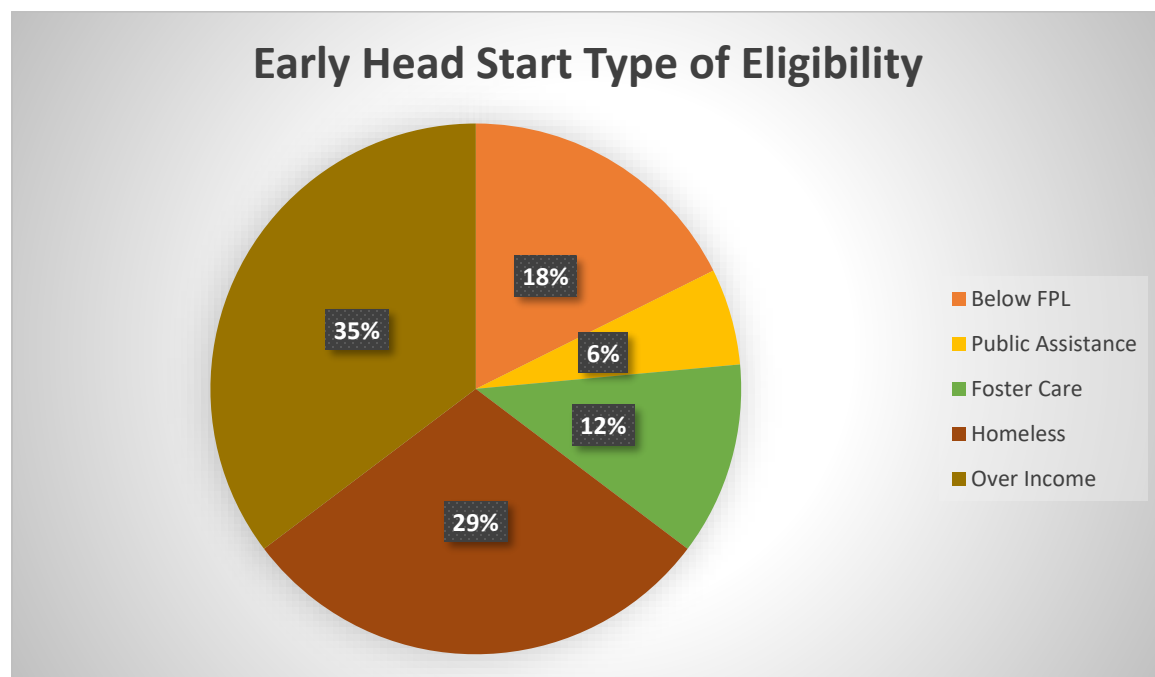


**Ethnicity of children served:**

AIAN: 14 White: 3



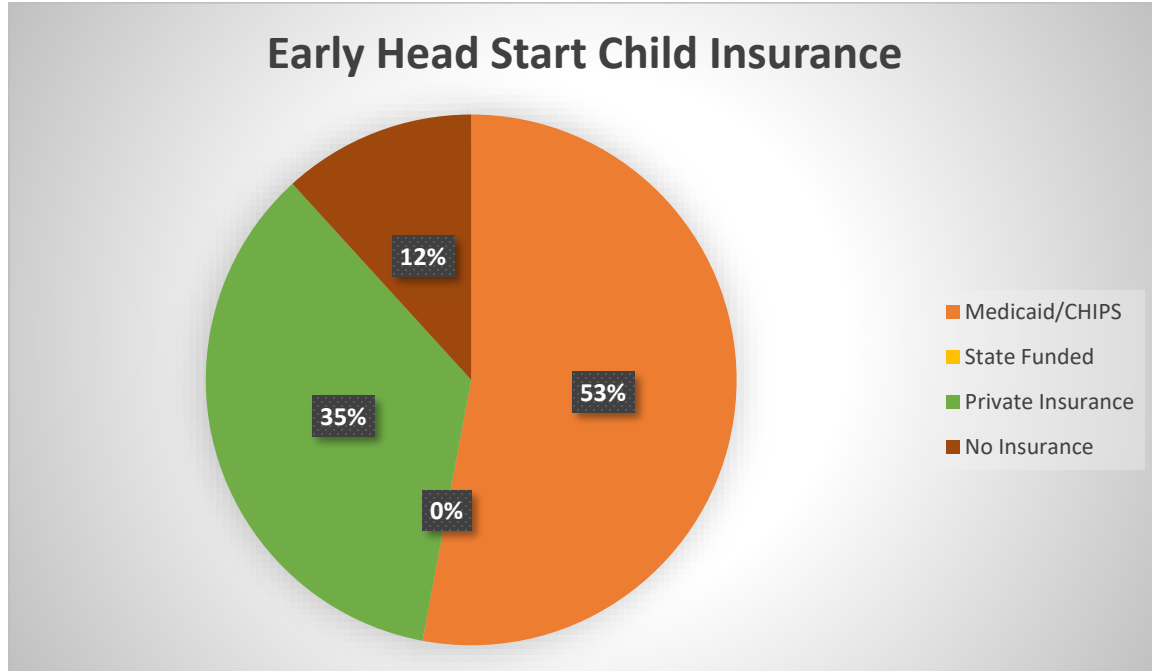
**Children Enrolled Based on Selection Criteria:**



**Primary Language Spoken:** English

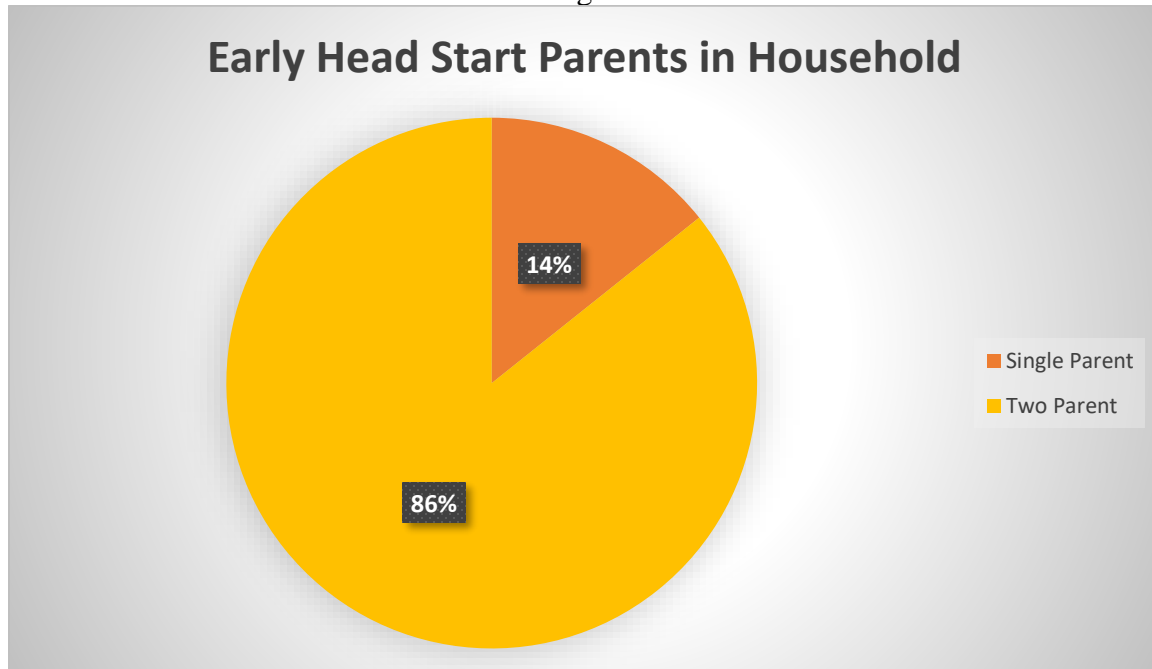


**Number of Children with Health Insurance:**



**Number of Children on Individualized Family Service Plan (IFSP): 1**

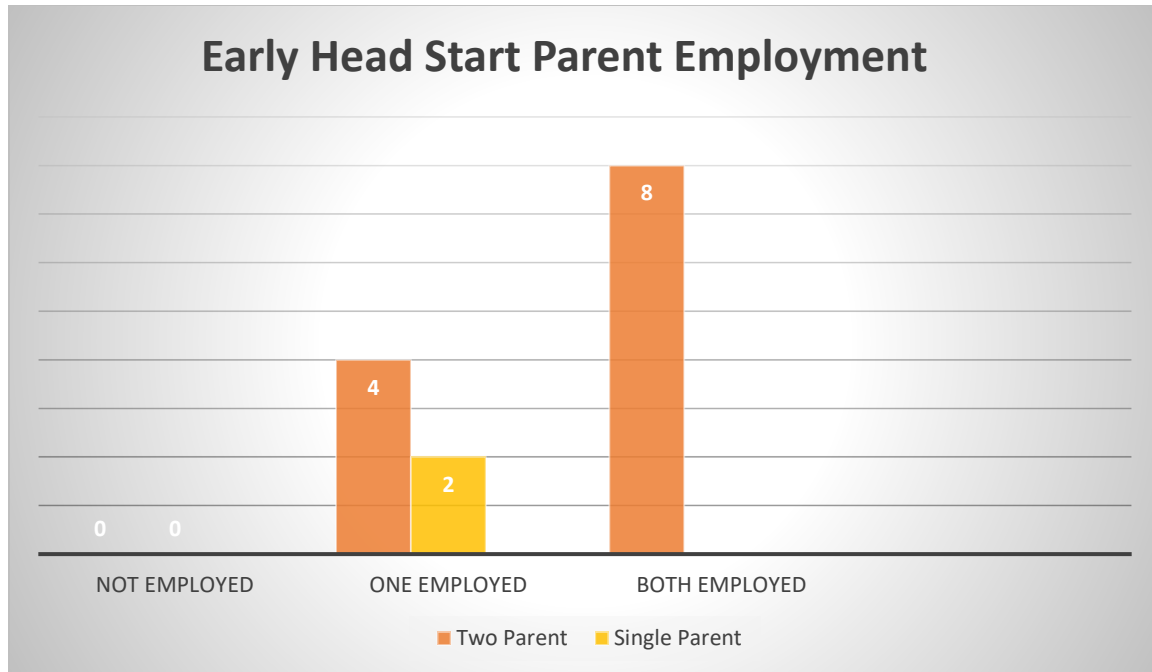
**Parents in Household:** Two Parent: 12 Single Parent: 2



**Parent Employment:**

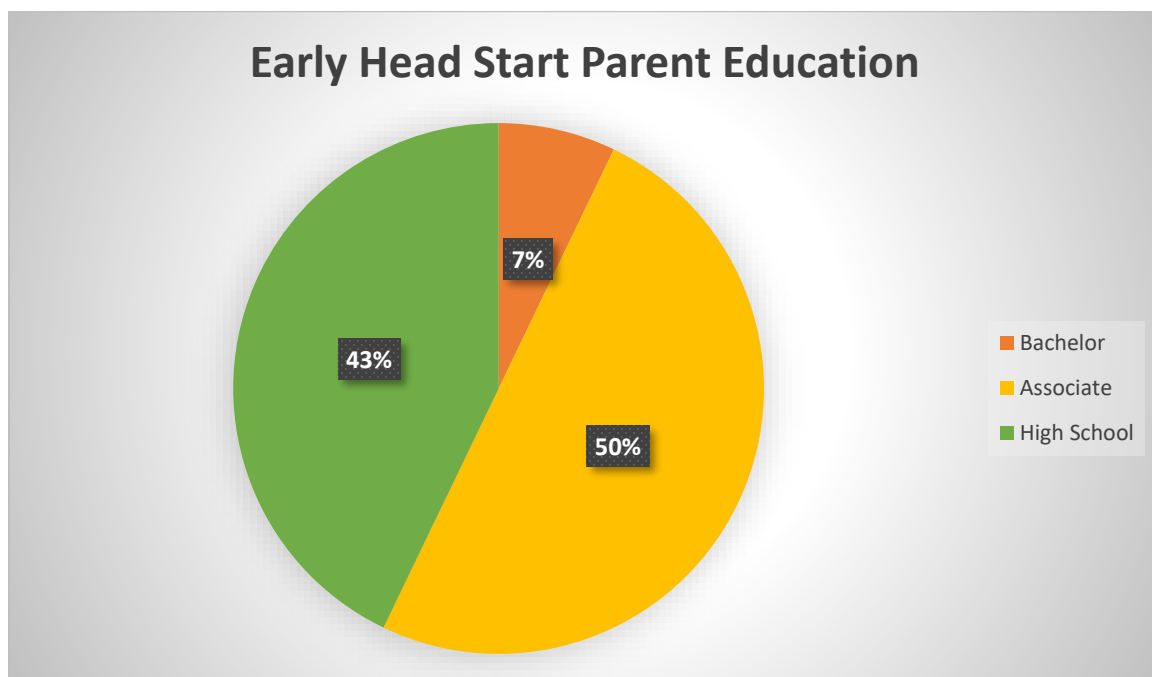
**Two Parents:** Both Employed: 8 One Employed: 4 Neither Employed: 0

**Single Parent:** Employed: 2 Not Employed: 0



**Parent Education:**

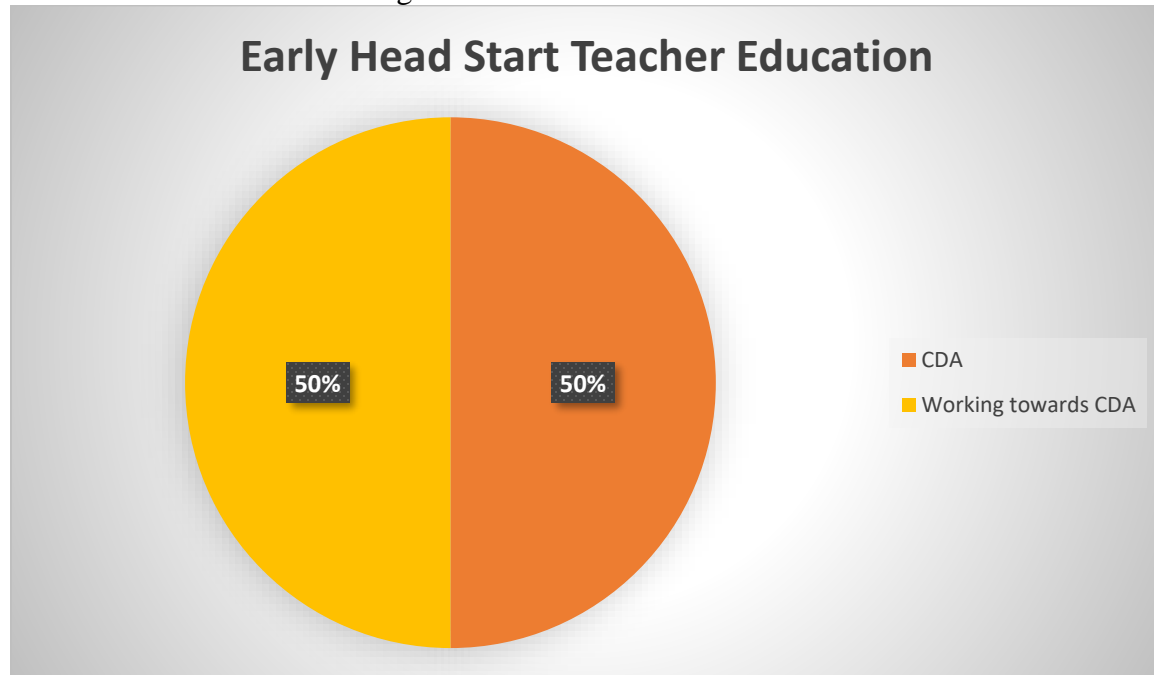
Bachelor Degree: 1 Associate Degree: 7 High School: 6 Less than high school: 0



**Early Head Start Staff Education:**

CDA: 2

Working on CDA: 2



# Bois Forte Early Head Start

## School Readiness Goals

### **Social Emotional Development:**

#### **Social Relationships**

**Goal:** Develop and demonstrate control over some of their feelings and behaviors (self-regulation).

*For young infants*, this includes allowing a trusted adult to help them calm down with words and touch, along with self-soothing efforts.

*For older infants*, this includes sometimes being able to calm down with a comfort toy, sometimes with an adults support.

*For toddlers*, this includes trying to control their actions, perhaps they may often seek a familiar adult for comfort.

**Goal:** Develops personal relationships with peers.

*For young infants*, this includes showing interest in peers, especially in their emotional expressions.

*For older infants*, this includes actively demonstrating interest in peers.

*For toddlers*, this includes developing friendships over time; comforting a friend who is unhappy; playing with peers, laughing together, and missing a friend.

**Goal:** Develop and engage in a positive relationships and interactions with adults.

*For young infants*, this includes turning to adults for security and comforting, play, information, and language; and watching adults to judge their emotional state.

*For older infants*, this includes relationships with adults becoming more multifaceted, including using an adult to help accomplish the child's goals.

*For toddlers*, this includes establishing at least one on-going, meaningful attachment relationship with an adult.

**Goal:** Learn and internalize rules, routines, and directions.

*For young infants,* this includes recognizing and anticipating daily routines.

*For older infants,* this includes anticipating and participating in home and classroom routines and following rules when directed.

*For toddlers,* this included learning and understanding rules but not always having the self-regulation to follow them. It also includes repeating the rules to others and trying to learn the rules of their society.

**Goal:** Develop and demonstrate a positive sense of self, competence, and identify that it is rooted in their family and culture.

For young infants, this includes showing interest in their bodies and the many things they are able to do.

For older infants, this includes completing their own activities and recognizing their accomplishments while learning the rules and values of their family and cultures.

*For toddlers,* this is showing awareness of their own thoughts, feelings, and preferences as well as those of others; identifying themselves and using their own name when asked, identifying gender and other basic similarities, wanting to care for themselves, and seeking help from an adult when trying something new or challenging.

### **Approaches toward Learning Skills**

**Goal:** Demonstrate interest, curiosity, and eagerness in exploring the world around them.

*For young infants,* this includes being awake and alert for increasing amounts of time and using different actions and modalities in exploring objects or interacting with people.

*For older infants,* this includes remembering where to find favorite toys or books if they are always kept in the same place; and actively exploring interactions with other people, a variety of materials in the environment, and their own changing physical capacities.

*For toddlers,* this includes being flexible in trying to find out different solutions to problems; awareness of change; active exploration; asking questions; and beginning of symbolic play.

**Goal:** Demonstrate persistence in learning and discovery.

*For young infants,* this includes regulating and prolonging attention with the support of a responsive adult.

*For older infants*, this includes maintaining interest in interactions or exploration.

*For toddlers*, this includes maintaining an interest long enough to complete activities and experiences that interest them.

**Goal:** Learn and use words to describe what they are thinking and doing.

*For young infants*, this includes having ongoing meaningful relationships with adults who provide a rich learning language environment.

*For older infants*, this includes learning the names of objects and action from an involved adult and beginning to name some objects and actions they are doing.

*For toddlers*, this includes using language to ask for help, to communicate during pretend play, and to converse with others about what they are doing.

### **Language and Literacy Skills**

**Goal:** Demonstrate receptive and expressive language skills and communication strategies.

*For young infants*, this includes looking at a person who is speaking; enjoying hearing an adult who is singing and talking; and participating through facial expressions, gestures, or babbling.

*For older infants*, this includes increasing number of non-verbal communications, such as pointing; beginning to use basic words; and making the transition to using full words.

*For toddlers*, this includes language transition to moving toward two word sentences.

**Goal:** Understand and begin to use oral language for conversation and communication.

*For young infants*, this includes developing the reciprocal pattern of conversation by taking turns with an adult who is talking with them.

*For older infants*, this includes language and language like sounds in conversations with adults and attempting to communicate with peers.

*For toddlers*, this includes understanding and following directions; remembering words for finger plays and songs; and adding an s or ing to words.

**Goal:** Hear and distinguish the sounds and rhythms of language.



*For young infants*, this includes listening to language to develop a cognitive map of the sounds of language.

*For older infants*, this includes enjoying playing with word like sounds.

*For toddlers*, this includes making language sound generalizations, such as using the “s” sound for plurals and creating words like boxes; and enjoying rhymes.

**Goal:** Begin to learn and demonstrate how print works.

*For young infants*, this includes looking at objects (posters, books, pictures) as an adult describes them and book exploration.

*For older infants*, this includes making sounds when looking at the book, turning pages of book, and recognizing a favorite book.

*For toddlers*, this includes using writing instruments; watching an adult write words down, and recognizing familiar logos.

**Goal:** Engage with stories and books.

*For young infants*, this includes looking at pictures in a book.

*For older infants*, this includes pointing to pictures when named by an adult.

*For toddlers*, this includes pretending to read a familiar story, holding books, and listening to longer stories.

### **Cognitive Early Learning Skills**

**Goal:** Learn and being to use math concepts during the daily routines and experiences.

*For young infants*, this includes recognizing the difference in number of small sets of objects.

*For older infants*, this includes this includes noticing the size, shape, and color difference of objects.

*For toddlers*, this includes this includes noticing the size, shape, and color difference of objects.

**Goal:** Use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.

*For young infants*, this includes this includes holding, looking, touching, throwing, and moving/toward away from objects or people.

*For older infants, this includes categorizing, matching, and ordering some objects together.*

*For toddlers, this includes categorizing, matching, and ordering some objects together and using more how, what, when, where, and why questions.*

**Goal:** Develop and demonstrate the ability to remember and connect new and known experiences and information.

*For young infants, this includes remembering that people and objects exist even when they are out of sight.*

*For older infants, this includes beginning to understand cause and effect.*

*For toddlers, this includes beginning to understand cause and effect; saying what will happen next in a story; remembering familiar songs.*

### **Physical & Developmental Health:**

#### **Physical Health Status**

**Goal:** All children will complete a developmental screening within 45 days of enrollment.

**Goal:** All children will complete a vision/hearing screening within 45 days of enrollment.

**Goal:** All children will complete a social emotional/ mental health observation and screening within 45 days of enrollment.

**Goal:** All children will have a nutritional evaluation within 45 days of enrollment.

**Goal:** All children will complete a health and dental screening within 90 days of enrollment.

**Goal:** All health information will be tracked monthly.

**Goal:** Daily health checks will be tracked and done daily.

*These goals will all be done the same for young infants, older infants, and toddlers.*

#### **Health Knowledge**

**Goal:** All children will be taught the importance of self-help skills related to hygiene. This will be taught weekly and documented on the lesson plan and through observation notes.

*For young infants, this includes demonstrating hygiene skills. Examples include: washing their hands for them before and after meals, washing hands after diapering.*

*For older infants*, this includes demonstrating hygiene skills. Examples include: helping washing their hands for them before and after meals, washing hands after diapering.

*For toddlers*, this includes teaching good hygiene skills. Examples include: having them wash hands for them before and after meals, washing hands after using the rest room, washing hands after coughing or blowing there nose.

## **Gross Motor**

**Goal:** Children will develop control over large muscles for movement, navigation, and balance.

*For young infants*, this includes raising the head and body against gravity; balancing during sitting and crawling; practicing many movements, and rolling, crawling, rocking to move from place to place.

*For older infants*, this includes moving in a variety of ways, such as cruising, walking, and toddling; and climbing and moving from one position to another while maintaining balance and coordinating body movements.

*For toddlers*, this includes moving with more confidence and coordinating body movements for a purpose.

**Goal:** Children will hear music in Ojibwe and see demonstrations of traditional dances.

*For young infants*, this includes being exposed to hearing music in Ojibwe and being held during events where traditional dances are happening (example programs mini pow-wows).

*For older infants*, this includes being exposed to hearing the music in Ojibwe and being able to participate in traditional dances like the programs mini pow-wows.

*For toddlers*, this includes listening to Ojibwe music and being able to participate in the traditional dances like the programs mini pow-wows.

## **Fine Motor**

**Goal:** Develop control of small muscles for manipulation and exploration.

*For young infants*, this includes shaking objects, reaching, holding, and transferring objects from hand to hand; picking up and releasing objects; and sitting and using hands.

*For older infants*, this includes using hands to play with toys and tools and coordinating hand and body movements.

*For older toddlers*, this includes using markers; building with blocks, brushing teeth (with adult help); dressing dolls; and putting together small puzzles.

### **Cultural Language Development**

Goal: Hear the basic Ojibwe commands, animals, numbers, household items, and food items.

Goal: Hear songs in Ojibwe language.

Goal: Listen to conversation in Ojibwe Language.

*These goals will all be done the same for young infants, older infants, and toddlers through hearing and seeing the Ojibwe Language..*

### **References and some goals directly taken from:**

*School Readiness Goals for Infants and Toddlers in Head Start and Early Head Start Programs:  
Examples from the Early Head Start National Resource Center.*

*RP 2016*

**The report will be distributed as follows:**

- **The Program Specialist, Phyllis Henderson**
- **The Head Start Management Team**
- **The Head Start Staff**

**The printed copy will be distributed to the following:**

- **Each Policy Council Member**
- **Each Tribal Council Member**
- **Executive Director**
- **Commissioner of Education**
- **Displayed prominently on the entryway bulletin board, the cover of which states: “Copies of this report are available to community members upon request.”**
- **The report will be posted on the Bois Forte Band of Chippewa website**



**Nett Lake HS boys playing in water table.**



**Playing in the dramatic play area.**