

**Port Gamble S'Klallam Tribe
Early Childhood Education Program
Annual Report
FY 2016**



VISION-Every child and adult who is part of ECE is a caring, responsible and important individual of this world.

MISSION-We commit to provide a healthy, nurturing and safe learning environment that promotes cultural values for children, expectant parents, families and our community.

Funding

FY 2016 Funding:Head Start Grant (3-5 Services); Early Head Start Grant (0-3 Services);One Time Supplemental Request- Purchase Freezer; Training and Technical Assistance

Base	\$618,084.00
Supplemental	\$17,386.00
Training & Technical Assistance	\$17,968.00
TOTAL	\$653,438.00

Budget Expenditures/Proposed Budget for FY 2016

Categories	Totals
Head Start /Early Head Start Grant	
Personnel	\$434,496
Fringe Benefits	\$156,348
Expenses	\$4,311
Administrative Cost	\$12,000.00
TOTAL	\$607,155.00
Training and Technical Assistance (TTA)	
College Credits	\$3,749
Conferences & Workshops/On-Site	\$14,219
TOTAL	\$17,968.00
TOTAL	\$625,123.00

Additional Funding

Cost of Living Adjustment (COLA) -	\$10,929.00
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Completed: 3/15/2017

1.8%	
One Time Supplemental Freezer/Renovate Toddler Bathroom	\$17,386.00
TOTAL	\$653,438.00
PGST APPENDIX X – Family Engagement Health Institute; Playground Improvements; Purchase Car Seat (Safety Educations)	\$7,500.00
TOTAL	\$7,500.00
Child and Adult Care Food Program	
Food/Non-Food	\$50,964.44
TOTAL	\$50,964.44
PGST SG BIA Preschool	\$86,896.36
GRAND TOTAL	\$798,798.80

Average Monthly Enrollment

	Head Start	Early Head Start	Total
Funded Enrollment	20	28	48
Total Children Served	35	42	77
% of Eligible Children Served	100%	100%	
Average Enrollment	100%	100%	

Percentage of Enrolled Children that Received Medical and Dental Services

	Head Start	Early Head Start
Physical	100	100
Dental	100	100

Monitoring Reports

Office of Head Start did not conduct a monitoring protocol during PY 2015/2016.

The Child and Adult Care Food Program (CACFP) conducted a review on 6/13/2016. There was one area of operational weakness- meal count being taken at the point of meal service. A corrective action plan was reviewed with all teaching staff and an immediate implementation on Completed: 3/15/2017

6/20/2016 with daily documentation by teaching staff and monthly random monitoring by nutrition manager.

Audits

The most recent completed Port Gamble S'Klallam Tribe 2015 annual audit exit conference report had no findings.

Family Engagement Activities

Parents are offered the opportunity to be involved from the very first meeting after enrollment using the "Invitation to Be Involved" form. Parent involvement opportunities include:

- Participate in Family Gatherings. Family Gatherings are parent meetings which are held in our community throughout the year.
- Become a Policy Council Member. In the early winter parents elect representatives to serve on the council.
- Attend Health Advisory Council and ERSEA⁴ committee meetings.
- Volunteer in the classroom by helping the teaching staff, sharing their family culture, sharing meals and/or assisting with projects in the classroom.
- Volunteer at Home. For parents who are not able to volunteer in the classroom, there are projects that can be done at home and brought back to the classroom upon completion.
- Parents are encouraged to read 20 minutes every day to their child.

Parents are invited to attend parenting classes and workshops during the year. These learning opportunities include:

- Hallway Make & Takes-x3
- Culture Night-x2
- Health Institute (included Conscious Discipline)
- Children's Honoring- x2
- Local community parenting classes- Positive Indian Parenting

We highly encourage parent involvement throughout the year. As their child's first teacher, parents provide us with information to best support our ongoing assessment system, giving us relevant information about their child, setting educational goals for their child and by participating in the assessment of their child three times a year.

Preparing Children for School

Our program works in partnership with families and school districts to ensure a successful and positive transition from preschool to kindergarten. We prepare children with kindergarten readiness skills from the time they enter our program starting with the first day of service. All activities and the curriculum used in our program are aligned with the Head Start Child Outcomes Framework and the Washington State Early Learning Guidelines and our programs school readiness goals with regard to social, emotional, cognitive, language and physical competencies for all children and focus on the child's transition to a Kindergarten setting.

Following the guidance of Washington State's OSPI and the Washington Kindergarten Inventory of Developing Skills (WaKIDS) assessment system for entering kindergartners, we now know more specifically what areas of learning young children are lacking in abilities before they enter

Completed: 3/15/2017

kindergarten. In Washington State, we know that almost ½ of young children enter kindergarten unprepared for learning. This means that many children come to kindergarten without having adequate exposure to books, vocabulary, rhyming and songs, opportunities to learn appropriate socialization and expression of feelings and emotions, and rich experiences to spark their curiosity and love of learning. We also know that children who enter kindergarten unprepared, rarely catch up to their higher performing peers. While they make gains in learning each year, they rarely make gains at a higher pace to catch up. Early learning is more important than ever to provide children with rich experiences and help families learn to support their child's learning.

Updates to Approach in School Readiness-Progress of Children:

- Social Emotional
 - o Preschool children gained on average 12 % in this area from fall to spring
 - o Younger children (0-3yo) demonstrated strong skills in this area with most meeting the standard in fall and 43% exceeding the standard in spring.
- Physical
 - o Preschool children were strong in this domain with over 85% meeting the standard in fall and an exceeding the standard by 25%.
 - o Young children (0-3yo) demonstrated 10-15% increases in the standard from fall to spring. The youngest children (0-1) made the most gains in this domain 30 % below standard in fall with a resounding 60 % meeting and 40% exceeding in spring outcomes.
- Language
 - o Preschool children gained on average 13 % in this area from fall to spring
 - o Younger children (0-3yo) demonstrated strong skills in this area with most meeting the standard in fall and 21% exceeding the standard in spring.
- Cognitive
 - o Preschool children gained on average 24% in this area from fall to spring.
 - o Younger children (0-3yo) demonstrated varied skills in this area:
 - 0-1 children – 100% meet standard in fall and 80% exceeded standard in spring
 - 1-2 children- 93% meet standard in fall and 43 % exceeded in spring
 - 2-3 children- 86% meet standard and 14% below standard in fall/89 meet standard and 11% exceeded standard in spring
- Literacy
 - o Preschool children gained on average 35 % in this area from fall to spring
 - o Younger children (0-3yo) demonstrated weaker skills in this area with most meeting the standard in fall but having no changes in spring scores.
- Math
 - o Preschool children demonstrated weak math skills in fall with 45% below standard - spring scores only increased by 11%.
 - o Younger children (0-3yo) demonstrated varied skills in this area:
 - 0-1 children – No values
 - 1-2 children- 21% below/79% meet standard in fall and 86 % meeting standard 14 % exceeded in spring
 - 2-3 children- 57% meet standard and 43% below standard in fall/89% meeting standard and 11% below standard in spring