

The Suquamish Tribe Head Start/Early Head Start  
The Marion Forsman Boushie Early Learning Center

Annual Report

Service Effort & Accomplishments

In fulfillment of the requirements of the  
Preparing Head Start for School Readiness  
Act of 2007

Copies of this report are available  
to community members upon request

October 21, 2010 – July 31, 2011

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## **Introduction**

This report is prepared to comply with the reauthorized Head Start Act of 2007. This Act states:

Each Head Start agency shall make available to the public a report published at least once in each fiscal year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

- A. The total amount of public and private funds received and the amount from each source.
- B. An explanation of budgetary expenditures and proposed budget for the fiscal year.

- C. 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.
- D. The results of the most recent review by the Secretary and the financial audit.
- E. The percentage of enrolled children that received medical and dental exams.
- F. Information about parent involvement activities.
- G. The agency's efforts to prepare children for kindergarten.
- H. Any other information required by the Secretary.

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## **The Suquamish Tribe Head Start/Early Head Start**

### **Vision, Mission, Philosophy**

It is the policy of The Suquamish Tribe Head Start/Early Head Start to recruit and serve those children residing within the boundaries of the Port Madison Indian Reservation.

#### **VISION**

- To deliver quality comprehensive developmental services to low-income children, ages three – five, and their families;
- To develop, nurture, and enhance the learning of young children, and assist them to reach their full potential for school readiness;
- To support, develop, and advocate, through the family partnership process, to meet the goals and needs of each individual family

#### **MISSION**

The mission of the Suquamish Tribe Head Start/Early Head Start is to provide comprehensive health, nutritional, educational, social services and other services that help children attain their full potential; empower families to become self-sufficient, and encourage them to develop a strong community.

#### **PHILOSOPHY**

The Suquamish Tribe Head Start/Early Head Start provides a cultural and community-based program for one, two, three, four, and five-year-old children and their families. Embedded in our philosophy is a safe, trusting learning environment, which nurtures language development, literacy, mathematics, science, creative arts, social and emotional development, approaches to learning, and physical health and development as appropriate to each child's developmental and family's diverse strengths and needs.

The Suquamish Tribe Head Start/Early Head Start works on the principle that all curriculum experiences provide children with opportunities to learn how to learn. The program strives to design learning experiences for children that include initiative and curiosity, engagement and persistence, and reasoning and problem solving in such a way as to meet a variety of learning styles, and is responsive to children's individual temperament. Integrated into our curriculum are the language, values, traditions and beliefs of our community and cultural upbringing.

### **The Suquamish Tribe Head Start 2010 - 2011 Continuation Grant Goals and Objectives**

**The program has met the five original goals established for the 2009-2010 full grant application. The modified goals are prioritized according to specific Head Start Act language, as well as Performance Standards requirements, annual self-assessment and updated community assessment findings, and Risk Management Meeting teleconference identification of needs.**

**These goals and objectives are intended to reflect a continuum of cyclical and ongoing services provided to children and families, and a seamless transition from one grant year to the next.**

- Increase the number of teaching staff who achieve CDA credential, AA and BA degrees to ensure teaching staff are able to respond to children's individual development, and prepare them for future education and interactions with others.
- Increase opportunities for parents to be participatory and contributing members of all program activities, education, and training sessions.
- Improve record keeping and reporting systems to support appropriate quality services, ensure accurate information, and maintain confidentiality.

- Improve self-assessment and Community-wide Needs Assessment to provide meaningful and accurate data from which to address needed services for children and families, and to address programmatic issues.
- Increase the dental hygiene and dental education program to continue to provide necessary services to children, parents and staff regarding oral health.
- Increase achievement of child outcomes in literacy and vocabulary development.

## Funding

FY 2010 Funding:

Head Start Grant

Early Head Start Grant

Training and Technical Assistance

Base	\$672,550.00
Conversion	\$174,817.00
Training & Technical Assistance	\$23,339.00
<b>TOTAL</b>	<b>\$870,706.00</b>

Conversion is added to base funding to support part-day to full-day program (8:00 a.m. – 2:00 p.m. for Early Head Start and 9:00 a.m. - 3:00 p.m. Monday-Thursday).



## Budget Expenditures/Proposed Budget for FY 2010

Categories	Totals
<b>Head Start Grant</b>	
Personnel	\$500,395.00
Fringe Benefits	\$103,532.00
Expenses	\$76,626.00
Indirect Cost	\$12,410.00
<b>TOTAL</b>	<b>\$692,963.00</b>
<b>Training and Technical Assistance (T/TA)</b>	
Professional Development/ on-site training	\$23,339.00
<b>TOTAL</b>	<b>\$23,339.00</b>
<b>Conversion Grant</b>	<b>\$174,817.00</b>
<b>TOTAL</b>	<b>\$832,434.00</b>

## Additional Funding

Cost of Living Adjustment (COLA) @ 3.06%	\$20,580.00
ARRA Quality Improvement	\$35,222.00
ARRA COLA @ 1.84%	\$12,375.00
Child Care Development Fund ARRA Quality	\$42,375.00
Child Care Development Fund	\$209,000.00
Child and Adult Care Food Program	\$99,740.00
<b>TOTAL</b>	<b>\$419,292.00</b>
<b>GRAND TOTAL</b>	<b>\$1,251,726.00</b>

# Staff Education

## *Child Development Associate (CDA)*

Wilma Lady , Childcare Coordinator  
James Abler, Teacher Assistant  
Destiny - Bakken  
Amelia Blasche, Teaching Assistant  
Brystal Dutton, Teaching Assistant  
Erin Henry, Teaching Assistant  
Melissa Wright, Teaching Assistant  
Micki Andrew, Teacher Assistant  
Tara Anderson, Teacher Assistant  
Fran Crowell, Teacher Assistant  
Jaimee Dixon, Teacher Assistant  
Stacy Mills, Teacher Assistant  
Felicia Oliver, Teacher Assistant  
Jodee Roberts, Teacher Assistant  
Teri Tippetts, Early Head Start Teacher

## *CDL License*

Robin Wright, Bus Driver

## *Receiving CDA Training*

Cori Silvey, Teacher Assistant  
Sharon Tiller, Teacher Assistant

## *Associate of Arts Degree (AA)*

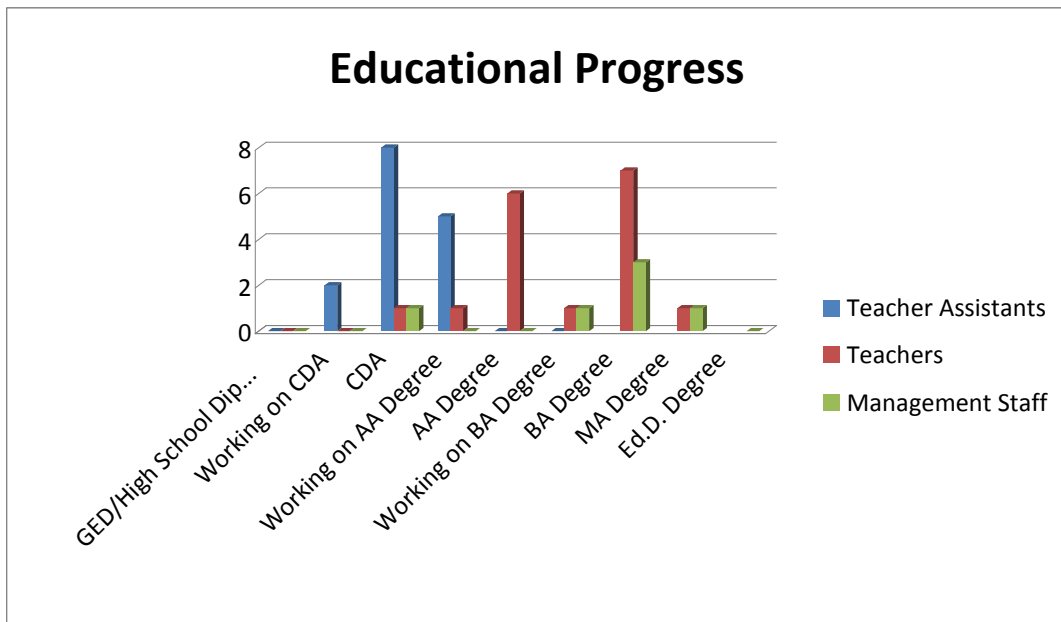
Arron Cruz, Early Head Start Teacher  
Diana Guildbaud, Early Head Start Teacher  
Abigail Hall, Early Head Start Teacher  
Marva Jones, Education Specialist  
Diana Cash, Early Head Start Teacher  
Megan Nicks, Early Head Start Teacher  
Tamara Ridgeway, Early Head Start Teacher

**Bachelors of Arts/Sciences Degree (BA/BS)**

Lynn Stough, Family and Community Advocate  
Rose Zrout, Receptionist  
Tleena Ives, Cultural Specialist  
Kari Denton, Parent Involvement Coordinator  
Candace Chapman, Head Start Teacher  
Sarah English, Early Head Start Teacher  
Jennifer Segerman, Head Start Teacher  
Jennifer Stroud, Head Start Teacher  
Cora San Juan, Early Head Start Teacher  
Patrick Pearson, Early Head Start Teacher  
Eileen Finlay, Head Start Teacher

**Master of Arts Degree (MA)**

Lisa Horn, BA, MA, Ed.D.



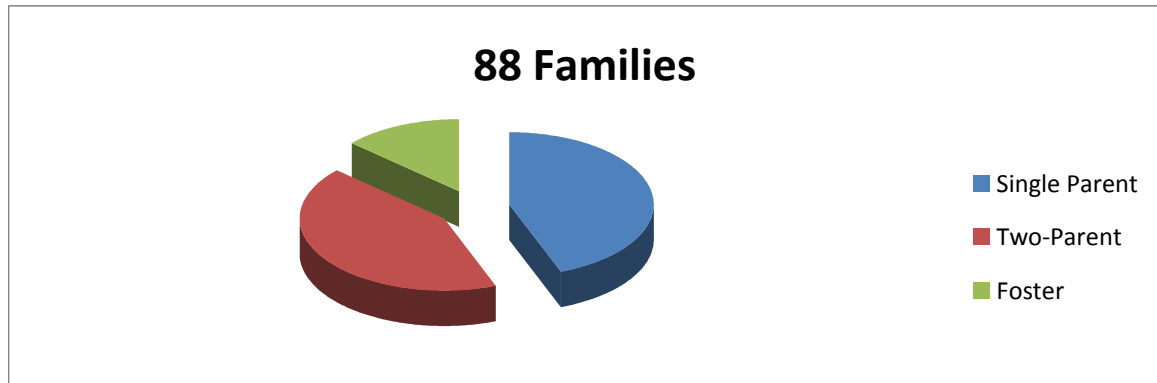
## Number of Children and Families Served

### Our Children:

The Suquamish Tribe Head Start/Early Head Start is funded through the Department of Health and Human Services, Administration for Children and Families, Office of Head Start. Our funded enrollment is 76 children. The average monthly enrollment is 76 children; the Average Daily Attendance (ADA) is 89%. Children who leave the program are replaced by those on a waiting list.

### Our Families:

The Suquamish Tribe Head Start/Early Head Start serves 68 families. 30 are single-parent families; 29 are two-parent families and 9 are foster children.

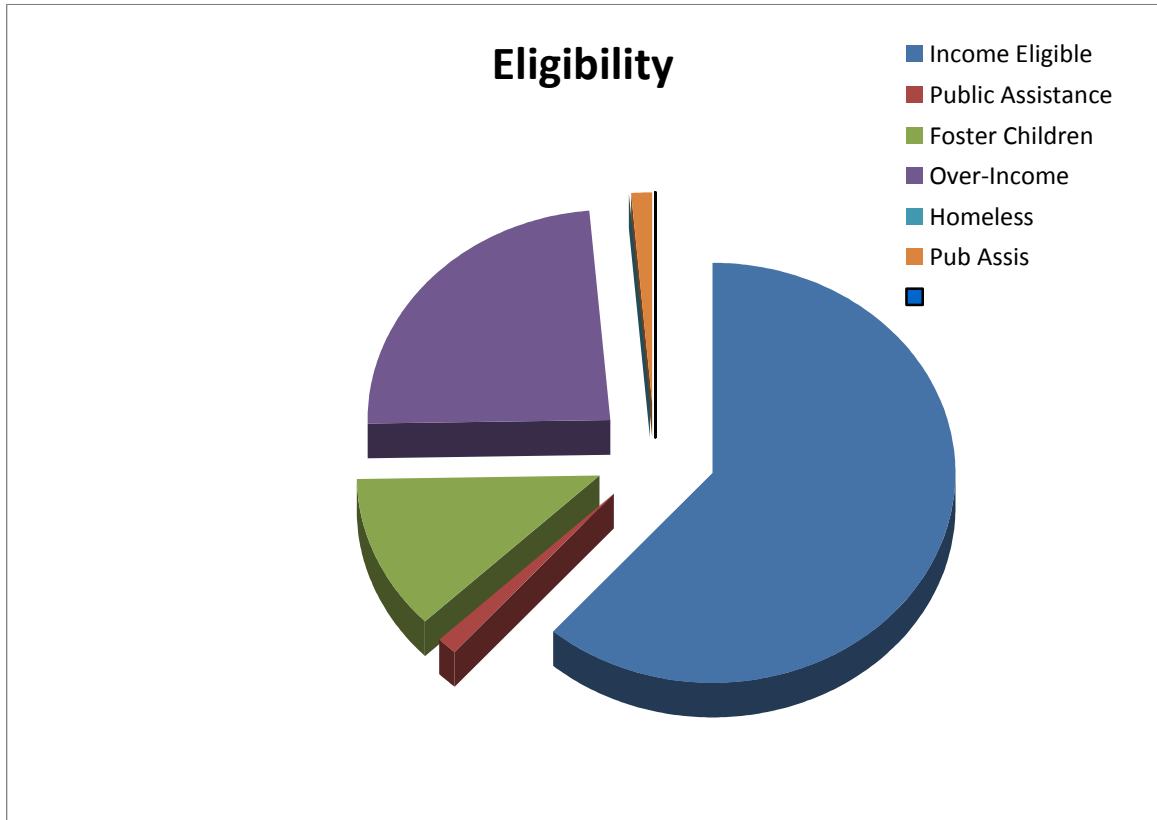


### Eligibility:

The Suquamish Tribe Head Start/Early Head Start serves the following categories of children and families:

- Income below 100% federal poverty line: 46
- Public assistance, TANF, SSI, etc.: 1
- Foster children: 10

- Over income: 18
- Homeless: 0



## **Monitoring Review**

From June 8, 2008 to June 13, 2008 the Administration for Children and Families (ACF) conducted an on-site monitoring review of the Suquamish Tribe Head Start/Early Head Start program.

Based on the information gathered in the review, it was established that The Suquamish Tribe Head Start program is in full compliance with all applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

The Suquamish Tribe Head Start/Early Head Start was awarded a Head Start Gold Certificate of Compliance in June 2008. Our next triennial review will be in FY2011. It will be an unannounced review.

## **Fiscal Review**

The annual audit was conducted in December 2010. The auditor reviewed Head Start folders to determine compliance in admissions and eligibility practices. Head Start has policies and procedures in place to determine Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA). Head Start folders were found to be in compliance. There was one audit finding regarding timely submission of SF269 financial reports. These are to be submitted on a quarterly basis. Finance Department is working closely with Head Start to correct this finding.

## Medical Homes

98% of enrolled children are up-to-date on a schedule of age-appropriate and primary health care according to Washington's EPSDT schedule for well child care.

100% of enrolled children have an ongoing source of continuous, accessible health care. 87% are eligible to receive medical services through Indian Health Service.



95% (73 of 76 children) are enrolled in Medicaid. 5% (3 children) are enrolled in private health insurance plans.

Head Start works cooperatively through the Kitsap County Health District and with local pediatricians and pediatric nurses to schedule appointments, immunization updates, lead screening and other required medical services. On-site dental screenings and fluoride varnishes offered in the fall and the spring for all children.

## Dental Homes

100% of enrolled children have continuous, accessible dental care provided by local pediatric dentists as well as at the Port Gamble Tribal Dental Clinic.



94% of enrolled children received preventive care, and completed a professional dental exam. 6 children were diagnosed as needing treatment, and 6 have received or are receiving treatment.

Working with the Health Advisory and local pediatric dentists, The Suquamish Tribe Head Start/Early Head Start developed child health policies that promote good dental hygiene and appropriate nutrition. Building trust and establishing continuity of dental care are essential to good oral health. Dental hygiene products such as toothbrushes and tooth paste are provided to children, and informational materials such as books about taking care of teeth are provided to parents to read to their children.



## Parent Involvement Activities

The Suquamish Tribe Head Start/Early Head Start strongly encourages parent participation. Parents are their child's first teachers, and the foundation of the program. Parents participate in a variety of activities, including:

- Parent Committee meetings
- Reading is Fundamental events held throughout the year
- Policy Council meetings
- Parent-Teacher Conferences
- Home Visits
- Special program events celebrating holidays
- Field trips
- Annual program self-assessment
- Community assessment
- Classroom volunteer
- Classroom meetings
- Motherread/Fatherread
- Fatherhood Program – drum making classes with Dad
- PAK Family Fun and Fitness Nights

The program provides monthly newsletters to parents that include a calendar of upcoming events, breakfast, lunch and snack menus, classroom news, management news and policy reminders, and items of interest on a variety of topics such as child health and nutrition issues, including childhood obesity and dental care, and literacy, math, and science projects and activities that parents can do with their children at home.

## **Preparing Children for Kindergarten**

18 children transitioned to Kindergarten in September 2010. The Suquamish Tribe Head Start works in partnership with the North Kitsap School District Elementary School to support parents and their children in making a smooth and effective transition to Kindergarten. This partnership provides for continuity of services between the two schools. The two schools meet quarterly to plan transition activities that include one month of “Summer School” where Head Start children attend and participate in Kindergarten classes and activities with the teachers from Suquamish Elementary and the Head Start teachers. Head Start children and families have these opportunities to become familiar with Kindergarten classroom routines and teaching staff.

Throughout the program year, our teaching staff implements the research-based Creative Curriculum. This curriculum promotes school readiness in language and literacy, with other curriculum areas addressed within daily lessons and thematic units. This curriculum is based on scientifically valid research and has standardized curriculum materials to support implementation. It is aligned with the Head Start Outcomes Framework.

## Supplementary Programs

### Touchpoints

Touchpoints is a comprehensive approach to child development based on the supportive relationship between the family, the child, early childhood providers, extended family, and the community.

#### ***What is Touchpoints?***

*Touchpoints* is an approach based on an understanding of child development that results in a philosophy of building relationships with families and corresponding strategies and techniques. The *Touchpoints* model is meant to be incorporated into an overall concept of child development and family growth.

*Touchpoints* strives to enhance the competence of parents and build strong family and child relationships before birth through the child's early years. *Touchpoints* also helps families to recognize that when children develop in one area they may "regress" in another area. The model points out predictable ages where these developmental *Touchpoints* may occur.

#### ***Who developed the Touchpoints Model?***

Dr. T. Berry Brazelton of the Brazelton Touchpoints Center. The *Touchpoints* approach is based on extensive research, practice and program evaluations.

#### **What is the Goal of Touchpoints?**

Our overall goal is to help each child reach the very best of his or her development potential. The healthy and loving attention to children's needs through recognition of who they are as unique individuals with their own temperamental style is of central concern. Through strong relationships, we promote children's learning and happiness by

honoring each child's own pace and way of developing. This approach establishes the child's healthy self-esteem and empathy for others, as well as motivation to learn and an expectation to succeed.

The *Touchpoints* principals and assumptions can therefore be used to celebrate development and care-giving success. Further information on Touchpoints Guidelines and Assumptions is available in Appendix A of this book.

## **Kindergarten Ready!**

*What is Kindergarten Ready!?*

Children with key skills upon entering kindergarten are ready for a satisfying and successful education. *Ready!*'s primary focus is basic language, reading, math and reasoning, social, and emotional skills. *Ready!* provides tools and training to parents, guardians, and care givers of children in their first five years. It offers powerful ways to talk, read, sing, and play with young children during their early learning years. *Ready!* parents meet three times a year and are given simple activities to foster these skills.

*Why is the program important?*

Research shows that if a child starts kindergarten at or near the top and makes "annual growth," he or she will stay near the top year after year. Whereas if a child starts near the bottom of this five-year range and makes only "annual growth," he or she will stay near the bottom. This five-year range is called the "achievement gap" or "preparation gap" and it is obvious on the first day of kindergarten. While other factors such as health and genetics affect learning rate, parenting plays a major role in determining the level of a child's cognitive development during the early years. When children start ahead, they most likely stay ahead.

*Where did the program come from?*

The *Kindergarten Ready!* program is a result of Kennewick (WA) School District's Elementary school reading research. It was developed by a team of kindergarten teachers, early childhood educators, parents, and others who work with young children. Educators and specialists continue to be involved in the entire process.

## **Reading Is Fundamental (RIF)**

*What is RIF?*

RIF is a National Literacy Program available to children of highest risk for low literacy skills, from ages zero to eight. RIF is offered to high quality programs seeking to reach children and families most in need of books and literacy resources. RIF prepares and motivates children to read and succeed. Marion Forsman-Boushie Early Learning Center is proud to be chosen to take part in the RIF program. The ELC has been awarded this grant for 5 years with an increase to \$700.00 being awarded this year.

*Who is Involved with RIF?*

Teachers, Parents, Children, Families, and Local Community members all get involved with RIF. Parents are able to select books to share with their children.

*How is this program implemented?*

Our Marion Forsman-Boushie Early Learning Center provides at least three reading programs a year to encourage parents, families, and Local Community members to come and read to children at least 20 minutes a day. A parent forum is formed and they develop creative, motivating, and fun ways to encourage parents to read to their children. Each child is given a brand new book at least three times a year. Our children are excited about choosing their own books!

Our Educational Specialist oversees this program and organizes free RIF book giveaways throughout the year and during special events.

### **Lending Library**

The lending library is our Early Learning Center Library on wheels. Children and Parents are allowed to check out books and literacy bags. Our ELC Children can check out books every other week, parents are able to check out books at anytime, and all books are returned to be checked out again. Our Literacy Specialist reads and shares stories with the children in each classroom.

### **Motheread / Fatheread**

Motheread/Fatheread is a multicultural family literacy development program, which uses quality children's literature to help parents read effectively with their children, initiate discussions of the books, improve on their parenting and literacy skills, and increase family communication. It also strengthens existing partnerships with Head Start, Even Start, tribal organizations and community colleges statewide. Parents are encouraged to participate in the workshop at least two times a month and during that time they are asked to take turns reading. The parents gather in small groups with trained discussion leaders to read children's books and then talk about the images, feelings, and ideas conveyed in these stories. During each workshop a teacher introduces a new book (which is gifted to participating parents) and teaches parents an activity to accompany the book. While children are learning a new book, parents get hints on effective parenting and discipline techniques. An art or creative activity is always given during the workshop and childcare, dinner and lots of love are provided.

## Assessments

The program implements the Dial-3, Ages and Stages and Creative Curriculum as its ongoing assessment. The Dial-3 and Ages and Stages are administered twice during the program year. Teaching staff shares results with parents during Parent-Teacher Conferences and end-of-year Home Visits. Teachers and parents work together to develop an Individual Child Plan for each child based on the child's strengths and developmental level.

## Cultural Program

The Cultural Program consists of the children learning basic Lushootseed Language & Culture and life ways of the Suquamish Tribe. A few of the lessons covered this last year include: dyeing wool, spinning wool, salish wool weaving, cedar weaving, learning paddle & friendships songs in Lushootseed, counting in Lushootseed as well as names of family and animals. The families are invited to make a drum for their child that stays with them in the classrooms until they graduate from the program. The children gain a sense of pride in who they are and where they come from as they are able to learn from the strong teachings that come out of the Cultural Education Program.

**The Suquamish Tribe Head Start/Early Head Start  
Staff/Function Chart**

<b>Name:</b>	<b>Position:</b>
Horn, Lisa	Director
Zrout, Rose	Receptionist
Abler, James	Teacher Assistant
Andrew, Micki	Teacher Assistant
Bakken, Destiny	Teacher Assistant
Bayes, Teri	Food Service Specialist
Blache, Amelia	Childcare Teacher
Chapman, Candace	Head Start Teacher

Crowell, Fran	Teacher Assistant
Cruz, Arron	EHS Teacher
Dixon, Jamie	Teacher Assistant
Denton, Kari	Parent Involvement Coordinator
Dutton, Brystal	Teacher Assistant
English, Sarah	EHS Teacher
Estabrook, Tina	Health Specialist
Finlay, Eileen	HS Teacher
Grable, Megan	EHS Teacher
Guilbaud, Diana	EHS Teacher
Hall, Abigail	EHS Teacher
Henry, Erin	Childcare Teacher
Ives, Tleena	Cultural Specialist
Jones, Marva	Educational Specialist
Landis, Shellie	Bus Monitor
Mills, Stacy	Teacher Assistant
Oliver-Johnson, Felicia	Teacher Assistant
Saas, Madrigal	EHS Teacher
Ridgeway, Tamara	EHS Teacher
Roberts, Jodee	Teacher Assistant
San Juan, Cora	Teacher Assistant
Saas, Madrigal	Childcare Teacher
Segerman, Jennifer	HS Teacher
Silvey, Cori	Childcare Teacher
Stough, Lynn	Family and Community Advocate/Disabilities Specialist
Stroud, Jennifer	HS Teacher
Suso, Tara	Childcare Teacher
Tiller, Sharon	Childcare Teacher
Tippets, Teri	EHS Teacher
Woods, Twanya	Assistant Cook
Wright, Melissa	Teacher Assistant
Wright, Robin	Bus Driver

**Contract Employees**

Michelle Kaster	Mental Health Specialist
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