

SICANGU LAKOTA OYATE
HEAD START/EARLY HEAD START PROGRAM

ANNUAL REPORT



2022 - 2023

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The Sicangu Lakota Oyate Headstart/Early Head Start Program is family centered and designed to support parents as the most important influence and teacher in their child's life.

Family advocates and classroom staff provide a variety of activities and opportunities for parents to participate in their child's pre-school program. The program works closely with parents to provide childcare and transportation for parent meetings/trainings at the classrooms.

Classroom Name, Location, and Funded Enrollment

Head Start—315 Students

Antelope (Mission) -20
Stephan Fallis (Mission) - 20
Mercy Poorman (Mission) - 20
Wakanyeja (Mission) - 20
Yellow Hawk (Mission) - 20
Billy Mills (Parmelee) - 20
Woksape Woihanble (Parmelee) - 20
Elizabeth Arrow (White River) - 20
Lame Deer (Winner) - 20
Long Warrior-Dunham (Norris) - 20
Tasunke Witko (Rosebud) - 20
Wilma Whipple (Rosebud) - 15
Nellie Menard (Rosebud) - 20
Kate Omaha Boy (St. Francis) - 20
Owl Bonnet (St. Francis) - 20

Early Head Start - 88 Students

Sungh'pala (Puppy) (Mission) - 8
Tusweca (Dragonfly) (Mission) - 8
Wanbli (Eagle) (Mission) - 8
Kimimila (Butterfly) (Parmelee) - 8
Sunka Wakan (Horse) (Parmelee) - 8
Keya (Turtle) (Rosebud) - 8
Sungmanitu Tanka (Wolf) (Rosebud) - 8
Pahin (Porcupine) (Rosebud) - 8
Sungmanitu Cika (Coyote) (St.Francis) - 8
Tatanka (Buffalo) (St.Francis) - 8
Mato (Bear) (St.Francis) - 8

SICANGU LAKOTA OYATE HEAD START/EARLY HEAD START PROGRAM

Vision Statement

Provides quality Early Childhood Education services for birth to five and pregnant women by incorporating Lakota Value and promoting self-sufficiency.

Mission Statement

We, the Sicangu Lakota Oyate Head Start/Early Head Start Program value our children, families, and community agencies through:

- Teaching and modeling Lakota Values.
- Creating an enriched learning environment that supports individual child development families and staff.
- Advocating for all children, families, and community agencies.
- Empowering and supporting positive growth for our children, families, and staff

Core Values

Honoring and implementing our Lakota values on a daily basis with staff, children and families:

Unsiiciyapi/Humility	Woohitike/Bravery
Wowacintanka/Perseverance	Cantewasake/Fortitude
Wawoohola/Respect	Canteyuke/Generosity
Wayuonihan/Honor	Woksape/Wisdom
Cantognake/Love	Waunsilapi/Compassion
Icicipi/Sacrifice	Wowicake/Truth

GREETINGS FROM THE DIRECTOR



It is our pleasure to share our Annual Report for the 2022/2023 Program Year. The Sicangu Lakota Oyate Head Start/Early Head Start program (SLOHSEHS) staff worked extremely hard to provide services to children and families. Program services were provided to children and families from every community with the exception of Butte Creek and Bull Creek.

Our Head Start and Early Head Start center locations are as follows:

1. Mission - Two Head Start centers (6 classrooms), and one Early Head Start center (3 classrooms);
2. Winner - One Head Start center (1 classroom);
3. White River - One Head Start center (1 classroom);
4. Norris - One Head Start center (1 classroom);
5. Parmelee - One Head Start center (2 classrooms), and one Early Head Start center (2 classrooms);
6. Rosebud - One Head Start center (3 classrooms), and one Early Head Start center (3 classrooms);
7. St. Francis – One Head Start center (2 classrooms), and one Early Head Start center (3 classrooms).

During the 2022/2023 school year, under-enrollment and our workforce shortage continued to be a challenge for a second consecutive year. Our program never fully recovered from the aftereffects of COVID-19 when it appeared in March 2020 and tribal staff were granted Administrative leave. Prior to March 2020, staff vacancies existed, but nothing compares to the magnitude of the past two years. All tribal and non-tribal Head Start programs across the nation have experienced similar concerns regarding under-enrollment and workforce shortages.

According to the Head Start Enterprise System, our Head Start-funded enrollment of 315 has not been achieved since January 2020. Under-enrollment was the second highest concern nationally within the Head Start community. We had two Head Start classrooms that remained closed all school year due to not enough staff and students.

Our parents also shared their frustrations with the number of school closings or buses running late due to staff shortages. We did initiate a parent survey to gather feedback on their experiences and we actually received more positive feedback than negative. Although some parents did have concerns, it was not as high as anticipated.

The Office of Head Start issued an Information Memorandum in November 2022, informing Head Start programs across the nation, if needed, programs could apply for a Change of Scope for either Enrollment Reduction or Conversion. The SLOHSEHS program did complete and upload an application on the Head Start Enterprise System for a Change of Scope to reduce Head Start student vacancies from 315 to 224 in June 2023. The Management Team was involved in the development of the application in addition the Policy Council, Education Committee, and Tribal Council who all had the opportunity to provide their input and recommendations.

As of August 2023, we are waiting on the Office of Head Start's approval or disapproval. The community will be informed once we receive notification from the Office of Head Start.

All program staff received a 5.6% cost of living increase with additional funds for quality improvement. The 5.6% percentage was the most awarded in my 35-year history working for the Head Start program. In our quality funding, a third Mentor Coach position was added, as well as sprinkling the balance of the funds amongst some of the classroom staff positions. This allows all positions to start at a higher wage and will provide an additional increase for staff who have been employed with more years of experience.

As we move forward, program staff will continue to strive for positive changes not only within the program but also in the lives of the Head Start and Early Head Start students and families.

In closing, we want to thank all our Staff, Parents, Policy Council members, Community Partners, Education Committee, and Tribal Council members who provided support throughout the 2022-2023 school year.

Respectfully,

Vonda Pourier-Whipple, Director
Sicangu Lakota Oyate Head Start/Early Head Start

COMMUNITY ASSESSMENT SUMMARY

Sicangu Lakota Oyate Head Start/Early Head Start Program conducts a Community Assessment every 5 years and annually reviews and updates the Assessment to reflect significant changes in the three-county area. Data from the Assessment is used to make informed decisions such as:

- Long- and short-range program goals, objectives, and priorities;
- Services most needed for families living in poverty;
- Geographic areas that will be served by the program;
- Location of Head Start and Early Head Start centers; and
- Criteria for determining priority for recruitment and selection of children for the program.

The following are *key findings* from the 2023 Community Assessment Update which include significant demographic changes and data trends of those living in poverty in Mellette, Todd, and Tripp counties. All areas (e.g., demographics, poverty, early education, disabilities, health, housing, birth outcomes, transportation) have been reviewed for updated or newly available data. Data reflects the lasting impacts on families from the 2020 pandemic, as well as current economic challenges.

WAGES AND THE IMPACT ON ELIGIBILITY

Effective Jan. 1, 2023, the minimum wage for non-tipped employees in South Dakota rose to \$10.80/hour, up from \$9.95/hour in 2022. A full time (2,080 hours annually) minimum wage worker in South Dakota earns \$22,464 annually in 2023.

A parent with one child who is working full time at minimum wage (\$22,464/year) is above the Federal Poverty Level (FPL). A single parent of one child who is working full-time at \$9.50/hour or more is above the FPL. The FPL for a family of four is \$30,000/year; therefore, a household of four with one full-time working adult earning \$14.45/hour (\$30,056) or more is above the FPL. Living wage is the hourly rate that a full-time working individual must earn to adequately support the family and cover day-to-day expenses. The 2023 living wage needed to support one adult and one child is \$31.20 in Mellette, Todd, and Tripp counties, up from \$28.52 in 2022. A full-time working adult with one child who is making minimum wage earns just 34.6% of the living wage in the service area.

POVERTY

Estimated Children Under Five in Poverty by Age Group

Location	Children Under Age 5		Infants and Toddlers		3 and 4 Year Olds	
	Count	In Poverty	Count*	In Poverty	Count*	In Poverty
Mellette Co.	114	69 (60.5%)	68	41	46	28
Todd Co.	1,089	784 (72.0%)	653	470	436	314
Tripp Co.	355	114 (32.1%)	213	68	142	46

*Estimated infants/toddlers (60%) and 3- & 4-Year-olds (40%) Source: American Community Survey, 2021 5-Year Estimates. Note: Children under age 5 varies from Age section, as this is the number of children for whom poverty is determined rather than the total number of children under age 5.

LIVE BIRTHS AND PREGNANT WOMEN

In 2021, 28 babies were born in Mellette County; 200 babies were born in Todd County; and 66 babies were born in Tripp County. Between 2019 and 2021, births decreased by 15.2% in Mellette County, 13% in Todd County, and 25% in Tripp County. Based on poverty rates for children under the age of five and the number of live births in 2021, the estimated numbers of eligible expectant mothers are: Mellette County (17); Todd County (144); and Tripp County (21).

EARLY CARE AND EDUCATION

Quality early childhood services, including Head Start and Early Head Start, continue to be a significant need across the three-county area. Child care home capacity remains as follows: Mellette County (0 children); Todd County (0 children); and Tripp County (44 children in Winner). Not including Head Start/Early Head Start, child care center capacity remains as follows: Mellette County (0 children); Todd County (84 children); and Tripp County (0 children).

ECONOMIC WELL-BEING

The total service population of the reservation is approximately 28,228. The reservation has a potential labor force of 16,177 and has one of the highest unemployment rates (83%) in the country. Of children under age six, just 39.5% in Todd County have all parents in the labor force. Of Women aged 20 and over with children under age six, just 44.1% in Todd County and 52.7% in Tripp County are in the labor force. Data in Mellette County is not available.

Of households, the median income is \$35,726 in Mellette County, \$26,250 in Todd County, and \$52,274 in Tripp County, compared to South Dakota (\$63,920) and the U.S. (\$69,021). However, the median household income of Native Americans is significantly less: Mellette County (\$15,250); Todd County (\$18,911); and Tripp County (\$15,109). Of households, 35.8% in Mellette County; 48.4% in Todd County; and 22.1% in Tripp County earn under \$25,000. Inflation continues to be a challenge for families. The 2022 average monthly inflation was 8%—a 40 year high. The inflation rate was 4% for the 12 months ended May 2023. Between April 2023 and May 2023, there was a .1% increase in “all items.” The Consumer Price Index measures the average change in prices paid by consumers for goods and services needed for daily living (e.g., food, shelter, gas). In the past year, food is still up 6.7%, apparel is up 3.5%, shelter is up 8%, and electricity is up 5.9%.

HEALTH AND WELLNESS

Health Outcomes measure the length and quality of life. Health Factors measure behaviors, clinical care, social & economic factors, and environment. Of South Dakota's 66 counties: Mellette County is ranked 56th and among the least healthy counties in the state (Lowest 0%-25%) for both Health Outcomes and Health Factors. Todd County is ranked 59th and among the least healthy counties in the state (Lowest 0%-25%) for both Health Outcomes and Health Factors. Tripp County is ranked 45th and in the lower middle range of counties (Lower 25%-50%) for Health Outcomes and the least healthy counties for Health Factors.

SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP)

In March 2020, Congress increased SNAP benefits via Emergency Allotments during the pandemic. The Consolidated Appropriations Act of 2023 passed by Congress ended such allotments. By March 2023, SNAP benefits returned to standard amounts. During PY 2021-22, 43.8% of enrolled HS/EHS families received SNAP upon enrollment; therefore, many enrolled families have been impacted by this decrease in benefits.

FOOD INSECURITY

According to Feeding America, massive public and private response to hunger during the pandemic helped mitigate food insecurity. Child food insecurity rates in 2021 were as follows: Mellette County (24.1%); Todd County (27.4%); and Tripp County (17.8%), compared to 11.2% in South Dakota. Between 2019 and 2021, child food insecurity rates decreased in all counties including -9.9% in Mellette County, -7% in Todd County, -2.6% in Mellette County. However—with the recent decrease in federal SNAP benefits—communities may likely begin experiencing food insecurity increases.

TRANSPORTATION

Transportation services continue to be of major importance. Of households, 11.4% in Mellette County, 19.6% in Todd County, and 6% in Tripp County do not have a vehicle, compared to 4.9% in South Dakota. In contrast, 17.6% of renter-occupied households in Mellette County, 24.3% in Todd County, and 14.2% in Tripp County are without a motor vehicle, higher than owner-occupied households (2.8% - 14.1%).

EARLY CHILDHOOD WORKFORCE

In February 2023, the National Head Start Association surveyed grantees about workforce struggles. Results from almost 200 grantees represented about 10% of children and families served. Twenty percent of HS/EHS classrooms were closed, of which 81% of grantees cited staff vacancies as the primary reason. Of positions, 19% were vacant nationwide. The top reason for vacancies was compensation, at 65%. Of grantees, 81% reported that staff vacancies were higher than usual. There were up to 275K children on HS/EHS waiting lists, equating to up to 33% of funded slots. Turnover included not only lead teachers but also other HS staff who left for entry-level jobs that pay more and offer better benefits. The median elementary school teacher earns \$61,350/year. For HS teachers—who are subject to federal bachelor's degrees requirements—the mean hourly wage is \$19.10 or \$34,073 per year.

ANNUAL AUDIT & BUDGET

HEAD START MONITORING REVIEW

There were no Head Start Monitoring reviews in the 2022-2023 school year.

RST TRIBAL AUDIT

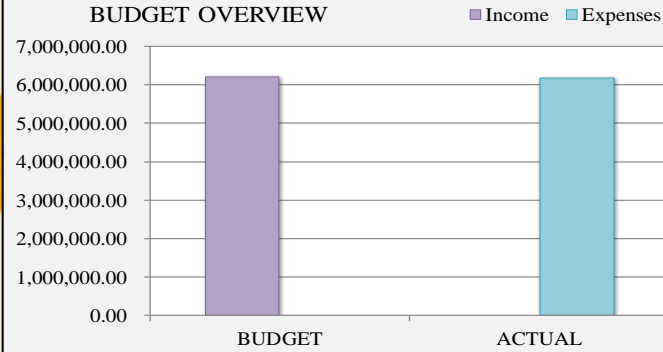
One Finding: Staff timesheets were auto-approved by a Systems Administrator instead of being reviewed by Program Management. Tested 40 payroll transactions and noted 21 transactions that were electronically auto-approved by the System Administer.

THE 2007 HEAD START REAUTHORIZATION ACT REQUIRES HEAD START PROGRAMS TO PUBLISH AN ANNUAL REPORT WITH THE FOLLOWING INFORMATION:

- Total amount of public and private funds received from each source.
- An explanation of budgetary expenditures and proposed budget for the fiscal year.
 - Total number of children and families and families served, the average monthly enrollment, and the percentage of eligible children served.
 - The results of the most recent interview by the Secretary.
- The percentage of enrolled children that received medical and dental exams.
 - Information about parental involvement activities
 - The programs efforts to prepare children for Kindergarten.
 - Any other information required by the secretary.
- Total amount of public and private funds received from each source.

HEAD START/EARLY HEAD START BUDGET 2022- 2023

BUDGET TOTALS	BUDGET	ACTUAL	DIFFERENCE
Income	6,209,074.00	0.00	(6,209,074.00)
Expenses		6,166,147.44	6,166,147.44
Non Federal Match	-	-	0.00
Balance (Income minus Expenses)	6,209,074.00	6,166,147.44	(42,926.56)



WHAT ARE MY TOP 5 HIGHEST OPERATING EXPENSES?

EXPENSE	AMOUNT	% OF EXPENSES	0% REDUCTION
Other	894,970.69	14.5%	134,245.60
Supplies	277,566.39	4.5%	41,634.96
Equipment	222,995.33	3.6%	33,449.30
T/TA PA-20	137,763.78	2.2%	20,664.57
Indirect	25,762.44	0.4%	3,864.37
		0.0%	0.00
Total	1,559,058.63		233,858.79

INCOME	BUDGETED	ACTUAL	DIFFERENCE
Operating/COLA 1.22%	6,209,074.00	6,166,147.44	42,926.56
NFS (Waived)	0.00	0.00	0.00
			0.00
Total	6,209,074.00	6,166,147.44	42,926.56

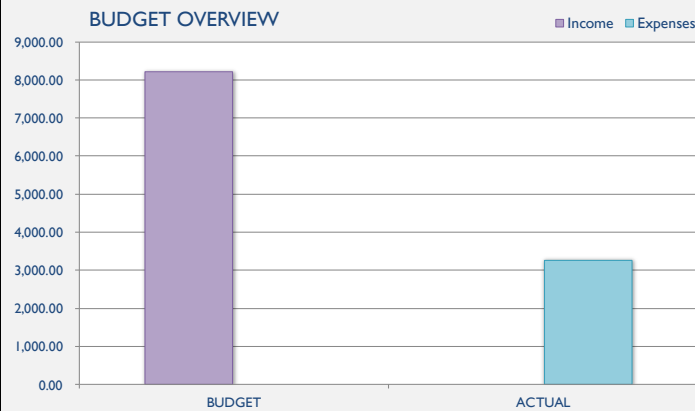
PERSONNEL EXPENSES	BUDGETED	ACTUAL	DIFFERENCE
Wages	4,393,828.00	4,154,524.64	239,303.36
Employee benefits	825,723.00	445,658.54	380,064.46
Total Personnel	5,219,551.00	4,600,183.18	619,367.82

OPERATING EXPENSES	BUDGETED	ACTUAL	DIFFERENCE
Travel	26,500.00	6,905.63	19,594.37
Equipment	153,000.00	222,995.33	(69,995.33)
Supplies	174,601.00	277,566.39	(102,965.39)
Contractual	0.00	0.00	0.00
Facilities/Construction	0.00	0.00	0.00
Other	533,669.00	894,970.69	(361,301.69)
Indirect	61,634.00	25,762.44	35,871.56
T/TA PA-20	40,119.00	137,763.78	(97,644.78)
Non Federal Share (NFS)	0.00	0.00	0.00

Total Personnel & Operating	6,209,074.00	6,166,147.44	42,926.56
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REVENUE ACCOUNT 2022 - 2023

BUDGET TOTALS	BUDGET	ACTUAL	DIFFERENCE
Income	8,221.58	0.00	(8,221.58)
Expenses	0.00	3,250.12	3,250.12
Balance (Income minus Expense)	8,221.58	3,250.12	(4,971.46)



WHAT ARE MY TOP 5 HIGHEST OPERATING EXPENSES?

EXPENSE	AMOUNT	% OF EXPENSES	0% REDUCTION
Miscellaneous	3,161.04	97.3%	474.16
Mileage	89.08	2.7%	13.36
0	0.00	0.0%	0.00
0	0.00	0.0%	0.00
0	0.00	0.0%	0.00
Total	3,250.12	100.0%	487.52

INCOME	BUDGET	ACTUAL	DIFFERENCE
Revenue Account	8,221.58	8,221.58	0.00
		0.00	0.00
Total	8,221.58	8,221.58	0.00

PERSONNEL EXPENSE	BUDGET	ACTUAL	DIFFERENCE
Wages			0.00
Employee benefits			0.00
Total Personnel	0.00	0.00	0.00

OPERATING EXPENSE	BUDGET	ACTUAL	DIFFERENCE
Donations	1,000.00	0.00	1,000.00
Miscellaneous	3,881.58	3,161.04	720.54
Travel and Training	3,250.00	0.00	3,250.00
Mileage	90.00	89.08	0.92

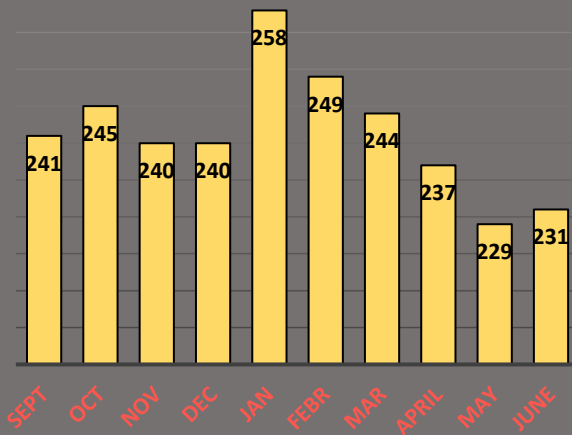
Total Operating	8,221.58	3,250.12	4,971.46
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FAMILY SERVICES

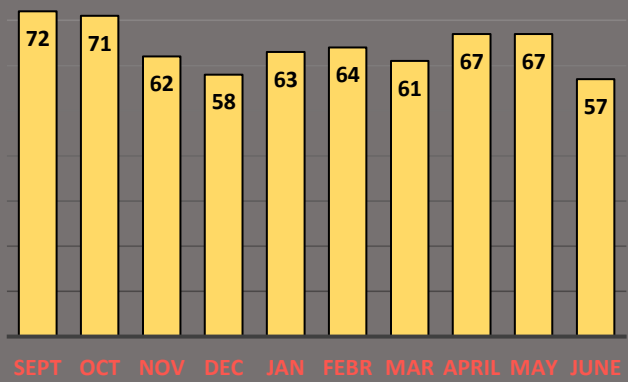
HEAD START Funded Enrollment **315**
Actual Enrollment **258**

HEAD START Avg. Daily Attendance **64%**
Required Average Daily Attendance **85%**

HS Enrollment

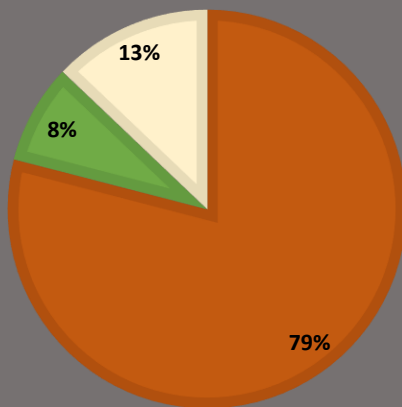


2022-2023 Average Daily Attendance

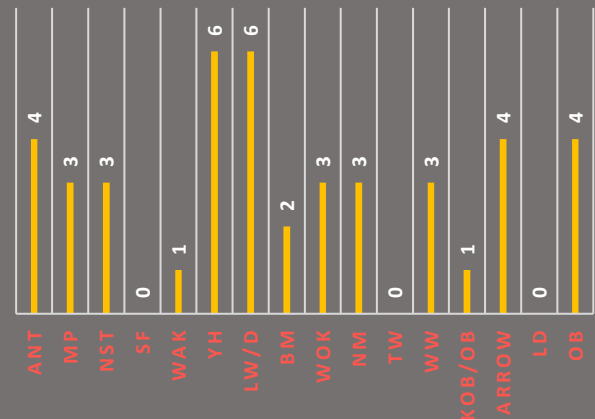


HS INCOME ELIGIBILITY

0-100% 101-130% Over Income



GRANDPARENTS/ GUARDIANS



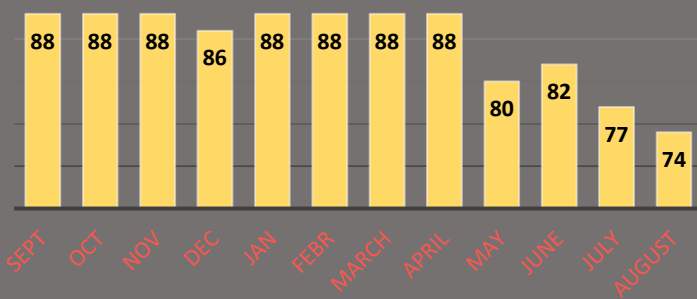
EARLY HEAD START Actual Enrollment **88**

EHS Funded Enrollment **88**

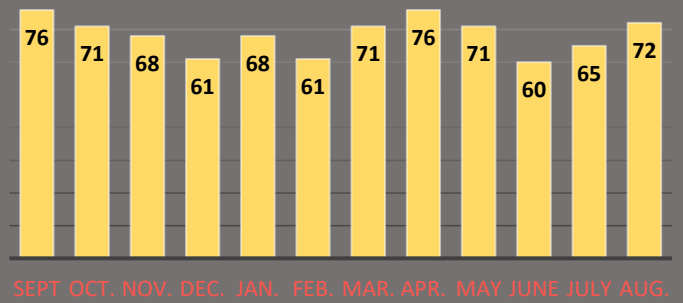
Early Head Start Avg. Daily Attendance **68%**

Required Average Daily Attendance **85%**

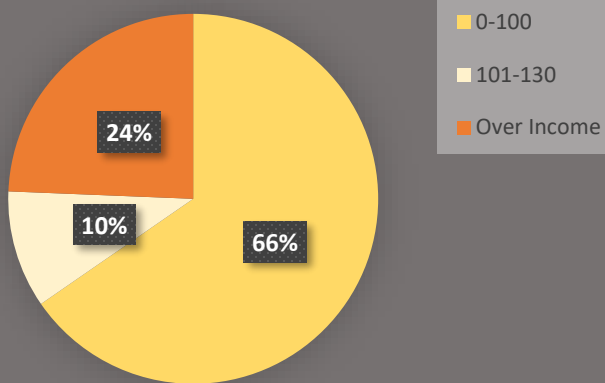
EHS Enrollment



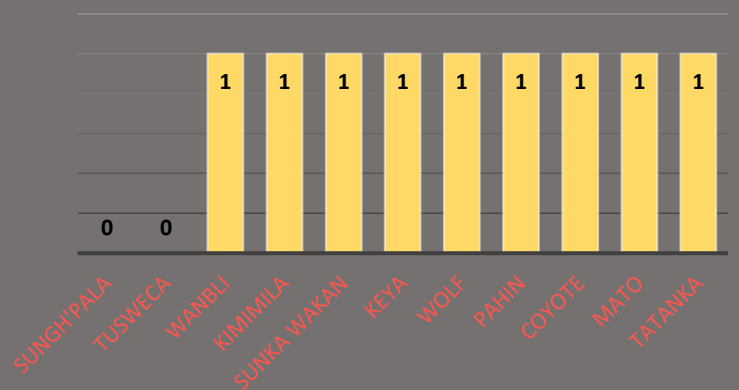
EHS ADA %



EHS Income Eligibility



Grandparents/Guardian



PARENT ENGAGEMENT ACTIVITIES 2022-2023 SCHOOL YEAR

SEPTEMBER 2022- We held a one day enrollment round up on Sept. 1. During the month of September, Parent Orientation was held for Head Start and Early Head Star at the respective centers. Family Advocates hand delivered the Parent Handbook/Resource Directory to all families after Parent Orientation. During Parent Orientation, parents elected Policy Council representatives and alternates for the school year and established meeting day/times per center. Advocates also continued to recruit for students as we did not have all our centers fully enrolled by the first day of school.

October 2022- Newly elected Policy Council members were sworn in and seated at this months meeting. Family Service Advocates began the Family Partnership Agreement process. The parent training was held on Sept. 12. The topic was “Strategies for Non-Verbal Children and Behaviors.” This training was facilitated by Connie Tucker and held virtually.

November 2022- Advocates continued with the Family Partnership Agreement Process. Parent meeting and training was held virtually. Parent training was facilitated by Letoy Lunderman. Her presentation was about managing stress. Advocates helped deliver groceries, drive bus and helped in the classrooms due to staff shortages.

December 2022- There were no parent engagement meetings or trainings held this month.

January 2023- Family Advocates have continually recruited for students. Family Advocates have completed the first stage of the Family Partnership Agreement. Monthly parent meeting was a cultural training with Marie Clairmont. Training was postponed due to weather. We also had staff training with Liber Institute. It was held at the Rosebud Casino. Advocates continued to help where needed due to staff shortages.

February 2023- Family Advocates began the follow up process to the Family Partnership Agreement. Parent training was on developmental milestones and it was facilitated by Connie Tucker. We also had staff training with Liber Institute. This was held at the Rosebud Casino.

March 2023- Family Advocates continue the follow up process to the Family Partnership Agreement. Parent meetings were held in person and training was held virtually. Parent training was on the topic of Child Development and Autism, presented by Connie Tucker. We also had a parent training on Budgeting and that was facilitated by Taffy Lafferty. Advocates helped in the classroom, with bus runs and cooking.

April 2023- Family Advocates continue the follow up process to the Family Partnership Agreement. Parent meetings were held in person. Training was held virtually. Parent training was on Autism and it was facilitated by Connie Tucker. We also had a parent training on the effects of Meth and that was facilitated by Jesse Pease. We also organized a job fair to help generate some employee applications.

May 2023- Family Advocates continue the follow up process to the Family Partnership Agreement. They also began enrolling all returning students.

June 2023- There were no parent trainings held this month. End of the Year celebrations took place for all Head Start centers. Advocates continued to recruit and enroll students.

July 2023- There were no parent trainings held this month. Round-Up began at all centers to begin enrolling students for the upcoming school year.

Total Enrollment: 308

Total number of families with a goal: 290

Total number of families that had no goal: 18

Total number of goals that are complete: 220

Total number of goals that are ongoing: 74

Family Outcomes

Total Enrollment: **308**

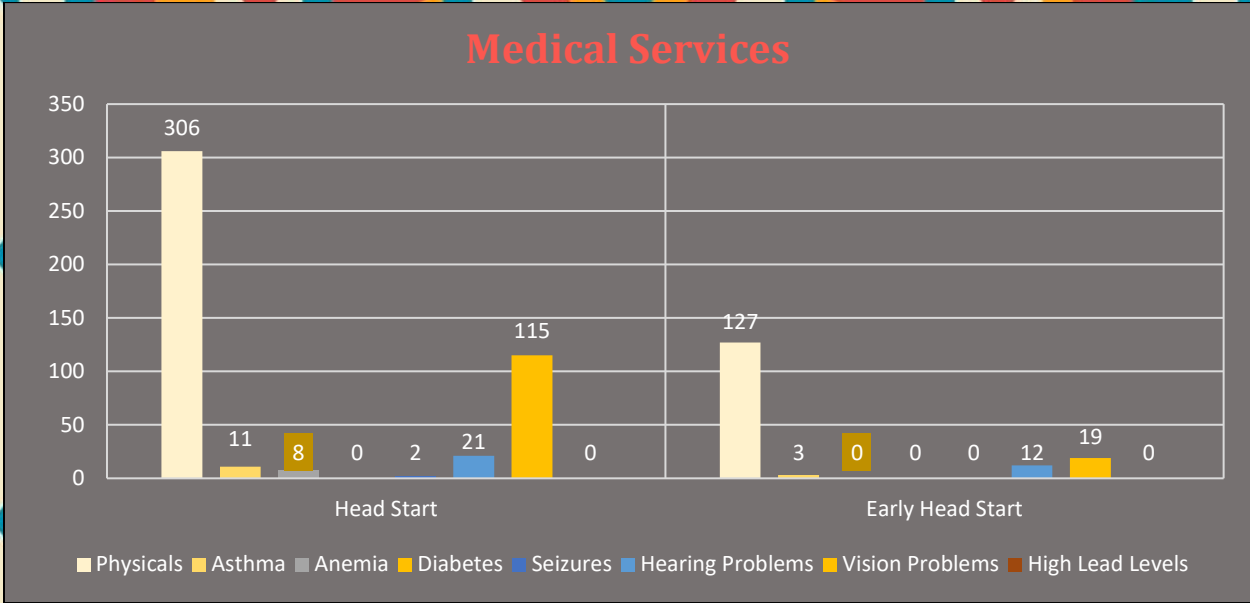
Total number of family gains: **301**

Total number of families with a loss: **7**

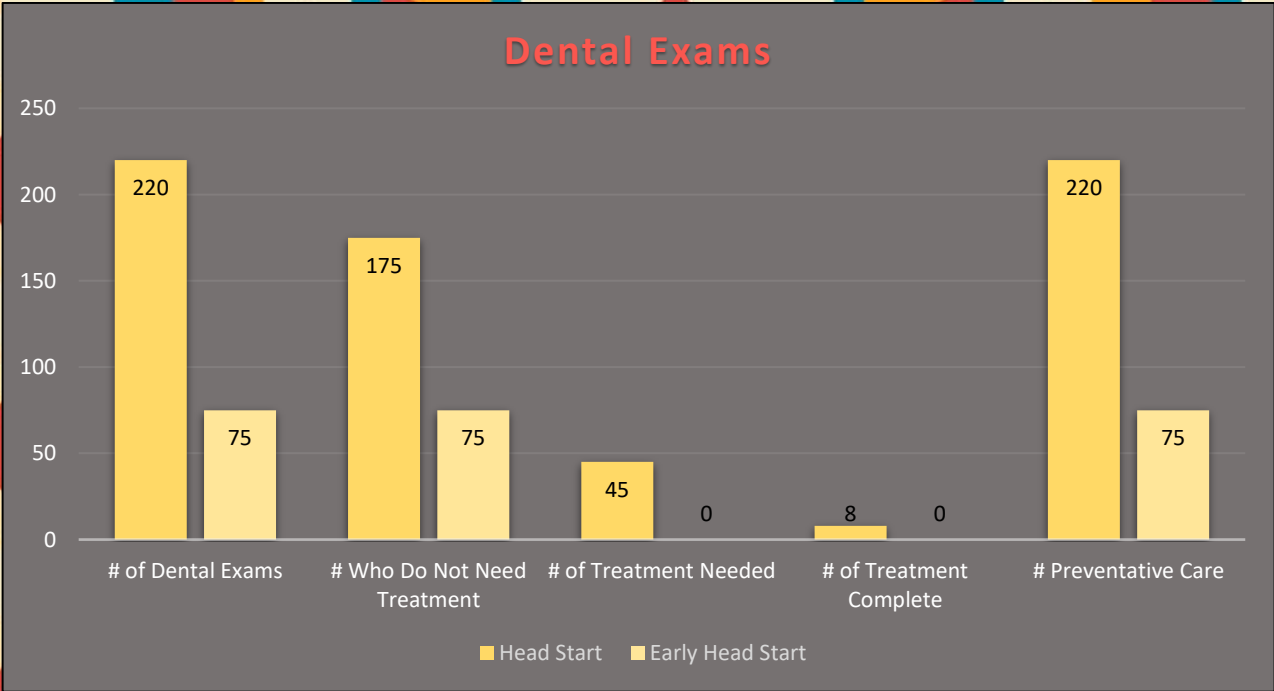
Areas of interest with the highest gain:

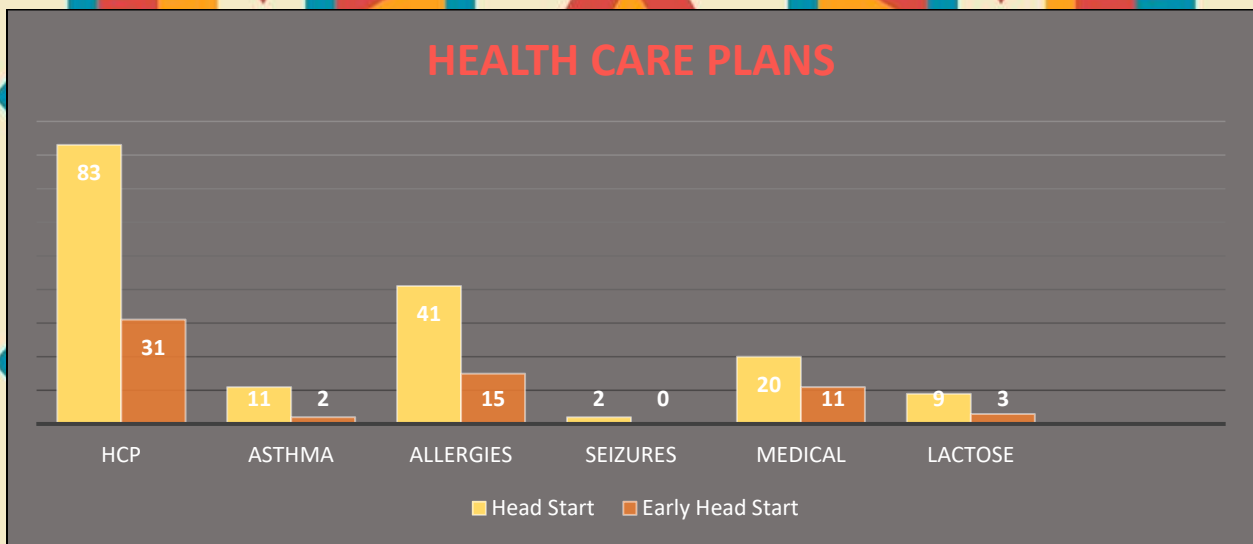
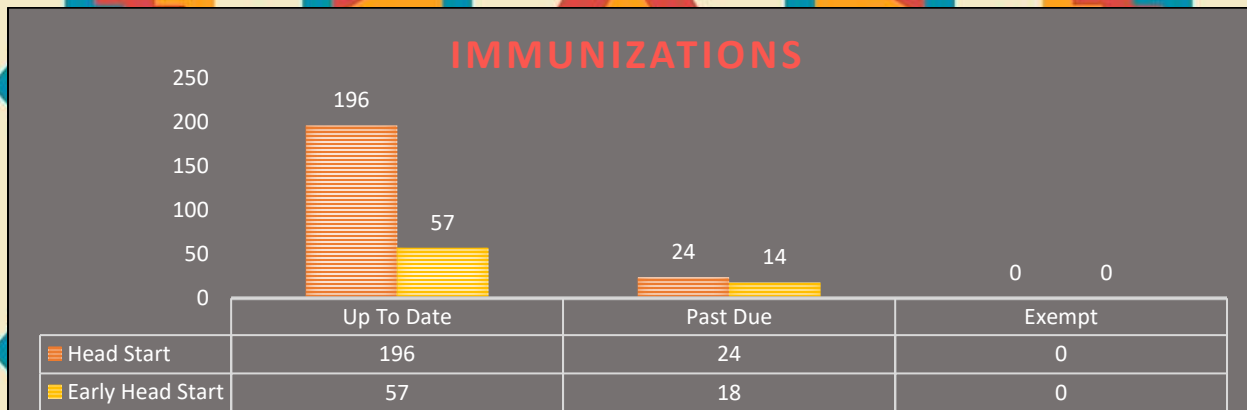
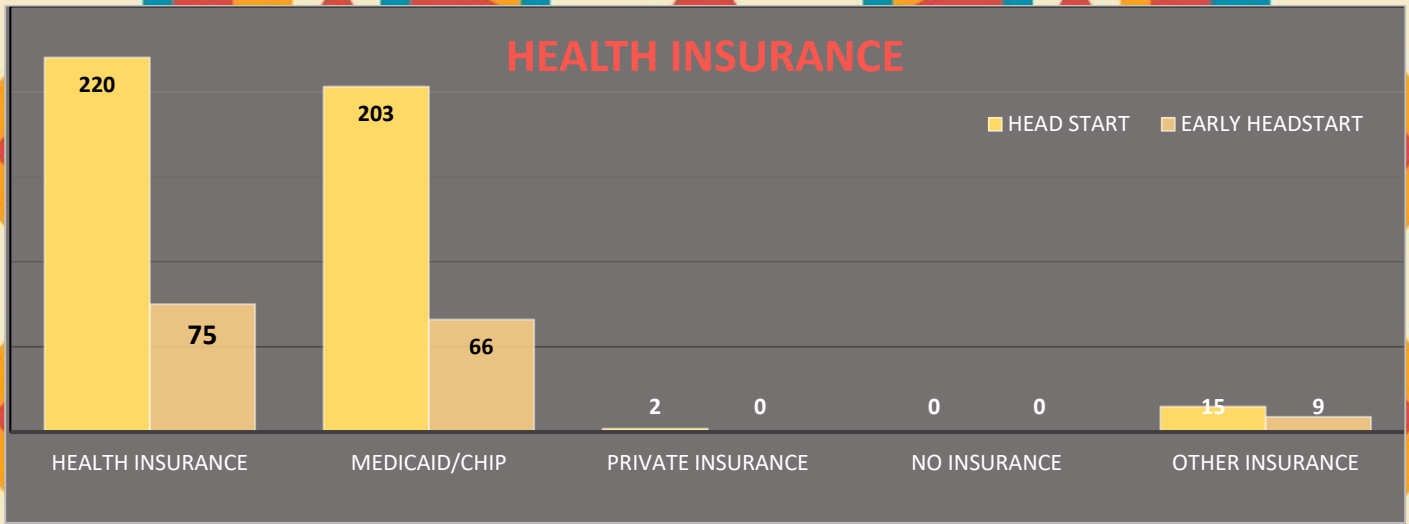
- Families as advocates and leaders
- Family connections to peers and community
- Families as learners (volunteering)
- Families as life long learners
- School readiness
- Family engagement in transitions.

HEALTH SERVICES

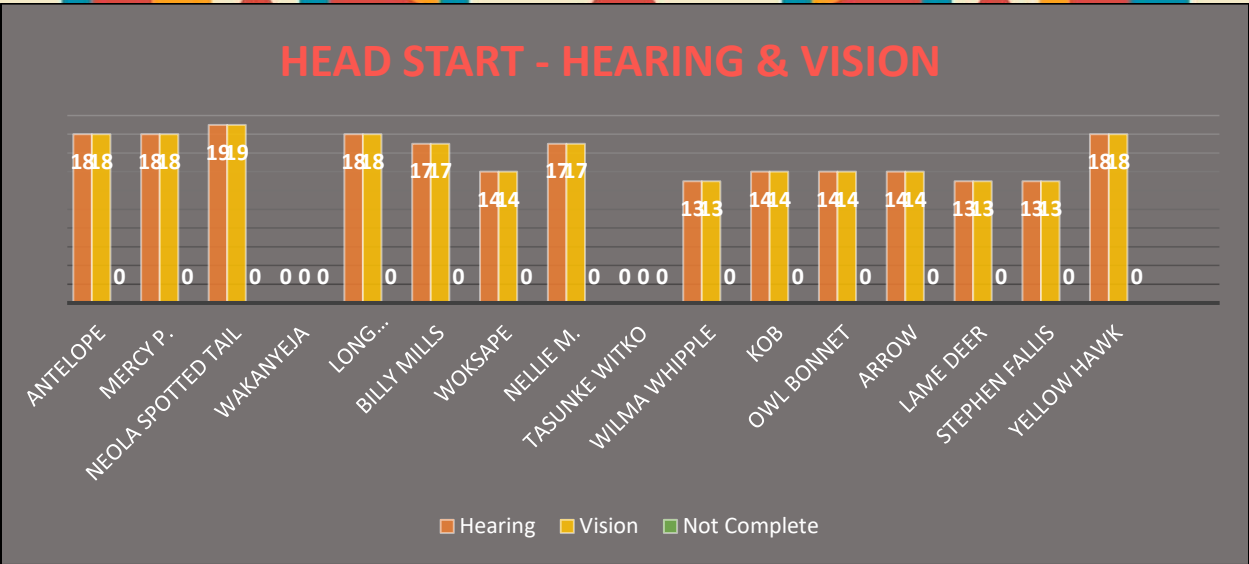


*These totals of physicals/ well-child checks are calculations from students who either completed the program or dropped from the program.
 *Hearing Problems are not diagnosed but are calculated during the 45-day screenings
 **Vision Problems are not diagnosed but are calculated during the 45-day screenings.

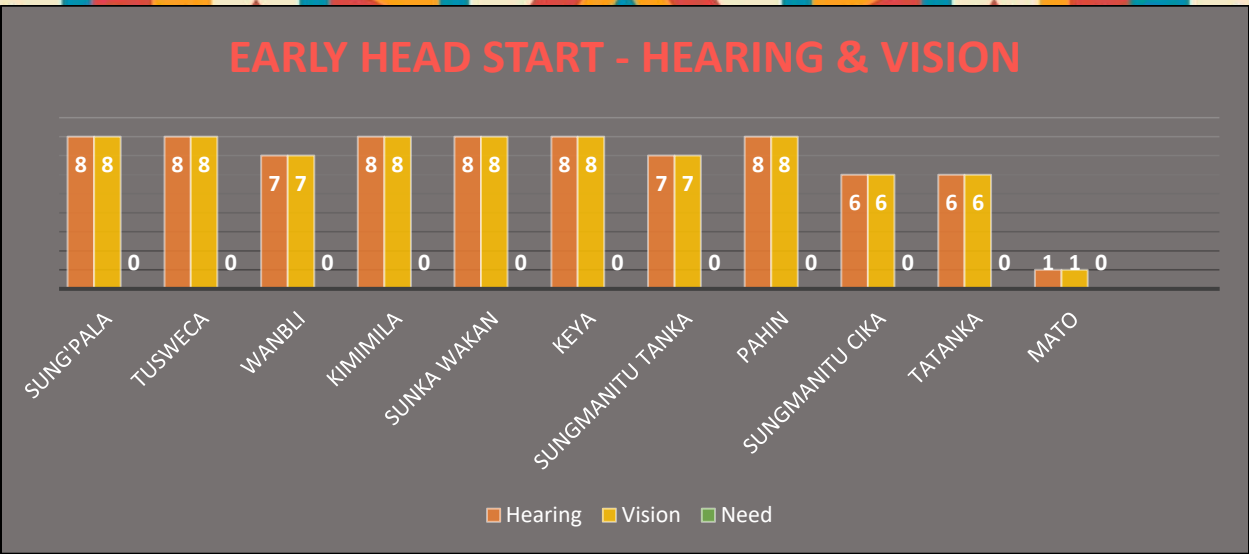




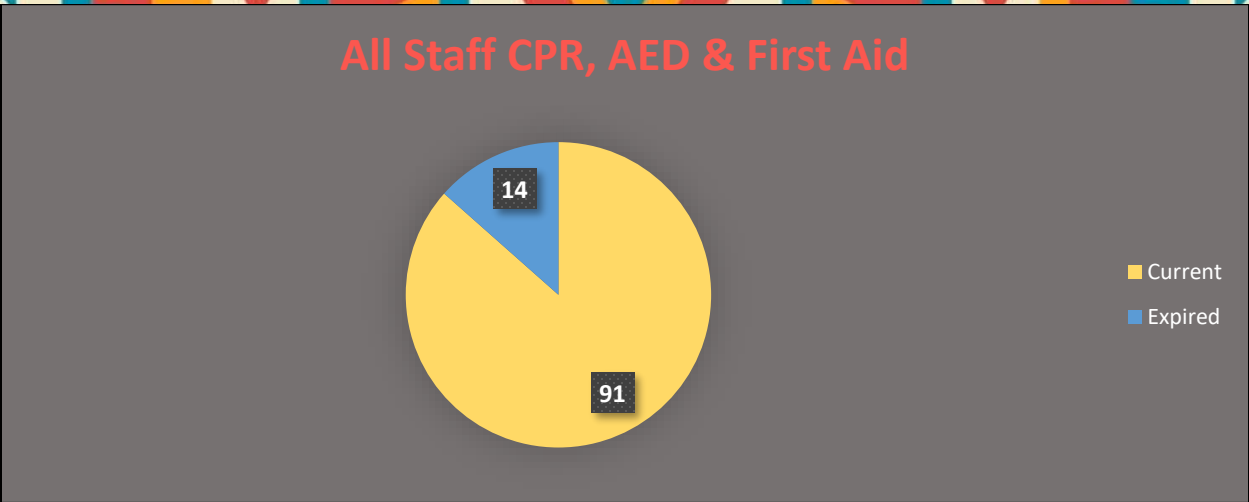
HEAD START - HEARING & VISION



EARLY HEAD START - HEARING & VISION



All Staff CPR, AED & First Aid



SCHOOL READINESS & CHILD OUTCOMES

School Readiness Goals are the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness for kindergarten. School readiness begins with our youngest children and continues as they grow; development and achievement of School Readiness Goals are supported and nurtured in both the home environment and at Sicangu Lakota Oyate Head Start/Early Head Start Program.

Sicangu Lakota Oyate Head Start/Early Head Start Program's School Readiness Goals are based on and aligned with the *South Dakota Early Learning Guidelines* and the five central domains of the *Head Start Child Early Learning Outcomes Framework: Ages Birth to Five (HSELOF)*: Approaches to Learning; Social and Emotional Development; Language and Literacy; Cognition; and Perceptual, Motor, and Physical Development. The program's School Readiness Goals address these essential domains of development for infants (0-9 months); younger toddlers (up to 18 months); older toddlers (16-36 months); and preschoolers (3-5 years). Examples of developmental progression are included; however, each child develops at different rates, including children with disabilities.

With intentional learning opportunities for children to develop socially and cognitively by providing educational, health, nutritional, social, and other services. Parents and caregivers are recognized as their children's most important teachers. Parents are an integral part of the child's educational process, including partnering with teachers to establish educational goals for their children and discussing their observations of their child's progress.

Sicangu Lakota Oyate Head Start/Early Head Start Program implements *Creative Curriculum*, a research-based curriculum for Birth to Five, as well as the Lakota Curriculum. Activities are planned according to each child's developmental needs and interests. In addition to overall School Readiness Goals, teachers and parents develop individualized goals and activities for each child.

Integration of the Lakota culture and our traditions and values is critical to the growth and development of our enrolled children and to the preservation of the Rosebud Sioux Tribe. This School Readiness Plan identifies key concepts, skills, and activities that teachers and parents can promote to connect School Readiness Goals with our Lakota culture.

Teaching staff conduct on-going observations of children, in conjunction with parent observations. Anecdotal notes and work samples are collected to support the measurement of

each child’s progress towards school readiness goals and the essential domains of learning and development. At the end of each of three assessment periods, staff determine if each child is below, meeting or exceeding widely held expectations for each objective of learning and development; this data is then entered into the Teaching Strategies Gold database

Assessment data is aggregated, and child outcomes are analyzed, shared, and utilized in various ways, including program planning and professional development. Children’s scores are compared to previous assessment periods, as well as previous program years. Outcomes are shared with parents and used for individualizing activities for each child, including children with disabilities, to promote continued development in all areas of learning. Overall child outcomes are also shared with Policy Council, the Tribal Council, staff, and the community.

As leadership began the process of setting school readiness goals it laid essential groundwork with parents, the Tribal Council and Policy Council by engaging all groups in their understand of school readiness. Discussions were held with collaborating teachers and administration to ensure that the School Readiness Goals aligned with school district expectations, as developmentally appropriate. Throughout each program year, parents, the Tribal Council and Policy Council continue to receive updates regarding children’s progress toward school readiness goals and have input into any needed goal revisions.

Head Start Early Learning Outcomes Framework: Ages Birth to Five

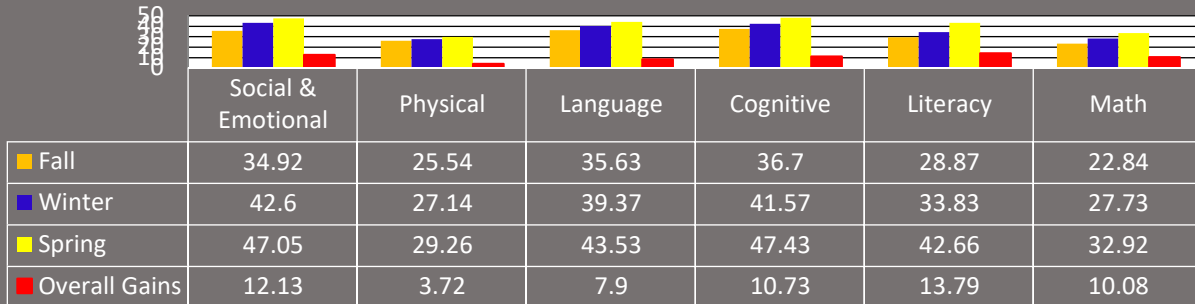
	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

The following graphs illustrate Head Start/Early Head Start Assessment data for the 2021-2022 School Year. The school year returned to in person learning implementing the COVID Program Operation Plan, which is updated based on community data.

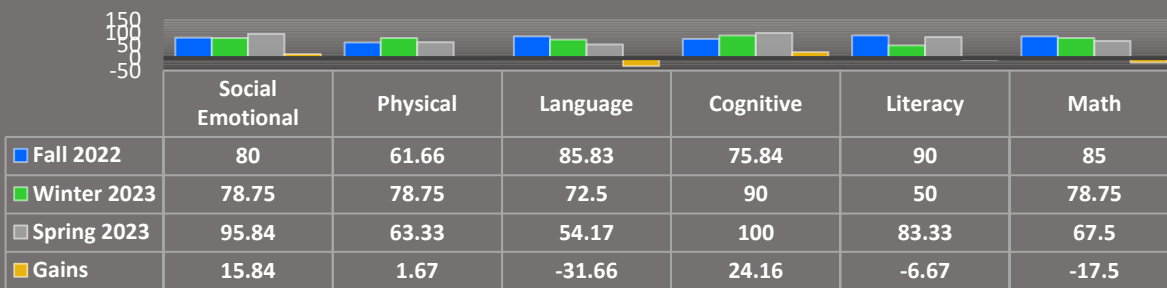
After analyzing the program assessment data, it was found that the highest gains were made in Literacy & Social & Emotional; due to extensive training with our educational staff in those two domains.

We analyze data quarterly to ensure we are making gains in each domain and support staff by providing professional development as needed. We work indigantly to ensure we are consistently meeting or exceeding our School Readiness Goals.

Sicangu Lakota Oyate Early Childhood Program School Readiness Outcomes Data 2022-2023

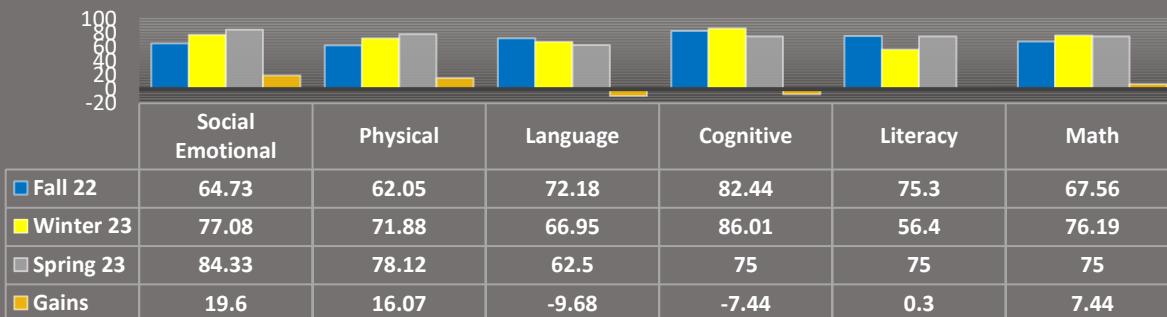


Infant Classrooms *6 weeks to 12 months*



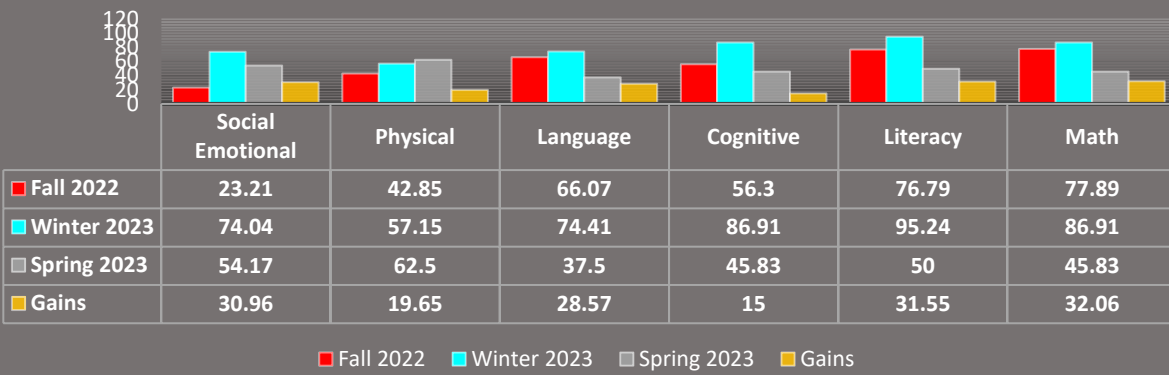
■ Fall 2022
 ■ Winter 2023
 ■ Spring 2023
 ■ Gains

1 Year Old Classrooms *13 - 23 Months*



■ Fall 22
 ■ Winter 23
 ■ Spring 23
 ■ Gains

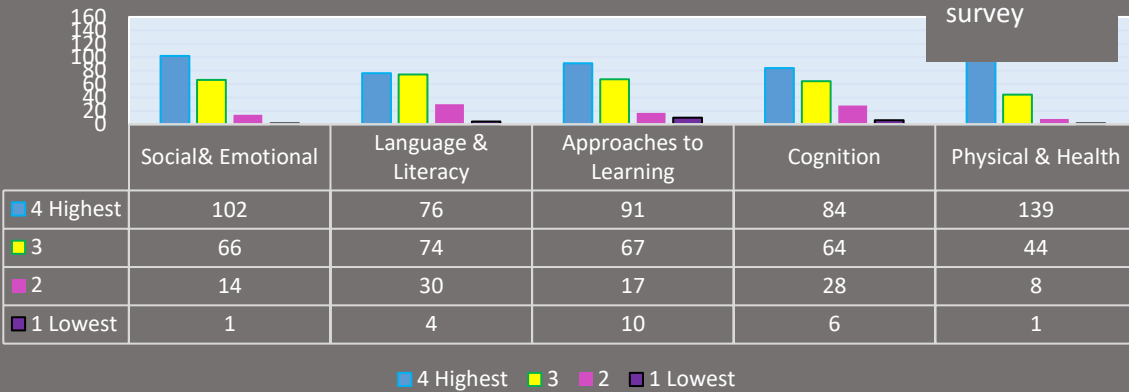
2 Year old classrooms 24 - 36 months



As parents are the first and most important teachers of their children, parents' partner with teachers to set educational goals for their child. The Head Start Program surveys families at the end of the school year to determine if teaching staff have succeeded in meeting School Readiness Goals previously set by parents. Below is a graph showing the results of the Parent Survey for the 22-23 school year.

School Readiness Parent Survey Results Program Overall

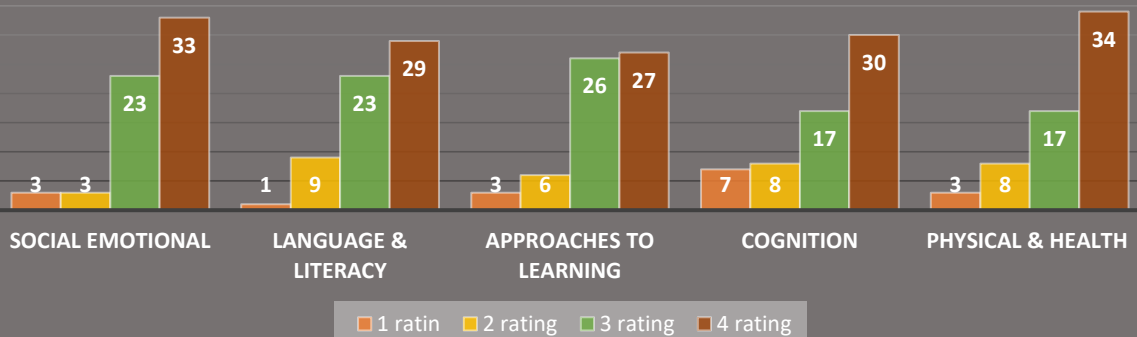
185 parents completed survey



Early Head Start School Readiness Parent Survey Results

2022-2023

(62 out of 88 parents surveyed)



CLASS DATA

CLASS (Classroom Assessment Scoring System) is a system used for observing and assessing the quality of interactions between teachers and students in classrooms. The CLASS examines social emotional and instruction interactions that contribute to student's social competence and academic achievement.

The CLASS measure includes (10) dimensions or subscales organized into (3) main Domains:

1. Emotional Support
2. Classroom Organization
3. Instructional Support

Each subscale in is scored on a (7) point scale;

1-2 is scored as in the low-range

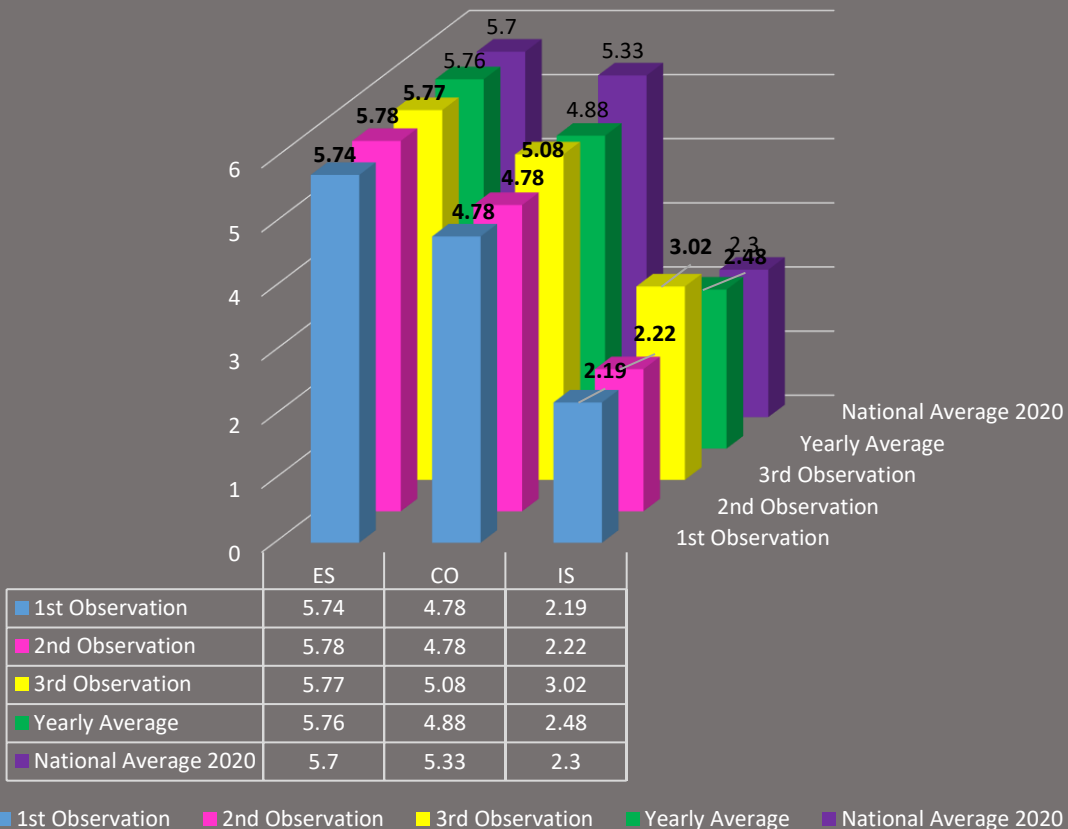
3-4 is scored as in the mid-range

5-7 is scored as in the high range

Our program normally conducts CLASS observations quarterly throughout the school year and on an as needed basis to continually increase scores. We have two reliable CLASS Trainers and eight reliable CLASS Observers. Observations are conducted by dual coders, two reliable observers conducting the observation and coming to a consensus on the scores.

The chart below shows our program's average scores from 2016 to 2021. In March of 2020, classrooms were shut down due to the COVID Pandemic, so the chart does not show spring 2020 scores. CLASS observations were not conducted during the 20-21 school year.

CLASS Data 22-23



MENTAL HEALTH & DISABILITY

Sicangu Lakota Oyate Head Start /Early Head Start Program helps all children to learn and to participate and thrive in early learning settings. Individualizing for children who need more support helps ensure effective teaching for children with disabilities and other special needs.

Our program served 77 children in Early Head Start and 220 children in Head Start for school year 2022-2023. Some of our children received services according to the child's Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP). Early Head Start and Head Start must ensure at least 10% of its total enrollment is filled by children eligible for services under IDEA unless the HHS official grants a waiver.

For the month of April 2023 we did have our 10% (32) IEP children. Due to children dropping from the program we lost two (2) IEP students.

We currently have 3 students in the IFSP observation stages of the referral process. Testing will not take place until late August due to the LEA staff on summer break.

10 % ELIGIBILITY
REQUIREMENT
9 EHS-88
31 HS-315

10% requirement
School Year 22-
23
7 EHS 77
22 HS 220

IFSP/ IEP
school year
22-23
5 EHS-IFSP
30 HS-IEP

10% of enrollment
School year 22-23
5.6 EHS
9.5 HS

Mental Health Wellness Manager, Jesse Pease, CAC, started March 27, 2023. Jesse is able to provide substance abuse education, individual counseling, Anger Management, Positive Indian Parenting, and Moral Resonation Therapy to parents and staff as requested. As of August 14, 2023 there are 3 full-time Behavior Intervention Specialist.

The Mental Health Service area oversees the social emotional screening ASQ:SE-2 completed by the parent and Mental Health staff. Classroom mental health observations are scheduled two times per program year and are conducted by the Mental Health consultant. Individual child observations are done as needed by the Mental Health staff and Mental Health consultant.

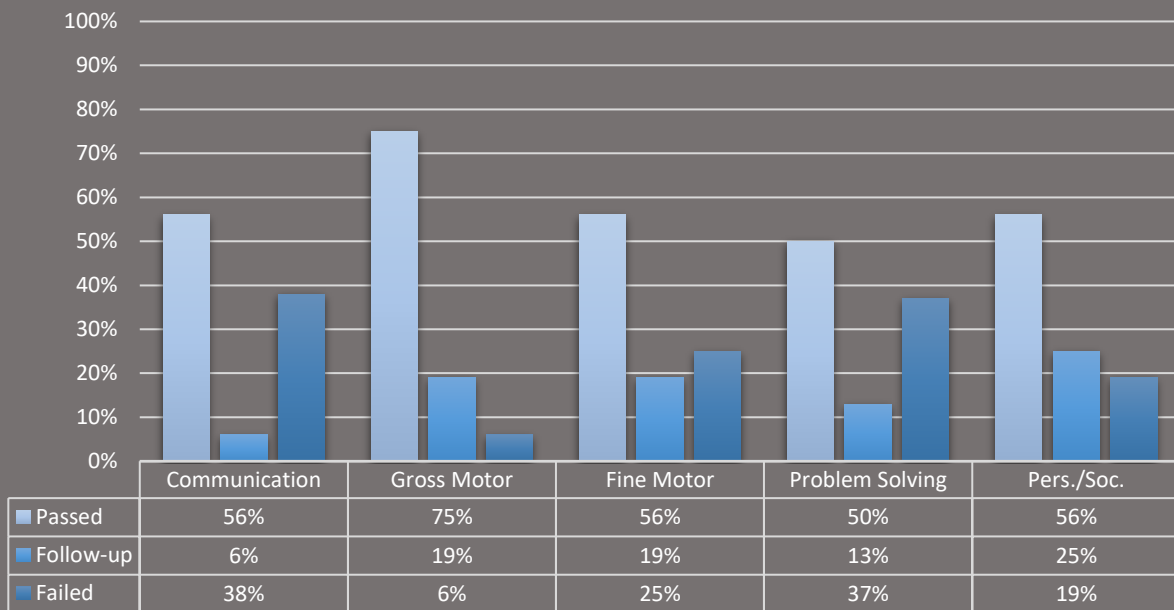
ASQ: SE-2
completed
270

49 Total Challenging
Behavioral Incidence
Reports

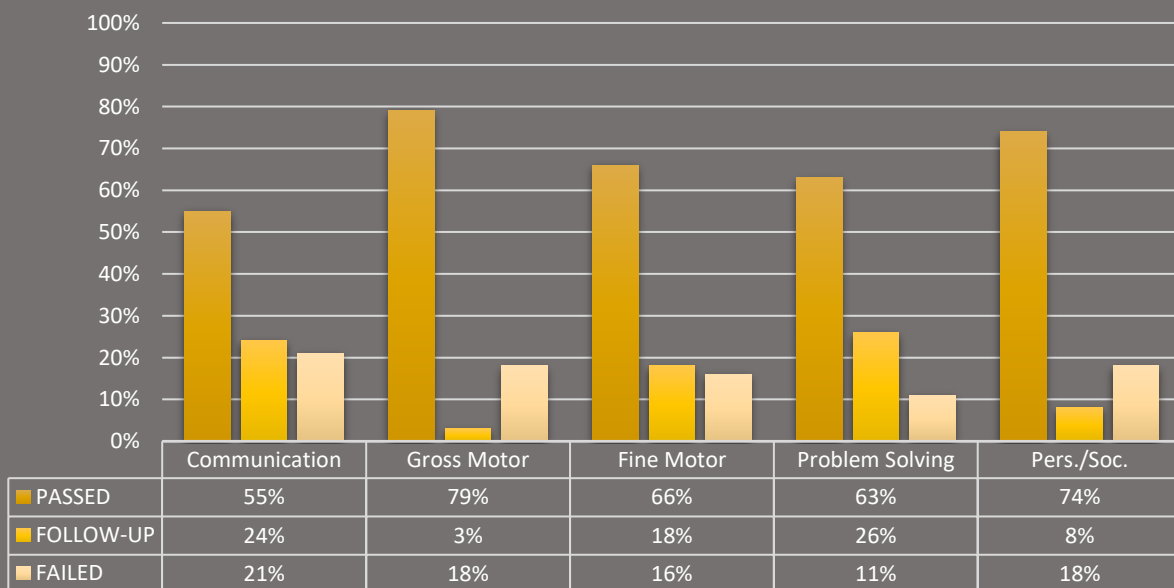
3 total behavioral plans
1 transitioned to
kindergarten
2 are returning

ASQ-3 DATA

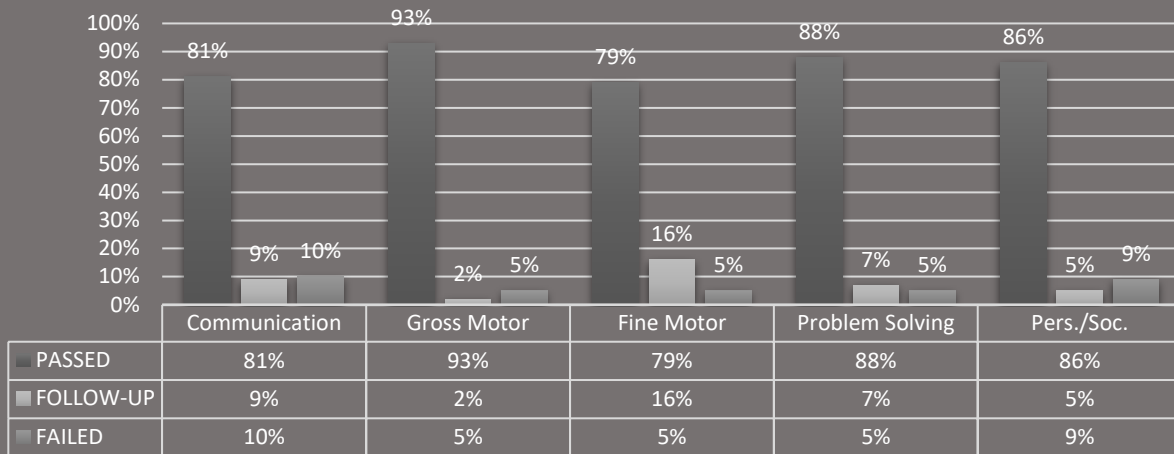
ASQ-3 (6 weeks to 12 months) 16 students screened



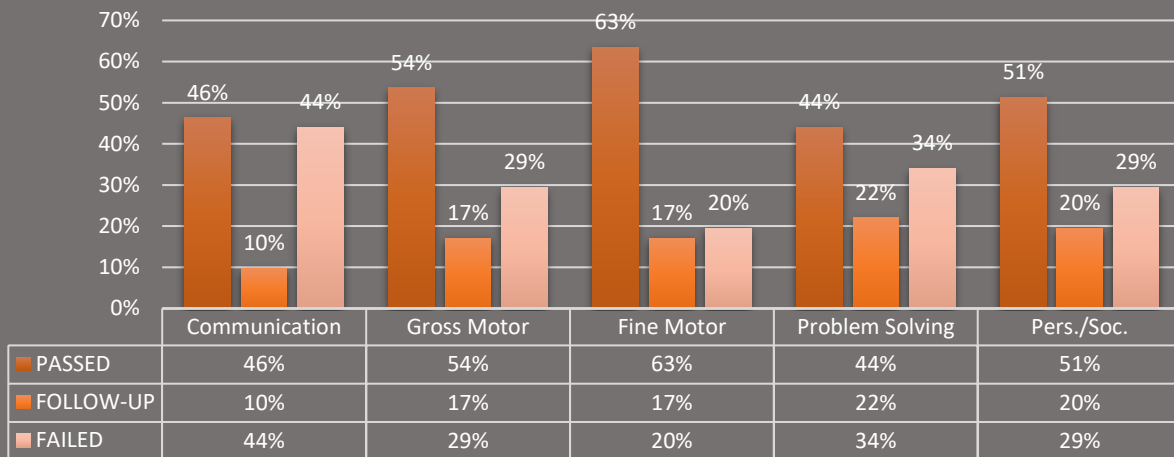
ASQ-3 (13 months to 24 months) 38 students screened



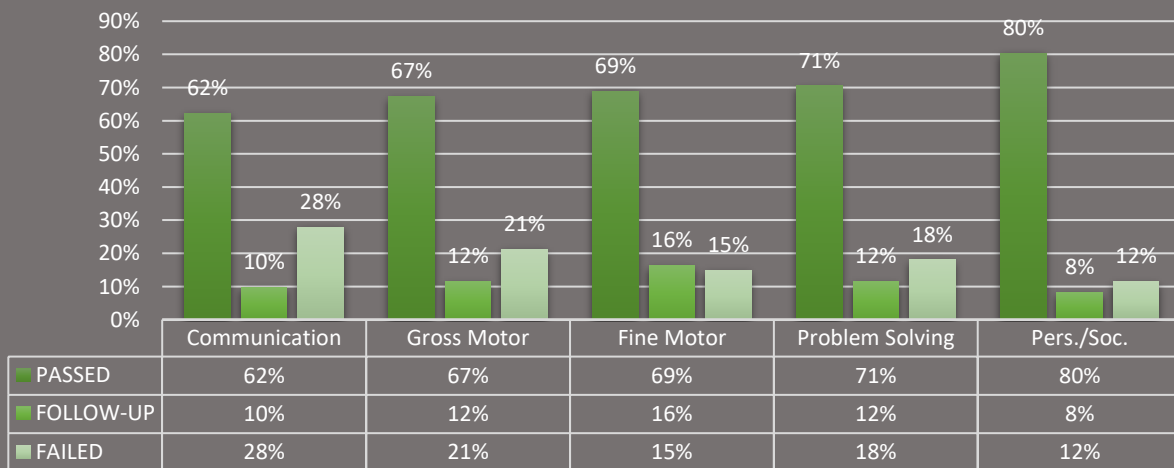
ASQ-3 (25 months to 36 months)
43 students screened



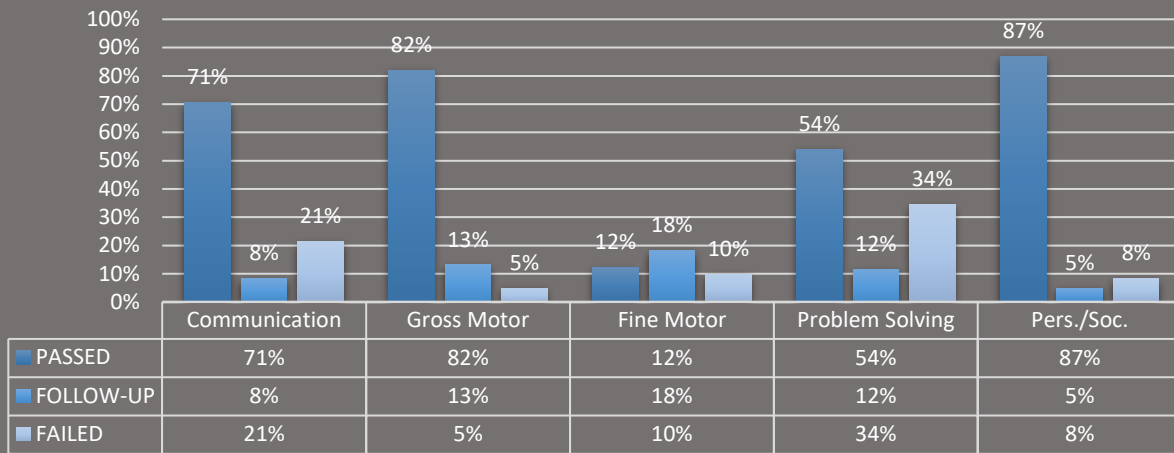
ASQ-3 (36 months)
41 students screened



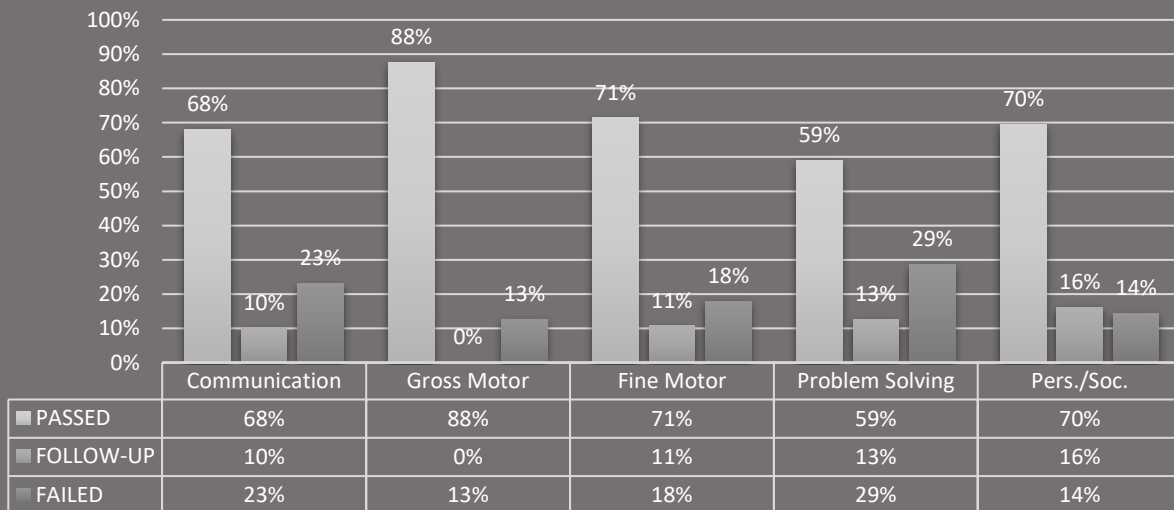
ASQ-3 (42 months)
61 students screened



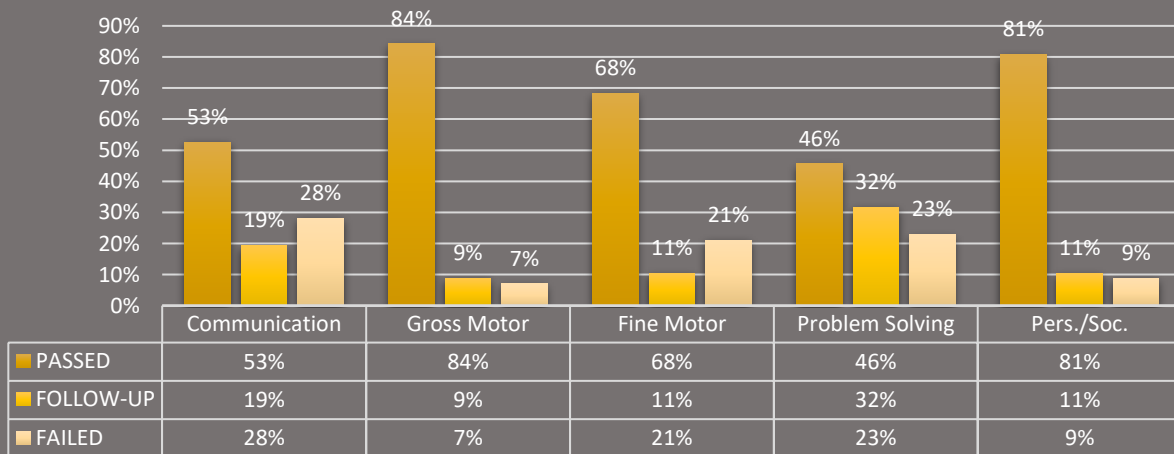
**ASQ-3 (48 months)
61 students screened**



**ASQ-3 (54 months)
56 students screened**



**ASQ-3 (60 months)
57 students screened**



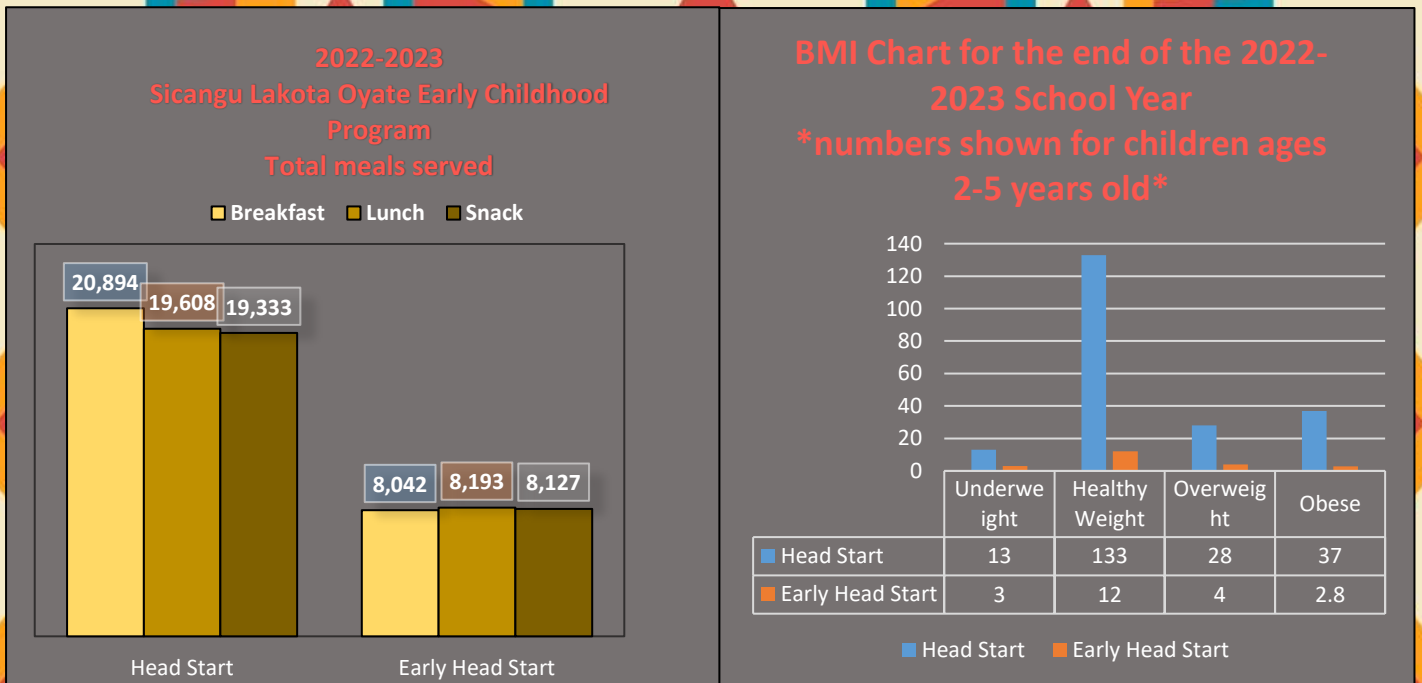
NUTRITION

It is the ultimate goal of the Sicangu Lakota Oyate Early Childhood Nutrition Program to implement culturally relevant and developmentally nutritional foods and resources for children and parents, to promote healthy life skills, while striving to meet the following objectives:

1. Provide intense CACFP training for program Cooks to emphasize the importance of CACFP regulations as it relates to the Sicangu Lakota Oyate Early Childhood Program;
2. Continuous development of a healthy and nutritious menu, striving to be the model for our area;
3. Implementation of the Lakota culture in to the Nutrition area.

The following data was collected throughout the 2018-2019 school year (Reimbursement rates automatically fall under the free category for Preschool nationwide):

<i>CACFP Meal Rates</i>	<i>Breakfast:</i>	<i>Lunch:</i>	<i>Supplements/Snacks</i>
Paid:	\$0.35	\$0.37	\$0.09
Reduced:	\$1.81	\$3.53	\$0.54
Free:	\$2.11	\$3.93	\$1.08



TRANSPORTATION

The Sicangu Lakota Oyate Head Start-Early Head Start program maintains a fleet of thirty-one Head Start and Early Head Start buses, including both 14 and 34 passenger capacities. Our buses provide transportation services for students over an expansive area within the Rosebud reservation.

Each bus is equipped with all required safety features, including height/weight appropriate safety seat belt restraints, CB radios, emergency equipment (such as fire extinguishers, first aid kits, bodily fluid kits, emergency road triangles and spare bus fuses.) Our on-staff state certified bus inspector/mechanic inspects our buses annually, in accordance with the SD Department of Public Safety.

Fleet maintenance and repair is also performed on-site within the transportation department. Vehicles are regularly inspected and any reported issues are promptly addressed. Classroom staff utilize pre/post trip inspection forms with each AM and PM bus run, as well as mileage tracking forms.

Head Start employees are required to acquire and maintain a Commercial Driver's License to operate our 34 passenger buses. The program provides Entry Level Driver Training on-site, free to program employees only. This is in accordance with federal regulations.

Data is collected daily and compiled at the end of the month to ensure bus runs remain within their maximum allowed time frame, which is a half hour for Early Head Start and one hour for Head Start classrooms, respectively. For the 2022-2023, all classrooms have remained within their allotted times.

SLO HS/EHS 2022-2023 AVERAGE BUS RUN TIME

Q4 HS Avg. Bus Run Time	EOY 6/23
Q3 HS Avg. Bus Run Time	51 minutes
Q2 HS Avg. Bus Run Time	52 minutes
Q1 HS Avg. Bus Run Time	50 minutes
Q4 EHS Avg. Bus Run Time	26 minutes
Q3 EHS Avg. Bus Run Time	24 minutes
Q2 EHS Avg. Bus Run Time	27 minutes
Q1 EHS Avg. Bus Run Time	27 minutes

CULTURAL INFORMATION

The Sicangu Lakota Oyate Head Start and Early Head Start curriculum provides an educational framework that recognizes the importance of including students' cultural backgrounds and lived experiences. From August 2022 to January 2023, Ms. Camille White Hat and Ms. Abeleen Stone, Lakota Language Coaches, provided students with Lakota language lessons and culturally relevant educational activities.

Ms. Stone and Ms. White Hat visited the sixteen Head Start classrooms and eleven Early Head Start classroom for thirty minutes each on a rotating basis. Language lessons were in the form of storytelling, song and basic communication. Active learning activities included dance, arts and crafts and playing hand drums.

Educational videos created by the SLO-HS/EHS Lakota Language Department are available to all through our program's YouTube channel, SLO Head Start.



Contact Us!

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