

2023 - 2024

SICANGU LAKOTA OYATE HEADSTART/EARLY HEADSTART

ANNUAL REPORT



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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 life.

Family advocates and classroom staff work a variety of activities and opportunities for parents to participate in their child 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—224 Students

- Antelope (Mission) -16
- Stephan Fallis (Mission) - 16
- Mercy Poorman (Mission) - 16
- Yellow Hawk (Mission) - 16
- Billy Mills (Parmelee) - 16
- Woksape Woihanble (Parmelee) - 16
- Elizabeth Arrow (White River) - 16
- Lame Deer (Winner) - 16
- Long Warrior-Dunham (Norris) - 16
- Wilma Whipple (Rosebud) - 16
- Nellie Menard (Rosebud) - 16
- Kate Omaha Boy (St. Francis) - 16
- Owl Bonnet (St. Francis) – 16

Early Head Start - 88 Students

- Sungħ'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/EARLYHEAD 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
Wowacintanka/Perseverance
Wawoohola/Respect
Wayuonihan/Honor
Cantognake/Love
Icicupi/Sacrifice

Woohitike/Bravery
Cantewasake/Fortitude
Canteyuke/Generosity
Woksape/Wisdom
Waunsilapi/Compassion
Wowicake/Truth

DIRECTOR MESSAGE



As we conclude the 2023-2024 program year, I am both grateful and inspired as I reflect on the journey we shared. This past year presented us with significant challenges, notably the struggle of being short-staffed and the difficult decisions to cancel school in more than one classroom during the school year. Despite these obstacles, the resilience and dedication of our staff, along with the understanding and support from our families and community partners, have been nothing short of amazing.

Our ability to adapt and persevere through these challenges speaks volumes about the strength and unity of our Head Start and Early Head Start community. We were determined to lessen the impact of staffing shortages while maintaining a supportive and educational environment for our children.

The 2023 school year was also a pivotal one for Head Start, with the Office of Head Start approving the Change of Scope on Enrollment Reduction. Reducing the funded enrollment from 335 to 224 students was a difficult decision, but necessary given the circumstances. Head Start had not met the funded enrollment of 315 students since January 2021. The bonus of our Enrollment Reduction is that we were able to maintain our current budget amount, as our budget is based on a cost per child. This adjustment has allowed us to better focus our resources on the children and families we serve, ensuring that they continue to receive high-quality education and care.

As we look forward to the coming school year, we are optimistic and committed to overcoming these challenges, and continuing our mission of ensuring that every child has the opportunity to succeed.

Your ongoing support and partnership are crucial to our success, and we are excited about the possibilities that lie ahead. I encourage everyone—staff, families, and community partners—to stay engaged and involved as we work together to create a brighter future for our children.

Thank you for your dedication and for being an essential part of our Head Start and Early Head Start family. Together, as we move forward in your children's educational journey, we can all make a meaningful difference in their lives and the families we serve.

Respectfully,

**Vonda Pourier, Director
Sicangu Lakota Oyate Head Start/Early Head Start**

ANNUAL AUDIT & BUDGET

SLO Head Start/Early Head Start Program (Operational & T/TA)

The total FY 23-24 budget was \$7,365,206.00, which includes Operational and T/TA funds. Operational is \$7,286,626.00 allocated for payroll, fringe, travel, supplies and other cost. Training/Technical Assistant is \$78,580.00 allocated for staff training and professional development cost. OHS approved \$10,748.34 of unspent funds for carryover to 2024 fiscal year budget. Congress approved a 2.35% COLA which totaled \$170,272.00. Our overall budget total in FY 24-25 is \$7,535,478.00

SLO Head Start/Early Head Start Program (Child Adult and Family Nutrition)

CACFP grant is based on monthly claim reimbursements. The budget was anticipated for \$634,731.04 however with the claim reimbursement accumulated we did not exceed the anticipated amount. This year budget was \$281,870.55 and \$190,142.79 was expended for food cost. Due to the inflation on food prices this year cost has slightly increase to 19% from last year food cost. CACFP reimbursements rates have increased 0.09 cents for Breakfast, 0.18 cents for Lunch and Snack 0.04 cents.

SLO Head Start/Early Head Start Program (Johnson O'Malley)

Funds for JOM (A21AV00403) contract are \$95,356.00 and are approved for carry over from year to year when the dollar amount is not spent within that fiscal year. This year expenditures of \$66,609.70 was spent on consultants for traditional teachings, cultural supplies, culturally related field trips and field days for the students and parents.

SLO Head Start/Early Head Start Program (Revenue Account)

Our revenue budget is \$6,861.00 annually. These funds are spent on staff commercial driver's licenses, staff commercial driver's physicals and donation request.

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

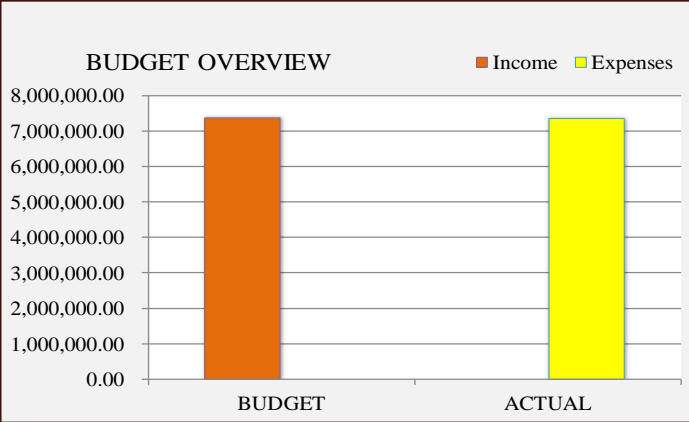
- Total amount of public and private funds received from each source.
- An explanation of budgetary expenditures and proposed budget for the fiscal year.
- Total number of children and families and families served, the average Monthly enrollment, and the percentage of eligible children served.
- The 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.

Audit Findings

Head Start had audit findings in the workforce go system as management did not approve of 21 timesheets tested out of 96. A corrective action plan was completed and submitted to the Office of Head Start.

HEAD START/EARLY HEAD START BUDGET 2023 - 2024

BUDGET TOTALS	BUDGET	ACTUAL	DIFFERENCE
Income	7,365,206.00	0.00	(7,365,206.00)
Expenses		7,354,457.66	7,354,457.66
Non Federal Match	-	-	0.00
Balance (Income minus Expenses)	7,365,206.00	7,354,457.66	(10,748.34)



INCOME	BUDGETED	ACTUAL	DIFFERENCE
Operating	7,365,206.00	7,354,457.63	10,748.37
NFS (Waived)	0.00	0.00	0.00
			0.00
			0.00
Total	7,365,206.00	7,354,457.63	10,748.37

PERSONNEL EXPENSES	BUDGETED	ACTUAL	DIFFERENCE
Wages	5,320,192.00	4,706,940.69	613,251.31
Employee benefits	929,327.00	540,457.45	388,869.55
Total Personnel	6,249,519.00	5,247,398.14	1,002,120.86

OPERATING EXPENSES	BUDGETED	ACTUAL	DIFFERENCE
Travel	20,100.00	37,787.37	(17,687.37)
Equipment	0.00	0.00	0.00
Supplies	443,651.00	440,714.87	2,936.13
Contractual	0.00	0.00	0.00
Facilities/Construction	0.00	0.00	0.00
Other	507,382.00	1,431,836.44	(924,454.44)
Indirect	65,974.00	65,974.00	0.00
T/TA PA-20	78,580.00	130,746.84	(52,166.84)
Non Federal Share (NFS)	0.00	0.00	0.00

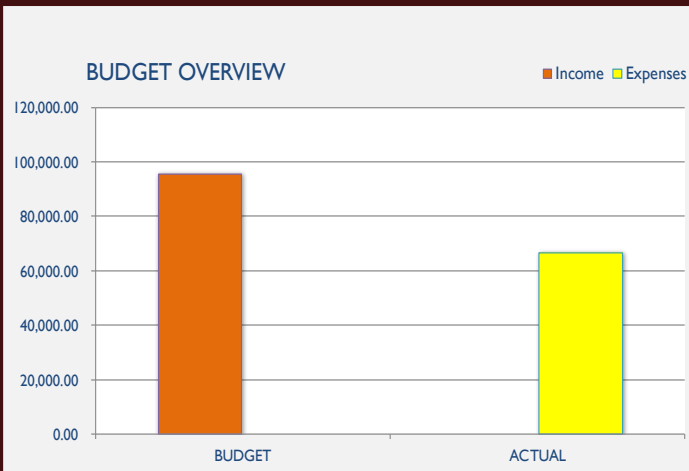
WHAT ARE MY TOP 5 HIGHEST OPERATING EXPENSES?

EXPENSE	AMOUNT	% OF EXPENSES	0% REDUCTION
Other	1,431,836.44	19.5%	214,775.47
Supplies	440,714.87	6.0%	66,107.23
T/TA PA-20	130,746.84	1.8%	19,612.03
Indirect	65,974.00	0.9%	9,896.10
Travel	37,787.37	0.5%	5,668.11
		0.0%	0.00
Total	2,107,059.52		316,058.93

Total Personnel & Operating	7,365,206.00	7,354,457.66	10,748.34
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JOHNSON O'MALLEY ACCOUNT 2023 - 2024

BUDGET TOTALS	BUDGET	ACTUAL	DIFFERENCE
Income	95,356.00	0.00	(95,356.00)
Expenses	0.00	66,609.70	66,609.70
Balance (Income minus Expenses)	95,356.00	(66,609.70)	(28,746.30)



INCOME	BUDGET	ACTUAL	DIFFERENCE
A21AV00403 20-23	95,356.00	28,746.30	(66,609.70)
			0.00
			0.00
Total	95,356.00	28,746.30	(66,609.70)

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

OPERATING EXPENSES	BUDGET	ACTUAL	DIFFERENCE
Mileage	1,000.00	138.66	861.34
Contractual (Non Personnel)	28,027.00	18,932.48	9,094.52
Other Program Supplies	38,469.00	25,657.40	12,811.60
Unobligated Funds	0.00	0.00	0.00
Field Day/Field Trip	24,360.00	21,881.16	2,478.84
Payroll Taxes	3,500.00	0.00	3,500.00

WHAT ARE MY TOP 5 HIGHEST OPERATING EXPENSES?

EXPENSE	AMOUNT	% OF EXPENSES	15% REDUCTION
Other Program Supplies	25,657.40	38.5%	3,848.61
Field Day/Field Trip	21,881.16	32.8%	3,282.17
Contractual (Non Personnel)	18,932.48	28.4%	2,839.87
Mileage	138.66	0.2%	20.80
0	0.00	0.0%	0.00
Total	66,609.70	100.0%	9,991.46

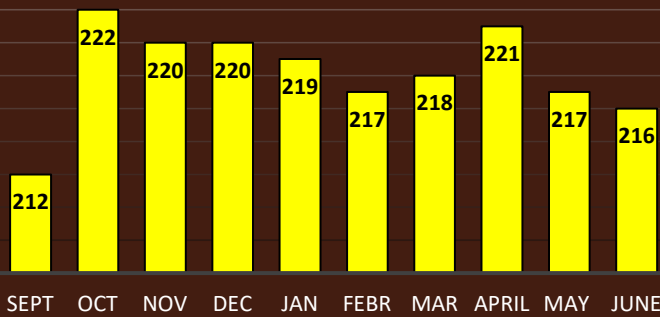
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
Total Operating	95,356.00	66,609.70	28,746.30

ERSEA – Enrollment, Recruitment, Selection, Eligibility, & Attendance

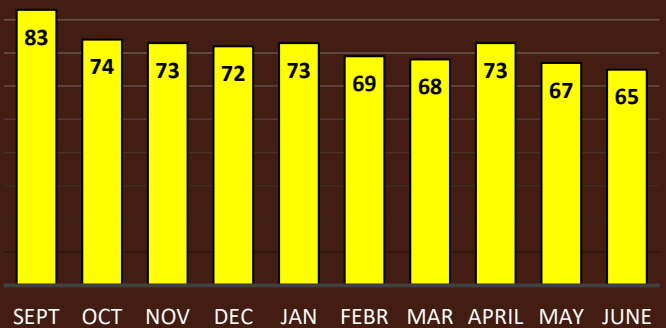
Head Start Funded Enrollment = 224
Actual Enrollment = 222

Head Start Actual Average Daily Attendance = 72%
Head Start Required Average Daily Attendance =

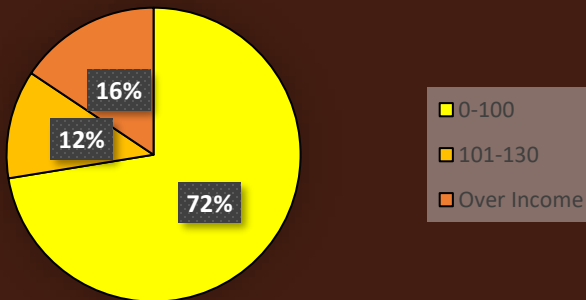
Head Start Enrollment



Head Start ADA by Month

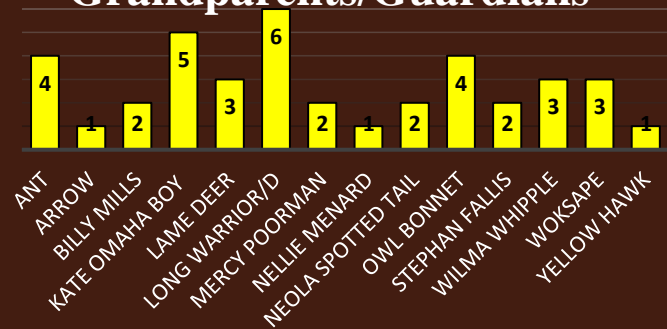


Head Start Income Eligibility



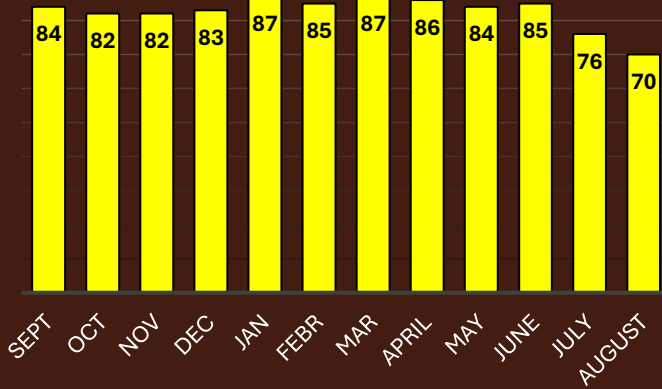
0-100 Range = 176
101-130 Range = 29
Over Income = 38

Total Grandparents/Guardians



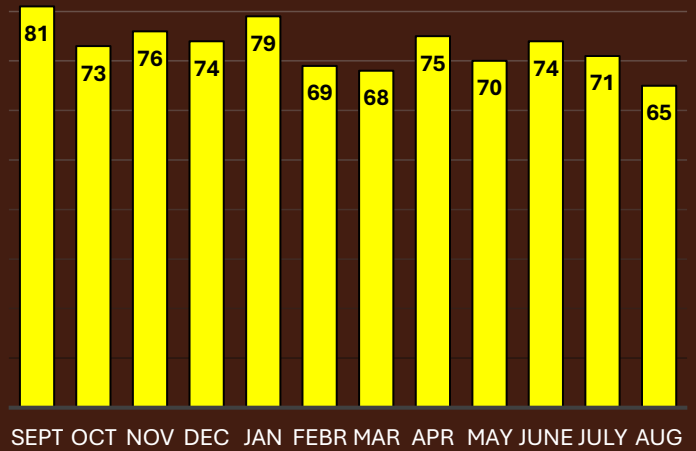
Total Grandparents/Guardians = 37

Early Head Start Enrollment



Early Head Start Funded Enrollment = 88
Actual Enrollment = 87

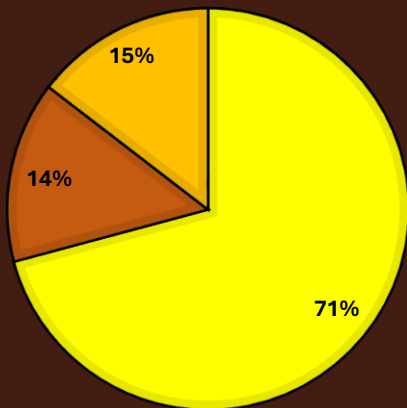
Early Head Start ADA



Early Head Start Actual Average Daily Attendance = 80%
Early Head Start Required Average Daily Attendance = 85%

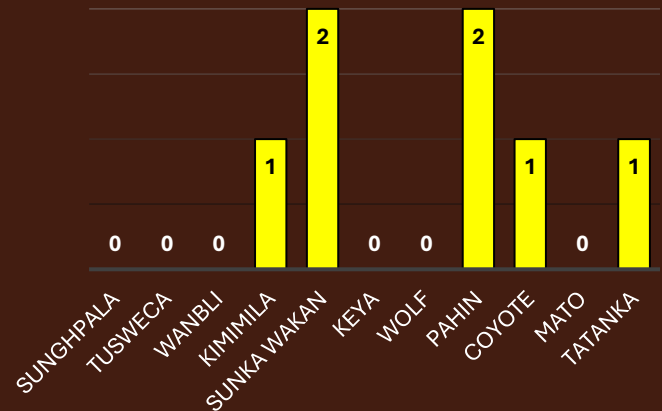
ELIGIBILITY

■ 0-100 ■ 101-130 ■ Over Income



0-100 Range = 68
101-130 Range = 14
Over Income = 14

Grandparents/Guardians



Total Grandparents/Guardians = 7

FAMILY SERVICES

Annual Outcomes of Family Service Parent Involvement Data -

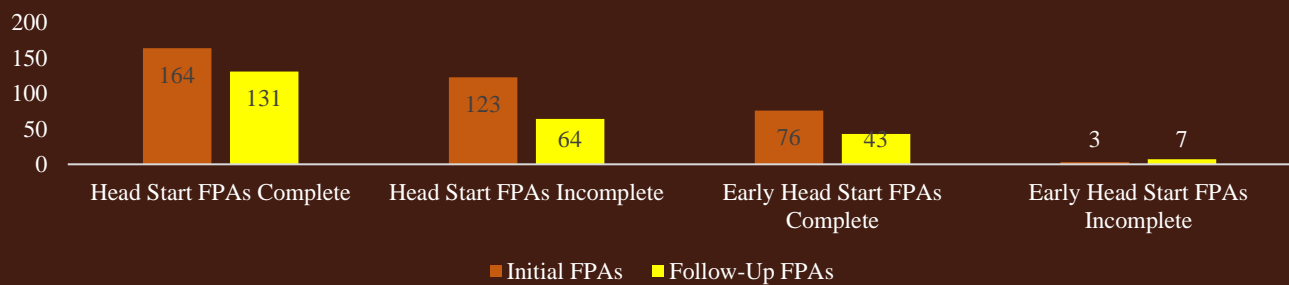
Family Partnership Agreement (Needs Assessment), Family Goals, Family Outcomes, Family Services Provided, Parent Engagement Meetings/Training, Parent Curriculum (Ready Rosie)

Family Partnership – Serving families from the beginning of the 2023-2024 school year until the end of the school year.

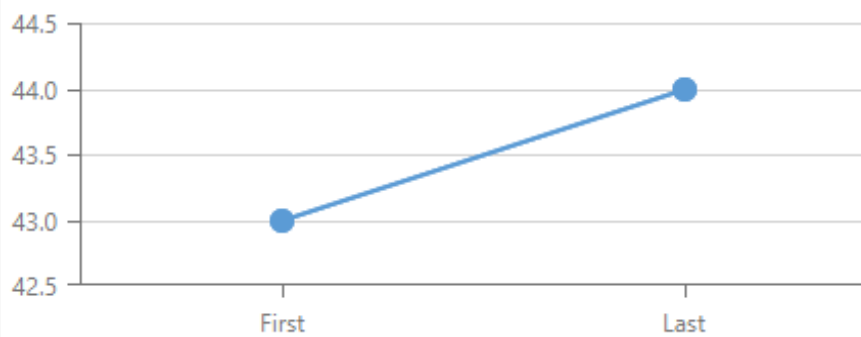
Needs Assessment—The Family Partnership Agreement consists of the Family Needs Assessment where Family Services works with the family to identify what types of needs there are and how many families are in need. Our Family Partnership Agreement starts right when we meet families from the beginning of the 2023-2024 school year until the end of the school year.

Family Goals—EHS/HS Families have worked on goals throughout the 2023-2024 School Year. 80% of HS Families have worked on goals and 17% of EHS Families have worked on goals throughout the 2023-2024 school year. The top two goals parents want to work on are Obtaining Employment (13) and to Obtain a House (14).

Initial Family Partnership Agreement Versus Follow-Up Family Partnership Agreement (BEGINNING OF SCHOOL YEAR to END OF SCHOOL YEAR)



Average Family Outcomes Gains

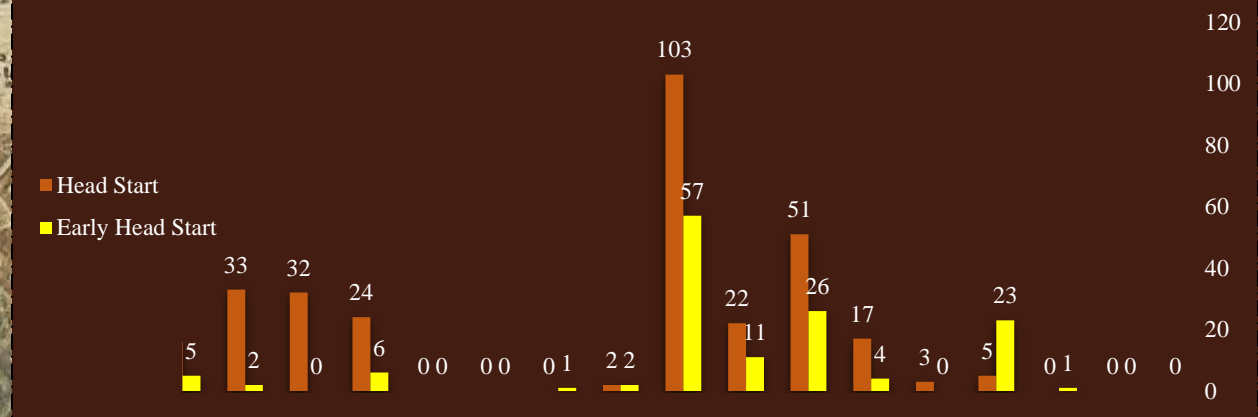


Family Outcomes (PFCE)—Includes family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders. The PFCE framework collects information on families that receive a selection of many possible family services to promote progress toward child and family outcomes.

Family Service strengths come from the Family Outcomes. The Family Outcomes score ranges from 16-48. A lower score means greater need, which means our average score from the first Family Outcomes to the last Family Outcomes we had helped our families gain +1 with an average score of 44. This slight gain shows us an increase in helping serve our families throughout the 2023-2024 HS/EHS school year.

Family Services Provided—Families receive a selection of many possible family services to promote progress toward child and family outcomes.

Types of Family Services
(BEGINNING OF SCHOOL YEAR to END OF SCHOOL YEAR)



National Head Start Family	HS	EHS
Emergency/Crisis Intervention	16	5
Housing Assistance	33	2
Asset Building Services	32	0
Mental Health Services	24	6
Substance Abuse Prevention	0	0
Substance Abuse Treatment	0	0
English as a Second Language (ESL) training	0	1
Assistance enrolling into education or job training programs	2	2
Research-Based Parenting Curriculum	103	57
Discussing child's screening and assessment results/progress	22	11
Transitions between programs (EHS to HS; HS to Kindergarten)	51	26
Education on preventative medical and oral health	17	4
Health Education	3	0

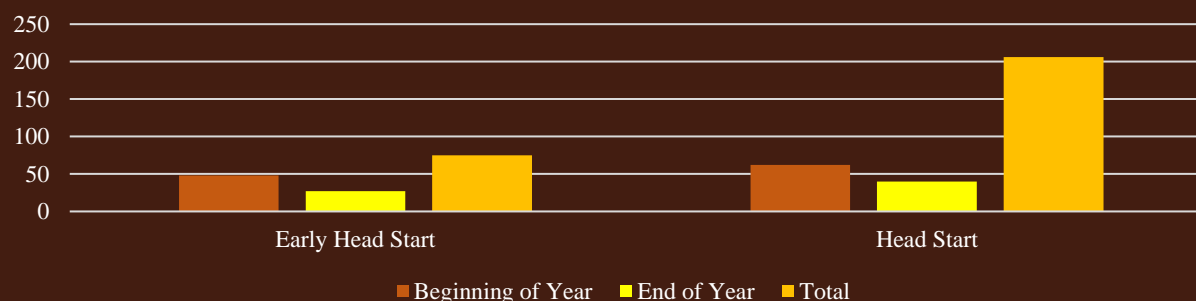
Food & Nutrition Education	5	23
Education on postpartum care	0	1
Education on relationship/marriage	0	0
Assistance to families of incarcerated relatives	0	0

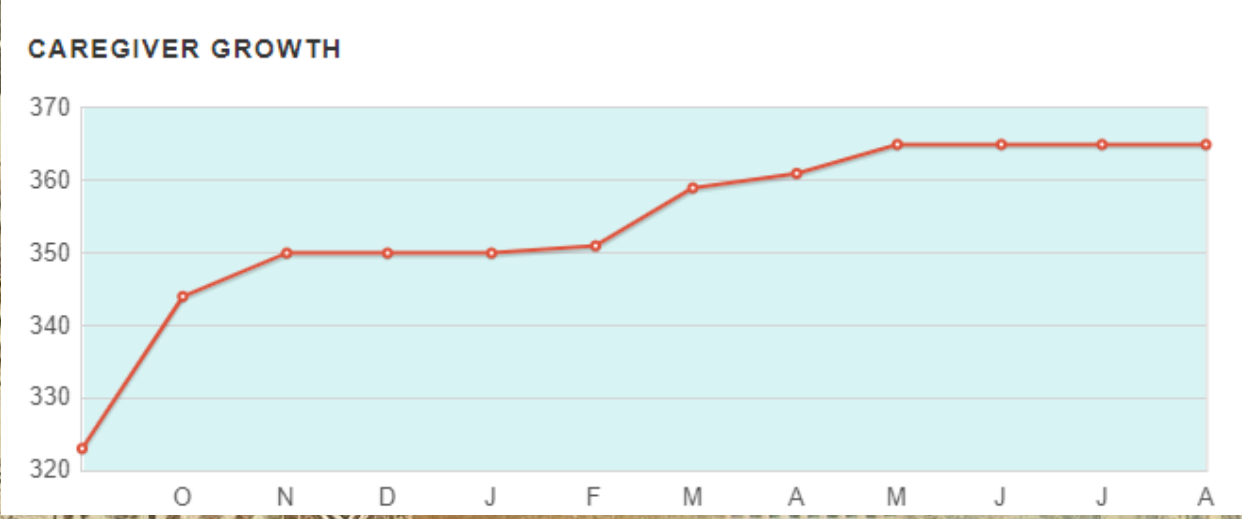
Family Engagement Meetings/Trainings (includes Parent Orientation at the beginning of the year; these were held at the classroom sites) – The Family Engagement Meetings/Trainings held during each month for the 2023-2024 school year were as follows:

- 1. September – Parent Orientation (Election of Policy Council Officers)**
- 2. October – Trauma Informed Training (Mental Health)**
- 3. November – Child Development (Education)**
- 4. December – No Meetings**
- 5. January -Prenatal and Postpartum Health Training (Health & Safety)**
- 6. February – Lakota Language Bingo (HS/EHS Director)**
- 7. March – Financial Literacy REDCO (Family Services)**
- 8. April – Autism Training by Shelley Means (Disabilities)**
- 9. May – Techniques for Challenging Behaviors (Mental Health)**
- 10. June EHS – Traditional Foods by Sharon Fool Bull (Lakota Language)**

The Family Engagement Meetings and Training were held once a month with the provided training, and the meeting was conducted after the training. An overall analysis shows there was a slight decrease in families attending both the Family Engagement Meetings/Training at the beginning of the year to their engagement at the end of the year. Some potential causes can be due to the type of training provided where some families may not be interested in the type of training provided, families that were not able to make the evening event, and the surrounding public schools are almost done with their school year toward the end of the year which makes families get into the summer break routine with their children. A Family Satisfaction Survey was sent to families at the end of the school year and 26.8% of EHS/HS families said the Family Engagement Meeting/Training would be better served during the daytime; 76.8% of EHS/HS families agreed with the current set time that the evening is best. We will continue to provide our Family Engagement Meetings/Training during the evening.

Family Engagement Meetings/Trainings Attendance (BEGINNING OF SCHOOL YEAR to END OF SCHOOL YEAR)





The Ready Rosie Parent Curriculum provides insight into developmental videos, tools, and resources to support families with their Family Outcomes while enrolled in the Rosebud Sioux Tribe’s Early Head Start/Head Start program. Below shows how much of an impact each outcome has on a family’s growth for the entire school year.

FAMILY OUTCOMES

Family Well-Being	53
Positive Parent-Child Relationships	396
Families as Lifelong Educators	395
Families as Learners	394
Family Engagement in Transition	7
Family Connections to Peers and Community	40
Families as Advocates and Leaders	2

Family Well-Being: Families are safe and healthy. They also have opportunities for educational advancement and economic mobility. Programs also ensure families can access physical and mental health services, housing and food assistance, and other support services.

Positive Parent-Child Relationships: Beginning with the transition to parenthood, parents and families develop warm relationships that nurture their child's health, development, and learning.

Families as Lifelong Educators: Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

Family Engagement in Transitions: Parents and families encourage and advocate for their child's learning and development as they transition to new learning environments within and between Early Head Start, Head Start, early childhood services, early elementary grades, and beyond.

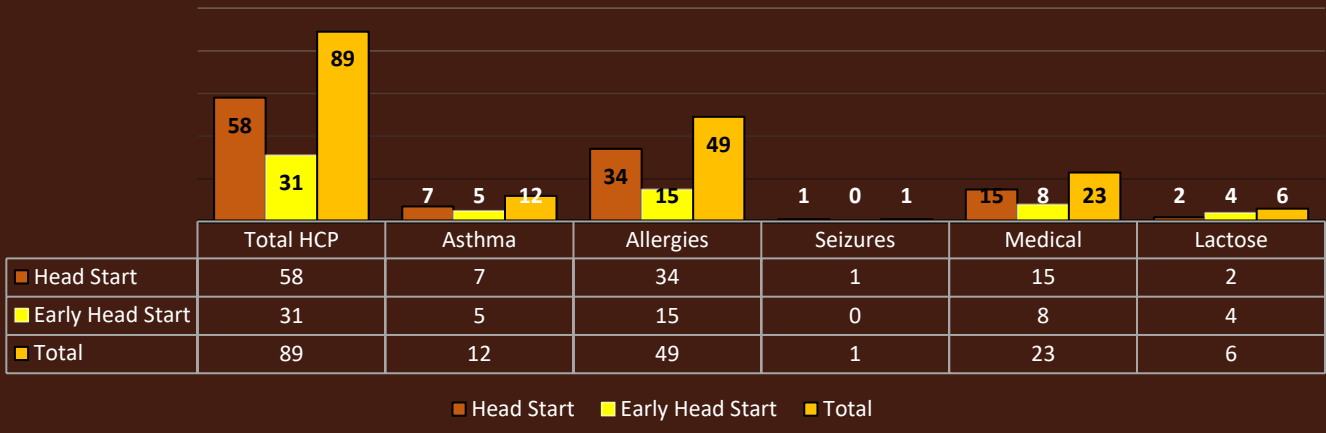
Family Connection to Peers and Community: Parents and families form connections with peers, mentors, and other community members in formal and informal social networks. These networks are supportive and educational. They honor and are inclusive of families' home languages and cultures. They also enhance families' social well-being and community life.

Families as Advocates and Leaders: Parents and families advocate for their children and take on leadership roles in Head Start and Early Head Start. They participate in decision-making, policy development, and organizing activities in communities and states to improve children's safety, health, development, and learning experiences.

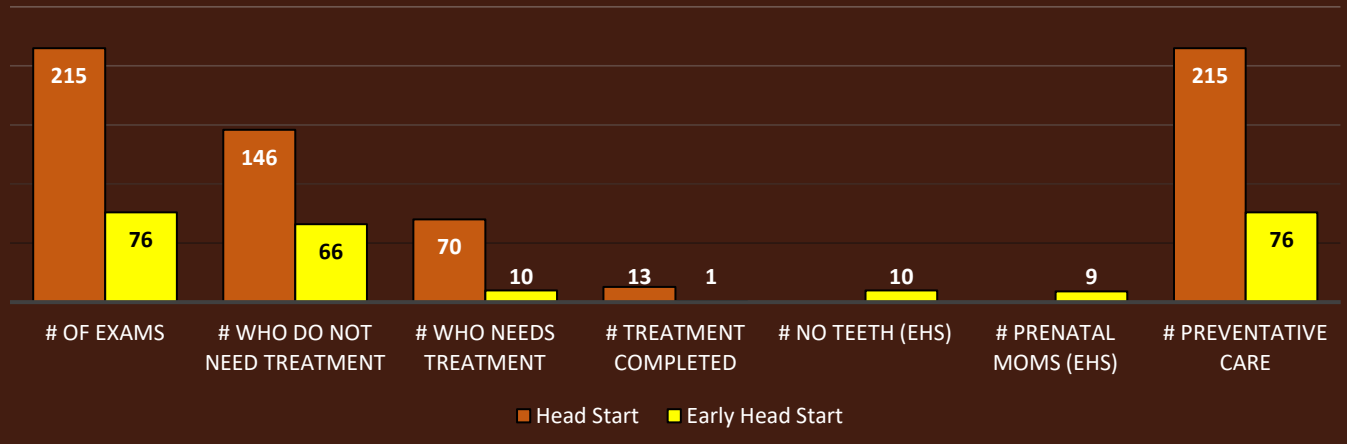


HEALTH SERVICES

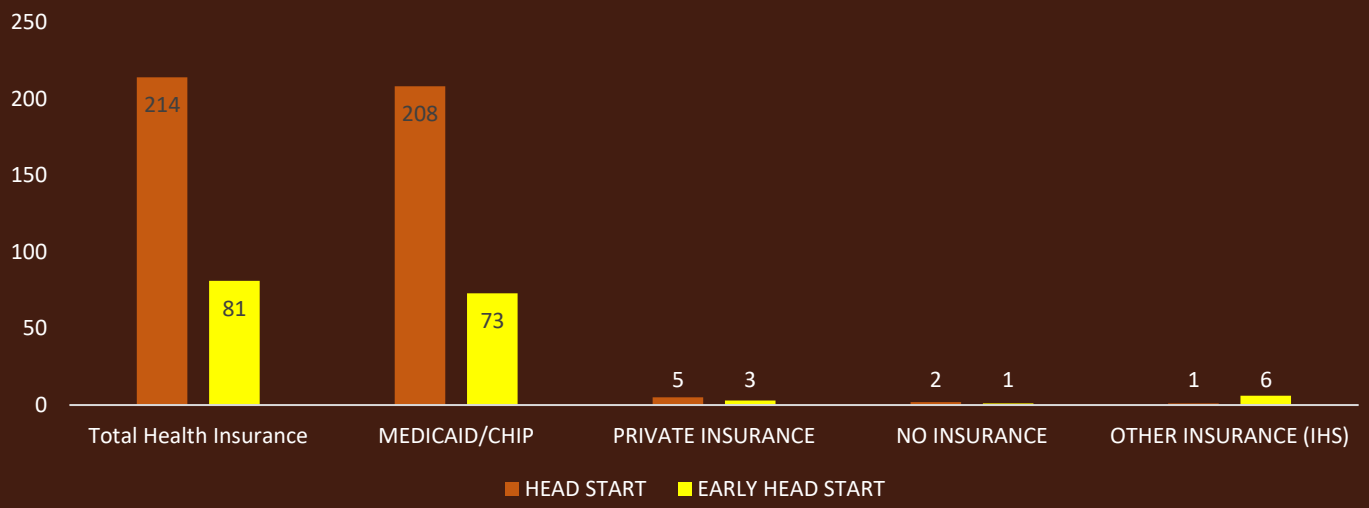
HEALTH CARE PLANS



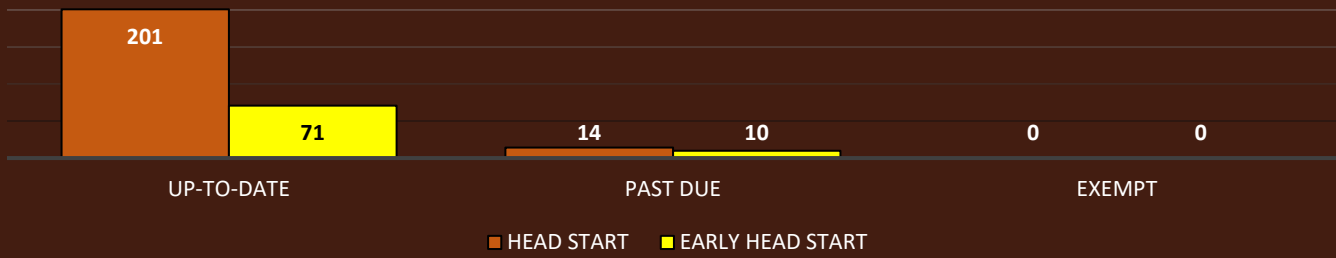
DENTAL EXAMS



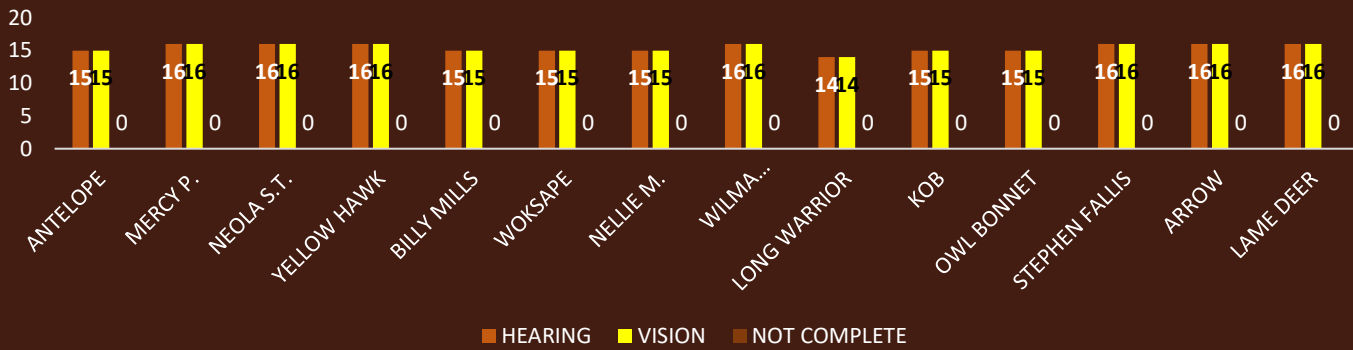
HEALTH INSURANCE



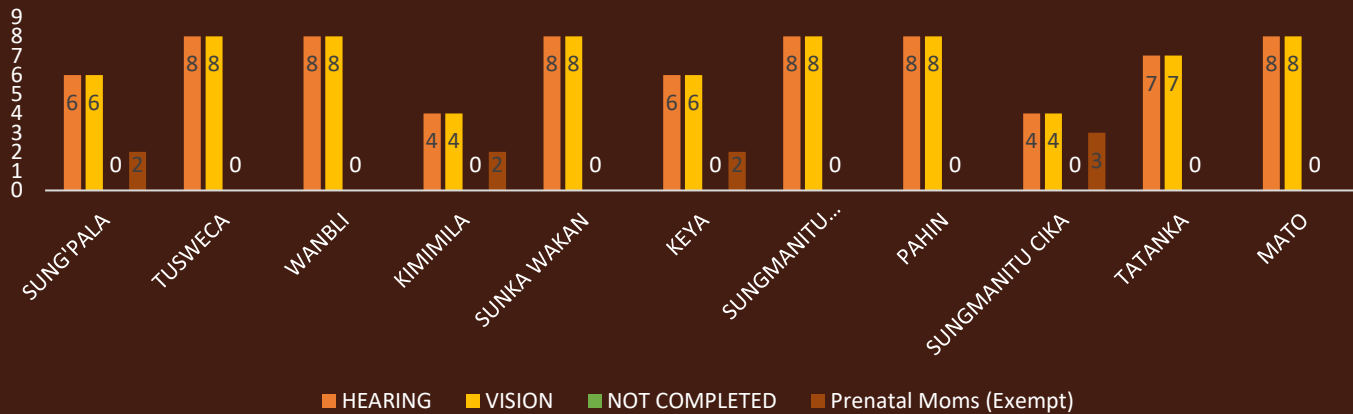
IMMUNIZATIONS



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 Ready Rosie (parent curriculum), program's Lakota Curriculum, Teaching Strategies, and *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 exceedingly* 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 understanding 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.

The following graphs illustrate Head Start/Early Head Start Assessment data for the 2023-2024 School Year.

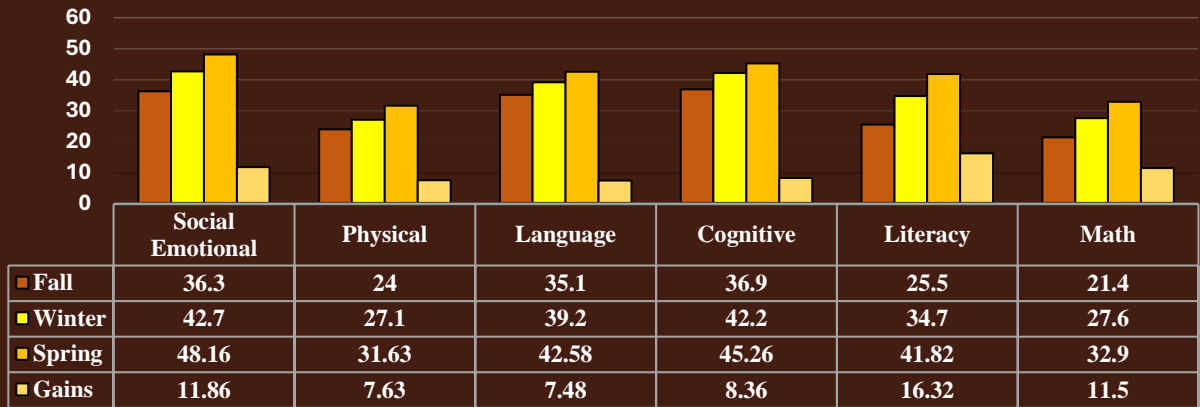
We analyze data quarterly to ensure we are making gains in each domain and support staff by providing professional development as needed. We work to consistently meet or exceed our School Readiness Goals.

Head Start Early Learning Outcomes Framework: Ages Birth to Five

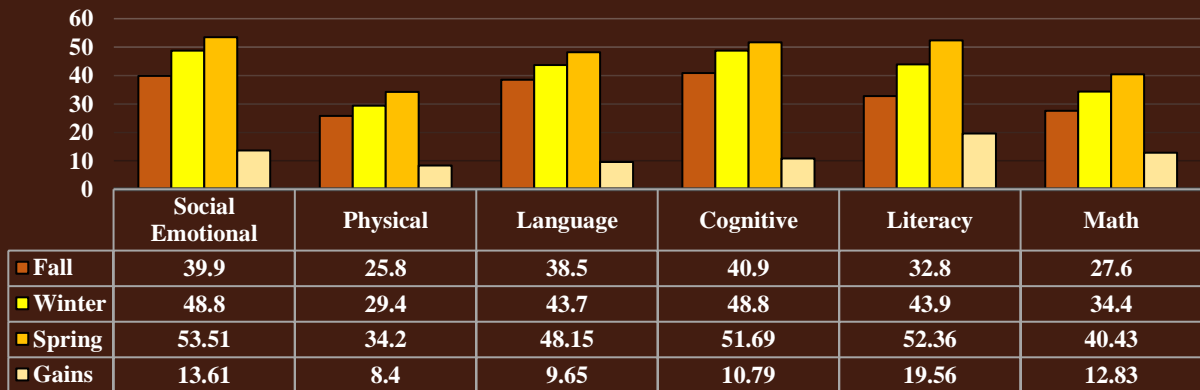
	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical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

**Sicangu Lakota Oyate Early Head Start
Fall 2023, Winter 2024, Spring 2024
Child Outcomes Assessment Data
Teaching Strategies GOLD Growth Report**

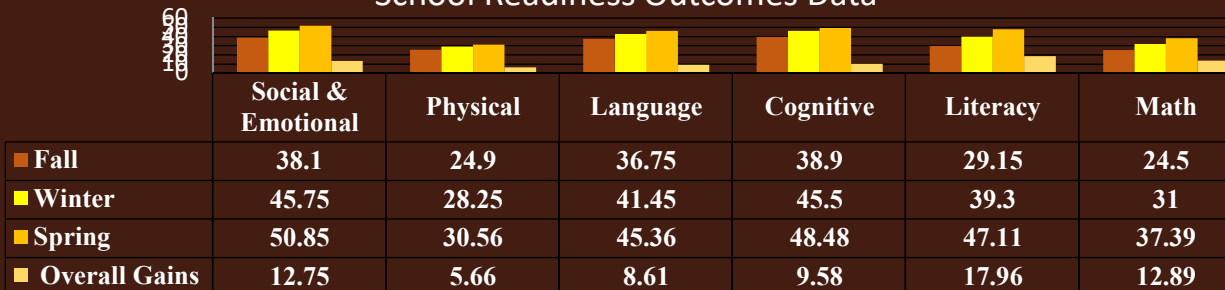
**Sicangu Lakota Oyate Head Start
Three year old**



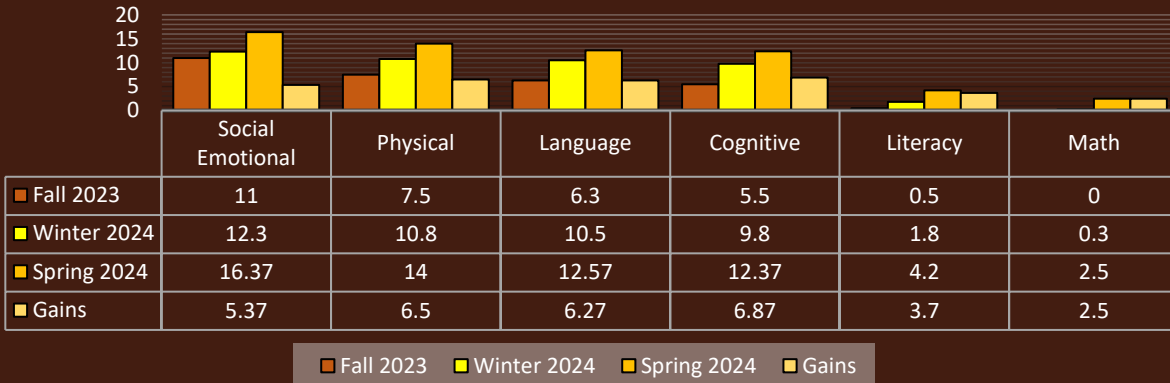
**Sicangu Lakota Oyate Head Start
Four year olds**



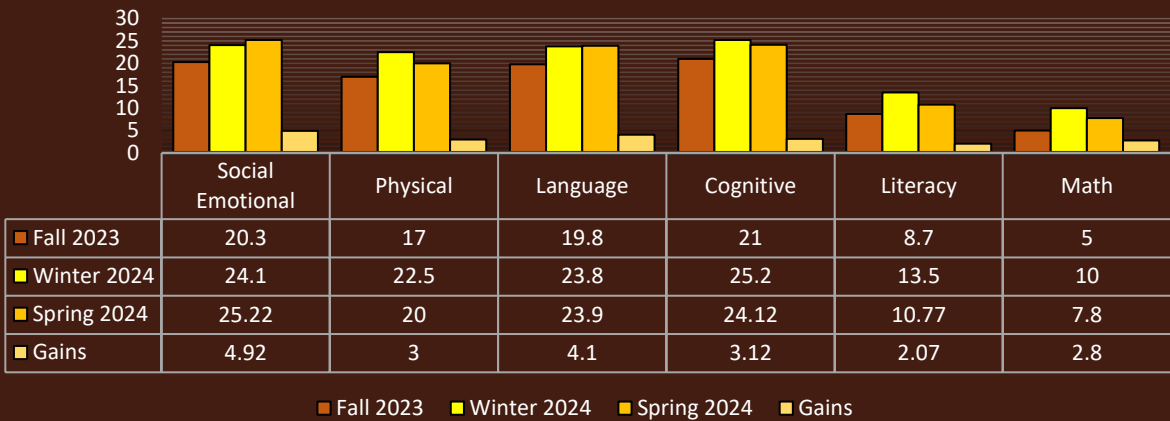
**Sicangu Lakota Oyate Head Start
School Readiness Outcomes Data**



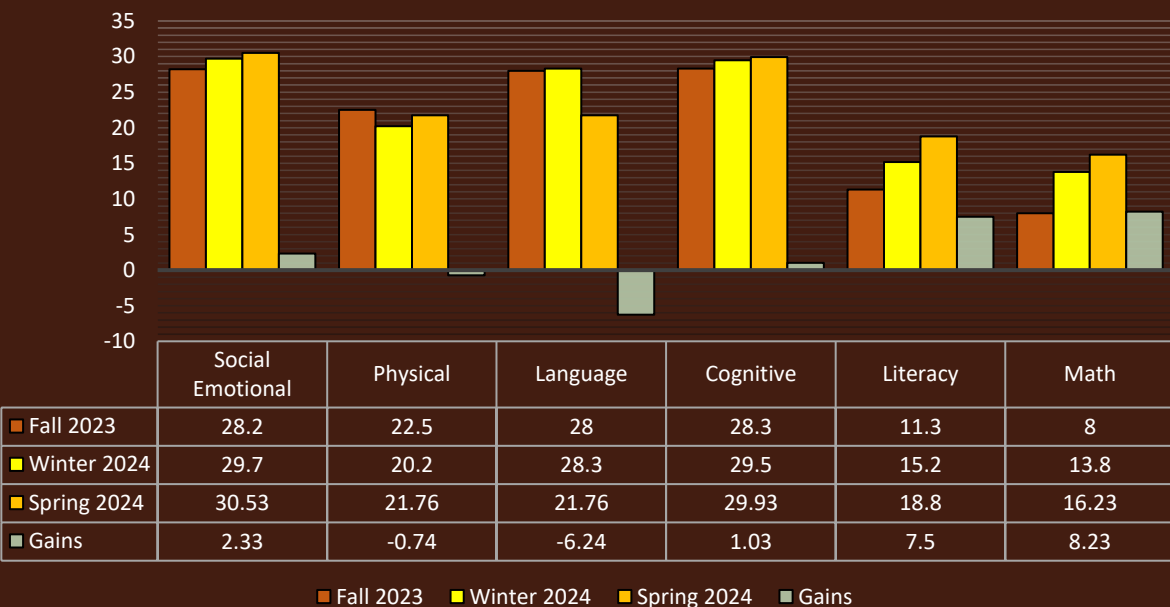
Infant classrooms 6 weeks to 12 months



1 Year old classrooms 13 - 23 Months



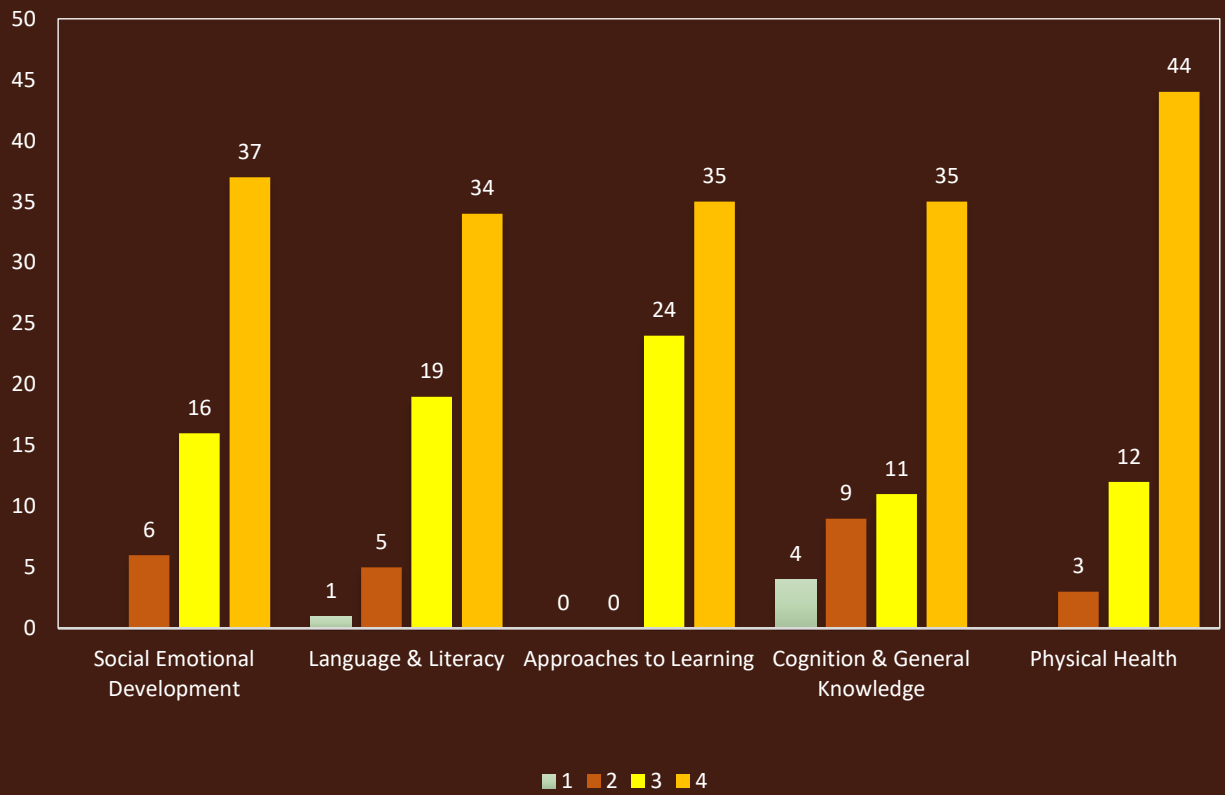
2 Year old classrooms 24 - 36 months



Below are graphs showing the results of Parent Surveys for both Head Start & Early Head Start school year 2023-2024.

59 out of 88 EHS Parents responded to our program survey on how they felt regarding their child accomplishing their school readiness goals this school year.

Early Head Start Parent Survey Results School Readiness Goals 2023-2024



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 instructional interactions that contribute to student’s social competence and academic achievement.

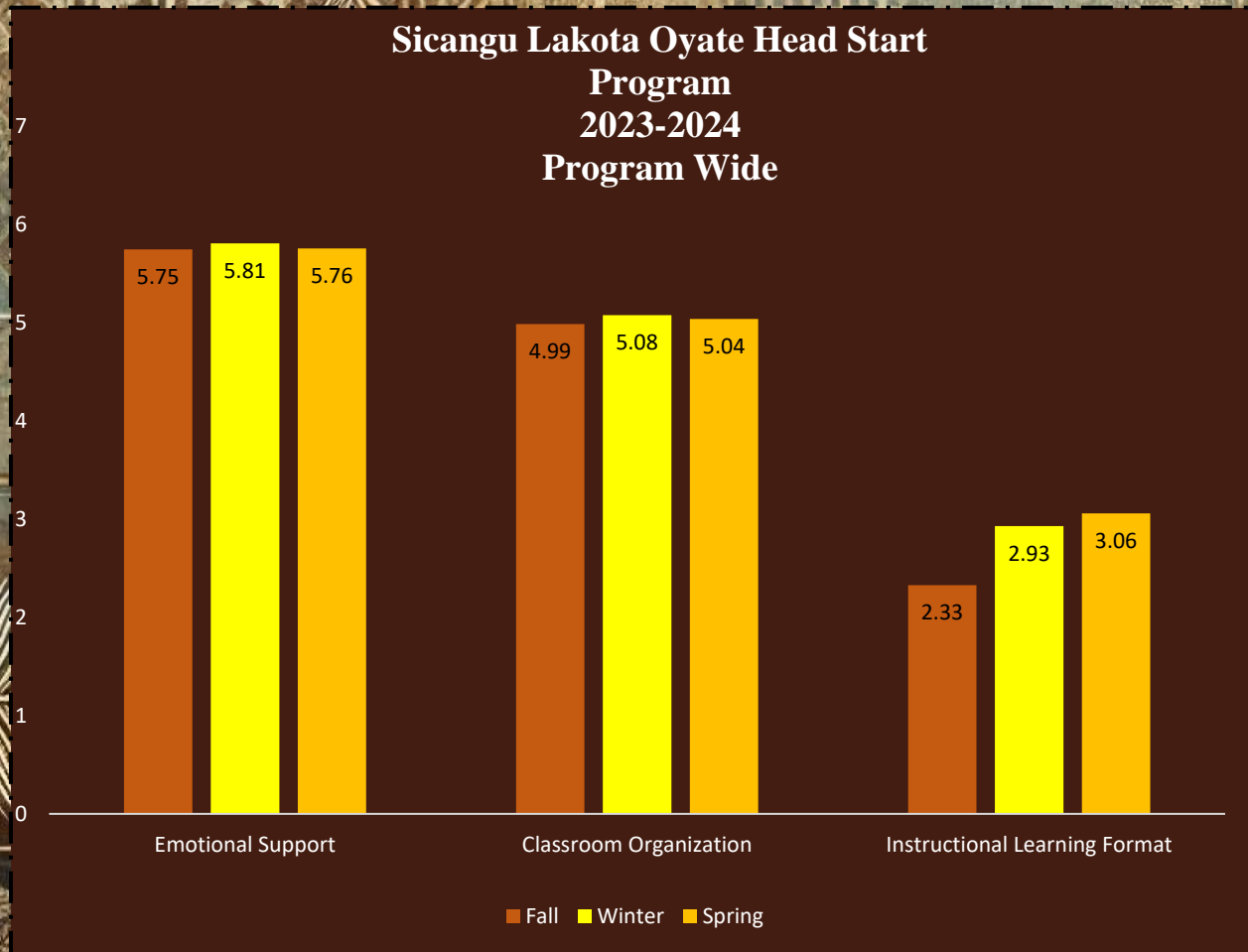
The CLASS measure includes (10) dimensions or subscales organized into (3) main Domains:

- 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 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 census on the scores.



MENTAL HEALTH

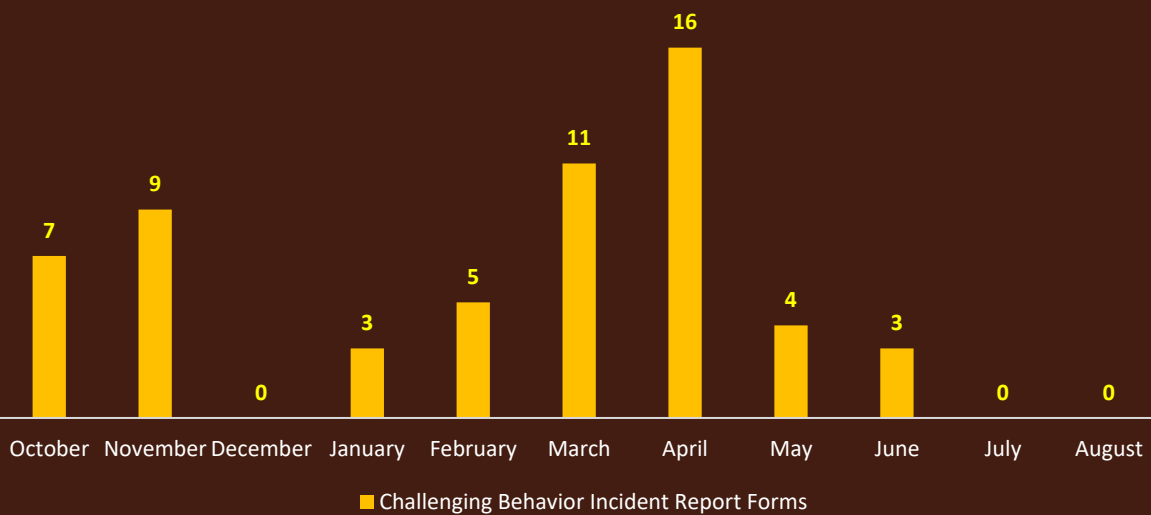
Ages & Stages Questionnaires on Social & Emotional Development
Screening tool: ASQ-SE 2



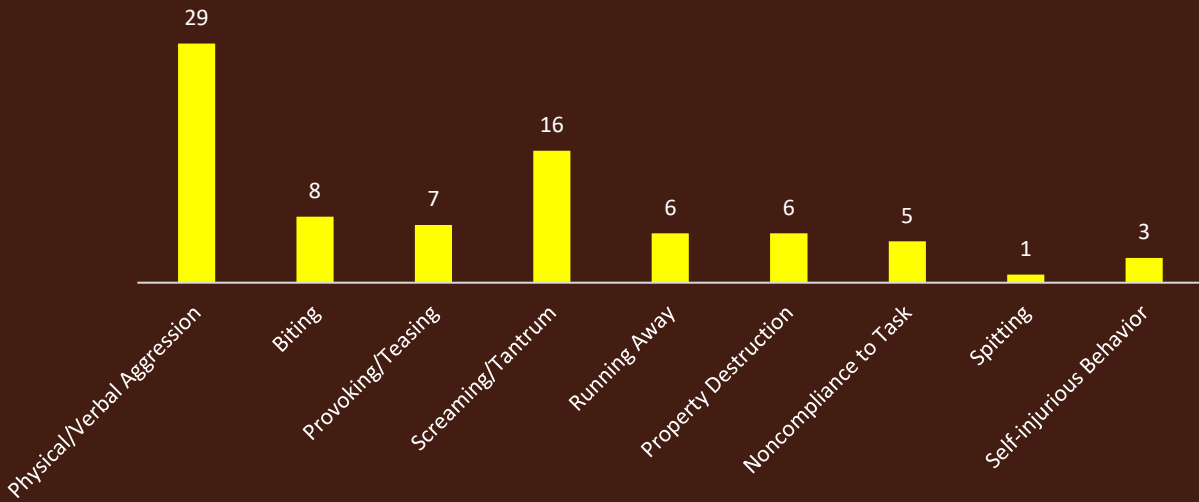
■ 2023-2024

The Mental Health Wellness Department oversees the social emotional screening *Ages & Stages Questionnaire Social-Emotional 2nd Edition* completed by the parent and mental health staff. This screening is conducted at the SLOHSEHS Round-Up and throughout student enrollment.

Challenging Behavior Incident Report Forms 2023-2024



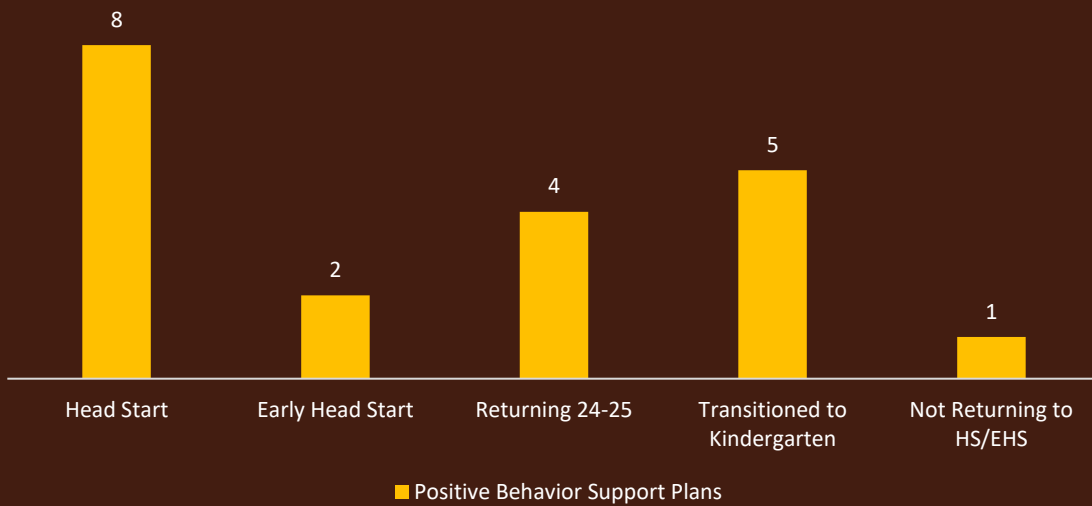
Challenging Behaviors Reported based on Challenging Behavior Incident Reports Forms



***Total Challenging Behavioral Incidence Reports for 2023-2024: 60**

**Multiple Challenging Behaviors exhibited can be chosen for one Challenging Behavior Incident Report Form*

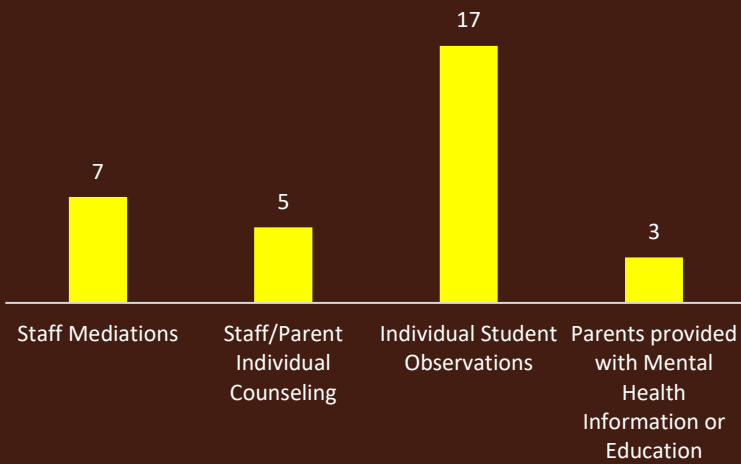
Positive Behavior Support Plans 2023-2024



Total Positive Behavior Support Plans for 2023-2024: 10
5 transition to kindergarten, 1 going to FACE, 4 returning

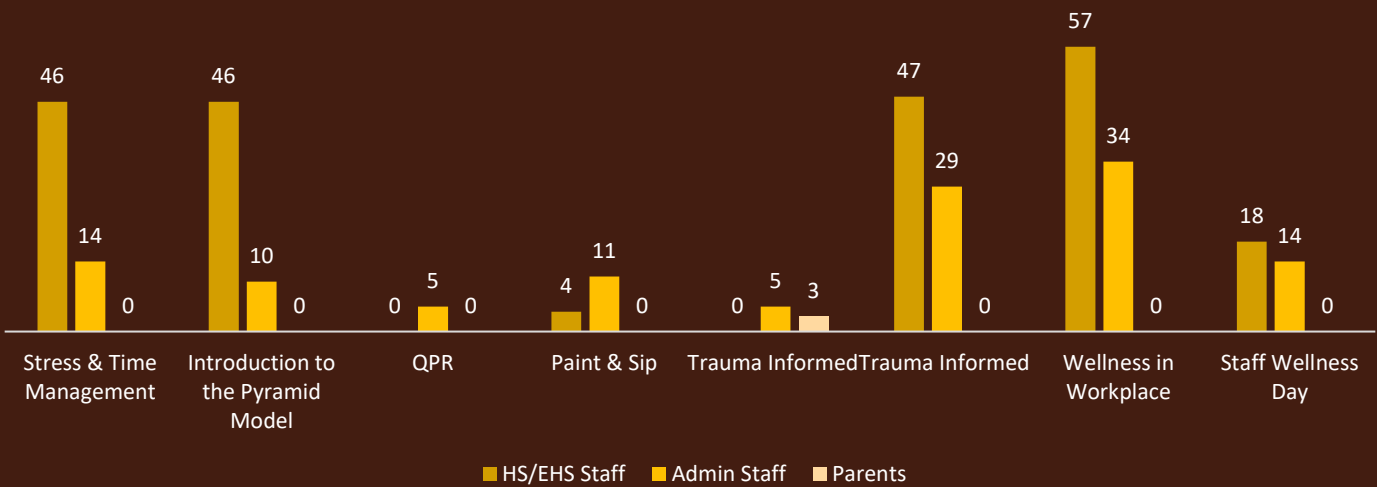
The Mental Health Wellness Manager collaborated with teaching staff, Behavior Intervention Specialist, Disabilities Manager as needed, Mental Health Consultant, and parents to create a Positive Behavior Support Plans for students whom have received a minimum of three Challenging Behavior Incident Reports.

Mental Health Data



Sicangu Lakota Oyate Head Start & Early Head Start Program contracted with Tammy Keller, Mental Health Consultant to provide services that includes two rounds of classroom observations (*October 2023 & March 2024*), individual child observations upon request, staff mediations (*Mental Health Wellness Manager Co-Facilitated*), individual staff & parent counseling.

Staff & Parent Wellness Trainings & Activities Participation



- Challenging Behavior Training presented by USD Disabilities via Zoom for Mental Health Department Staff
- Stress and Time Management Training for all staff
- Introduction to the Pyramid Model presented by Carol Aghayan for EHS, HS, and Admin Staff
- QPR Certification Training (Question, Persuade, Refer) presented by Wiconi Wakan Health & Healing for Admin Staff
- Red Ribbon Week Coloring Contest for HS & EHS Classrooms
**area of improvement: did not collect participation data for this activity*
- Trauma Informed Training for Parents via Zoom presented by Mental Health Consultant
- Staff Wellness Activity: "Paint & Sip," guided painting with locally produced tea for all staff
- Trauma Informed Training for All Staff presented by Tammy Keller
- Wellness in the Workplace Training for all staff presented by the Native Wellness Institute
- Challenging Behaviors Training for Parent Meeting
**no data collected as Family Service Department records the parent data*
- Staff Wellness Day for all staff

DISABILITIES

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 87 children in Early Head Start and 222 children in Head Start for school year 2023-2024. 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.

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
23 HS 224

10% requirement School Year 23-24

9 EHS 87
22 HS 222

IFSP/ IEP school year 23-24

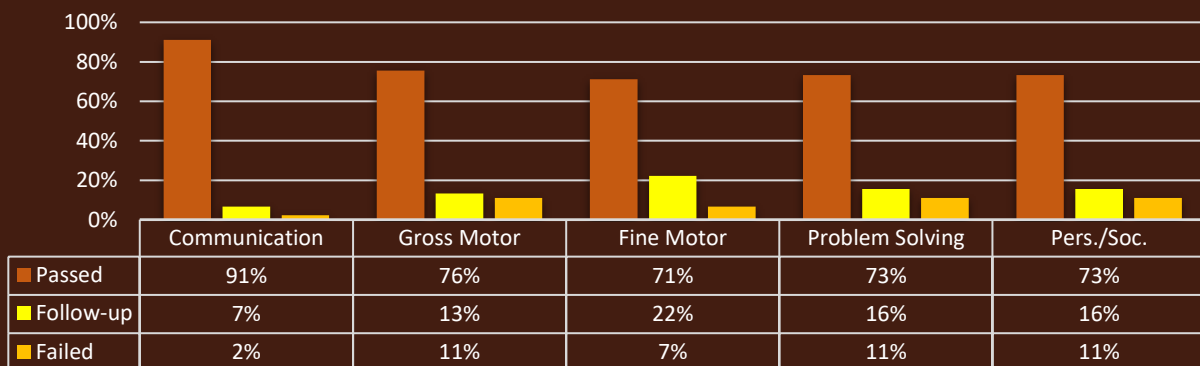
6 EHS-IFSP
40 HS-IEP

10% of enrollment School year 23-24

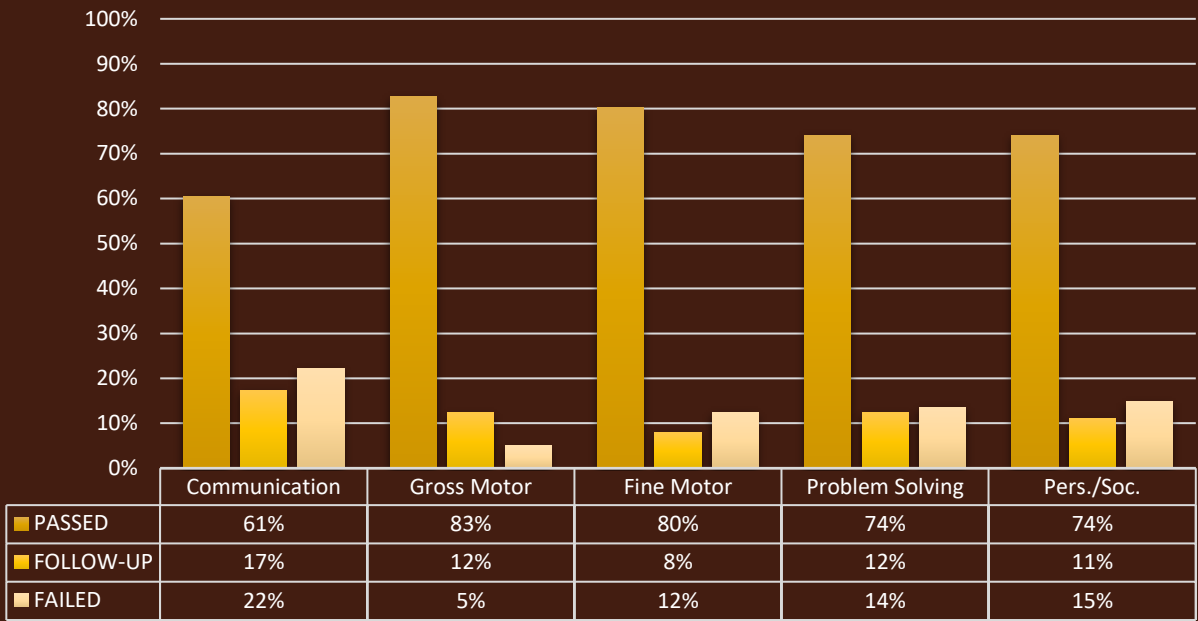
6.8% EHS
18% HS

ASQ-3 DATA

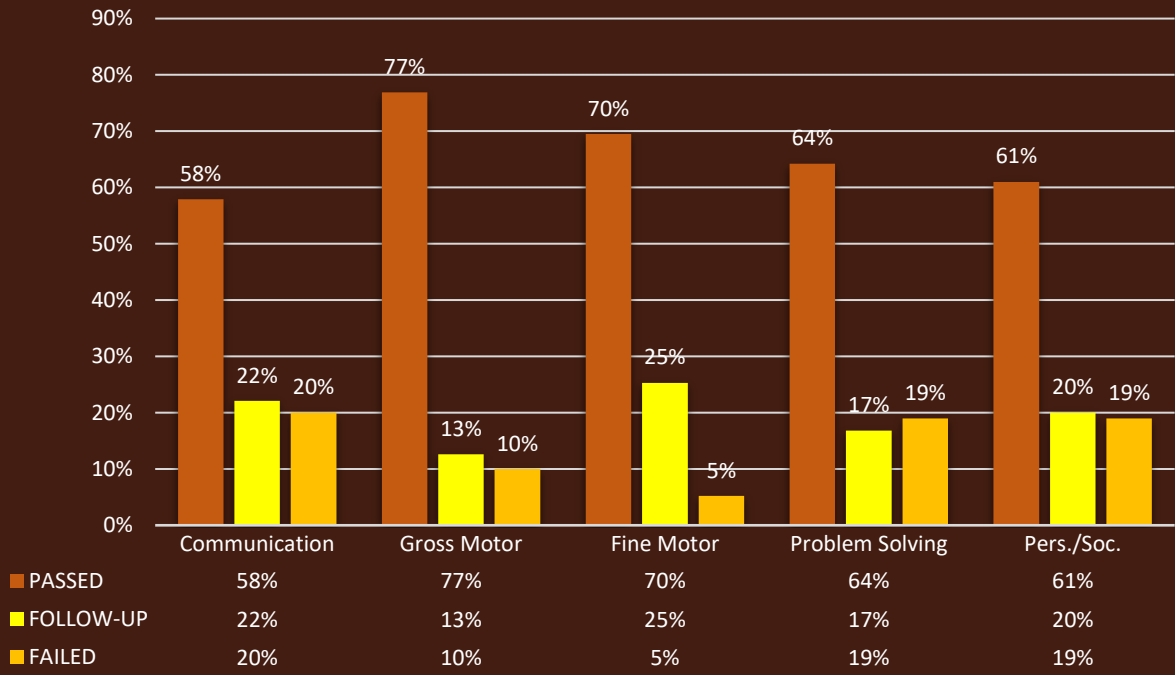
ASQ-3 (6 weeks to 12 months)
45 students screened



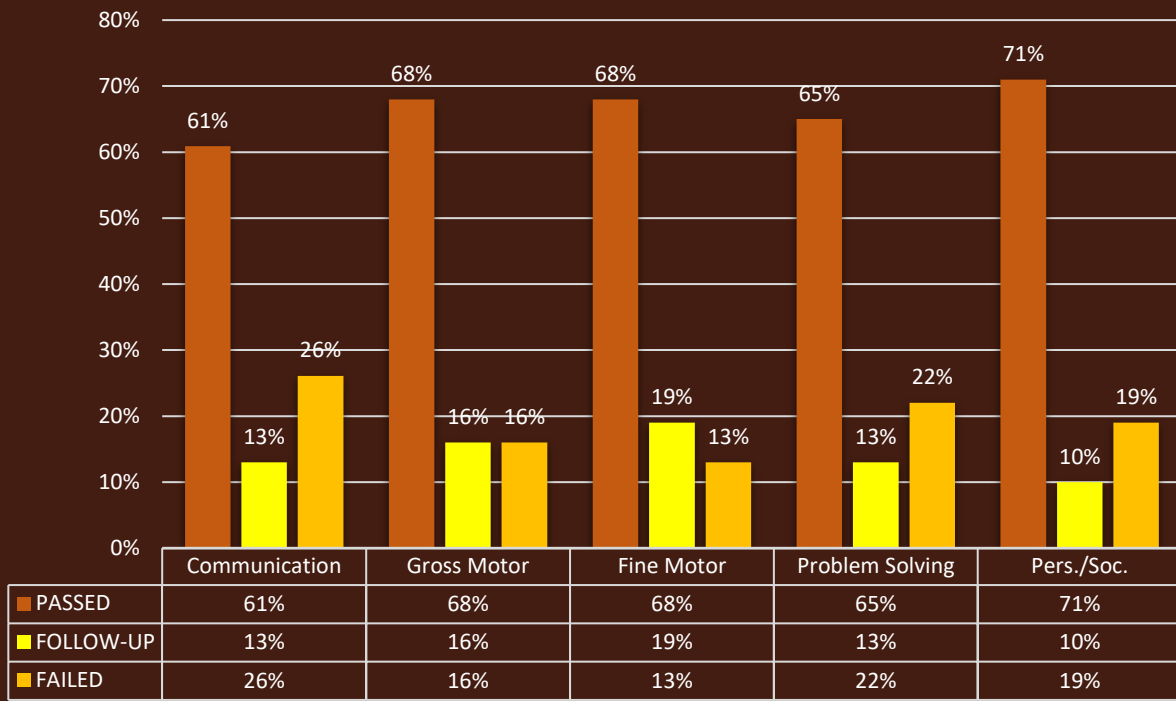
ASQ-3 (13 months to 24 months) 81 students screened



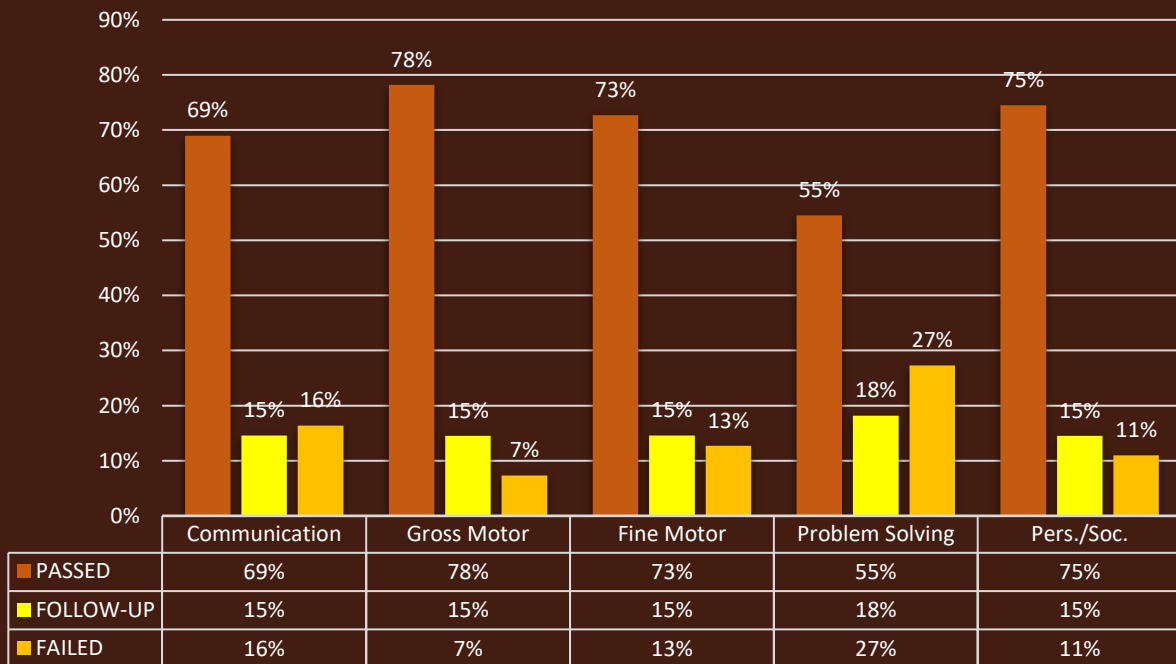
ASQ-3 (25 months to 36 months) 95 students screened



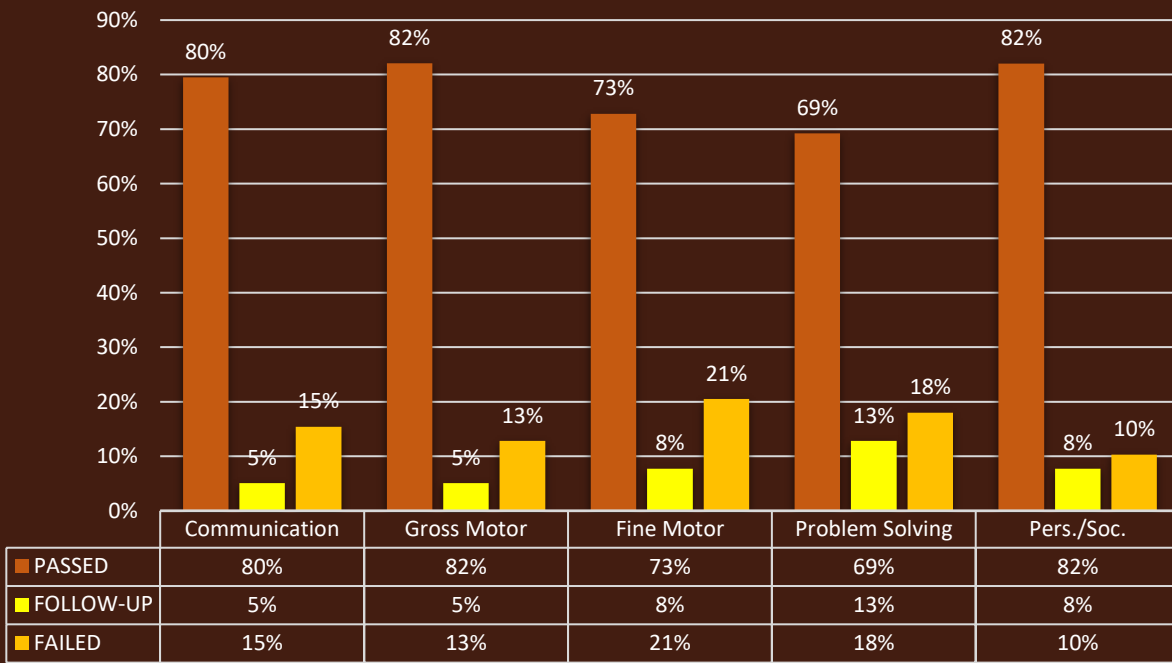
ASQ-3 (42 months) 69 students screened



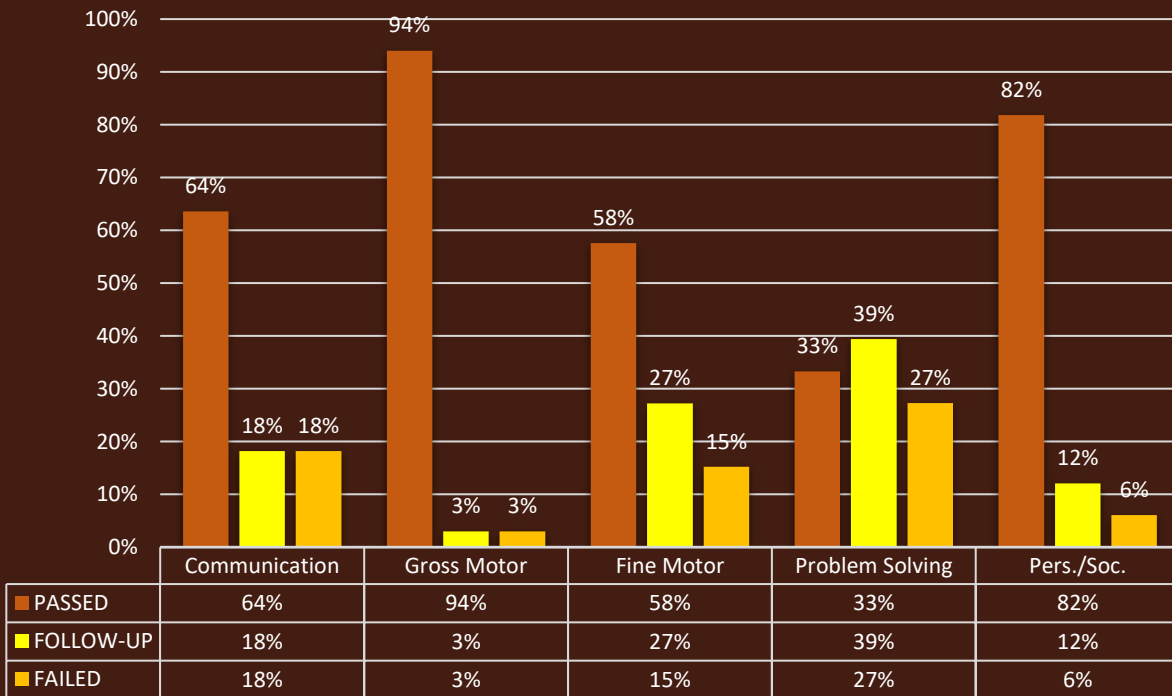
ASQ-3 (48 months) 55 students screened



ASQ-3 (54 months) 39 students screened



ASQ-3 (60 months) 33 students screened



NUTRITION

It is the goal of the Sicangu Lakota Oyate Head Start/ Early Head Start Nutrition service area is 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:

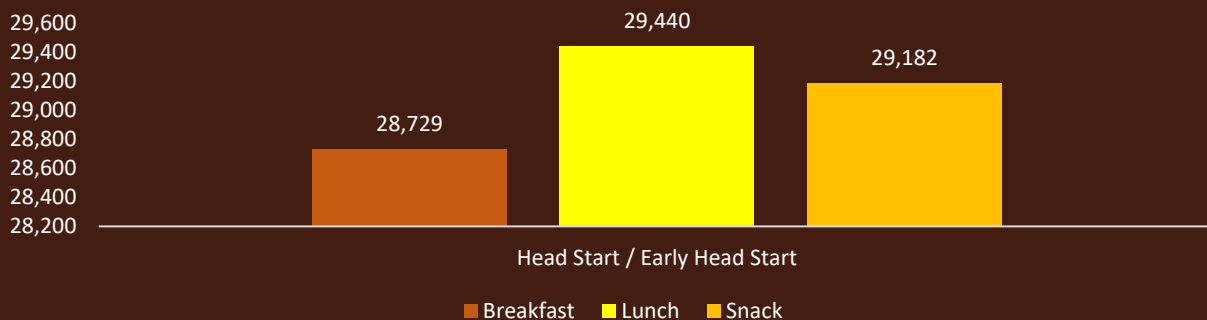
1. Provide CACFP training for program cooks to emphasize the importance of CACFP regulations and standards.
2. Continuous development of a healthy and nutritious menu, striving to be the model for the nutrition area;
3. Implementation of the Lakota culture and Lakota language in the Nutrition service area.

<i>CACFP Meal Rates</i>	<i>Breakfast:</i>	<i>Lunch:</i>	<i>Supplements/Snacks</i>
Paid:	\$0.39	\$0.42	\$0.11
Reduced:	\$2.07	\$4.03	\$0.60
Free:	\$2.37	\$4.43	\$1.21

BMI Chart for the end of the 2023-2024 School Year
numbers shown for children ages 2-5 years old



Total Meals Served 2023-2024 School Year = 87,351



TRANSPORTATION

The Sicangu Lakota Oyate Head Start-Early Head Start program continues to maintain a fleet of 35 buses, including both 14-passenger and 34-passenger capacities. Our buses provide transportation for 340 students in over ten different communities on the expansive Rosebud Sioux Tribe reservation lands.

Our buses adhere to all federal safety regulations, including required on-board safety equipment and approved child safety restraints and infant/toddler seats for all students. Annual bus inspections are completed on-site by certified state bus inspectors, which are also employed by the program. Vehicle maintenance and repairs are also completed on-site.

Program staff receive training on bus safety procedures, including pre/post trip bus inspections, emergency evacuation procedures, and checking for sleeping children procedures. Each bus is equipped with the Child Checkmate System, which assists drivers in ensuring each seat is checked for children before exiting the bus. Training is provided during annual in-service sessions and with each new hire employee.

For the 2023-2024 school year average, all buses remained within their time limits for bus runs, with Head Start, not to exceed one hour and Early Head Start, not to exceed one half-hour. On occasion, classroom bus run times exceeded set time limits due to weather, short staffing or combined bus runs.

SLO HS/EHS 2023-2024 AVERAGE BUS RUN TIME

Q1 HS Avg. Bus Run Time	49 mins
Q2 HS Avg. Bus Run Time	47 mins
Q3 HS Avg. Bus Run Time	48 mins
Q4 HS Avg. Bus Run Time	41 mins
Q1 EHS Avg. Bus Run Time	24 mins
Q2 EHS Avg. Bus Run Time	23 mins
Q3 EHS Avg. Bus Run Time	24 mins
Q4 EHS Avg. Bus Run Time	22 mins

CULTURE INFORMATION

The RST HS/EHS consists of a Cultural Manager and a Lakota Language Coach. I held the Lakota Language Coach Position then transferred into the Cultural Manager Position.

As both Lakota Language Coach & Cultural Manager I visited both HS/EHS Centers weekly. I spoke & taught the staff weekly. I emphasized to them to teach & speak the Lakota Language daily. At the end of the school year 23/24 all Centers were at 100% teaching & speaking daily.

I also hired a Lakota wiŋyaŋ to do a training for the parents on cooking a traditional meal. Her menu was soup, fry bread, wojapi & tea (čeyaka). She did the training for all the Early Head Start Centers during their Parent Meetings. Throughout the year I did deliver all materials to all of the centers at their requests and I delivered all the Lessons as well.

I did the reports for the Policy Council and Tribal Council monthly.
Wopila,
Esther Moore



Contact Us!

605-747-2391

www.facebook.com/SLOHSEHS

www.rst-headstart.com