

Fond du Lac Head Start
Programs
Annual Review
2008-2009

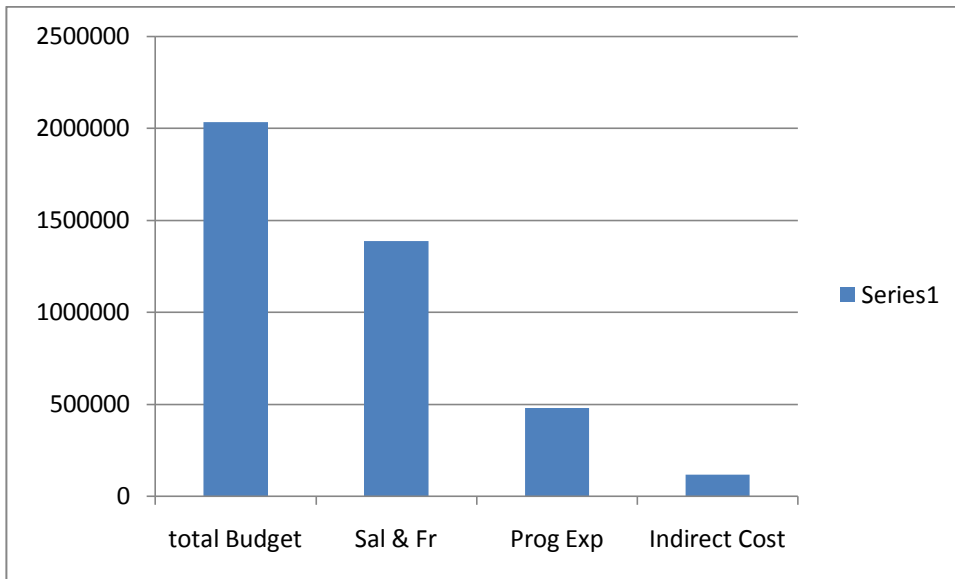
“Fond du Lac Head Start is dedicated to nurturing the spirit of the child, by celebrating diversity and lifelong learning.”

Head Start Grant Awards 2008-2009

Federal Head Start / Early Head Start: \$1,560,879

Minnesota Head Start: \$374,794

USDA (CACFP) \$99,069.47



Total Budget \$2,034,742.47

Sal & Fr \$1386503.08

Prog Exp \$479,254.62

Indirect Cost \$116,822.54

Total number of Federal funded children: 162 (Head Start 102, Early Head Start 60)

Total number of State funded children: 45 (Head Start)

Total number of children and families served through the HS program: 99

USDA (CACFP) reimbursement was \$99,069.47 for meal costs.

We collected a total of \$132,694.08 of in-kind comprised mainly of use and allowance of the buildings and parent services, calculated as a cash value.

The annual audit was completed April 6, 2009. There was one finding where corrective action has been taken.

Compliance requirement: Eligibility

Conditions found: The Band does not have an adequate system to ensure that the Indian Housing Block Grant eligibility requirements are met.

The most recent Monitoring Review was held April 20, 2008-April 25, 2008. The findings were:

92.36 Procurement

(c) competition

We were not in compliance with the regulation because it did not maintain standards of conduct governing the performance of employees engaged in the award and administration of contracts. This was corrected.

1304.50 Program Governance

(b) Policy Group Composition and Formation

We were not in compliance with the regulation because the governing body did not maintain the approved size of the Policy Council or the selection process for Policy Council members. This was corrected.

1304.51 Management Systems and Procedures

(i) Program Self-Assessment and Monitoring

We were not in compliance with the regulation because it did not establish and implement ongoing monitoring procedures. This was corrected.

1304.52 Human Resources Management

(f) Infant and toddler staff qualifications.

We were not in compliance with the regulation because three staff working as teachers did not obtain an Infant/Toddler CDA credential within 1 year of hire. This was corrected.

1304.52 Human Resources Management

(h) Standards of Conduct

We were not in compliance with the regulation because its standards of conduct did not include all required elements. This was corrected.

1304.52 Human Resources Management

(j) Staff and Volunteer Health

We were not in compliance with the regulation because 17 of 63 employees did not receive an initial health examination or periodic re-examinations to ensure they did not pose a health or safety risk to others in the program.

This was corrected.

1305.3 Determining community strengths and needs.

(c) Each Early Head Start and Head Start grantee must conduct a Community Assessment within its service area once every three years.

We were not in compliance with the regulation because its Community Assessment did not include all required elements.

This was corrected.

1306.23 Training

We were not in compliance with the regulation because EHS Education staff did not receive training on using the curriculum adopted by the grantee and did not appropriately implement the EHS curriculum.

This was corrected.

Our Program:

- There were 50 staff members and 40% of those were Native.
- There were 207 children served that includes: 147 pre-school, 60 infant/toddler. There were a total of 47 children on the waiting list.
- All of the children who now attend kindergarten received transition services. The program has partnered with the schools to improve the transition by having an annual transition family night. The teachers also complete documentation of transition activities that they working on with children based on parent input, and what local schools are expecting children entering into kindergarten to be able to do.
- Parent Involvement is of great interest to the Fond du Lac Head Start Program. There are multiple approaches to involving parents in the Head Start process. All parent trainings and interactions emphasize the fact that parents are the first teachers of their child and as such they have the greatest impact on that child. Parent involvement activities include: The annual Open House, Parent Policy Committee, Policy Council, Annual mini Pow Wow, dental varnishing etc.
- Participation in the Self-Assessment annually: The annual self-assessment is held each year. The parents attending this have the opportunity to see how the program works and to make recommendations for improvement. The annual Parent calendar that details the benefits of parent involvement and suggests tips for working with the child.
- During Family nights the parents learn how to be the primary teacher of their children. They learn how to become full partners in the education of their children. The activity involves the whole family.
- Parents are invited to serve on the Health Advisory Board and attend the quarterly HAC meetings.
- The number enrolled in the program that is up-to-date on a schedule of age-appropriate preventive and primary health care is 60 children.
- Percentage of enrolled children who received dental exams: 98% of children are up to date on dental exams.

- Parent Trainings include Fiscal, Budgeting, Native Parenting, Make & Take, Nutrition and Education: These training sessions are held through/out the year and provide a valuable resource for parents.
- CPR and First aid for Parents: Due to the cost of providing this service it is on a request basis only.
- There are 3 home visits annually for Head Start and 4 for EHS. During Home Visits the parents and the teacher have the opportunity to discuss the progress of the child and to make suggestions that may enhance the growth and development of that child.
- Participation in the Community Assessment tri-annually: The full community assessment is completed every three years. During this process the parents have an opportunity to focus on what is truly needed for their children and for their community and have the opportunity to support that need.
- Participation in the “transition event” when children transition from EHS to HS and HS to Kindergarten: Parents attend dinner at the center and interact with the staff and other parents. It is an opportunity to network and collaborate with other parents on issues of concern to that center and to the program. We have an annual transition night that includes area schools and a meeting of their staff. The teachers have conferences with the parents regarding their choice of local schools. We have classroom visits to the kindergarten classes. Special Ed staff meets with the parents to do a transition plan with the new teachers. We have lesson plan forms that show where the teachers have to document every week what specific transition activity they are working on (based on parent input on individual form and local school’s list of what they expect children entering K to be able to do). We work with the local school district to ensure children will get a MARRS number.
- Standing invitation for parents to visit the classrooms and volunteer: Parents are encouraged to visit the classrooms, to review and sign the lesson plans.
- Parents are invited to travel on field trips with the children.
- Parents are invited to share their culture through stories and native foods and cultural events brought to the classroom.
- Parent involvement activities: In September we start the year with an annual educational trip to the zoo. We do civil rights and mandatory reporting training for parents.
- We have fire safety training for parents and children and Ride Safe / Sleep Safe training. Budgeting class, MN Head Start Parent training is provided. The local Kiwanis club

comes to read and provide books to our children. We do monthly family nights which includes different educational visitors. Each quarter the heights and weights are done on the children and parents are informed of the results