



REDDING RANCHERIA HEAD START & CHILD CARE



2020-2021

ANNUAL REPORT

**You may access the annual report at www.reddingrancheria-nsn.gov*

TABLE OF CONTENTS

TABLE OF CONTENTS PAGE 1

OPENING STATEMENT PAGE 2

MISSION STATEMENT & VISION STATEMENT PAGE 4

PROGRAM DESCRIPTION & HIGHLIGHTS PAGE 5

PROGRAM GOALS PAGE 7

2020-2021 INSPECTIONS & REVIEWS..... PAGE 9

GOVERNING BODIES..... PAGE 11

STAFF..... PAGE 12

FINANCIAL OVERVIEW PAGE 13

BUDGET NARRATIVE PAGE 14

ENROLLMENT PAGE 15

HEALTH & NUTRITION SERVICES..... PAGE 16

DISABILITIES & MENTAL HEALTH SERVICES..... PAGE 17

FAMILY ENGAGEMENT PAGE 18

COMMUNITY PARTNERSHIPS PAGE 20

SCHOOL READINESS PAGE 21

CLOSING STATEMENT PAGE 22

OPENING MESSAGE

Dear Community Members,

The 20/21 brought many challenges, while we were open for most of the year we had to move into a full distance learning model from October 22, 2020- March 15, 2021. The pandemic created issues but also tremendous learning opportunities for our staff in regards to supporting students' social emotional well-being as well as connecting with students, parents and coworkers in online environments. This learning was critical to having a successful school year as our students transitioned from learning in a center based model, to distance learning to a hybrid model. Through necessity, our staff has greatly expanded their instructional strategies and their use of available online platforms to support student learning while also reinforcing the importance of supporting the emotional needs of our students and families. We have also been very busy implementing new technology used by teachers and students in the classroom. We are piloting electronic ways to enhance our daily communication with parents and improving our ability to produce more accurate and timely data outcomes as well as preparation for distance learning in light of the fluid Covid-19 situation.



One great success that we had was the completion of our playground renovation. The concept behind the design was to create a culturally inspired, universal play space for all students. With input from council, staff and community members we are proud to present a beautiful, enriching, cultural outdoor classroom. This space provides our teachers with the opportunity to conduct classes and hold learning exercises outside, as well as encourage creative play. The playground includes a diverse mix of

equipment such as a traditional Wintu Bark House, a traditional Arbor with a foot drum, sensory exploration in our "riverbed" sandbox, a beautiful new storage area, a covered outdoor kitchen, a garden area, bike path, a nature inspired play structure, climbing features, water play, instruments and an art area. The new playground will continue to support social distancing and open air spaces, giving us potential to facilitate compliance with health and safety standards in response to COVID-19. Additional health and safety elements have been added and include an outdoor handwashing station, covered areas for more shade and water features for cooling.

As we continue to move forward together, we will continue to celebrate our successes and work on our needs as we will help to inspire our staff, students and families to have growth in all situations. Our focus this year has been to our native traditions and culture, and our commitment to the well-being of children, families, staff, and our community while supporting Kindergarten Readiness Goals.

**Sara Zapata -Program Manager
Redding Rancheria Head Start &
Child Care**





Mission Statement



The Redding Rancheria Head Start and Child Care provides a safe, developmentally appropriate, nurturing environment for children that promotes social, emotional, cognitive and physical growth, as well as a positive self-image, a love of learning, and a pride for their native culture.



Vision Statement



To prepare children for kindergarten who are resilient, happy, culture enriched and eager to learn.



PROGRAM DESCRIPTION

The Redding Rancheria's Head Start and Child Care center has been in operation since 1995. Both the Head Start and Child Care programs are federally funded through the Office of Head Start and the Office of Child Care respectively. The program serves thirty-four (34) children in two Head Start classrooms. Seventeen (17) full time children attend the CCDF Child Care classroom on a sliding scale fee basis for low to moderate-income, working parents. These two grants funded programs complement each other and enable the Redding Rancheria to serve native families in our community. Both the Head Start and Child Care emphasize Native American culture, traditional values and prepare children for success in school by developing personalized school readiness goals.

As a result of planning, support services and collaboration from our stakeholders and federal partners, ongoing monitoring, and professional development, our programs achieve full compliance in the following areas:

- Child Development and Education
- Inclusion and Mental Health
- Parent, Family and Community Engagement
- Environmental Health and Safety
- Health and Nutrition
- Program Governance
- Program Management
- ERSEA (eligibility, recruitment, selection, enrollment, attendance)



HIGHLIGHTS

- 100% of children served were Native American. This program year a total of 30 children and 33 families were served.
- Vacancies were filled from the wait list. This year the recommendation from the CDC and locals and state health authorities was to limit the classroom size to 12 students for in person center based learning. We held 5 additional distance learning spots per class.
- The year-end wait list was 69 children.
- 2020-2021 Attendance: This year we served students with a combination of center based learning, hybrid learning and distance learning

at different times throughout the year. The attendance percentage for Head Start Center based learning was 85% The attendance percentage for Child Care center based learning was 88%

- FY 2020 had parent and community volunteer hours valued at \$8,406. Volunteer services were limited due to Covid-19 pandemic.
- Every child received one new book per month as part of our Bookworm Club Literacy Program as well as a book on their birthday signed by all the staff.
- Teachers continue in CLASS Professional Development as well as continued education at Shasta College.



PROGRAM GOALS

Fall 2020-Spring 2021



LONG RANGE GOAL: Meet and exceed the Head Start Performance Standard of 85% monthly attendance to positively impact family awareness, behavior and school readiness.

OBJECTIVES:

1. Educate families on ACE's (Adverse Childhood Experiences) and how it impacts school attendance.

PROGRESS: Due to the COVID 19 pandemic the school had a mixture of distance learning, center based learning and hybrid learning. The school also had a strict COVID-19 sickness policy that forced children to stay home from school more than normal due to symptoms and contact with sick family members. This made our attendance goal look a little different this year. We focused on helping parents stay engaged through distance learning and online platforms. We did not do an ACES training this year. We will pick up on this goal in the 21/22 school year.

2. Support regular student attendance and participation through distance learning when students are out due to sickness or COVID-19 closures.

PROGRESS: Program staff worked diligently to check in on students through email and phone while they were out on distance learning. We used a classroom app called Class Dojo for communication with the families. The health & disabilities coordinator checked in on families when they were out for health reasons or Covid-19 concerns. The teaching staff also kept in constant communication with families.

LONG RANGE GOAL: Expose and educate our children, families and staff in Native American traditions to improve cultural enrichment that will last a lifetime.

OBJECTIVES:

1. Add cultural elements to outdoor classroom.

PROGRESS: With input from council, staff and community members this past year we created a beautiful, enriching, cultural outdoor classroom. The Redding Rancheria Cultural Department was helpful in providing input to incorporate culture, history and traditions into the playground design. This space provides our teachers with the opportunity to conduct classes and hold learning exercises outside, as well as encourage creative play. The playground includes a diverse mix of equipment such as a traditional Wintu Bark House, a traditional Arbor with a foot drum, sensory exploration in our "riverbed" sandbox, a beautiful new storage area, a covered



outdoor kitchen, a garden area, bike path, a nature inspired play structure, climbing features, water play, instruments and an art area. Our playground will improve the quality of the educational services, child safety, social-emotional development, kindergarten readiness, program goals and promote Native American culture.

2. Integrate more Native American specific curriculum and manipulatives for the classroom.

PROGRESS: This year we budgeted to add more native American décor, manipulatives and items for our cultural cabinets to each classroom. We also added cultural items into the dramatic play areas that were more reflective of Native American culture. Our teachers attended online webinars that were about integrating more native culture into the classroom and we are going to name our classroom after animals that are important to the Redding Rancheria Tribe.



LONG RANGE GOAL: Prioritize nutrition and create a “center of wellness” to encourage healthy eating and activity patterns of children, families and staff for the purpose of improving life outcomes.

OBJECTIVES:

1. Incorporate gardening and nutrition activities.

PROGRESS: We added elements to our children’s garden and planted in the Springtime. Children enjoyed watering the garden and watching it grow. There were also lessons on nutrition and tasting new fruits and vegetables.

2. Add more outdoor physical education activities and opportunities.

PROGRESS: We held Win Fit (a relay race/ obstacle course) for the children in the Fall. We also had a Gymnastics day at the school that was all about physical fitness and let the children spend most of the day outdoors climbing bouncing and running. We have incorporated a lot of outdoor play into the class time to encourage physical fitness. Wellness Wednesdays lessons are also held once a month by our Health & Disabilities Coordinator on a variety of health topic including nutrition and fitness.

2020/2021 REVIEWS & INSPECTIONS

BIA Audit- The Bureau of Indian Affairs (BIA) reviewed our program in June 2020 in the areas on health and Safety Requirements, Compliance Requirements (Monitoring and Enforcement), Administration, and Quality Activities. We were not notified of any further questions or corrections that needed to be made.

CACFP Inspection- Our last CACFP Review was completed in October 2019. We did not have a review during the 20/21 school year.



IHS Facility Inspection- The IHS (Indian Health Services) Environmental Health and Safety Assessment was conducted at the Redding Rancheria Head Start & Child Care by Aaron Alexander on September 4, 2020. The facility was found to be well-operated. The purpose of these surveys were to discuss COVID-19 infection control policies and practices being implemented in response to reopening the child care facility. Guidance for reopening from the CDC, CDPH, AIHA, OSHA, and FDA were referenced for providing recommendations for improvements.

Based on survey findings, the program was compliant with health and safety requirements, and has a detailed Safety Plan in response to Covid-19. A few recommendations were made:

1. Children were not wearing face coverings and in the policy face coverings are not required. The SARS-Cov-2 virus that causes COVID-19 is transmitted through respiratory droplets that spread when an infected person coughs, sneezes, and talks. It is recommended to have children above the age of 2 years old wear face coverings as much as possible to reduce the spread of respiratory droplets from coughs, sneezes, and when talking.
2. Children were sitting within 6 feet of distance between each other while watching a movie at the time of the survey. It is recommended to incorporate activities that promote physical distancing as much as possible. When children are not wearing masks and are not physical distancing there is an increased risk for SARS-Cov-2 transmission.
3. There were both indoor and outdoor trash cans without lids/covers. Trash cans should remain covered to prevent attracting pests. Pests can carry disease and also can injure children at the facility.
4. It is recommended to ensure that children practice proper bathroom hygiene with supervision to prevent the spread of communicable disease.
5. It is recommended to individually label the bedding material and store the bedding so that they are not contacting each other and clean and disinfect at least weekly. If the bedding is stored touching and bedding supplies are not individually labeled they should be cleaned and disinfected/washed daily to prevent potential contact with saliva.
6. The plumbed eye wash station, in the kitchen the, dust caps should be kept closed when the eyewash station is not in operation to prevent contaminants from entering the plumbing system

Head Start Federal Review- The Focus Area 2 Review was completed the week of May 17th. We were reviewed in the following areas: Developing Effective ERSEA Strategies & Fiscal Infrastructure; Designing Quality Family and Community Engagement Program Services; Program Design, Management, and Quality Improvement; Designing Quality Health Program Services; and Designing Quality Education and Child Development Program Services. The Focus Area 1 Review is an opportunity for grantees to discuss their program design, management, and governance structure. This review was conducted virtually due to the Covid-19 pandemic and as of June 16, 2021 we have not yet received the review analysis.

GOVERNING BODIES

PARENT COMMITTEE:

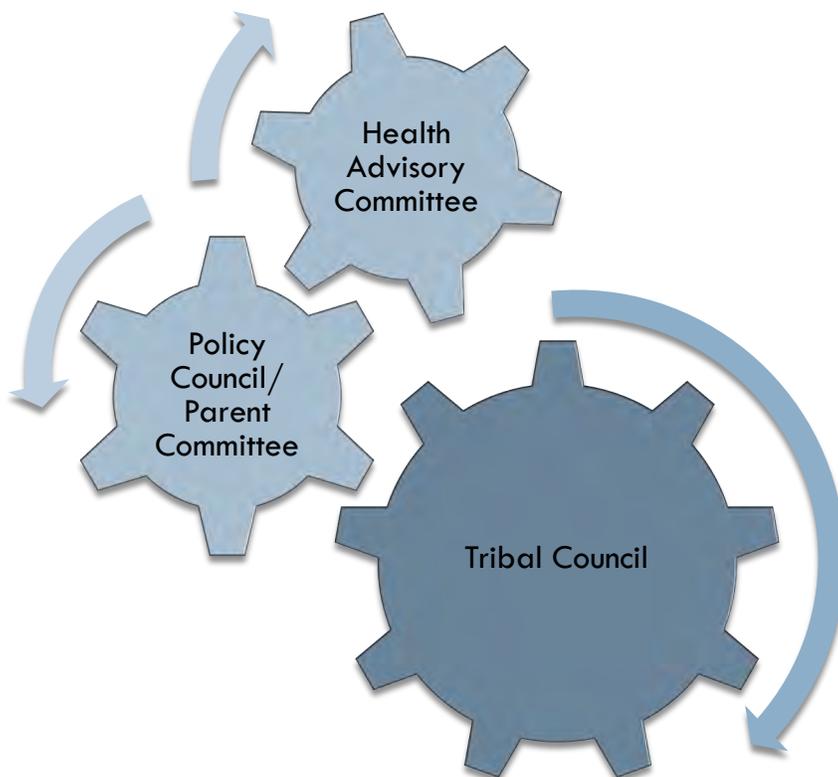
Our parent Committee is call “Parent Connection” and is offered a minimum of once a month and all parents are welcome to attend.

TRIBAL COUNCIL:

Chairperson: Jack Potter Jr.
Vice Chairman: Tony Hayward Sr.
Secretary: Patty Spaulding
Treasurer: Hope Wilkes
Council Member: Michelle Hayward
Council Member: Don Benner
Council Member: Jason Hayward Jr.
1st Alternate: Leon Benner
2nd Alternate: Jason Hart
3rd Alternate: Dani Hayward

POLICY COUNCIL:

Chair Person: Shelley Case
Vice Chairperson: Amy Brown
Secretary/Treasury: Katherine Cowherd
Parent Representative: Maribel Garcia
Parent Representative: LeVee Gallegos
Parent Representative: Mackee Greer
Community Representative: Lynda Powers
Community Representative: Trisha Baker
Community Representative: Steven Hayward
Community Representative: Darrah Hart
Tribal Council Liaison: Jason Hayward Jr.
RR Education Director: Nicole Wilkes
HS & CC Program Manager: Sara Zapata
HS & CC Administrative Assistant: Lynn Graham
HS Teacher Representative: Cassi Lawson-Pigott



HEALTH ADVISORY COMMITTEE:

Bob Horner: HAC Chairperson/ RRTHC Admissions Specialist
Glen Hayward: RRTHC- Executive Director Health Services
Dr. Paul Davis: RRTHC- Medical Doctor & Director
Dr. Todd Gandy DDS: RRTHC- Dental Director
Cory Ryan: RRTHC- Community Health Director
Keith Bunney: RRTHC-Medical
Kara Russell LCSW: RRTHC- Behavioral Health Director
Vicki Iwanski: RRTHC- Medical Administrative Assistant
Kathey Kikiuchi: Public Health Representative
Rinnah Wyatt: Indian Health Services Representative
Elizabeth Gomez: Redding Rancheria Head Start Teacher Representative
Lorie Ratliff: Redding Rancheria Head Start Health & Disabilities Coordinator/ Site Supervisor
Sara Zapata: Redding Rancheria Head Start & Child Care Program Manager

STAFF

Education Director:

Nicole Wilkes

Program Manager:

Sara Zapata

Administrative Assistant:

Lynn Graham

Family Intake Coordinator:

Angela Norton/ Verenda Sims

Health & Disabilities Coordinator/ Site Supervisor:

Lorie Ratliff

Head Start Teachers:

Cassi Lawson-Pigott (Education Coordinator)

Elizabeth Gomez

Head Start Teacher Assistants:

Julie Bothwell

Priscilla Potter

Child Care Teacher:

Marissa Phelan

Child Care Teacher Assistants:

Brandy Gemmill

Miranda Edwards

Erin Blanks (TA & Cook)

Bus Driver:

Willie Reeves

FINANCIAL OVERVIEW

Charted below are the budgeted and actual expenditures for the Redding Rancheria Head Start program for FY 2020.

| Revenue & Expenditures 2020 | Actual Expenditures 2020 | Budgetary Revenue 2020 |
|--|---------------------------------|-------------------------------|
| HHS- Office of Head Start | \$474,654 | \$431,229 |
| CACFP School Lunch Reimbursements | \$8,795 | \$19,000 |
| Miscellaneous Income | \$2,750 | \$0 |
| Total Revenue | \$486,199 | \$450,229 |

In-Kind Budget Expenditures 2020

| Expenses provided on behalf of Redding Rancheria Head Start | Actual 2020 | Budget 2020 |
|--|--------------------|--------------------|
| Custodian, maintenance, safety/Fringe | \$17,113 | \$27,968 |
| Child consultants, therapists/fringe | \$2,670 | \$2,500 |
| Volunteer services/fringe | \$8,406 | \$16,128 |
| IT hours/fringe | \$1,668 | \$3,100 |
| Surveillance hours/fringe | \$7,207 | \$7,212 |
| Phone system and maintenance | \$3,132 | \$3,200 |
| Custodial supplies | \$2,200 | \$2,500 |
| Tribal indirect expense/in-kind | \$41,905 | \$31,866 |
| Total In-Kind | \$84,300 | \$94,474 |
| Total Revenue + In-kind expenses | \$570,499 | \$544,703 |
| Total Administrative Costs | 11.73% | 11% |

Actual expenditures and revenue for fiscal year 2020 were \$486,199 compared to the budget of \$450,229. Additional Head Start funds were received for Quality Expenses and Covid-19 One Time Funds. Expenditures consist of Payroll and Fringe Benefits, Travel, Office Expenses, Training, Equipment, and contractual cost necessary for the operation of the Head Start Program. All expenditures for the fiscal year met the cost requirements set forth in CFR 45 Part 75.

BUDGET NARRATIVE 2020

This budget supports:

- 1 part time Program Manager
- 1 full time Education Coordinator
- 1 part time Health and Disability Coordinator/ Site Supervisor
- 1 part time Family Intake Coordinator
- 1 part time Administrative Assistant
- 2 full time Teachers
- 2 full time Teacher Assistants
- 1 part time Food Service Worker
- 1 part time Bus Driver/Transportation Personnel
- 2 part time Bus Monitors (We did not fill these positions in the 20/21 school year)
- Vended meals breakfast, lunch, snack
- Transportation via contracted school bus to/from area bus stops
- Staff professional development/degree and certifications
- Parent Training and travel to participate in regional workshops and training



Additionally, the Redding Rancheria Head Start program budget relies on in-kind support from the Redding Rancheria Tribe and the Redding Rancheria Tribal Health Center to provide the following essential services free of charge:

- Facility rent and maintenance; nightly custodial services and supplies
- Children's health services including: child screening and testing, behavioral health services, nutritional services, and dental services.

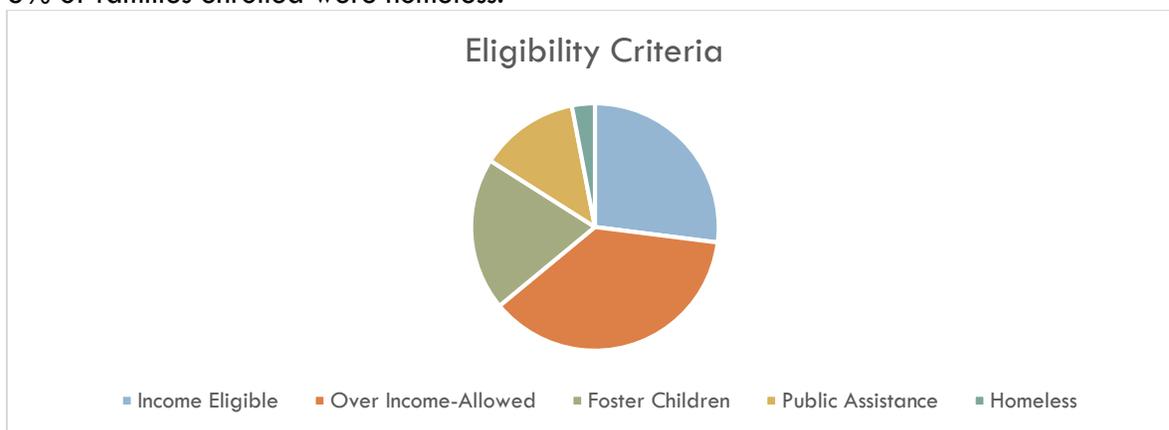
Lastly, the Redding Rancheria Head Start program relies on parent and community volunteer services, especially to support the Policy Council and the Health Advisory Committee.



ENROLLMENT

Families interested in the Head Start program must qualify by meeting locally designed requirements. This free program serves federally recognized, Native American children between the ages of three and five years old. We reserve a minimum of 10% of our enrollment spots for children with disabilities. In general eligibility is based on family income at or below the poverty level. Families with other situations including homelessness, children in foster care, receiving temporary assistance are also eligible. 49% of enrolled spots are reserved for Redding Rancheria Tribal Member spots as over-income. Our Child Care Program serves Native American Children from income eligible, working families with locally designed requirements. This program has a share of cost.

- **Head Start** = 22 Center Based. 4 Home Based / **Child Care** = 10 Center Based. 6 Home Based.
- Eligible native children age 0-5 in our service area, per the 2019 Child Count = 1,550
- 100% of children served are Native American.
- This program year a total of 30 children and 33 families were served.
- This year due to the pandemic we were advised to limit in person class enrollment to no more than 12 students to support social distancing in the classroom. Five additional spots per class were for distance learners. Many parents chose distance learning option or preferred not to enroll children until the pandemic subsided.
- Vacancies are filled from the wait list; Year-end wait list was 69 children.
- 65% of Head Start center based kids achieved a 20/21 year-end attendance more than 85%.
- 90% of Child Care kids achieved a 20/21 year-end attendance greater than 85%.
- Family support was offered for families who were below 85% attendance. Strict Covid-19 illness policies kept students home if they were exhibiting symptoms or around ill family members.
- 27% of families enrolled were income eligible.
- 37% of families enrolled were over income, which is allotted for AI/AN programs.
- 20% of families enrolled were foster children.
- 13% of families enrolled were on public assistance.
- 3% of families enrolled were homeless.



HEALTH & NUTRITION SERVICES



The Head Start emphasizes the importance of early identification of health needs, which, if undetected or left untreated, may cause learning difficulties. The program makes every effort to ensure that our students are connected to a doctor or clinic in order to receive a complete age-appropriate health assessment as recommended by his/her physician. Health screenings are performed throughout the school year and parents are notified when screenings are scheduled and receive copies of the results. Within 45 days from the first day of attendance, all students are screened and assessed in the following areas: Developmental, Behavior, Vision, Hearing, Dental and Nutrition. Head Start and Child Care children receive breakfast, lunch and snack during program hours. Students receive three-quarters of their daily nutritional requirements while attending school.

Enterprise school district and CACFP provided 4,264 healthy meals. This was significantly less this year due to all of the time the children spent out on distance learning. Local school lunch resources and community food resources were available to our families.

2020/2021 Head Start Health Statistics

- 100% of children established a medical home
- 75% were seen at the Redding Rancheria Tribal Health Center, 25% seen by other providers
- 40% of children were identified as up to date on all immunizations at the end of the school year
- 100% of children established a dental home, receiving an initial dental exam
- 1 was diagnosed needing additional urgent dental treatment
- 88% of children received developmental screenings
- 100% of children received nutrition screenings
- 66% of children received hearing screenings
- 60% of children received vision screenings

2020/2021 Child Care Health Statistics

- 100% of children established a medical home
- 88% were seen at the Redding Rancheria Tribal Health Center, 12% seen by other providers
- 41% of children were identified as up to date on all immunizations at the end of the school year
- 100% of children established a dental home, receiving an initial dental exam
- 1 were diagnosed needing additional dental treatment
- 100% of children received developmental screenings
- 100% of children received nutrition screenings
- 47% of children received hearing screenings
- 41% of children received vision screening



DISABILITIES & MENTAL HEALTH SERVICES

Children with disabilities or mental health concerns are encouraged to participate in program services. Speech and Language was the most frequently identified special education need. Appropriate accommodations, enhancements, and support is provided as needed for each child. We collaborate with Redding Rancheria Tribal Health center to supply counseling services to our students here at school once a month. Families also typically see a provider additionally at the Health Center.



2020/2021 Head Start Disabilities Statistics

- 6 children had IEPs indicating that they qualified to receive special education services
- 3 children received IEPs prior to enrollment
- 3 children received IEPs during Head Start enrollment
- 0 child with RTI
- 1 of children with 504 Plan
- 100% of those children transitioning to Kindergarten with IEP's were connected to further services

2020/2021 Head Start Mental Health Statistics

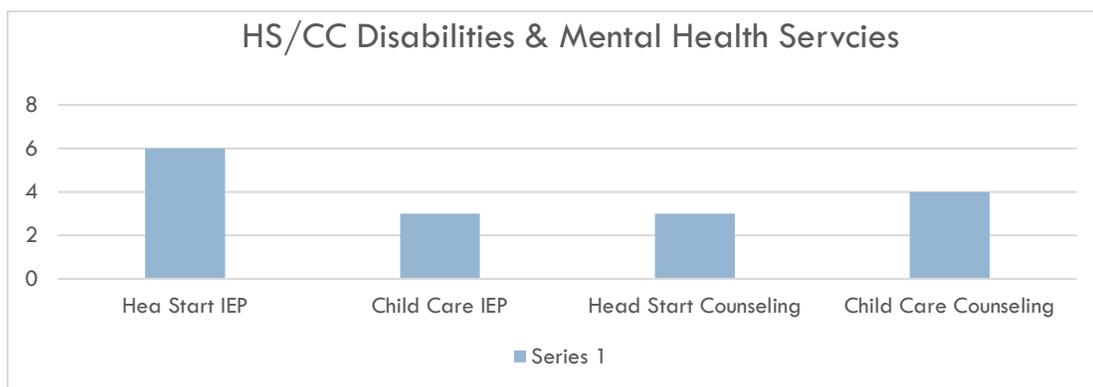
- 3 Head Start children receive RRTHC counseling services at school
- 4 Head Start children with a Child Support Plan

2020/2021 Child Care Disabilities Statistics

- 1 children had IEPs indicating that they qualified to receive special education services
- 1 children received IEPs prior to enrollment
- 0 children received IEPs during Head Start enrollment
- 0 children with RTI's
- 0 of children with 504 Plan

2020/2021 Child Care Mental Health Statistics

- 4 Head Start children receive RRTHC counseling services at school
- 4 Head Start children with a Child Support Plan



FAMILY ENGAGEMENT

Family engagement is a vital component in the structure and function of the Head Start and Child Care programs. A strong relationship between families and Head Start staff is essential to promoting healthy child development and positive learning outcomes. We value parents in our program and encourage involvement in a variety of ways including, program governance, program planning, curriculum development, child homework, and personal development.

Parent Committee

One of the program's primary goals is to help families participate in their child's education as well as in their own personal growth and development. All of our parents are a part of our "Parent Connection" Parent Committee where monthly education, trainings and resources are provided. This year the program provided 6 parent-child interactive Parent Connection Meetings with different themes over Zoom. These workshops provide a great environment where families can come together to learn and support each other.



Parent Involvement Activities

- 6 Head Start parents were members of the Head Start Policy Council.
- 10 "Parent Connection" meetings were held throughout the year, providing opportunities for parent education and feedback. Parent Connection meetings were offered on Zoom due to Covid-19.
- 2 Parent Involvement activities were Stick Horse making and Box Car making. Parent Involvement activities were limited due to Covid-19 restrictions.
- Nearly 100% of parents participated in monthly special events including Box Car Race, Stick Horse Rodeo and Graduation. Participation was limited in person by parents due to Covid-19 restrictions.
- 100% of our families participated as parent/ teachers during distance learning.

Family Services- Head Start

- 2 of families requested and received emergency/ crisis services
- 1 of families requested and received housing services (homeless)
- 1 of families requested and were assisted with adult education
- 2 of families requested and received employment services
- 30 families received parenting education
- 30 Family Goals were written
- 30 families participated in Bookworm Club

Family Services- Child Care

- 5 of families requested and received emergency/ crisis services
0 of families requested and received housing services (homeless)
- 3 of families requested and were assisted with adult education
- 0 of families requested and received employment services
- 30 families received parenting education
- 17 Family Goals were written
- 17 families participated in Bookworm Club

COMMUNITY PARTNERSHIPS

Community partners are essential in helping to enrich the fundamental services families need.

Cascade Union School District

SELPA

Redding Rancheria Tribal Health

California Highway Patrol

First 5 Shasta

**NATTA- Native American Training & Technical
Assistance**

Far Northern Regional Center

TANF

Cal Works

LIFE Center

Tribal Child Care Association of California

Bridges to Success

Help Me Grow

Local Child Care Planning Council

**CAAAYC (California Association of the Education of
Young Children)**

Shasta County ECE Advisory Board

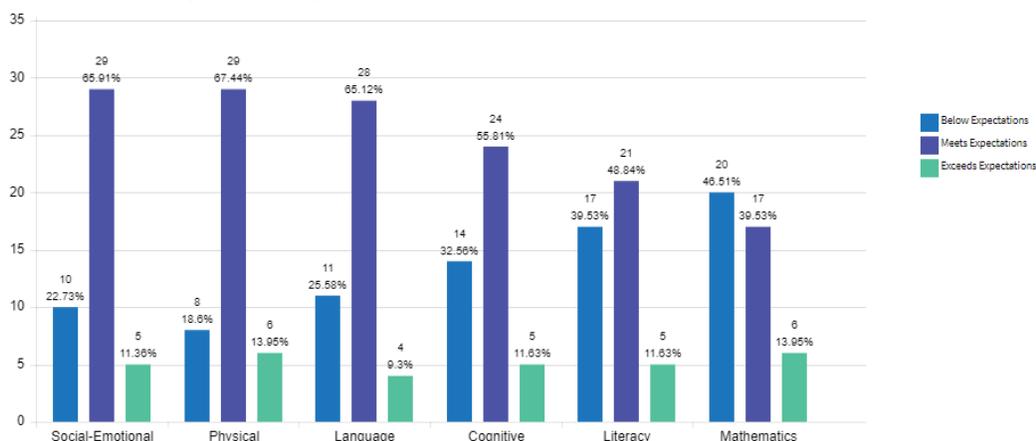
SCHOOL READINESS

The Redding Rancheria Head Start and Child Care prepares children with the skills they need to have a successful transition into kindergarten and beyond. We achieve this by establishing school readiness goals that are age and developmentally appropriate. It is our goal to improve student equity and access to high-quality education. Our teachers are our greatest asset in providing the highest quality of education. School Readiness Goals are centered on social/emotional development, cognition, language and literacy, physical health and motor development. Our teachers are dedicated to providing a quality program for students and families.

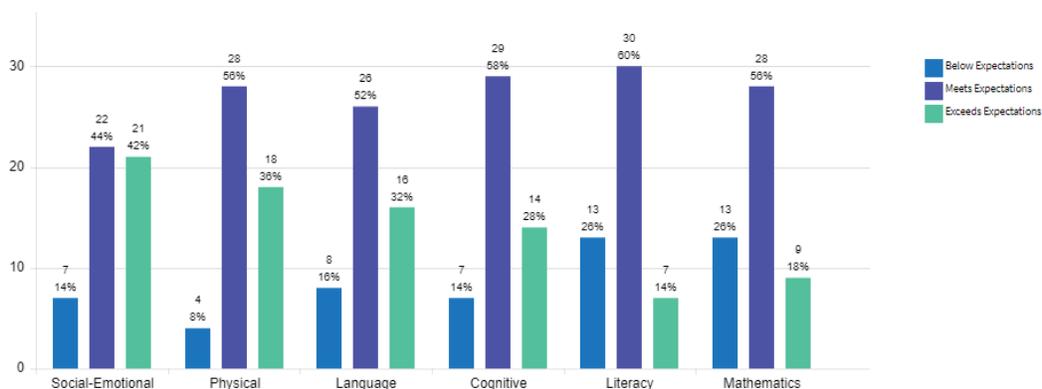
Children are assessed three times per year using Teaching Strategies.



Redding Rancheria Head Start and Child Care Fall 2020- Widely-Held Expectations



Redding Rancheria Head Start and Child Care Spring 2021- Widely-Held Expectations



CLOSING STATEMENT



Head Start is committed to give every child, regardless of circumstances at birth, an opportunity to succeed in school and in life. Since its inception, Head Start has improved the lives of more than 32 million children and their families. Head Start is the place where, at an early age, children can acquire a life-long love of learning. The result for those children and families enrolled is that they became the focus of involved parents and many caring professionals. Children’s developmental needs were identified and met; families were assisted in goal setting and managing emergencies. The Redding Rancheria Head Start program provided comprehensive parent education opportunities. On June 3, 2020, 16 Head Start and 9 Child Care children successfully moved on to Kindergarten. The goal of the Redding Rancheria is to support parents as educators of their children, and to assist in helping students meet their school readiness goals. These goals were achieved.

COVID-19 has deeply impacted our Head Start & Child Care enrolled children and their families as well as staff and our community this past school year. We worked closely with our families to continue providing the best service possible to our students during the school closure through distance learning, homework packets, online communication, personal phone calls, support. This could not have occurred without the endless energy, skills and devotion of the Redding Rancheria Head Start & Child Care Staff. Well done to an incredible group of professionals. We also relied heavily this past year on support and direction from our Head Start Policy Council, the Health Advisory Council and the Redding Rancheria Tribal Council. Last, but not least, the parents and guardians of our students took on so much this past year as we transitioned in and out of distance learning. We are proud of your flexibility, positivity, and resilience that we witnessed this past year. We have all grown through the challenges of this year which will only make us stronger moving forward. We look forward to returning in the Fall for the 21/22 school year.

