



# SELF ASSESSMENT REPORT

## 2020-2021

Key insights from the annual self-assessment which is conducted to evaluate the program's progress toward meeting goals, compliance with regulatory requirements, and the effectiveness of professional development and family engagement systems in promoting school readiness.

## Redding Rancheria Head Start

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# TABLE OF CONTENTS

Introduction .....	3
Communication .....	4
Community & Self Assessment.....	6
Community Engagement & Partnerships.....	7
Data & Evaluation/ Ongoing Monitoring & Improvement.....	8
Disabilities.....	9
Education.....	12
ERSEA.....	13
Events.....	14
Facilities & Learning Environments.....	15
Fiscal Management.....	16
Health.....	17
Human Resources.....	19
Mental Health.....	20
Parent Involvement .....	22
Program Governance.....	24
Program Planning & Service System Design.....	25
Recordkeeping & Reporting.....	26
Training & Professional Development.....	27
Transportation.....	28

# INTRODUCTION

## PROGRAM DESCRIPTION

The Redding Rancheria Head Start offers a two part-day Native American Head Start classes to eligible children in our Children's Center at 1950 Redding Rancheria Road. Breakfast, lunch and snack are provided by the Child and Adult Food Care Program (CACFP/USDA) and offers limited transportation by school bus. Head Start is a federally funded program and has strict eligibility requirements, with Native Americans, special needs and low income children having priority. Parents do not need to be working or going to school to be eligible, but must be low income. There is no fee for the Head Start program.

## CONTEXT FOR SELF ASSESSMENT

The Redding Rancheria Head Start conducts self-assessment activities annually in accordance with Head Start Performance Standard 1302.102(b)(2) to evaluate service quality and work performance as well as influence continuous quality improvement. The Self-Assessment team is comprised of management, teaching and administrative staff, Policy Council representatives, Health Advisory Committee members, parents, and community partners. This team evaluates the program in targeted areas using a strength based approach and collaborative inquiry to analyze data collected. Data sources reviewed by the Self-Assessment team include child and family outcomes data, professional development data, ongoing monitoring data, and other applicable program data. Discoveries and recommendations from the Self-Assessment team will be used to inform program planning and continuous improvement.

## SELF-ASSESSMENT RESULTS

The Self-Assessment team identified program strengths and successes that can potentially be built upon to support continuous improvement. In addition, goal areas for program improvement and action steps discussed from the self-assessment are delineated under each of the seventeen focus areas. Management will utilize the information to make decisions about program operations that will seek to improve service delivery and close any identified gaps in the program's overall performance.

# COMMUNICATION

**Description:** Communication is the key to our programs transparency by sending or receiving information pertaining to all aspects of the program.

## Methods Used:

- Head Start Management Systems Wheel
- Reviewed communications made in 2020-21.
- Reviewed the communication policies and procedures.

## Strength Identified:

- Class Dojo. Our classroom app that allows staff to communicate with our families throughout the school year and particularly valuable students are on distance learning.
- New Child Plus database for tracking communication with families as well as students' development, health information and resources.
- Annual calendar stating holidays, school closures, and scheduled events.
- Head Start & Child Care Brochure. Distributed to Tribal Health Center, Churn Creek Health Center, Education Department, IHS, TANF, Public Health, and the Tribal office.
- Monthly Staff Development days, weekly Admin Staff Meetings, and monthly Teacher Meetings.
- Monthly calendar packets sent home to families including calendar, classroom newsletter, Early Years home connection newsletter, Health & Disabilities newsletters, Parent Partnership newsletter, and lunch menus.
- Lesson plans are sent home weekly.
- Daily attendance phone calls.
- All policies and procedures are available on the Redding Rancheria Website and Intranet for employees. Administrative Assistant updates website regularly.
- Teachers have regular Zoom meetings and calls with the parents while we are on distance learning due to Covid-19.
- Our center's communication has increased immensely with our stakeholders and community partners pertaining the status of our program.

## Systematic Issues Identified:

1. Difficulty sharing all information with parents who choose not to participate in the Class Dojo app.
2. Paperless/ No contact options needed for many of our systems.
3. Child Plus messaging system does not have a calling option which is mandatory to have in case of emergencies. When sending texts, it breaks up the message.

## Action Plan / Dates / Responsible Person:

1. **What:** Use different platforms to share the parent's information verses the children's learning curriculum. Utilize all of our communication outlets when posting information about events, trainings, etc.  
**Who:** All Staff  
**When:** August 2021
2. **What:** Utilize and train on our Child Plus paperless enrollment option and paperless sign in/ sign out option.  
**Who:** Administrative Assistant

***When:*** August 2021

3. ***What:*** Subscribe to One Call Now messaging system and train how to use it efficiently to send texts and calls for updates, reminders, and closures to all parents, staff, and policy council at the same time with one simple step.

***Who:*** Administrative Assistant

***When:*** March 1, 2021

## COMMUNITY & SELF ASSESSMENT

**Description:** Program planning is part of the 5-year grant cycle and every year program goals are created from the self-assessment improvement plan as well as the community needs assessment. All program coordinators and the program manager work together to create the program plan for the following year. The self-assessment and community needs assessment supports continuous quality improvement in order to assess progress and alignment with program goals. The self-assessment report is written annually and the community needs assessment is written every five years with annual updates.

### Methods Used:

- Self-Assessment Report & Summary
- 2020-2021 Program Goals & Objectives
- 2020 Community Needs Assessment Update
- Head Start and Child Care Monitoring Documents
- 2020 Head Start Annual Report
- Monthly Department Reports
- HAC & Policy Council Minutes
- Head Start Director Training Series

### Strength Identified:

- Goals and action plans are approved by Policy Council and Tribal Council
- Program goals are developed as part of a systemic planning process.
- Self-assessments generate action plans with assignments and dates.
- Self-Assessment and actions are reviewed by admin staff throughout the year.
- Program Manager has attended training for Community Needs Assessment as is working with T&TA specialist to plan and prepare report.

### Systematic Issues Identified:

1. Need to plan CNA meetings to involve Policy Council, Tribal Council, community representatives, parents, staff and others.
2. CNA needs to include how the community has been impacted by Covid-19.

### Action Plan / Dates/ Responsible Person:

1. **What:** Write five-year Community Needs Assessment.  
**Who:** Program Manager  
**When:** August 2021
2. **What:** Admin staff will delegate action items from the Self-Assessment report.  
**Who:** Admin Staff  
**When:** By August 2021

# COMMUNITY ENGAGEMENT & PARTNERSHIPS

**Description:** Through community partnerships, Head Start and Child Care programs build collaborative relationships with community organizations that support positive child and family outcomes. These organizations may include libraries, health centers, schools and school districts, sources of economic support, the workforce, higher education, human services agencies, faith-based organizations, businesses, and others.

## Methods Used:

- Review of Child Plus Community Partnership Directory.
- Interview staff and parents.
- Updated and established new contacts in directory, updated binder with new contacts, sent emails and phone interviews to confirm partnerships.

## Strength Identified:

- Summary reports and follow up notes generated by Child Plus for data collection.
- Referral and information processed in an efficient and timely manner at RRTHC for HS/CC.
- Strong knowledge of community resources for efficient referrals.
- Fostering partnering relationships with community faith based programs. NVCSS, Salvation Army, Goodwill, People of Progress, First 5 Shasta, Pathways to Hope for Children, Cal Fresh.
- Good collaboration with community partners via Zoom and by phone
- Parent information board provides job postings, community announcements, flyers, brochures.
- Class Dojo provides community resource information for parents virtually to review at their leisure.

## Systematic Issues Identified:

1. Need to continually update partnership directory, and meet outside and interagency resources to make and keep connections strong and up to date.
2. Due to COVID there is a constant change of information, community resources and funding.

## Action Plan / Dates / Responsible Person

1. **What:** Continue to update partnership directory and agreements, and meet outside and inside resources to make and keep connections strong and up to date information in Child Plus.

**Who:** Family Intake Coordinator

**When:** Throughout the year

# DATA & EVALUATION/ ONGOING MONITORING & CONTINUOUS IMPROVEMENT

**Description:** Data in Head Start is a series of interactive online learning modules that include a mixture of practical scenarios, real-life examples from the field, and tools and templates. The modules are designed to assist in planning for and implementing effective data use. Data tells your story about program effectiveness and drives data-based decision-making. Data uses qualitative and quantitative measures to ensure effective program management.

## Methods Used:

- Self-Assessment Report
- Monthly Department Reports
- Child Plus Reports
- Health Reports
- IHS Reports
- CACFP Reports
- CLASS Review
- Budget Reports & Tracking

## Strength Identified:

- Effective use of program data to decide on new priorities, objectives and areas for improvement.
- Effective goal development process.
- Self-Assessment Report used to create goals and action items.
- Ongoing data and evaluation allows us correct issues and make systematic changes in a timely manner.
- Monthly Department Report has been updated to share more program information, training and COVID-19 response.
- Regular Staff, Admin and Teacher meetings to monitor all areas of program on a regular basis.
- Action items created from annual reviews with IHS, CACFP, Head Start and CLASS.

## Systematic Issues Identified:

1. Continuing to improve on ways to organize and monitor data.

## Action Plan / Dates / Responsible Person:

1. **What:** Create organizational binder for all monitoring data and update monthly monitoring sheets.  
**Who:** Program Manager  
**When:** By August 2021



# DISABILITIES

**Description:** In Head Start, we always put the child first; the disabilities are second. We provide high-quality services for children with disabilities and their families. We have a program-wide coordinated approach to ensure full and effective participation of all children with disabilities. Our program must provide services with appropriate facilities, program materials, curriculum, instruction, staffing, supervision, and partnerships, at a minimum, consistent with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) under the Individuals with Disabilities Education.

## Methods Used:

- Community Needs Assessment
- Policies and Procedures & Reviewed Disabilities Service Plan
- Cascade District (LEA) MOU
- Child Plus Reports and Notes
- Monthly Department Report

## Strength Identified:

- RRTHC is a strong partner and advocate for all children, especially those with disabilities. Referrals are quickly and professionally done.
- Significant collaboration this year regarding the relationship with our LEA, Cascade School District to provide services to children with disabilities. We meet monthly for ongoing communication. Additionally, we have created strong partnerships with other districts of residence for services and transitions.
- The Health and Disabilities Coordinator is available to facilitate online OT and Speech sessions through Talk Path.
- Referrals, IEP's and all assessments are tracked in Child Plus database.
- Head Start & Child Care Staff provide accommodations and modify curriculum to adapt for children with special needs.
- Partnership with NATTA (Native American Training & Technical Assistance) for training, advocacy and parent support.
- Staff member certified in hearing & vision screeners for our students which are completed annually at the beginning of the school year.
- Talk Path Speech services are offered online during school closure.
- Child Close Ups during staff meetings to review children with Child Support Plans and special needs.

## Systematic Issue Identified:

1. Distance Learning created a challenge as parents had to facilitate their child's therapy services online.
2. Assessments were delayed due to school closure. When assessments were completed they still had to be modified due to social distancing so may not be a true reflection of the child's development.
3. Communication with parents and providers limited or restricted during school closures.
4. Setbacks and challenges around providing services during pandemic have created further delays in child development.
5. Teachers have challenges with students who need accommodations in the classroom.

## Action Plan / Dates / Responsible Person:

1. **What:** When school resumes we will observe all IEP, 504 and concerning students to reevaluate needs.  
**Who:** Health and Disabilities Coordinator  
**When:** April 2021
2. **What:** Provide teaching staff with more training on full inclusion services.  
**Who:** Health and Disabilities Coordinator  
**When:** September 2021
3. **What:** Reach out to parents to schedule Transition and annual IEPs and check in on child's development.  
**Who:** Health and Disabilities Coordinator  
**When:** May 2021

## EDUCATION

**Description:** Effective, nurturing, and responsive teaching practices and interactions are key for all learning in early childhood settings. They foster trust and emotional security; are communication and language rich; and promote critical thinking and problem solving. They also support social, emotional, behavioral, and language development; provide supportive feedback for learning; and motivate continued effort. Teaching practices and interactions are responsive to and build on each child's pattern of development and learning. They can be measured by the Classroom Assessment Scoring System (CLASS®) and other adult-child interaction tools. These observations may then be used to support professional development. Teaching practices also include how schedules and routines are carried out, how settings are managed, and how children's challenging behaviors are addressed.

### Methods Used:

- CLASS Tool: Daily interactions; weekly lesson planning; and twice yearly scored observations by a certified CLASS observer (during a typical, non-COVID school year)
- My Teaching Strategies: Teachers & assistants enter all child observations (daily, or when needed); Trimester checkpoints are used to assess each child's progress in comparison to age & developmentally appropriate expectations; A source for age & developmentally appropriate classroom activities
- Child Plus: Teachers & assistants enter all child educational goals, goals met, individualizations, parent partnerships, and communications; trimester reports are pulled from the entered information, and provided to families at parent-teacher conferences; this information is also used for tracking & monitoring of teacher's documentation every trimester
- Creative Curriculum Implementation Checklist: This tool is used for the physical set up of the classroom environment.
- Practice Based Coaching: The Education Coordinator and teaching team use Practice-Based Coaching (PBC) as a professional development strategy that uses a cyclical process. This process supports teachers' use of effective teaching practices that lead to positive outcomes for children. PBC occurs in the context of collaborative partnerships.
- Support Staff: Our Mental Health Professional, Speech & Language Therapists, and Occupational Therapist, work on specific goals that are part of a child's IGP, CSP, and/or IEP.

### Strength Identified:

- Developed a new distance learning and hybrid plan, including a teacher tracking system to ensure standards and requirements were continuing to be met, while the center was closed (COVID).
- Our centers' QRIS mentor is a certified CLASS observer; all teaching staff is observed and scored, at minimum, twice per school year (during a typical, non-COVID school year).
- Teachers use the CLASS Tool daily to maximize class productivity.
- Able to incorporate individual IEP and CSP goals into daily interactions and classroom goals (ongoing communication with Mental Health Professional, Speech & Language Therapist, and Occupational Therapist).
- Individualized activities are linked to each child's goals and tracked, at a minimum, each trimester.

- Child Education Summary and Kindergarten Transition Summary are provided three times a year, with individualization notes, at parent-teacher conferences.
- The classroom environment is scored twice a year using the Creative Curriculum Implementation Checklist.
- Child outcomes are analyzed each trimester by teaching staff, and adjustments are made to curriculum to meet children's individual goals.
- Classroom environments are changed monthly to keep interest, and areas are stocked with age-appropriate items.
- All teaching staff who enter observations/documentation, have completed the IRR (Inter Rater Reliability) course in My Teaching Strategies for validity.
- Teachers are able to access My Teaching Strategies and Child Plus, when away from the center.

**Systematic Issues Identified:**

1. Due to the COVID-19 closure: child outcomes, progress reports, and parent-teacher conferences could not be completed for the 2<sup>nd</sup>/winter trimester; teachers completed trimester checkpoints while at home, using parent observations and observations from class Zoom meetings.
2. Teaching staff and parents are learning together a new way to navigate Kindergarten registration and attend Kindergarten Round-ups due to COVID-19 restrictions.
3. Unable to receive CLASS observation and score due to COVID-19 visitor restrictions and closures.

**Action Plan / Dates / Responsible Person:**

1. **What:** Encourage and support parents from a distance using: phone calls, email, Class Dojo, and Zoom meetings, to assist in registering their children for Kindergarten, and find out who is already registered.  
**Who:** Teachers / Admin Staff  
**When:** 2021-2022 School Year

# ERSEA

(Eligibility, Recruitment, Selection, Enrollment, Attendance)

**Description:** ERSEA is the foundation of Head Start. It is the process of enrolling children into the program and tracking their regular attendance. ERSEA is important to maintain full enrollment.

## Methods Used:

- Head Start Management Systems Wheel
- Reviewed monthly statistics & ERSEA notes.
- Reviewed the ERSEA policies and procedures.

## Strength Identified:

- We serve all Native American Children.
- New database allows online pre-applications to upload directly to program.
- Children are enrolled based on need and enrollment priority, not first come first serve.
- There are written plans/procedures for recruitment, including recruiting those with disabilities, foster children and homelessness.
- We utilize both of our programs to accommodate family's needs. (Head Start & Child Care).
- Parents are contacted regularly to verify absences.
- Monthly Attendance is tracked efficiently. Attendance awards given monthly to children with perfect attendance.
- Children's enrollment file shows that we meet all documentation requirements including a signed enrollment score sheet, signed parent agreement, and copies of eligibility documentation.
- Organized child file system in place which makes it easier to navigate and locate documents.

## Systematic Issues Identified:

1. COVID-19 attendance during distance learning was hard to track participation.
2. Enrollment Packet is lengthy and unorganized.
3. Update and review section criteria annually.

## Action Plan / Dates / Responsible Person:

1. **What:** Complete Child Plus Training and do a training for staff, particularly on how to run reports.  
**Who:** Administrative Assistant.  
**When:** August 2021
2. **What:** Update the enrollment packet, minimize and align with Child Plus database.  
**Who:** Administrative Assistant.  
**When:** August 2021
3. **What:** Complete full Community Needs Assessment and use data to update and review selection criteria, taking into account how Covid-19 pandemic has altered the needs of the community.  
**Who:** Program Manager  
**When:** August 2021

## EVENTS

**Description:** The events that we hold at the Head Start annually are a big part of bringing families, students and staff together to celebrate and interact in a healthy, educational, fun, culturally focused setting. This is such an integral part of the program that we wanted to dedicate a review of events alone apart from our other self-assessments. Events are a way to promote family togetherness, deliver training opportunities, encourage social connections and incorporate the entire family unit into the child's learning experience.

### Methods Used:

- Review five year goals.
- Interviewed parents & staff.
- Review event planning notes & checklists.
- Head Start Performance Standards -Training & Parent Involvement

### Strength Identified:

- Annual Events are well attended by families and tribal staff.
- Through planning checklist.
- Coordination between admin team and teachers to delegate responsibilities.
- Focus on making events more culturally appropriate and focused.
- Budget supports event activities.
- Class Dojo, Facebook, Flyers and Calendar to promote events.
- Even though we did not have events in person this year we still tried to record, livestream or take pictures to share with parents. All events were still held as classroom activities.

### Systematic Issues Identified:

1. Closed campus due to Covid.
2. Incorporate more culture into events.

### Action Plan / Dates/ Responsible Person

1. **What:** Survey parents at the beginning and end of the year to better plan events.  
**Who:** Family Intake Coordinator  
**When:** August 2021
2. **What:** Research how to better incorporate culture into all of our events.  
**Who:** Administrative Assistant  
**When:** August 2021

## FACILITIES & LEARNING ENVIRONMENTS

**Description:** Our facilities and learning environments support children and families indoors and outdoors. They cultivate spaces that are safe and inspire learning. We work hard to ensure that we meet all health and safety requirements.

### Methods Used:

- Interviews with teachers and management
- Health & Safety Checklist
- Daily Classroom & Yard Check
- Weekly Building Inspection Checklist
- First Aid Supply Checklist
- Indian Health Services Report

### Strength Identified:

- Collaboration with RPD & Shascom to increase the safety and protection of our HS staff and children. We increased active shooter campus safety and training for all staff this year.
- Daily playground safety checklist to ensure safety for children.
- Daily classroom checklist before children arrive.
- Weekly building safety inspection.
- This past year we renovated the playground to create a culturally inspired outdoor classroom.
- Toys in the classroom are sanitized daily with the addition of our new ZONO sanitizer.
- Cleaners come daily to clean after the children have gone home.
- Monthly review of First Aid kits ensure that they are fully stocked and easily accessible.
- Age appropriate classroom materials that support Early Childhood Education. We received a grant from TCCAC this year as well as a donation of new culturally appropriate manipulatives for the classroom.
- Dramatic play area that changes monthly to stimulate different learning environments.
- Clark Bug service monitors center monthly and uses non-toxic bug repellents.
- Smoke Free Facility.
- Regular maintenance personnel to ensure upkeep and improvements to property and facilities.

### Systematic Issues Identified:

1. Increase campus safety protocols.

### Action Plan / Dates / Responsible Person:

1. **What:** Campus safety improvements such as covering from front and back fences, shades for windows, more door stomps and a new security camera/ doorbell system.  
**Who:** Program Manager  
**When:** By August 2021

## FISCAL MANAGEMENT

**Description:** Fiscal Management ensures accountability for federal assets, compliance with regulations, and includes internal controls. Appropriate reporting systems are in place and program leadership work in partnership to develop and execute a budget that reflects and supports program goals and priorities.

### Methods Used:

- Head Start Budget
- Head Start Goals
- Financial Reports
- Partnership with Redding Rancheria Fiscal Department

### Strengths Identified:

- Fiscal use of online reporting to OHS and online draw down of funds.
- Updated budget tracking system for multiple grants, including new budget codes for additional grant funds.
- Finance Dept. generates monthly financial reports for Policy Council/ Tribal Council.
- Monthly tracking of Non-federal match included on quarterly R & E's.
- Monthly tracking of administrative costs.
- Finance Department assists Program Manager in determining allow-ability and appropriateness of the use of grant funds.
- Support from OHS for fiscal support and training for new Program Manager.
- Program has made good use of Head Start One Time COVID funds to support the current Safety Plan and procedures.
- Teaching staff is included in the planning for Quality Improvement funds.
- New system to better prepare for end of year vacation accruals & bonuses.
- Annual planning to utilize the Giving Fund.

### Systematic Issues Identified:

1. Accurate tracking system needing for the In-Kind.

### Action Plan / Dates/ Responsible Person:

1. **What:** Month to month accurate documentation of in-kind. Create a plan for collection and tally. Update the rates.

**Who:** Program Manager and Administrative Assistant

**When:** By August 2021



## HEALTH

**Description:** The Head Start Program emphasizes the importance of early identification of health needs, which, if undetected or untreated, might cause learning difficulties. The program makes every effort to ensure that that child is connected to a doctor or clinic to receive a complete age appropriate health assessment as recommended by his/her physician. Screenings are completed for all newly enrolled children, including developmental, behavioral, dental, nutrition, vision & hearing.

### Methods Used:

- Child Plus data entry and reports
- Monthly Department Reports
- Health Advisory Committee Meeting Minutes

### Strength Identified:

- Mobile Dental Unit from the RRTHC performs Oral Health Assessments, cleanings, sealants & fluoride two times per school year.
- RRTHC has always been a strong partner for the Head Start & Child Care program. All department directors sit on Health Advisory Committee as well as a representative from IHS and Shasta County Public Health.
- Health Advisory Committee is a collaborative group of health professionals who review and approve policy and procedures in regards to health and safety.
- Parent Connection meetings on various health related topics throughout the year. Despite Covid-19 school closure we were still able to provide trainings to parents through Zoom platform.
- Health & Disabilities Coordinator creates a Health & Wellness Newsletter for families monthly.
- Services and support available to pregnant families.
- Wellness Wednesdays, a classroom health & safety curriculum is provided by Health and Disabilities Coordinator once a month (on Class Dojo during distance learning).
- A detailed Covid-19 Safety Plan was created in response to pandemic with support and input from HAC, PC & Tribal Council as well as IHS and local health agencies.
- This year TB Tests were replaced by TB Screeners.

### Systematic Issues Identified:

1. Covid-19 created many health concerns for our center and we have to close the school to distance learning only for portions of our school year.
2. Due to school closure communication with families has been limited, making referrals and data tracking challenging.
3. Quarantining and social distance procedures have the potential to create issues for adequately running our program.
4. Distance Learning has made relationship building with the families difficult for new Health & Disabilities Coordinator.

### Action Plan / Dates / Responsible Person:

1. **What:** Revising the Covid-19 Safety Plan and center health procedures for the 21/22 school year as needed.  
**Who:** The Health & Disabilities Coordinator  
**When:** August 2021

2. ***What:*** Complete Color Me Healthy training and preparing lessons.  
***Who:*** The Health & Disabilities Coordinator & Kitchen Personnel  
***When:*** March 2021-September 2021

# HUMAN RESOURCES

**Description:** Our human resources system ensures that staff members and volunteers have the credentials and competencies needed to provide quality Head Start services to children and families.

**Methods Used:**

- Review of Tribal Personnel Policies pertaining to Human Resources
- Head Start Policies and Procedures
- Redding Rancheria Human Resource Department Policies

**Strength Identified:**

- Comprehensive annual Head Start Pre-Service training includes; intensive orientation and review of all department policies and procedures; review of HS and CC Work Rules for all HS/CC staff.
- Comprehensive orientation for new employees including HR benefits, Tribal history, OSHA safety and department procedures.
- Annual Performance Appraisal include merit wage increases.
- Professional Growth Plans are part of annual Performance Appraisal.
- Salary and wage study conducted every other year to ensure all positions are current and paid at a comparable level.
- Head Start requirements are addressed in the updated RR Personnel Manual.
- Background check policy exceeds the performance standard, they are conducted prior to offering position and reviewed regularly.
- RR HR policies support employees wellbeing.
- Policies encourage and support further education for employees.
- Head Start parents are part of the hiring process.
- Program Manager tracks all employee profiles and professional development in new Child Plus database.

**Systematic Issues Identified:**

1. Delayed hiring process due to COVID-19.
2. Job descriptions needs to be updated.

**Action Plan / Dates / Responsible Person:**

1. **What:** Job descriptions for Admin Assistant, Family Intake Coordinator and Mentor Teacher all need to be reviewed and updated.  
**Who:** Program Manager, Education Director & Human Resource Department  
**When:** By July 2021

## MENTAL HEALTH

**Description:** Head Start programs support the mental health of children, families, and staff every day. Early childhood mental health is the same as social and emotional well-being. It is a child's developing capacity to express and regulate emotions, form trusting relationships, explore, and learn—all in the cultural context of family and community. The mental health of children and the adults that care for them is essential for school readiness.

### Methods Used:

- Child Support Plans
- Child Plus Notes & Reports
- Monthly Department Reports

### Strengths Identified:

- The program supports a program-wide culture that promotes children's mental health, social, and emotional well-being.
- Mental health consultation provided by Kara Russell, RRTHC Behavioral Health Director, to support all staff in meeting children's mental health and social and emotional needs. Kara provides counseling at our center once a month to individual students. Kara also participates on the Health Advisory Committee. During distance learning she has continued to see students at her office.
- Partnership with SCOE Bridges to Success Program for supporting student's behavioral needs and parenting education.
- Triple P Certified Provider on staff to provide parenting curriculum to parents.
- Child Support Team meetings are available for in home support, teacher support and suggestions for behavior modification in the classroom.
- Child Support Plans to support children's needs.
- Health & Disabilities Coordinator available to attend mental health appointments with families for support and advocacy.
- Body-calming methods introduced in the classroom using yoga and stretching exercises.
- Parent Connection Meetings and resources focused on Mental Health and the five protective factors provided to families in response to Covid pandemic.
- Needs assessment survey offered to the parents during school closure.
- Private Facebook Page created for parents to have a platform for social connections and support.

### Systematic Issues Identified:

1. Due to the recent global events of COVID-19, the closure of schools we have seen increased mental health issues per our family survey.
2. Families, students and staff have had limited access to mental health support or struggle with online counseling options.
3. Covid Pandemic has greatly affected the staff wellbeing and morale as they have had to work from home, work independently, while supporting their own families throughout the changes and various stressors.

### Action Plan / Dates / Responsible Person:

1. **What:** Create a support plan to help staff through all the changes.  
**Who:** Health & Disabilities Coordinator  
**When:** Ongoing during the 20/21 school year.

2. **What:** Increased support families in crisis who may be experiencing job loss, homelessness, economic stress and mental health needs.  
**Who:** Family Intake Coordinator  
**When:** Ongoing
3. **What:** Update all Child Support Plans as needed with students returning to school in March.  
**Who:** Health & Disabilities Coordinator  
**When:** Ongoing
4. **What:** Family Intake Coordinator will complete Triple P Training to help support behavior concerns and parenting education. Health and Disabilities Coordinator will deliver Triple P education to staff.  
**Who:** Family Intake Coordinator & Health & Disabilities Coordinator  
**When:** August 2021

# PARENT INVOLVEMENT

**Description:** Parent Involvement is a collaborative and strengths based process through which early childhood professionals, families, and children build positive and goal oriented relationships. It is a shared responsibility for families and staff at all levels that requires mutual respect for the roles and strengths it has to offer. Parent Involvement focuses on culturally responsive relationship building with key family members in a child's life. These people include pregnant women and expectant families, mothers, fathers, grandparents and other adult caregivers. It requires making a commitment to creating and sustaining an ongoing partnership that supports family wellbeing. It also honors and supports the parent child relationships that are central to a child's healthy development, school readiness and wellbeing.

## Methods Used:

- Review home visits from Child Plus documentation, Family Needs Assessments, notes and goals.
- Interviewed parents & staff.
- Survey to parents for feedback.
- Parent Connection Meeting minutes.

## Strength Identified:

- Program offers parent trainings through Zoom and Class Dojo.
- Easy ways to access information either through email, Facebook or Class Dojo.
- FIC provides take home materials and supplies after trainings.
- Monthly and Annual Parent Connection Calendar.
- Email and text for upcoming events.
- Program provides a Family Intake Resource Folder during enrollment.
- Weekly events newsletter sent home to families.
- In person communication with families at the gate check.
- Parents actively involved in Policy Council.

## Systematic Issues Identified:

1. Lack of time to connect with individual families for Parent connections due to Covid restrictions.
2. Due to Covid, in person gatherings, events and meetings were cancelled.
3. Face to face reminders are not utilized during the closure.
4. Parents were unable to volunteer in the center this year.

## Action Plan / Dates/ Responsible Person:

1. **What:** Survey parents at the beginning and end of the year to better plan parent Connection Meetings  
**Who:** Family Intake Coordinator  
**When:** August 2021
2. **What:** Utilize Facebook private page to post trainings for parents to access at their convenience and for parent involvement.  
**Who:** Family Intake Coordinator  
**When:** Throughout the year.

3. **What:** Create a volunteer board with a variety of options to get involved.  
**Who:** Family Intake Coordinator  
**When:** August 2021

# PROGRAM GOVERNANCE

**Description:** Program Governance consists of the Governing Body (The Redding Rancheria Tribal Council), Head Start Policy Council, the Parent Committee “Parent Connection Meetings”, and Health Advisory Committee. These councils and committees oversee the Head Start programmatic decision-making and legal/fiscal decisions.

## Methods Used:

- Partnerships and feedback from council/ committee members and staff
- 19/20 Self-Assessment Report
- Policy Council Minutes and Tribal Council Resolutions
- OHS Program Governance Training

## Strength Identified:

- Well defined Policy Council / Tribal Council structure and operating guidelines.
- Consistent Tribal Council liaison representation.
- Parents are notified about Policy Council elections and participation is encouraged.
- Active participation and great feedback from chair positions.
- Monthly Department Report reviewed by both Policy Council & Tribal Council.
- Human Resource procedures include Policy Council members to participate fully in hiring/firing process.
- Policy Council members are informed of child outcome data and educational assessment information.
- HS Policies and Procedures posted on internet/intranet have been updated and approved by Tribal Council, Policy Council and Health Advisory Committee.
- Policy Council Members and Tribal Council Members have actively participated in the discussion and planning of COVID-19 Safety Plan.

## Systematic Issues Identified:

1. Policy council is in the process of being revised to take on a more active role in program planning and service design.
2. Joint training for Policy Council and Tribal Council is difficult to schedule.
3. Annual review of all Head Start Policies and Procedures is an extensive process that needs to be streamlines for efficiency.

## Action Plan / Dates / Responsible Person:

1. **What:** Develop a new format for Policy Council to review Head Start Policies and Procedures.

**Who:** Program Manager

**When:** By June 2021



# PROGRAM PLANNING & SERVICE SYSTEM DESIGN

**Description:** Program Planning and Service System Design support the program planning function, which guides all programs in their five-year grant. Planning systems occur in a continuous cycle, and involve key members of the Head Start community. The outcome of this cycle is the creation of achievable goals and short-term program and fiscal objectives.

## Methods Used:

- Partnerships
- Policy Council Minutes
- Health Advisory Committee Minutes
- Community Needs Assessment
- Self-Assessment Report 2020
- PIR
- Staff Meeting and Admin Meeting Notes
- Monthly Department Reports

## Strength Identified:

- Focus on Head Start five year goals and yearly objectives.
- The Community Needs Assessment helps guide our goal planning and objectives.
- School Readiness Goals are created for the children every year.
- Effective Health & Safety Goals are implemented and monitored.
- Health Advisory Committee, Policy Council and Tribal Council were active participants in planning and monitoring Covid-19 response.
- Monitoring of program performance through Self-Assessment Report and Monthly Department Reports.
- Program oversight by Health Advisory Committee, Policy Council and Tribal Council.
- Coordination with LEA, families and stakeholders that ensure inclusion of all children and families.
- Policy council undergoing revisions to take on a more active role in program planning and service design.

## Systematic Issues Identified:

1. Governance Screener Form need to be completed and submitted to HSES.

## Action Plan / Dates / Responsible Person:

1. **What:** Program Governance Training and Screener Completed  
**Who:** Program Manager, Policy Council & Tribal Council Liaison  
**When:** June 2021

## RECORDKEEPING & REPORTING

**Description:** Recordkeeping and reporting systems underscore the importance of building and maintaining institutional memory through well-designed reports and effective recordkeeping activities. Accessible records facilitate the design and distribution of reports that can inform staff, program leadership, and external community partners.

### Methods Used:

- EZ Care
- Record Keeping Policies & Procedures

### Strength Identified:

- Policies and procedures for record keeping and ongoing reporting to Policy Council, Tribal Council, Executive Team, and funding sources. Established procedures protect the confidentiality of children, family and staff information.
- Staff uses an electronic archiving system (DocStar).
- Minutes are taken at every Staff Meeting, Health Advisory Committee, Parent Connection Meeting, and Policy Council.
- Reports are filed in a timely manner.
- Staff receive annual training on Mandated Child Abuse Reporting.
- Eligibility determination is completed and documented by two staff persons with supporting eligibility documentation.
- Reporting to HSES and CACFP are completely in a timely manner.
- Professional development is tracked and recorded for each staff member.
- Team utilizes a new database for recordkeeping and all communication with families.

### Systematic Issues Identified:

1. Enrollment packet needs to be updated to reflect Child Plus database and simplify the process.

### Action Plan / Dates / Responsible Person:

1. **What:** Update enrollment packet. Research touchless option.  
**When:** April 1, 2021  
**Who:** Admin Assistant & Program Manager
2. **What:** Create a new enrollment process that is safe for staff and families regarding COVID-19. Research a system that has a paperless enrollment option. Contact IT and see the possibilities of creating our own website/domain for parents to access all our information. Admin staff have access to update the website regularly.  
**Who:** Lynn Graham, Admin Assistant.  
**When:** September 1, 2020

# TRAINING & PROFESSIONAL DEVELOPMENT

**Description:** Emphasizes the importance of training and technical assistance for every grantee. Offers a range of instructional resources including federal and regional T/TA staff and key resources on the ECLCK website.

## Methods Used:

- Training Log
- Staff One on Ones and Annual Evaluations
- T & TA Budget
- Professional Development Tracking

## Strength Identified:

- Training and technical assistance funds being used to access additional professional development resources.
- Goals are made by each employee annually and reviewed at quarterly check ins. Personal development is tracked and documented.
- Regular staff, teacher and admin meetings.
- A minimum of 25 hours of orientation trainings on health and safety topics are completed by all staff at pre service prior to the start of school.
- Training and orientation details health and safety issues for early care and education settings including, but not limited to, typical and atypical child development; pediatric first aid and CPR; safe sleep practices, including risk reduction of Sudden Infant Death Syndrome/Sudden Unexplained Infant Death (SIDS/SUID); poison prevention; shaken baby syndrome and abusive head trauma; standard precautions; emergency preparedness; nutrition and age-appropriate feeding; medication administration; and care plan implementation for children with special health care needs.
- All staff are certified in First Aid, CPR and Food Handler's Certification.
- Staff are encouraged and supported to further their education particularly in the area of Early Childhood Education.
- Participation in local and national groups such as LPC, QRIS, TCCAC, Head Start, and CCDF provide many training opportunities for all staff.
- This year many trainings were offered free and online in response to Covid-19 pandemic in the areas of health and safety as well as mental health support.

## Systematic Issues Identified:

1. Align training plan with five-year program goals and provide more training for staff on culture.

## Action Plan / Dates / Responsible Person

1. **What:** Plan training for 21/22 Preservice and annual training schedule.  
**Who:** Program Manager  
**When:** By August 2021
2. **What:** Incorporate more native American specific learning opportunities for staff, students and families.  
**Who:** Program Manager  
**When:** 21/22 School Year

## TRANSPORTATION

**Description:** Bus and Van Systems. Ensures the safe and efficient movement of children. Aligns with service area needs; complies with state and federal regulations

### Methods Used:

- Interview with bus driver
- Vehicle Maintenance Logs
- Vehicle Inspection Reports
- Transportation budget review

### Strength Identified:

- Bus and van inspection performed before use called “Daily Pre-trip” check logs. Regular maintenance log is kept in the vehicles to show consistency. Every 45 days or 3,000 miles, the bus is taken to a certified mechanic to upkeep maintenance.
- CHP comes to check “Pre-Trip” checks logs yearly and performs bus check to see if maintenance is good. They also check to see if all staff members who drive the bus have appropriate documentation.
- Bus Monitor trainings quarterly with staff.
- New procedures in place to meet safety and health requirements for COVID-19 response.
- Thorough bus rider safety check system in place to ensure all children are accounted for after each trip.

### Systematic Issues Identified:

1. All bussing and van transportation for families was put on hold this year due to Covid-19.
2. All drivers need to complete certification of Defense Driving Course. Currently being revised by Sandy Long.
3. We no longer have a permanent bus monitor.
4. We do not have a back-up bus driver if ours is out sick or unavailable.

### Action Plan / Dates / Responsible Person:

1. **What:** Revise a new bussing plan to comply with Covid-19 that will not mix classes.  
**Who:** Program Manager  
**When:** By August 2021.
2. **What:** New Bus Monitor Positions filled by teachers/staff or temporary employee.  
**Who:** Program Manager  
**When:** By August 2021.
3. **What:** All van drivers will complete Defensive Driving Course.  
**Who:** As needed.  
**When:** By August 2021.