



SELF ASSESSMENT REPORT

2022-2023

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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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 2022-23.
- Reviewed the communication policies and procedures.

Strength Identified:

- Class Dojo, the classroom app for parents and staff. Parents/Guardians are able to communicate with teachers. Notification are sent regarding upcoming events, closures, health information.
- Child Plus is a database that we use for tracking daily attendance, child care billing, contact information, enrollment, health, disabilities, and other resources related to the wellbeing of the child. Child Plus has an online application option.
- Annual calendar and monthly calendars for strategic planning and communication with families.
- The Head Start & Child Care Brochure is distributed to the Tribal Health Center, Churn Creek Health Center, Education Department, IHS, TANF, Public Health, and the Tribal office.
- Newsletter packets are distributed to families during the first week of every month. The packets contain a Monthly Calendar that informs families of all events, fieldtrips, meetings, and parent-involvement opportunities offered. A Health and Disabilities letter that promotes wellness amongst families. A Family Intake Coordinator letter that offers resources and family friendly events in the community. An education letter is included to keep parents informed of what is going on in the classroom.
- One Call Now is our messaging system that allows us to share information through phone calls and texts. Reminders, updates, and closures are communicated to all staff and families with one simple step.
- Flyers for all events and parent-involvement opportunities are distributed with advanced notice for families and are also posted around campus.
- 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.

Systematic Issues Identified:

1. Not all parents use the Class Dojo App and miss out on important information and updates.
2. Head Start Facebook is no longer utilized.
3. Information regarding available openings in the Head Start & Childcare need to be marketed.

Action Plan / Dates / Responsible Person:

What: More articles about Head Start & Child Care events written for the Redding Rancheria Newsletter.

Who: Program Manager

When: Ongoing

What: Strategic Planning to decide which social media platforms are useful for the Head Start & Child Care.

Who: Admin Team

When: By August 2023

Community & Self-Assessment

Description: Every five years goals are created from the self-assessment improvement plan as well as the community needs assessment. And yearly, new objectives are created to work towards meeting those goals. All coordinators and the program manager work together to create the strategic plan. The self-assessment and community needs assessment support continuous quality improvement in order to assess progress, needs and align 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
- 22/23 Program Goals & Objectives
- 2021 Community Needs Assessment
- Head Start and Child Care Monitoring Documents
- 2022 Head Start Annual Report
- Monthly Department Reports
- HAC & Policy Council Minutes

Strength Identified:

- Goals and action plans are created with input from Policy Council and approved by Tribal Council
- Program goals are developed as part of a systemic planning process.
- Self-Assessment Reports generate action plans with staff assignments and due dates.
- Self-Assessment Report action items are reviewed by admin staff throughout the year.

Systematic Issues Identified:

1. Training needed for new administrative staff and new Program Manager on how to complete the Self-Assessment Reports and utilize the needs identified.

Action Plan / Dates/ Responsible Person

What: Complete 2023 Self-Assessment Report

Who: Program Manager

When: May 2022

What: Admin staff will delegate action items from the Self-Assessment report.

Who: Admin Staff

When: By August 2022

Community Engagements and 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, update and add to Child Plus Community Partnership Directory.
- Networking and communicating with outside organizations.
- Updated binder with new contacts, sent emails and having phone conversations 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, WIC, etc.
- Good collaboration with community partners.
- 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:

- Need to continually update partnership directory, and meet outside and interagency resources to make and keep connections strong and up to date.

Action Plan / Dates/ Responsible Person:

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

Description: Data 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 Report
- CACFP Report
- 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.
- 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.
- Administrative Assistant, Kianna Benner, attended a week-long training on Child Plus database in Fall 2022. She will be training all staff on how to use.
- Focus Area 2 review will take place at the Head Start January 2023.

Systematic Issues Identified:

1. Continue to improve on ways to organize and monitor data.
2. Train new Head Start Program Manager and new administrative staff on reporting and data collection.
3. Ongoing Child Plus training for all staff.
4. Data from the Focus Area 2 Review will need to be used to create and action plan.

Action Plan / Dates / Responsible Person:

What: Schedule training for all staff on data collection and how to best use the Child Plus database.

Who: Administrative Assistant

When: By April 2023

What: Training for new Program Manger on data, evaluation, and ongoing monitoring.

Who: Head Start Consultant (Previous Program Manager) & new Program Manager

When: By June 2023

What: Administrative planning meeting to create action plan steps based on findings of Focus Area 2 Review.

Who: Administrative Team

When: By May 2023

Disabilities

Description: Head Start provides 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:

- Policies and Procedures & Reviewed Disabilities Service Plan
- Requests for Educational Assessments to Home Districts
- ASQ & ASQ-SE
- Child Plus Notes & Reports
- Monthly Department Reports
- Child Support Plans & Student Study Teams
- My Teaching Strategies & GOLD
- Support Staff

Strength Identified:

- RRTHC is a strong partner and advocate for all children, especially those with disabilities. Referrals are quickly and professionally completed.
- Head Start & Child Care staff have an ongoing partnership with the school districts of residence for services and transitions.
- The Health and Disabilities Coordinator is available to facilitate online OT and Speech sessions through Zoom, or other online platforms.
- Referrals, IEP's and all assessments are tracked in Child Plus database.
- Head Start & Child Care Staff provide accommodations and modify curriculum to adapt and individualize for children with special needs.
- Partnership with Far Northern Regional Center, Rowell Family Empowerment Center, and Parent Infant Partners, to provide referrals, 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.
- Child close-ups during staff meetings to create, or review, Child Support Plans for children with special needs who are struggling in the classroom.

Systematic Issue Identified:

1. The large influx of children with special needs has overwhelmed the school districts. It is taking longer for screenings & assessments to take place, and once a disability is diagnosed, there is a frequent turnover and rescheduling of support staff/therapists.

Action Plan / Dates / Responsible Person:

What: Continue to build relationships with school districts special education administrators and staff

Who: Health & Disabilities Coordinator and Program Manager

When: Ongoing

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.
- My Teaching Strategies & GOLD: Teachers & assistants enter all child observations (daily, or as needed). Trimester checkpoints are used to assess each child’s progress in comparison to age & developmentally appropriate expectations. It is used as a source for age & developmentally appropriate classroom activities.
- Child Plus: Teachers & assistants develop and enter goals for each child in the nine “Objective for Development & Learning” areas based on observations. Teachers and assistants document individualized lessons and update goals that are met for each child. Every child’s learning style, interests & strengths are documented, along with a record of each families “Education Parent Partnership.”
- Creative Curriculum Implementation Checklist: The tool that is used for the physical set up of the classroom environment.
- Practice Based Coaching: The Mentor Teacher 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 Consultant, Speech & Language Therapists, and Occupational Therapists, work on specific goals that are part of a child’s CSP and/or IEP.

Strength Identified:

- Our Mentor Teacher recently became a certified CLASS observer; all teaching staff is observed and scored, at minimum, twice per 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 Health & Disabilities Coordinator, Mental Health Professional, Speech & Language Therapists, and Occupational Therapists).
- Individualized activities are linked to each child’s goals and tracked, at a minimum, each trimester.
- Child Education History Report, with goals and individualization notes, are given to families three times a year 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 the teaching staff, and adjustments are made to curriculum to meet children’s individual goals.
- Classroom environments are changed monthly to keep interest areas stocked with age-appropriate items.
- All teaching staff who enter observations/documentation and complete trimester checkpoints, have completed the IRR (Interrater Reliability) course in My Teaching Strategies for validity.
- Teachers present at two Parent Connection/Café meetings each school year. They cover the topics of “Ages & Stages and Curriculum,” and “Transitioning to Kindergarten.”
- Teachers are able to access My Teaching Strategies & Child Plus when away from the center.

Systematic Issues Identified:

1. Keeping our Teacher & Teacher Assistant positions filled.
2. Students are delayed with their immunizations and regular medical and dental checkups, due to Covid-19. All of which are needed to complete Transitional Kindergarten or Kindergarten registration.

Action Plan / Dates / Responsible Person

What: Post job openings on educational websites to attract applicants in the teaching field. Continue looking for substitute teachers to help fill-in when there is a long-term vacancy.

Who: Program Manager & Human Resources

When: Ongoing

What: Support families in receiving the needed immunizations and medical & dental appointments, to ensure students receive everything they need to enroll in Transitional Kindergarten or Kindergarten.

Who: Health & Disabilities Coordinator, Family Intake Coordinator, Teaching Staff

When: June 2023

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.
- Child Plus Reports

Strength Identified:

- The Child Plus database allows online pre-applications to upload directly to program. This feature also allows families to upload important documents during the application process, which ultimately saves time for our ERSEA staff.
- Children are enrolled based on need and enrollment priority point system, *not* first come first serve.
- Child Plus Reports allow us to filter applications by Eligibility Points.
- Written policies that follow the Head Start Performance Standards specifies recruitment and enrollment procedures involving foster children, those with disabilities, and families experiencing homelessness.
- We utilize both of our programs to accommodate family's needs. (Head Start & Child Care)
- Parents are contacted regularly to verify absences.
- Child Support Plans are put in place when absences become frequent.
- Monthly Attendance is tracked efficiently in CP and absences documented with contact records.
- Attendance is tracked through Excel data entry, and Child Plus.
- Children's enrollment file shows that we meet all documentation requirements including a signed Eligibility Score Sheet, signed Parent Agreement, and copies of enrollment documentation.
- Organized child file system in place, which makes it easy to navigate and locate documents.
- ERSEA Documents are uploaded to Child Plus as "Attachments", which allows staff to quickly and securely retrieve important documents.
- Enrollment Binder created with step-by-step written procedures and examples.
- Excel tracking form implemented to make sure Child Files have all necessary eligibility/health documents for enrollment.
- Highlighting signature spots on enrollment packet prior to them receiving it increases the likelihood of all forms being signed.
- The Administrative Team audits Child Files every quarter to ensure documents are current, and that no updates are necessary.
- "Family Update Questionnaire" was created and sent to families in January 2023 so that we have the most current information on-file. This increases the likelihood of getting in contact with parents when addressing attendance concerns.

Systematic Issues Identified:

1. Flu/RSV outbreaks and a general fear of illness lead lower attendance rates and families to drop the program.
2. Enrollment Packet is lengthy and parents forget to sign forms.
3. Tracking form was needed for enrollment documents.
4. New staff training procedures for enrollment process not clearly established at the beginning of the School year.
5. Low amount of eligible participants in Enrollment Pool.
6. Child Plus is not utilized to full potential. New staff members are unsure of how to best use the program.
7. Child Plus licensing agreement needs to be adjusted to account for Child Care Certificate Program's participants (current licensing allows up to 51 participants for all three programs).

Action Plan / Dates / Responsible Person:

What: Recruitment notices on Website and FB Page.

Who: Family Intake Coordinator, Admin Assistant, and Program Manger

When: One or Two months prior to August 2023

What: Host comprehensive Child Plus training with Staff

Who: Administrative Assistant

When: August 2022 (pre-service training)

Events

Description: The annual events that we hold at Head Start and Child Care are an integral part of bringing families, students and staff together to celebrate and interact in a safe, educational, fun, and diverse setting. Due to our events being a large part of our program, we decided to review their effectiveness separate from our other self-assessments. Our program utilizes special events as a delivery method for training and family involvement opportunities. By encouraging social connection and cultural curiosity, we are able to incorporate the entire family unit into our student's learning experiences.

Methods Used:

- Review five-year goals.
- Staff Interviews.
- Parent Interviews & surveys.
- Review annual calendar.
- Review event-planning notes.
- Update Even Checklist based on previous year's notes.
- Head Start Performance Standards -Training & Parent Involvement

Strength Identified:

- Annual Events are well attended by both the immediate and extended family members of our students, as well as Tribal Staff.
- Administrative Assistant utilizes a checklist that is updated yearly to stay relevant to the needs of the program.
- Coordination between Admin Team and Teachers to delegate responsibilities.
- Events are culturally focused, and developmentally appropriate.
- Varied budget supports event activities.
- Class Dojo, One Call, Flyers and Monthly Newsletter Calendar to promote events.
- Procedures are in place to promote the health & safety of our families in the case of a COVID-19 or RSV outbreak.
- Staff members are certified in Food Handling Safety, and are prepared to implement sanitary serving options.
- New Location for Children's Christmas Party was spacious and accommodating for staff members and families. We now have the Eagle Room as a second option for event locations.
- A surplus of donations from the Rancheria allowed us to provide additional gifts to our families during our Children's Christmas Party.
- "Home-Made" Food for our Harvest Feast event was received well by families. It was more cost effective than catering.
- Closing Child Care before/after events has allowed for more staff members to assist with prep, set-up, and clean up.
- One Call Text reminders are useful since parents can refer back to the message for information.
- Class Dojo reminders and calendar have been useful, as events are organized by date and are eye-catching. Reminders can also be set, so that parents receive notifications 1 day *and* 1 hour prior to an event.
- Included an additional event/field trip this year due to Exodus Farms cancellation. Galaxy Gymnastics is affordable and family-friendly!

- Family Intake Coordinator created a “volunteer board” that gave parents opportunities to assist in the preparation or clean up of events.
- Raffle Gas Vouchers has encouraged participation while providing resources to families in need.

Systematic Issues Identified:

1. Limited participation at Fall events due to national RSV outbreak.
2. Events held on Thursdays affects working parent’s participation and impacts children’s routine.
3. Parent and Staff feedback needed after events.
4. Staff meetings needed prior to events to assist coordination.
5. Inflation impacts budget planning, specifically food and cultural items.
6. Events held at various locations can make participation more difficult on families without reliable transportation.

Action Plan / Dates/ Responsible Person

What: Brainstorm Field Trip locations/activities due to Exodus Farms no longer being an option.

Who: Program Manager/Administrative Assistant

When: August 2023

What: Head Start Staff/Department Meetings ahead of events to touch base and brainstorm.

Who: Administrative Assistant

When: August 2023

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 with Public Works Department, Indian Health Services and the Redding Rancheria Safety Manager to meet 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 the Redding Police Department & Shascom to increase the safety and protection of our Head Start staff and children.
- Daily playground safety checklist is completed to ensure safety for children.
- Daily classroom checklist is completed by the teachers before children arrive.
- Weekly building safety inspection completed by the Health & Disabilities Coordinator.
- Classroom toys, manipulatives and other items are sanitized daily with the ZONO sanitizer.
- Maintenance comes daily to clean the entire center.
- Monthly review of First Aid kits by the Health & Disabilities Coordinator to ensure that they are fully stocked and easily accessible.
- Age appropriate classroom materials that support Early Childhood Education.
- 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.
- New Alert-Us system was installed by IT that allows staff to send a message to all Rancheria computers when there is an emergency.
- Campus security improved with an armed guard monitoring parking lot during events and high traffic hours at the center Monday through Friday.

Systematic Issues Identified:

1. Long term funding needed for the armed guard.

Action Plan / Dates / Responsible Person

What: Budget review to see how we can fund the use of the armed guard and which Redding Rancheria departments can share the use and the cost.

Who: Program Manager/ Executive Team

When: August 2023

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:

- Program Manager tracking system for multiple grants.
- 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 allowability and appropriateness of the use of grant funds.
- 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.
- Annual planning to utilize the Sharing Fund.
- Tracking system created for the In-Kind Volunteer hours.

Systematic Issues Identified:

1. Support needed from OHS for fiscal support and training for new Program Manager.

Action Plan / Dates/ Responsible Person:

What: Program Manager will attend Head Start Director's conference for more fiscal training.

Who: Program Manager

When: July 2023

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 health services and receive a complete age appropriate health assessment as recommended by his/her physician.

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.
- Health Advisory Committee (HAC) is a collaborative group of health professionals who review and approve policy and procedures in regards to health and safety.
- RRTHC is a strong partner for the Head Start & Child Care program. All department directors sit on Health Advisory Committee.
- IHS and Shasta County Public Health representatives are on our Health Advisory Committee.
- Parent Connection/Café meetings include various health related topics throughout the year.
- Health & Disabilities Coordinator creates a monthly Health & Wellness Newsletter for families.
- Services and support available to pregnant & postpartum mothers and their families.
- Wellness Wednesdays is a classroom health & safety lesson that is provided by Health and Disabilities Coordinator once a month.
- CHDP Days organized at the RRTHC in summer for families to complete immunization and well- child checks prior to the start of school.
- Health screenings are completed for all enrolled children, including: health, developmental, behavioral, dental, nutrition, vision, hearing, height, weight & BMI.
- With the guidance & input of the Health Advisory Committee, we developed an evidenced-based COVID-19 mitigation policy, which is in the process of being approved by Policy & Tribal Council.

Systematic Issues Identified:

1. Covid-19 left many students delayed on immunizations and regular medical and dental checkups.

Action Plan / Dates / Responsible Person:

What: Collaboration with RRTHC to ensure that 2023 CHDP day goes smoothly, and all providers have the information needed to ensure children receive everything they need to start school.

Who: Health & Disabilities Coordinator

When: June 2023

Human Resources

Description: Our Human Resource Department 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 was conducted last year by the HR department, and they are planning to do another one in 2023.
- 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. The Background check policy and procedure have been thoroughly reviewed and updated this past year by the HR department.
- RR HR policies support employee's wellbeing with support from the wellness department.
- 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 the Child Plus database.

Systematic Issues Identified:

1. The local workforce teacher shortage has made it difficult to find qualified teachers, very few people apply for positions. A current teacher opening requires a bachelor's degree. Better visibility is needed when the Redding Rancheria Head Start positions are open.
2. The Redding Rancheria has a new Human Resource Director. Good open communication for HR processes is pertinent between departments.

Action Plan / Dates / Responsible Person:

What: Work with HR to post Head Start jobs on College ECE Boards (Shasta, Simpson & Chico State). Also share job postings with partners at SCOE & First 5 Shasta. Post positions on Edjoin.

Who: Program Manager, Education Director & Human Resource Department

When: By March 2023

What: Schedule introductory meeting for new Head Start Program Manager and Redding Rancheria HR Director.

Who: Program Manager & Human Resource Director

When: By March 2023

Mental Health

Description: Head Start programs support the mental health of children, families, and staff every day. It is important for a child to learn 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
- ASQ & ASQ-SE

Strengths Identified:

- The center has an embedded program-wide culture that promotes children's mental health, and social-emotional well-being.
- Norma Ellenwood, LMFT, is a Mental Health consultant from the RRTHC who supports all staff in meeting children's mental health and social-emotional needs. She provides individual counseling at our center twice a month to students.
- Kara Russell, Redding Rancheria Mental Health Director, participates on the Health Advisory Committee.
- Child Support Team meetings are available for in home support, teacher support, and suggestions for behavior modification in the classroom.
- Child Support Plans are created with parents & teachers to support children's individual needs.
- Health & Disabilities Coordinator is 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/Café meetings include information and resources focused on Mental Health throughout the year.

Systematic Issues Identified:

1. No longer have a staff member who is Triple P Certified

Action Plan / Dates / Responsible Person:

What: Triple P Certification; staff member or an available community provider to refer parents

Who: Family Intake Coordinator & Health & Disabilities Coordinator

When: Ongoing

What: Continue to increase support to families in crisis

Who: Family Intake Coordinator & Health & Disabilities Coordinator

When: Ongoing

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 family information from Child Plus documentation, Family Needs Assessments, notes and goals.
- Interviewed parents by phone and in person.
- Survey to parents for feedback.
- Parent Connection Meeting minutes.
- In-Kind forms were collected for parent involvement activities.

Strength Identified:

- Program offers parent trainings in person, Zoom, 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.
- FIC provides resource information when the families based on their needs.
- Monthly & Weekly events newsletter sent home to families.
- In person communication with families in the office at pick up and drop off times.
- Parents actively involved in Policy Council.
- Field trips yield a high rate of family participation in person.
- Events are held, in person that created multiple opportunities for family participation.
- Parent Connection Meetings are blended with Parent Cafés, which with stipend money helps provide catered lunches, cultural activities, and raffles.

Systematic Issues Identified:

1. Being able to accommodate all families' schedules.
2. Better attendance from all family members

Action Plan / Dates/ Responsible Person:

What: Record informational meetings.

Who: Family Child Care Coordinator, Health & Disabilities Coordinators, or Family Intake Coordinator.

When: During the meeting.

What: Incentive prize drawing at the end of the school year, Recognition of meeting attendance on Class DoJo & One Call

Who: Family Intake Coordinator

When: After meetings/end of year

Program Governance

Description: Program Governance consists of the Redding Rancheria Tribal Council, Head Start Policy Council, the Parent Committee (all parents who attend monthly Parent Connection Meetings) and the 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
- Policy Council Minutes and Tribal Council Resolutions
- OHS Program Governance Training

Strength Identified:

- Well defined Policy Council / Tribal Council structure, operating guidelines, and annual Chart of Work.
- Tribal Council Representation on the Head Start Policy Council.
- Active participation and feedback from Policy Council members
- Monthly Department Report reviewed by both Policy Council & Tribal Council.
- Policy Council members and Head Start parents participate in the hiring process.
- Policy Council members are informed of child outcome data and educational assessment information.
- Head Start Tribal Policies were reviewed and updated this past year.

Systematic Issues Identified:

1. In person Governance Training for Tribal Council is difficult to schedule.

Action Plan / Dates / Responsible Person:

What: Planning for joint Governance Training for Tribal Council and Policy Council members.

Who: Program Manager

When: By December 2023

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:

- Policy Council Minutes
- Health Advisory Committee Minutes
- Community Needs Assessment
- Self-Assessment Report 2022
- Program Information Report (PIR) 2022
- Staff Meeting and Admin Meeting Notes
- Monthly Department Reports

Strength Identified:

- The program has a strong focus on the Head Start five-year goals and yearly objectives.
- The Community Needs Assessment guides our goal planning and objectives.
- School Readiness Goals are created for the children every year by the Mentor Teacher.
- Effective Health & Safety Goals are implemented and monitored.
- Health Advisory Committee, Policy Council and Tribal Council are active participants in planning and monitoring program planning and service system design.
- 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.

Systematic Issues Identified:

1. New staff need to be training on data tracking and center goals and how that plays a role in program planning.

Action Plan / Dates / Responsible Person:

What: Train new staff in record keeping and data collection for program planning.

Who: Program Manager

When: June 2023

Record Keeping-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:

- Child Plus
- 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 Child Plus database for recordkeeping and all communication with families. Administrative Assistant was training on the database in Fall of 2022.

Systematic Issues Identified:

1. Staff still learning Child Plus database and how to run reports.

Action Plan / Dates / Responsible Person:

What: Administrative Assistant attending a Child Plus training, she will set up training opportunities for all staff to share what she learned.

When: August 2023

Who: Administrative Assistant and all staff.

Training & Professional Development

Description: Emphasizes the importance of training and technical assistance for the program staff and overall quality improvement of the entire program.

Methods Used:

- Training Binder
- Staff One on Ones and Annual Evaluations
- Training and Technical Assistance Budget
- Professional Development Tracking in Child Plus

Strength Identified:

- Training and technical assistance funds being used to access additional professional development resources.
- Goals are made by each employee annually. Personal development is tracked and documented in Child Plus.
- 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. Budget to support education expenses.
- Participation in local and national groups such as LPC, QRIS, Head Start, and CCDF provide many training opportunities for all staff.
- This past year the Redding Rancheria held a preservice training, inviting five different tribal Head Start organizations in the North State. This meeting was a great collaboration with our peers and partners. We had presenters from the Office of Head Start join us to present trainings for all.
- Staff participation in the Tribal Child Care Association of California Workforce Program provides training assistance as well as stipend assistance for staff to attend training and complete higher education in early childhood development.

Systematic Issues Identified:

1. New Program Manager needs to attend Head Start training to learn performance standards and program planning and monitoring.

Action Plan / Dates / Responsible Person

What: Head Start Director Training for new Program Manager.

Who: Program Manager

When: By August 2023

Transportation

Description: All transportation systems, including the bus and van, used for transporting staff, children, and families. 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
- Interview with Redding Rancheria Safety Manager

Strength Identified:

- Daily pre-trip bus and van inspection performed. 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 and to see if all staff members who drive the bus have appropriate documentation.
- New bus monitor was hired this year and training on safety procedures, additionally other administrative and teaching staff take turns subbing as the Bus Monitor and are up to date on all safety procedures.
- Bus rider safety check system in place to ensure all children are accounted for during and after each trip.
- In December of 2022 all van drivers completed certification of Defensive Driving Course.
- The Head Start will be getting to use a new school bus purchased by and shared with the Child Care program in January 2023.

Systematic Issues Identified:

1. We had many breakdowns and mechanical issues with the school bus in 2022.
2. Staff who were not trained in the Defensive Driving Course had to wait to drive the van.
3. The Food Service worker drives the van every day to pick up food from Shasta High School, this ties up the van from using it for other purposes for a large portion of the school day.
4. We do not have a back-up bus driver if ours is out sick or unavailable. School bus drivers are in high demand in Shasta County and across the nation. Our bus driver will be retiring in a few years, and this is something that we need to start preparing for.
5. In Fall of 2022 we had to evacuate the children due to a house fire near the school. Luckily only twelve students were on campus at the time.

Action Plan / Dates / Responsible Person:

What: A swift evacuation plan utilizing the school bus and the van needs to be updated and practiced with staff if all children (up to 51) need to be evacuated off of the premises.

Who: Program Manager & Public Works Safety Director

When: By June 2023

What: Find a substitute bus driver or have someone internally complete bus driver training/ certification.

Who: Program Manager

When: By August 2023

What: Bus evacuation training will need to be done for all staff and children when the new bus arrives.

Who: Program Manager, Bus Driver & All Staff

When: By March 2023