



SELF ASSESSMENT REPORT

2023-2024

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

530-225-8925

www.ReddingRancheria-nsn.gov

1955 Redding Rancheria Rd.

Redding, CA 96001



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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 directly. Notifications are sent regarding upcoming events, closures, health information, and family resources.
- 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 that we are able to monitor and edit as needed.
- 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. Newsletter packets are often left in children's mailboxes, which leaves parents uninformed on upcoming events.
2. Head Start Facebook is underutilized. Engagement is low.

3. Parents have voiced that they would prefer a copy of our school's lunch menus provided with our Newsletter Packets.

Action Plan / Dates / Responsible Person:

1. **What:** Monthly communication on social media platforms about our program activities, events, openings, and resources.
Who: Admin Team & PR
When: Ongoing
2. **What:** Include more information on our center-based food program / Send out monthly menus with Newsletter Packet.
Who: Administrative Assistant & Kitchen Manager
When: By February 2024

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
- 23/24 Program Goals & Objectives
- 2021 Community Needs Assessment
- Head Start and Child Care Monitoring Documents
- 2023 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:

- Training needed for new administrative staff and new Program Manager on how to complete the Community Needs Reports and utilize the Self-Assessment Report to identify needs.

Action Plan / Dates/ Responsible Person

What: Complete 2024 Self-Assessment Report

Who: Program Manager

When: May 2024

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

Who: Admin Staff

When: By December 2024

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, update and add to Child Plus Community Partnership Directory.
- Networking and communicating with the Redding Rancheria Community resources and other outside organizations.
- Updated binder with new contacts, sent emails, direct contact, 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 by phone, email and direct contact.
- 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.
- Due to short staff and illnesses in the community, it is hard to get partnerships to call or email back.

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. During our Pre-Service training in August 2023 she trained staff on the database..
- Focus Area 2 review took place in January 2023. The Head Start received high markings and showed proficient compliance in that area.
- January of 2024 we had a CACFP review.

Systematic Issues Identified:

- Continue to improve on ways to organize and monitor data.
- Ongoing Child Plus training for all staff.
- Train ERSEA staff on proper handling of CACFP documents as a result of the review.

Action Plan / Dates / Responsible Person:

What: Train ERSEA Staff on proper reporting for CACFP

Who: Program manager/Administrative Assistant

When: By March 2024

What: Administrative planning meeting to train incoming staff on Redding Rancheria Head Start and Child Care policy/procedure.

Who: Administrative Team

When: By May 2024

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
 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.
- 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.
- 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:

- 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:

1. **CLASS Tool:** Daily interactions; weekly lesson planning; and twice yearly scored observations by a certified CLASS observer.
2. **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.
3. **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."
4. **Creative Curriculum Implementation Checklist:** The tool that is used for the physical set up of the classroom environment.
5. **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.
6. **Support Staff:** Our Mental Health Consultants, Speech & Language Therapists, and Occupational Therapists, work on specific goals that are part of a child's CSP and/or IEP.

Strength Identified:

- 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 Professionals, 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:

- Keeping our Teacher & Teacher Assistant positions filled.

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

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, as well as separate applicants by classroom preference (CC versus HS).
- 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.
- Class Dojo makes notifying our staff easy through private messaging, which encourages parents to maintain open communication.
- Attendance letters are mailed out when frequent absences become a concern.
- Child Support Plans are put in place if attendance does not improve.
- Daily Attendance is tracked in CP, as well as on our Daily Health Check logs.
- Monthly Attendance is tracked efficiently in CP and absences documented with contact records.
- Children's enrollment file shows that we meet all documentation requirements. This includes a signed Eligibility Score Sheet, signed Parent Agreement, and copies of eligibility documentation.
- Majority of our students are patients at RRTHC, which makes gathering health documents easier on parents and staff.
- Physical child files are stored in a secure location, and organized alphabetically.

- ERSEA Documents are uploaded to Child Plus as “Attachments”, which allows staff to efficiently 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 families receiving them 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.
- Recruitment flyers with a QR code were distributed to all Redding Rancheria facilities in order to reach eligible Native Families.
- Further research was done regarding CalFresh and TANF qualifications in order to refer our needy families for resources, and maintain their eligibility for the program.
- An informative post was made on Facebook to advertise open enrollment for the 24/25 school year.

Systematic Issues Identified:

- Delayed Child Care payments are becoming more frequent, leading to an increased need for Payment Plan Agreements.
- Low amount of eligible participants in Enrollment Pool for Head Start.
- Child Plus licensing agreement needs to be frequently adjusted to accommodate expanding program needs.
- Child Plus Reports is not utilized to generate Enrollment Packet documents, which could assist with the updating/editing process between school years.

Action Plan / Dates / Responsible Person:

What: Recruitment flyers distributed to Community Partners, such as Tribal TANF.

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

When: May 2024

What: Conduct research alongside Finance on the available options for payment collection and processing.

Who: Administrative Assistant and Program Manager

When: August 2024

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.
- Review staff meeting notes.
- Parent interviews & surveys.
- Review annual calendar.
- Review event-planning 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.
- Staff implements sanitary serving options to minimize impact of cross contamination.
- Procedures are in place if an event is unable to be held in-person due to RSV or COVID outbreak.
- "Home-Made" Food for our Harvest Feast event was received well by families.
- 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.
- Raffle Gas Vouchers has encouraged participation while providing resources to families in need.
- Event photos are shared on Facebook, as well as in the Redding Rancheria Newsletter, which are used to generate recruitment interest.

Systematic Issues Identified:

- Limited space available for families in the Community Center during Fall events.
- Event participation heavily depends on the time they are held.
- Events held on Thursdays affects working parent's participation and impacts children's routine.
- Holiday-based events can impact school schedule (ex; Easter held in March means that the Egg Hunt will occur the same month as Box Car).
- Inflation impacts budget planning, specifically food and cultural items.

Action Plan / Dates/ Responsible Person

What: Survey families to determine the best time slots for conducting events.

Who: Program Manager/Administrative Assistant

When: August 2024

What: Explore alternative venue options for our Harvest Feast in order to accommodate more families.

Who: Administrative Assistant

When: August 2024

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.
- Toys in the classroom are sanitized daily with the addition of our ZONO sanitizer.
- Maintenance comes 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.
- 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 armed guard monitoring parking lot during operating hours Monday-Friday.

Systematic Issues Identified:

- Due to construction our gate monitor was temporarily not working. We need a plan in place for pick up/drop off when that occurs.

Action Plan / Dates / Responsible Person

What: Procedure for pick up/drop off when gate monitor is not working.

Who: Program Manager/Admin Team

When: April 2024

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:

- 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 additional fiscal training.

Who: Program Manager

When: January 2024

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 gather five times a year to 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 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.
- A registered dietitian from the RRTHC Community Health Department comes one a month to the center to provide a health lesson to all the students.
- 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.
- Our new on-site food program allows students to eat a variety of healthy, homemade meals. Monthly menus are reviewed by a registered dietician from the RRTHC.

Systematic Issues Identified:

- CHDP Day records that are sent to the Health & Disabilities Coordinator from the RRTHC, need to include “Master Notes” for the Well-Child Visit for the students files.

Action Plan / Dates / Responsible Person:

What: Collaboration with RRTHC to ensure that all the notes & records from the CHDP Day are sent to the Health & Disabilities Coordinator

Who: Health & Disabilities Coordinator & Medical Assistants at the RRTHC

When: June 2024

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.
- 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 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:

- 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.
- HR has a new team. 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 June 2024

What: Work with HR to have a more competitive compensation for teachers.

Who: Program Manager & Human Resource Director

When: By August 2024

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.
- Sara Hurn, 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 who parents/guardians have requested services.
- Abby Vickery, LCSW, is a contracted Mental Health consultant who provides classroom based Social, Emotional, and Behavioral Support to our students, on a weekly basis. She also provides services to staff regarding student behaviors and personal support.
- Kara Russell, Redding Rancheria Mental Health Director, participates on the Health Advisory Committee.
- A Mental Health consultant from the RRTHC reviews, signs-off, and provides input on every students ASQ's & ASQ-SE's.
- Child Support Team meetings are available for 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.
- Body-calming methods introduced in the classroom using yoga and stretching exercises.
- Parent Café meetings include information and resources focused on Mental Health throughout the year.

Systematic Issues Identified:

- Growing number of families in need of help, support & resources

Action Plan / Dates / Responsible Person:

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.
- One call, class Dojo, fliers, newsletters, calendars, and multiple communication methods are used to ensure that families know about opportunities for volunteering.
- 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:

- Being able to accommodate all families' schedules.
- Bigger room for meetings
- Attendance

Action Plan / Dates/ Responsible Person:

What: Offer optional times.

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

When: For different types of meetings.

What: Move into the Wolf classroom

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

When: After evaluating the pre-sign up sheet

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:

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

Action Plan / Dates / Responsible Person:

What: Update Tribal Council and Policy Council on webinar trainings available to them.

Who: Program Manager

When: By December 2024

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 2023
- Program Information Report (PIR) 2023
- 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:

- Staff need to be using data systems to implement goals in the classroom.

Action Plan / Dates / Responsible Person:

What: Use information from the Community Needs Assessment to form 5 year Head Start goals.

Who: Program Manager

When: June 2024

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.
- Administration Assistant did a training with staff on Child Plus database.

Systematic Issues Identified:

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

Action Plan / Dates / Responsible Person:

What: All records are in physical files. There is a need to move files to a digital platform. This will make the search of files easier for staff and program manager.

When: 2024-2025 School Year

Who: Program Manager 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:

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

Action Plan / Dates / Responsible Person

What: All Head Start lead teachers will attend a training together to collaborate idea's and build on their knowledge of Head Start.

Who: Program Manager

When: By June 2024

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 received a new school bus purchased by and shared with the Child Care program in January 2023.

Systematic Issues Identified:

- We had many fewer break downs and mechanical issues in 2023. We did however have several recalls on our new bus.
- Staff who were not trained in the Defensive Driving Course had to wait to drive the van.
- 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.

Action Plan / Dates / Responsible Person:

What: Have all admin staff complete training to operate GSA vehicle in case of an emergency

Who: Program Manager

When: By August 2024

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

Who: Program Manager

When: By December 2024

What: Find a purchaser for our old bus.

Who: Program Manager, Bus Driver

When: By August 2024