



ADMINISTRATION FOR
CHILDREN & FAMILIES

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Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. Tilford Denver
Bishop Indian Headstart Program
405 N Barlow Ln
Bishop, CA 93514 - 8046

From: Responsible HHS Official

Date: 03/26/2021

**On behalf of Dr. Bernadine Futrell
Director, Office of Head Start**

From February 8, 2021 to February 12, 2021, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the Bishop Indian Headstart Program. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand grantee progress towards program goals. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Mr. Todd Lertjuntharangool, Regional Program Manager
Mrs. Gloriana Bailey, Chief Executive Officer/Executive Director
Mrs. Susie Cisneros, Head Start Director

Glossary of Terms

Opportunity for Continuous Improvement (OCI)	An OCI is identified when the grantee is determined compliant in an area; however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality.
Area of Concern (AOC)	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance (ANC)	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>



Program Design, Management, and Quality Improvement

Program Design

The grantee's program design and structure takes into account community strengths and needs.

Program Management and Quality Improvement

The grantee has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.

Program Governance

The grantee maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

Program Design, Management, and Quality Improvement Summary

Bishop Indian Head Start's Tribal Council, policy council, and management team used data from the community assessment and parent surveys to design services responsive to the children and families' needs. Data showed needs included child care for working families, transportation, childhood obesity, and revitalization of the native Paiute language. The program supported working families by providing full-day, center-based services on the reservation and addressed transportation concerns by obtaining Tribal Council approval to purchase new buses. The new buses transported children to school, and the program also helped families access the local transit company's Dial-a-Ride tickets for assistance in getting to medical appointments. To decrease rates of childhood obesity, the program partnered with the Bishop Paiute Tribe Food Sovereignty Program, which helped Head Start children plant traditional gardens and enjoy healthy produce in daily meals. Finally, the program integrated the Paiute language and culture into lesson plans by teaching children their names, daily greetings, native songs, and dances. The program's design and services met the needs of the tribal community's children and families.

The program provided management and oversight of services and used data to inform program improvement decisions. The three program managers routinely monitored classrooms and the playground, and immediately addressed child safety or supervision concerns. The managers also met individually with staff to provide feedback and recommend professional development opportunities. This supervision continued during COVID-19 when managers observed virtual service delivery to validate the use of proper teaching practices. The program used Desired Results Development Profile (DRDP), Classroom Assessment Scoring System (CLASS), and observation data to ensure children progressed towards school readiness. This data was also used to inform staff training opportunities and teacher coaching levels. Program managers supported employees' continuous professional development and used data to determine child progress.



Designing Quality Education and Child Development Program Services

Alignment with School Readiness

The grantee's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

Effective and Intentional Teaching Practices

The grantee has strategies to ensure teaching practices promote progress toward school readiness.

Supporting Teachers in Promoting School Readiness

The grantee has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.

Home-based Program Services

Not Applicable.

Designing Quality Education and Child Development Program Services Summary

Bishop Indian Head Start education services supported children's school readiness by implementing research-based curricula, developmentally appropriate teaching practices, and transition activities. The program selected The Creative Curriculum and Promoting Alternative Thinking Strategies PATHS curriculum to help children reach individual and program school readiness goals. These goals aligned with the Head Start Early Learning Outcomes Framework, state standards, and the receiving schools' expectations. For example, receiving schools' expectations for children entering kindergarten included the ability to use words to express themselves, maintain self-control, and identify shapes, letters, and numbers. Child outcomes data showed staff helped children achieve these skills. The program also facilitated professional development opportunities for teachers, such as the Desired Results Development Profile (DRDP) training provided by Quality Counts California, the state's quality improvement and rating system. This training taught teachers how to complete the DRDP, use the results to individualize children's activities, and incorporate individual education program goals into daily lesson plans to support children with disabilities. Additional support for teachers came from the education manager, who completed classroom observations, reviewed aggregated child outcomes data, and provided feedback to improve child experiences and outcomes. The Bishop Indian Head Start program was knowledgeable about receiving schools' expectations and supported teachers to promote the acquisition of skills necessary for children to be ready for kindergarten.

Teachers provided language-rich and culturally sensitive environments, incorporating the Paiute language and cultural heritage activities into daily lessons. To support a language-rich environment and help revitalize Paiute, teachers facilitated fun activities, such as a memory game, in the classroom. The memory game was a fun way for children to learn words, including "yotsi," which means "to jump," and "wunu," which means "to stand up." Teachers also incorporated cultural lessons into The Creative Curriculum's suggested learning units. For the curriculum's friendship theme, the children learned about love, practiced the Paiute word for heart (piwu), sang native songs, and performed the traditional round friendship dance. Language-rich activities continued during COVID-19, with daily virtual classes and information and home activity suggestions available to parents on the grantee's Facebook page. The program provided language-rich environments for children to gain school readiness skills while also revitalizing the Tribe's native language and honoring the culture.



Designing Quality Health Program Services

Child Health Status and Care

The grantee has an approach for ensuring the delivery of high-quality health services.

Safety Practices

The grantee implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

Designing Quality Health Program Services Summary

Bishop Indian Head Start staff and tribal partners provided quality health services and safe learning environments for children. The health and disabilities manager completed vision and hearing screenings, tracked health records in ChildPlus, and reminded parents of upcoming events. They also facilitated referrals to the Toiyabe Indian Health Project or the California Rural Indian Health Board for families needing medical care. These practices were successful, resulting in 100 percent of children being up to date on age-appropriate health and dental care for the 2020-2021 program year. The program also promoted health and nutrition practices, including serving produce from the center garden and increasing physical activity in the expanded play yard. The introduction of these practices contributed to a decline in enrolled children's obesity rates from 32 percent to 21 percent over the past 18 months. To address heightened anxiety during COVID-19, the program's mental health partners, Strive Behavioral Intervention, Inc. and the Inyo County Superintendent of Schools, provided activities, group webinars, and individual counseling to families. These efforts included social stories about wearing masks to help ease children's fear of the virus, virtual playgroups connecting isolated families, and counseling to reduce personal stress. Finally, the program ensured healthy and safe learning environments by completing daily hazard inspections and increasing cleaning and sanitizing practices during COVID-19. The program also received monitoring by external groups such as the California Highway Patrol, which reviewed bus and driver records, and Indian Health Services, which conducted kitchen inspections. The program's health practices kept children, families, and staff healthy and safe.



Designing Quality Family and Community Engagement Services

Family Well-being

The grantee has an approach for collaborating with families to support family well-being.

Strengthening Parenting and Parent-Child Supports

The grantee has an approach for providing services that strengthen parenting skills.

Designing Quality Family and Community Engagement Services Summary

Bishop Indian Head Start helped improve family well-being and strengthen parenting skills. The staff helped families establish goals, identified resources for goal progress, and provided encouragement and celebrations as families worked toward attainment. For instance, if a parent aspired to earn a general education diploma (GED) certificate, staff referred them to the Owens Valley Career Development Center for academic evaluation and course enrollment. Conversely, a family with a housing goal might be referred to the Inyo Mono Advocates for Community Action, Inc. Staff tracked family goals in ChildPlus, and reports indicated 72 percent of families attained their goals in the 2019-2020 program year. The program also took steps to help strengthen parenting skills and support parent involvement in their child's learning and development. The first step started at enrollment when staff shared information about the importance of regular school attendance and continued as they celebrated daily attendance of 90 percent and higher during parent meetings. The program also collaborated with the Owens Valley Career Education Center's Tuniwa Nobi Program to support family literacy at a monthly book club where attending families read a book and worked on a related craft project. Book clubs continued during COVID-19 with virtual meetings and the distribution of books and activities to use at home. Parents had the opportunity to participate in the Triple P - Positive Parenting Program curriculum on-site before COVID-19, and meetings continued virtually when safety precautions prevented in-person services. The curriculum sessions covered challenging behaviors; for example, temper tantrums and picky eating, and tips for identifying triggers. The Bishop Indian Head Start family support and community engagement services helped families improve their well-being and support their child's education.



Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

Eligibility, Recruitment, Selection, Enrollment, and Attendance

At least 10% of the grantee's total funded enrollment is filled by children eligible for services under IDEA or the grantee has received a waiver.

The grantee enrolls children or pregnant women who are categorically eligible or who meet defined income-eligibility requirements.

Enrollment Verification

The grantee maintains and tracks full enrollment.

Fiscal Infrastructure, Capacity, and Responsiveness

The grantee's fiscal staff have the qualifications needed to provide oversight of the grant.

The grantee has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure Summary

Bishop Indian Head Start enrolled only children and families meeting eligibility requirements according to Head Start regulations and the Tribal Council and the policy council's approved selection criteria. Applicants completed interviews with program staff in-person prior to COVID-19, and by phone or virtual platform after, to provide application information and documentation. The program director and the ERSEA specialist reviewed all information and completed a two-party validation process to ensure the accuracy of all eligibility determinations. The director used knowledge from Head Start University ERSEA training and guidance from the Early Childhood Learning and Knowledge Center (ECKLC) to help the program stay compliant with all regulations. Bishop Indian Head Start enrolled tribal families meeting approved selection criteria and grant eligibility requirements.

Bishop Indian Head Start employed a financial management system and budget development process supportive of Head Start services. The program managed funding from multiple sources, including Head Start, the U.S. Department of Health and Human Services, the Bureau of Indian Affairs, the U.S. Department of Justice, First 5 Inyo County, and the Coronavirus Aid, Relief, and Economic Security (CARES) Act. The fiscal team used the MIP Fund Accounting software for fiscal oversight and Microix software for requisitions, purchase orders, and timesheets. The team also adhered to the Tribal Council approved financial policies and procedures manual and internal control requirements, including two-party approvals, segregation of duties, and source documentation requirements. The annual budget, approved by the Tribal Council and the policy council, included allocations for the personnel, training, and classroom supplies necessary to support program goals. The grantee's fiscal practices supported the delivery of quality services to tribal children and families.

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