

BISHOP INDIAN HEAD START INYO COUNTY STATE PRESCHOOL



Self-Assessment Results Program Year 2015-2016 Identified Areas for Program Improvement

Self-Assessment systems measure agency accomplishments, strengths, and weaknesses, and support a continuous quality improvement approach to managing Head Start programs.

Program Name: Bishop Indian Head Start

Dates of Self-Assessment: February-April **Year:** 2015-2016

Participants in the Self-Assessment Process: Provide the positions or titles of various stakeholders who participated in the Self-Assessment process such as staff, parents, Policy Council, governing body, community partners (no need to list specific names).

Team Members:

2015-2016 Tribal Council and Tribal Member Input	2015-2016 Policy Council
2015-2016 Parent Committee	BIHS Staff
2015-2016 Health Advisory	Community Partners: Bishop Elementary State Preschool Inyo County Inyo County Special Education Local Plan Area, First 5, OV CDC: Child Care Program; Nüümü Yadoha; TANF; Education, Bishop Fire Department, Tribal Police Toiyabe Indian Health Service: Community Health, Dental, Health, Mental Health, and WIC, Bishop Tribal Program and Administration

Resources/ Data Used:

2015-2016 Parent Surveys Survey Monkey	2014-2015-Self Assessment Program Improvement Plan and Prism
School Readiness Goals	Positive Child Outcomes Desired Results Developmental Profile Parent/Teacher Conferences
Parent, Family, Community, Engagement Outcomes	Staff Needs Survey 2016
Current Community Assessment	BIHS 5-Year Plan
Minutes: Health Advisory, Parent Committee, Policy Council	LEA Transition Meetings
Parent Daily Suggestion Envelop	http://ers.fpg.unc.edu/early-childhood-environment-rating-scale-ecers-r
Classroom Assessment Scoring System	Indian Health Survey and Action Plan
California Adult Child Food Program Triennial Review-Summation Report 2015	Recent Head Start Triennial Review
Health Tracking Reports	Ongoing Monitoring Reports Record Keeping and Tracking
Transportation Monthly Records California Highway Patrol	State Preschool Audits
Single Fiscal Audits	Risk/Threat Assessment Checklist
State Preschool Program Report-QRIS	Classroom Portfolios, IEP Folders, and Enrollment Folders

Areas Identified for Program Improvement

Management Systems: Program Governance

Program Governance systems include a governance structure, strong communications, and regular reporting that supports shared decision-making.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
<ul style="list-style-type: none"> None-Continue 	

Management Systems: Planning

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.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
Response Time and Follow-thru: training and technical planned activities- Staff Needs Assessment Survey T/TA Plan 2014-2015, 2015-2016	BIHS Director and Management Team will monitor training dates and make adjustments to Academic Schedule for consistent training through-out the year. Schedule to be completed with dates by July 1 st of each year. Policy Council and Tribal Council approved of additional training days for BIHS staff during program year. 2014-2015-62% of staff would like training in Team Building. (2015-2016-7%). 2014-2015-54% of staff would like training in Cultural Curriculum (2015-2016-64%).2014-2015-23% would like to be cross trained in other program services. (2015-2016-21%. Other areas of interest PFCE and Computer Skills.
Events Planning still happening month to month	BIHS Director and Management Team scheduled next year events after the completion of current event. Events calendar to be completed August 1 2016.
Staff Needs Survey-2015, 2016 New hires still needed guidance in policy and procedures	BIHS Director and Management will ensure at the immediate start of employment each New and Returning employees utilize the orientation checklist for Head Start Training, State Preschool Training, Indian Head Service, and Tribal Employee policies and procedures (personal cell phone use).
CLASS Observation Reliability Certification No one on site. BIHS contracts	BIHS Management Team and State Preschool Partners will certify two additional CLASS Reliable Observers by end of school year 2017and continue to provide CLASS training at least three times a year. Focus area is Instructional Support: Concept Development and Quality of Feedback.

Management Systems: Communication

Communication systems allow for the exchange of information so individuals can become fully involved in program activities and make group decisions that promote a quality program.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
Source: Parent Survey Information from Program: What you can do to help your child learn and grow; Parenting skills; How to find other services in the community; Where to report health and safety concerns and complaints; Experience	BIHS Management Team will continue to provide information on the identified areas. BIHS will add an information page regarding staff that will include the experience and training of each member of our team. We will also provide this information on our webpage. Where to report health and safety concerns and complaints is currently available in Parent Handbooks; however, BIHS will add information to School and Tribal monthly newsletters, and menus.

and training of Head Start Staff	
Rights and Responsibilities are not translated into Spanish.	BIHS Management Team will work with Community Partners to translate the Rights and Responsibilities will be translated into Spanish by the start of 2016 school year. Director, Teachers, and Family Advocate
84% how the BIHS staff communicates with them and 11% were satisfied and 5% Not Satisfied see Improvement area.	BIHS Director and Team will collaborate with parents to ensure effect positive communication expectations are met. BIHS Director will plan a Communication training for Parents and Staff (Completed Education Summit in March)-Continue as a pre-service and in-service workshop for staff and parents.

Management Systems: Record Keeping and Reporting

Recordkeeping and reporting systems provide information needed to individualize programs for children and families. They help staff monitor the quality of services, assist in planning and management, and ensure delivery of quality services.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
None-Continue	

Management Systems: Ongoing Monitoring

Ongoing monitoring systems help assess program operations. They ensure that necessary steps are taken to meet federal regulations, program goals and objectives, and that appropriate interventions are taken in a timely manner.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
None-Continue	

Management Systems: Human Resources

Human resources systems provide ongoing professional development to well-qualified staff. It supports quality services for children and families within an effective organizational structure.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
Staff Professional Growth/Child Development Permits and professional development plans are needed for some teaching teams.	BIHS Director; State Preschool Director will follow-up each quarter with staff who needs their appropriate teaching permit. 100% of Teaching Team will work with Director to update or formulate a five-year plan for professional growth goals and objectives by the start of the 2016-2017 school year.
Pre-Service prior to assuming duties	BIHS Director and support team will ensure all new staff receive pre-service training regardless of when they are hired.
Employee Break Schedules	BIHS Lead Teachers will plan out breaks accordingly prior to the end on the 2015-2016 school year. Administrative Assistant will plan out Support Staff Breaks prior to the end of the School Year. Director, Assistant Director, and Health Manager will ensure Teaching team receive regular breaks.

Management Systems: Facilities, materials, equipment, transportation, and technology systems

Facilities, materials, equipment, transportation, and technology systems ensure that these important infrastructures support program operations.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
Staff Meeting Minutes	BIHS Director, volunteers and Tribal Maintenance will schedule a time line to

regarding Outdoor Classroom; Facilities Checklist; POEMS assessments	rearrange outdoor classroom environment to begin in April 2015-September 2018. Materials Needs: Shade Cover for New Sandbox; Installation of Cardiovascular; Equipment for Children; Expand bike path; Walking Trail; fall zone material
#7 Space For Gross Motor 2.25 Subscale : Space & Furnishings score – 6.26 Gross motor space did not provide sufficient cushioning under climbing equipment (fall zone did not meet 6 inches)	BIHS Management Team and Community Partners will purchase additional Fall Zone material monitored daily with measurements taken monthly and will be documented on Maintenance Log. Sand must be rototilled monthly or as needed to maintain 9 inches of fall zone material (sand).

Management Systems: Fiscal Management

Fiscal management systems provide a key component to Head Start programs' ongoing and organized approach to ensuring effective use of financial resources.

Identified Area of Improvement	Improvement Strategies and Timeline	Person(s) Responsible
None-Continue		

Management Systems: ERSEA

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) systems provide for effective access to the program for children and families.

Identified Area of Improvement	Improvement Strategies and Timeline	Person(s) Responsible
None-Continue		

Child Development and Health Services: Prevention and Early Intervention

A comprehensive system of services to prevent health problems; supports health development by encouraging practices that prevent illness or injury, and by promoting positive culturally relevant health behaviors that enhance lifelong well-being.

Identified Area of Improvement	Improvement Strategies and Timeline	Person(s) Responsible
Teacher Case Management meetings and staff discussions; Contingency (emergency plan) related to health needs to be clarified and reviewed with staff.	BY the start of the 2016-2017 school year the Lead Teachers, Director, Health Manager, Policy Council, and Health Advisory: Update Contingency Policy to a flow chart related to contagious diseases: to include chain of command and more specific strategies for parents, teachers that include individualization, community health alerts, attendance, emergency communication, (phone tree via text) and sanitation process.	
#12 Toileting/ Diaper-4.5 Subscale : Personal Care Routines Score- 6.00 Staff and Children in our Three Year Old	Amanda Miloradich-Health Manager, All Teaching Staff will assign a part time aide or full-time aide to monitor hand-washing using a checklist to ensure all children are washing their hands. Health and Disabilities Manager will facilitate the "Glow Germ Lesson" in three year old classrooms; read "Germs make me sick" and provide individual lessons for children. Teachers facilitated "bubble confetti lesson and Sparkle germs" Health Manager will also observe hand washing routines once or twice	

program washed their hands most of the time-scored less in coming from outside to inside or entering the room. In place, continue	a month and report outcomes to teachers.
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Child Development and Health Services: Individualization

Individualization assures that the program recognizes the uniqueness of each child and staff responds by individualizing approaches to child development, education, and family partnership. Child's individual health, nutrition, oral health, safety and mental health can be improved significantly when services are tailored to meet their unique needs.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
Data analysis is in progress. Team Need Formal Data analysis training.	BIHS Management Team will improve data analysis and program planning with Teaching team by providing Training in this field in order to support quality lesson plans based on individual needs and interest of children.

Child Development and Health Services: Disabilities Services

Ensures that children with disabilities enrolled in the program receive all of the services to which they are entitled in the least restricted environment.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
None-continue	

Child Development and Health Services: Mental Health

A comprehensive system of mental health prevention and intervention services for children and families including providing mental health awareness and education to staff. To ensure the healthy mental development of young children enrolled in the program for designing and implementing program practices that support each child's mental health, prevent mental health problems, and are responsive to identified concerns.

Identified Area of Improvement	Improvement Strategies and Timeline	Person(s) Responsible
Communication with Inyo County SELPA and Superintendent of Schools BIHS Director, IMACA Head Start Director, State Preschool Director, and SELPA Director will meet before the start of the new school year to plan out actions steps that address severe behavior needs of children in a school environment. BIHS IEP families receive ongoing services and for ½ the year our children with challenging behavior were receiving playgroup therapy and then it stopped. BIHS and IMACA Head Start will also work on a partnership plan to bring private behavior therapist to work with staff, families, and children.		
<ul style="list-style-type: none"> Head Start Directors, Education Managers, and Health and Disabilities Managers 		

Child Development and Health Services: Curriculum and Assessment

Provides all children with a safe, nurturing, engaging, and secure learning environment, in order to help them gain awareness, skills, and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
Parent Involvement in lesson planning and continue to increase parent child activities-continue	Beginning school year 2016-2017-BIHS teachers will consistently have parents review lessons plans and encourage parent input. Teachers will Document on lesson plan that parents have reviewed their lesson plans to support parent awareness of the program's school readiness goals.

New Teaching staff and experienced teachers identified ongoing assessment tool training and review	Beginning school year 2016-2017-BIHS Director will plan ongoing assessment tool training (DRDP) to ensure teachers are able to provide accurate and consistent information on children's progress.
Create a Cultural Curriculum for Preschool	BIHS Cultural Committee plan events by start of September -hand games, pow wow, music, outdoor exploration, of our valley, pine nut hunting, increase interaction with elders and care center
Enhance Community Workers Curriculum	BIHS Teachers plan out Community Worker Presentations and field trips linked to the Community Workers in our area.

Family and Community Partnerships: Family and Community Partnership Building

Supports mothers and fathers as they identify and meet their goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supporters of children and families of all cultures.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
Written Plan needs updating and enhancements to reflect how the program will respond to any new needs of families. Consistency of follow-up by family services does not reflect the quality of services received through Head Start referrals.	BIHS will use Child Plus to summarize needs and interest of families and utilize the report to collaborate with partners or form new partners to help meet identified areas or new areas. BIHS schedule monthly activities each month during the year. BIHS will document participation and follow-up in the Child Plus System to measure progress and or use excel. BIHS Tribal Council and BIHS Director will plan to hire an Assistant Director to assume the responsibilities of ERSEA/PFCE. This position will require experience in social work and family study, data entry and analysis, presentation skills, and experience in collaborative partnership building. New position will also implement a tracking system for referrals using Child Plus or excel.
Frequency of one to one with families to review the family Partnership Agreement, assess progress in attaining goals, and make adjustments	Currently BIHS meets the 3x a year, but would like to touch bases with families more often. Begin forming relationships during the initial enrollment interview process, touch bases as families are completing their enrollment, set goals in September, follow-up during parent teacher conference time (3x), and during transition. Additional: monthly phone calls or as often as family needs.
Other Family Service Considerations not in place	BIHS Director and Assistant Director will collaborate with Family Services, Wild Iris, and RAVE to identify agencies that can provide Marriage and Relationship resources for families willing to participate. In addition, issues afflicting older siblings, of HS children. Identify resources for youth in our community. Plan a process to link older siblings of HS children to these resources.
Early Head Start Transition Plan	BIHS and OV CDC need to formulate an MOU outlining activities for transitioning EHS children and families to Head Start. Activities include visiting the BIHS, engaging in shared parent engagement activities, assistance with application process, meeting HS teachers and staff. Transportation Education. Transfer of child and family files in order to maintain smooth service transitions. Consider combining Health Advisory meetings, Health fairs, Policy Council, and Parent Committee activities.

Family and Community Partnerships: Parent Involvement

Ensures that program collaborate with partners in their communities in order to provide the highest level of services to children and their families, to foster continuum of family centered services and to advocate for a community that shares responsibility for the healthy development of children and families off all cultures.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
Parent Surveys: mentioned for the past 5 years: Increase Paiute Language and Activities 2016 88% Very Satisfied 11% Satisfied 2% Not Satisfied	BIHS Teachers, ERSEA Team, and Parent Committee, by the start of the 2016-2017 school year to form a Cultural Activity Committee of Parents, staff, and community members to brainstorm ideas and activate plans. Plan at least 1 but not limited- hands-on cultural activity and or cultural education for staff, families and children. Request OVCDC Nūmū Yodaha to facilitate an age appropriate Paiute Lessons for parents to take home. Invite community members especially elders to share culture (flute players, storytelling, Pow Wow Dancers)
Source: Parent Survey 72% of our parents were very satisfied with Parent Involvement and 24% were satisfied 3% Not Satisfied	BIHS Director, Teachers, and PFCE Team will increase parent/child activities to an average of 2 events weekly. Process is in place since September 2015. Parent Interest and Needs Survey to be maintained by PFCE Manager and reported results and outcomes discussed with Parent Committee and Policy Council for the purpose of events planning. In addition, PFCE Team will summarize interest by classroom and present summary to teachers for classroom events planning. Paiute Vocabulary and phrases should be incorporated though-out events.
Documentation of parent involvement in curriculum development	BIHS Teaching team will document parent involvement in monthly curriculum development before the start of school year. Strategy: parent survey, interviews at home visit, documenting how parent web chart and interest surveys are woven into lesson plan.
Documentation of opportunities to participate in Early Head Start to improve skills and knowledge in prenatal education on fetal development, labor and delivery, and post-partum recovery.	Health and Disabilities Manager will collaborate with WIC services to provide education and resources for our Head Start Newsletter and Tribal Newsletter. In addition, to planning workshops that cover skills and knowledge in prenatal education on fetal development, labor and delivery, and post-partum recovery for HS, EHS, and the community.
Participation in planning events are either high or low	BIHS PFCE Team will work with current leaders to brainstorm creative ways to gather family input for the purpose of event planning. In addition to sign ups in the classroom and parents promoting the need for their participation-parent leaders and staff can personally invite potential parent leaders to assist in planning and participation of events.
Increase Family Engagement Activities	Movie Night, BBQ, Love and Logic trainings, Parent Trainings, Paiute Language Binder for each teacher with a training overview, cultural events, elder involvement

Child Development and Health Services: Nutrition

The first guidelines of the Head Start nutrition program focused on the importance of providing children with nourishing food and opportunities to promote intellectual and social development and the important role of parents in their children's nutrition. To include nutrition education to children, parents, and staff; nutrition staff qualifications; community nutrition problems and resources; and introducing a variety of foods to young children.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
End of the Year	Head Start Director/ BIHS Chef Increase Cultural Foods and activities into the

Interviews with Staff 2016 Self-Assessment Discussion Increase Native American Cultural Foods	Menu: BIHS is seeking grant opportunities to support garden activities that would include traditional foods. In addition seek Cultural Food Advisors/Elders from other Tribes who have included traditional foods in their menus. Participate in the CACFP Native American Recipe Project Seek resources from Tutwapi Library and Nüümü Yodaha for recipe ideas.
CACFP Mission needs updating to match our food sovereignty efforts.	Health Manager, BIHS Chef, Lead Teachers Health Advisory Update CACFP Mission Statement to align with our REACH objectives by the end of school year. By Start of 2016-2017 School Year Translate to Spanish.

Using Child Outcomes in Program Self-Assessment

An effective system for measuring child outcomes that informs program leaders of patterns of progress for 3 to 5 year old children and using results to plan for continuous program improvement.

Identified Area of Improvement	Improvement Strategies and Timeline Person(s) Responsible
Program Planning Cycle (Timing)	The BIHS Director and Support Team will strengthen the Program Planning Cycle by ensuring the program calendar is followed by September 2016. Prior to the next month, The Team will review planning calendar and schedule actual dates in the current month that correlate with planning cycle. Spreading out the planning cycle throughout the year to include data collection ensures information is available for the grant and other grants that will support Head Start Community Needs on time. Pre-service will include a training for the entire staff utilizing the National Center on Program Management and Fiscal Operations resources for program planning in Head Start.

Bishop Indian Head Start Program Strengths

Management Systems: Program Governance

Program Governance systems include a governance structure, strong communications, and regular reporting that supports shared decision-making.

Source: Parent Survey, Signed Statements and minutes from Tribal and Policy Council
90% of our parents were very satisfied with the overall quality and 10% were satisfied.
100% felt their child was safe at BIHS and 100% felt their child was safe at BIHS.
Source: Program Governance Screener, Tribal and Policy Council Minutes, OHS Monitoring Protocol-Management Systems and Program Governance guides
All areas are in compliance; Governing Bodies meet regularly to discuss Head Start operations and participate in program governance training and Certification process.
Program Governance Policies and Procedures and Bylaws are currently approved by Policy Council and Tribal Council. T
Policy Council and Tribal Council receive monthly program Director Report; report includes: Agendas, minutes, and meetings tracking, Family and Community Partnership activities; School Readiness Progress; individualization and tracking; ERSEA Data; goals and achievements; any deficiencies, quality improvement; or non-compliance areas; State Preschool monthly reimbursement, CACFP (meals and snacks data, expenditures and reimbursement); Head Start and Tribal Match Expenditures; facilities, materials, and equipment; Transportation Data; Child Health and Safety data; Health Manager Tracking (absences related to: illness, health appointments, communicable diseases, injury); speech services, referrals; health follow-ups; and professional growth of Health manager. Tribal Council and Policy Council participate in the annual self-assessment process.

Management Systems: Planning

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.

Source: Parent Survey; Program Plans; Survey Monkey; Quality Counts Project; Staff Needs Survey
93% of our parents were very satisfied with the hours of operation and 7% were satisfied.
Of the 85% Parents Return Rate, 86% of our parents were very satisfied with the location of the program, 12% were satisfied and 2% not satisfied.
Planning Policies and Procedures are currently approved by Policy Council and Tribal Council
Community, Staff, Parents, Families, and all stakeholders involved in planning process. Staff indicate BIHS events are well organized.
Partnerships and strong collaborations have provided funding to carry out planning goals. Example Ages and Stages Network Planning Meetings facilitated by First 5: Goal of meeting: implement ASQ screening tool in health and education setting countrywide. Partners will help determine where investments need to be made and how referrals to existing resources can best be streamlined and promoted to increase family access developmental aides. Triple P Positive Parenting Program Meetings facilitated by First 5: Goal of meeting: countrywide implementation of program proven to reduce child abuse and neglect. Partners will decide what intensity of services will be offered, and what investments in local training needs to take place to build effective capacity to support Inyo parents.

Management Systems: Communication

Communication systems allow for the exchange of information so individuals can become fully involved in program activities and make group decisions that promote a quality program.

Source: Parent Survey, Staff Needs Assessment
93% received information on: How children develop at different ages; 93% How your child is growing and developing; 95% How your child is doing in the program; 96% Schedule of daily activities; 96% What you can do to help your child learn and develop; 91% Parenting skills; 95% How to find services in the community; 95% where to find other services in the community; 86% discipline problems; 100% How to get involved with your child's program; and 89% experience and training of staff.
84% how the BIHS staff communicates with them and 11% were satisfied and 5% Not Satisfied see Improvement area.
Parents Personal Rights Form LIC613A Posted in Handbook and a signed copy by parent and staff in enrollment File
Daily Classroom schedules are posted in the classroom for parents. Volunteers, substitutes, and staff.
Communication Policies and Procedures are currently approved by Policy Council and Tribal Council
A majority of Staff indicate an improved communication and interaction between staff. "Lots of information is provided regarding child's subjects."

Management Systems: Record Keeping and Reporting, Tracking and Follow-up

Recordkeeping and reporting systems provide information needed to individualize programs for children and families. They help staff monitor the quality of services, assist in planning and management, and ensure delivery of quality services.

Source: Parent Survey; Program Plans; Head Start and CACFP reviews; State Preschool ; Single Audits; Self-Assessment Interview questions.
Record Keeping and Reporting Policies and Procedures are currently approved by Policy Council and Tribal Council. BIHS tracks the provisions of all child health and development services and ensures that follow-up services are received in a timely manner.
All auditors found sufficient about of documentation (record keeping and reporting) to find BIHS is compliance. We continue to practice the same amount of record keeping and reporting as if we are to be audited each day. Record Keeping and reporting is essential in all our funding and program operational requirements.
Child Plus Year 1 in process.

Management Systems: Ongoing Monitoring

Ongoing monitoring systems help assess program operations. They ensure that necessary steps are taken to meet federal regulations, program goals and objectives, and that appropriate interventions are taken in a timely manner.

Source: Parent Survey; Program Plans; CLASS Scores
Ongoing Monitoring Policies and Procedures are currently approved by Policy Council and Tribal Council. Ongoing Monitoring takes priority as proven with continues auditors.
Successful Triennial Head Start Review-in full compliance! Includes CLASS observation!
2016-CLASS Dimensions: 6.41 in Emotional Support; 6.31 in Classroom Organization; and 2.6 in Instructional Support-Program Improvement.
3 out of 4 classrooms were eligible for a Quality Counts Block Grant. Of those 3 100% qualified and achieved Tier 4 Status. The Highest is Tier 5. Areas monitored: Child Observations-DRDP used 3x and results used to inform curriculum planning; Health Screenings-program works with families to ensure screenings of all children using ASQ at entry and as indicated thereafter; Curriculum related to school readiness; minimum qualifications for lead teachers are met-AA/AS in ECE/CD or 24 units in ECE/CD or Site Supervisor Permit, and 21 hours of PD annually; CLASS Assessment-Emotional Support 5, Instructional Support 3, and Classroom Organization 5; Approach to DLL and Inclusion in place and being practiced; ratio and group size met for preschool-3:24 or 2:20, Program Environmental Assessment-Overall score at least a 5, Director Qualifications-BA with 24 units and Site Supervisor permit, and Home to school connections in place.
Tools used to measure the strength of management systems: Governance, Leadership, and Oversight Capacity Screener, Health and Safety Screener, Family and Disabilities Services Staff Skills Profile, PFCE and School Readiness Screener. Utilize the Head Start knowledge center for additional resources.

Management Systems: Human Resources

Human resources systems provide ongoing professional development to well-qualified staff. It supports quality services for children and families within an effective organizational structure.

Source: Parent and Staff Surveys and Interviews, Director Reports, Self-Assessment Interview Questions
82% of our parents were very satisfied with the background and experience of staff and 18% were satisfied.
Staffing issues resolved and current staff design is working efficiently to meet the needs of children and families. In addition, program operations are running efficiently with no delay in services. BIHS meets regularly and maintains contact with Human Resource Manager. HR provides quality services to BIHS and ensures BIHS is meeting Tribal and Head Start regulations. HR is currently reviewing all Head Start job descriptions submitted by Director. Policy Council reviewed and approved all job descriptions in draft form.
Qualified Bus driving team to meet the needs of the program.
Tribal Council support in meeting staffing needs to ensure operations run smoothly while meeting safety and supervision needs.
Human Resources Policies and Procedures are currently approved by Policy Council and Tribal Council. BIHS follows all Tribal HR Policies and Procedures and align with OHS requirements.
Increase in professional development, staff engaged in college course, and increases in cross training. Teaching Team is dedicated, passionate, working together to support each other with classes.

Management Systems: Facilities, materials, equipment, transportation, and technology systems

Facilities, materials, equipment, transportation, and technology systems ensure that these important infrastructures support program operations.

Source: Parent Survey
95% of our parents were very satisfied with the equipment and materials and 5% were satisfied
All Policies and Procedures related to facilities, materials, transportation, and technology systems are currently approved by Policy Council and Tribal Council
BIHS uses ongoing monitoring to maintain facilities, materials, equipment, transportation, and technology systems. For example, BIHS obtained a new school bus, security camera, outdoor play equipment, classroom supplies, security doors and latches, 7-New Wireless Computers! In addition, Shelter in Place Equipment, First Aid and CPR Equipment, including and AED defibrillator. Outdoor Expansion Garden promotes healthy foods, family engagement, and volunteers.

Outdoor Expansion Garden promotes healthy foods, family engagement, and volunteers. Expanded outdoor is classroom 19,000 square feet, and outdoor classroom materials for gardening (new greenhouse), gross motor equipment -all through partnership grants and funding.

Management Systems: Fiscal Management

Fiscal management systems provide a key component to Head Start programs' ongoing and organized approach to ensuring effective use of financial resources.

Source: Self-Assessment interview questions

Fiscal Management Policies and Procedures are currently approved by Policy Council and Tribal Council. BIHS follows all Tribal Fiscal Policies. Effect Fiscal Policies and Procedures are in place and align with OHS requires supporting the implementation of quality services to children and families. Required annual single audits are completed.

BIHS and Fiscal work together daily through communication via (in-person, email, or on phone) to discuss and prepare reports on expenditures and reimbursements, budget and balancing and adjustments, fiscal education, payroll, and single audit preparation and follow-up.

Management Systems: ERSEA

Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) systems provide for effective access to the program for children and families.

Source: Staff and parent needs, community assessment, health data, Policy Council meetings, Booklet 16

The BIHS Community Assessment includes all the following information about the Early Head Start and Head Start geographic areas: Demographics, Community strengths and assets, child care, child development programs that serve HS eligible children, estimated number of children with disabilities (birth to 4) include types and relevant services. Data regarding education, health, nutrition, social service needs of HS eligible children and families, including needs, and resources to meet those needs, and a summary and analysis of the data collected for the Community Assessment.

Policy Council consistently involved in ERSEA discussions and updated Selection Criteria sheet based on parent, community, and staff greatest needs. Wait list in place that ranks children according to selection criteria.

Attendance Policy in place, tracked, recorded, and families are kept in contact in regards to their ADA. ADA for the year is above 90%. Parents must document reasons for children being absent and sign. Teachers and enrollment staff review the attendance policy and parents sign that they agree to policy. Staff will meet with families to formulate attendance plan if needed.

ERSEA Policies and Procedures are currently approved by Policy Council and Tribal Council and reflect all ACF-HS current regulations

Child Development and Health Services: Prevention and Early Intervention

A comprehensive system of services to prevent health problems; supports health development by encouraging practices that prevent illness or injury, and by promoting positive culturally relevant health behaviors that enhance lifelong well-being.

Source: Parent Survey; Survey Monkey

86% of our parents were very satisfied with the number of staff working with children and 14% were satisfied.

91% of our parents were very satisfied with the Health and safety policies and procedures and 9% were satisfied.

Emergency Plan and Earthquake preparedness checklist LIC 9148 available in classrooms, front office, and administrator's office. In addition, Tribal Administration has access to Emergency Plans and procedures and is being used as a resource. Monthly Fire drills; earthquake drills, bus evacuations, and fire drills are documented each month.

BIHS is in full compliance with Head Start and Start Adult Child Ratio (We have 15 per classroom with two teachers).

Health Plans and Policies and Procedures are currently approved by Policy Council and Tribal Council

Strong Pedestrian Safety of our own Parking lot and crosswalks. Speed Limits posted, idle free zones posted, children playing signs posted, tobacco free signs posted, and buckle up safety signs posted.

Child Development and Health Services: Individualization

Individualization assures that the program recognizes the uniqueness of each child and staff responds by individualizing approaches to child development, education, and family partnership. Child's individual health, nutrition, oral health, safety and mental health can be improved significantly when services are tailored to meet their unique needs.

Source: Parent Survey, Self-assessment interview questions

95% of our parents were very satisfied with how BIHS meets promotes their child's learning and development child and 5% were satisfied.

State and Head Start Preschool Needs Assessment completed, data gathered, referrals made by Family Advocate, Health Disabilities Manager, and or Director

Policies and Procedures regarding individualization are currently approved by Policy Council and Tribal Council.

Father Involvement activities in place for fathers, uncles, grandfathers, and male relatives.

Children, families, and staff receiving services based on their needs and strengths. Files reflect individualization in the following areas: child interest, developmental strengths, temperament, needs, learning styles, languages, early literacy, math and science, cultural background, health and nutrition, parent input, and classroom curriculum.

Parents aware children are learning social skills, school readiness skills, confidence, and group interaction. Parents participate in parent teacher conferences and home visits and find the interaction helpful in keeping up with child and family goals. Information is set home to help children's age group and in newsletters.

Child Development and Health Services: Disabilities Services

Ensures that children with disabilities enrolled in the program receive all of the services to which they are entitled in the least restricted environment.

Source: Parent Survey; Mock Review State Preschool; Self-assessment interviews

Health and Disabilities Plans and Policies and Procedures are currently approved by Policy Council and Tribal Council. BIHS ensures that individual services are effectively provided to children with diagnosed or suspected disabilities. MOU with SELPA updated and activated. Pre-Service and In-Service provided to staff and parents.

Accommodations are met to meet special needs. IEP meetings and collaborations are in place and practiced between specialist, teachers, and parents.

BIHS has developed consistent and increase frequency of services with partners. Children, families, and staff developed comfortable and happy with New Speech Therapist.

Child Development and Health Services: Mental Health

A comprehensive system of mental health prevention and intervention services for children and families including providing mental health awareness and education to staff. To ensure the healthy mental development of young children enrolled in the program for designing and implementing program practices that support each child's mental health, prevent mental health problems, and are responsive to identified concerns.

Source: Parent Survey, Self-Assessment interview questions

All Mental Health Plans and Policies and Procedures are currently approved by Policy Council and Tribal Council

BIHS has developed consistent services with partners. BIHS is consistent in advocating for quality services for our children and families. We will seek funding to bring in outside professional agencies and continue to educate our team and community on the importance of mental health awareness. Currently working on Mental Health First Aid workshops for families, staff, and community (Suicide Prevention). BIHS has developed consistent and increase frequency of services with partners. Children, families, and staff developed comfortable and happy with New Behavior Therapist. We receive services 5 days a week!

Child Development and Health Services: Curriculum and Assessment

Provides all children with a safe, nurturing, engaging, and secure learning environment, in order to help them gain awareness, skills, and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life.

Source: Parent Survey, Staff Survey and observations, Self-Assessment Interviews
BIHS engages in a process of curriculum selection, and development, implementation, and evaluation, resulting in a written plan that supports the growth of children's social competence, including school readiness for center base option.
Teachers are trained in using ongoing assessment tools to provide accurate and consistent information on children's progress. (see program improvement)
86% of our parents were very satisfied with the Languages spoken by staff, 12% were satisfied and 2% not satisfied.
91% of our parents were very satisfied with the Interaction between staff and children and 9% were satisfied.
88% of our parents were very satisfied with the cultural activities, 11% were satisfied and 2% not satisfied.
Of the 85% Parents Return Rate, 94% of our parents were very satisfied with the environment and 6% were satisfied.
91% of our parents were very satisfied with the daily activities and 9% were satisfied.
95% of how the program promotes your child's learning and development and 5% were satisfied.
All Child Development Plans and Policies and Procedures are currently approved by Policy Council and Tribal Council. BIHS curriculum is consistent with performance standards, sound child development and learning principles. Curriculum is individualized through assessments, teacher observations, use of HS Foundations and State Preschool Foundations.
Parents are involved in curriculum development and reporting child progress through Director reports, parent meetings and activities, parent teacher conferences, newsletters, displayed lesson plans, written surveys, and implementation of parent ideas. (garden, playdough, handprint keepsakes, jewelry making, cooking)
Gardening is helping children realize the importance of living off the land, and having healthier choices in nutrition and cultural beliefs. The Outdoor Classroom supports life science: respect for nature, increased natural outdoor area includes trees, grass, and running area.
School Readiness: Collaboration with Kindergarten Elm Street Teachers. Monthly focus on School Readiness Goals, all teachers working on social emotional goals through free play, feeling cards, and FLIP It. Teachers individualizing school readiness goals for children.

Family and Community Partnerships: Family Partnership Building

Supports mothers and fathers as they identify and meet their goals, nurture the development of their children in the context of their family and culture, and advocate for communities that are supporters of children and families of all cultures.

Source: Parent Survey, Self-Assessment interview questions
All Family and Community Plans and Policies and Procedures are currently approved by Policy Council and Tribal Council. BIHS engages in the process of collaborative partnership building with families.
47% responded to yes, their child's enrollment in the BIHS program made it easier to accept a job; 67% responded to yes, their child's enrollment in the BIHS program made it easier to keep a job; 37% responded to yes, their child's enrollment in the BIHS program made it easier to accept a better job; and 54% responded to yes, their child's enrollment in the BIHS program made it easier to attend educational or training programs.
100% of families have engaged in the collaborative partnership building and setting visions for their families.
BIHS has identified the need for transportation services, parenting and computer access and now provides a Computer Resource Room, Parent Training materials, and Dial a Ride tickets for families with no transportation. BIHS collaborates with partners to provide funding for parent/family activities: Edison, First 5, Orange Lutheran High School Mission Team and Preventative Medicine. BIHS collaborates with over 50 agencies to provide resources for family partnership services.
BIHS is in progress of meeting the new emerging needs of low-income families: happy family (new park area for families), nutrition (new community garden and nutrition workshops), budgeting (food sovereignty education), safety (CPR and First Aid, car seats and car seat education, smoke detectors), computer access (computer room), Parenting (love and logic resources), activities to do with family (family gatherings, monthly planned activities). Currently working on partnership to meet mental health needs, (Mental Health First Aid, Parent Support Groups, Parent Education on Developmental Delays, Marriage and or strengthening relationships.).
BIHS provides opportunities for young children to get involved with HS by (reading books, gardening, block play night, family gatherings, and volunteering in the classroom).

BIHS coordinates joint training with early childhood programs in our community: State Preschool, IMACA Head Start, and Early Head Start. BIHS participated with the Bishop Tribe Education Board to plan and facilitate in the 1st Annual Bishop Indian Education Summit "Honoring, our Traditions, Empowering our First Teachers." The purpose of staff development and community development.

Family and Community Partnerships: Parent Involvement

Ensures that program collaborate with partners in their communities in order to provide the highest level of services to children and their families, to foster continuum of family centered services and to advocate for a community that shares responsibility for the healthy development of children and families off all cultures.

Source: Parent and staff Self-Assessment interviews and surveys, Mock Review State Preschool; Director Reports, MOU, participation forms

Evidence of monthly Parent Meetings: Policy Council, Parent Committee, and Health Advisory. Evidence of parent orientation materials (Engagement pamphlets, Interest surveys, personal invites to participate.

All Parent Involvement Plans and Policies and Procedures are currently approved by Policy Council and Tribal Council. Parents are aware who they need to talk to when addressing a complaint. Find it easy to talk to staff.

Mothers and fathers are able to identify various opportunities that BIHS offers: CPR and First Aid Training, Car Seat Safety, Parent Committee and Policy, utilize the computer lab, garden and elder garden, and Master Gardener Activities.

Teachers invite fathers to participate in meal time, honor their services to the country, educate fathers on the importance of their role in building confidence in their children, educating fathers on car seat safety training, building the outdoor classroom. Many fathers bring their children to school each morning, attend and participate in parent planning and leadership meetings, active volunteers, participate in partnership building, parent teacher conferences, enrollment and re-enrollment process, family engagement activities, and fieldtrips.

Parents have been identified, trained and hired as employees (Kitchen, Bus drivers, Teacher Aides).

Parents participate in the Kindergarten Tour and get to meet K-1 teachers in action prior to the transition of their children.

Provide opportunities for families to engage throughout the year. Attendance in greater during back to school night, children's gift tree day and Christmas activities, Egg Hunt, Parent's Day, Health Carnival, playdough making, Lana the Iguana activities, field trips, gardening, building the outdoor classroom, program planning, First 5 Building Block Play Night, Salsa Making, Family Fitness Day, fundraising for graduation.

Strong Community Partnerships with Local Tribal and Local Non-Tribal agencies, and without-side area partnerships that provide quality services to our students, families, staff, and community.

Policy Council and Tribal Council receive monthly program Director Report; report includes: Agendas, minutes, and meetings tracking, Family and Community Partnership activities; School Readiness Progress; individualization and tracking; ERSEA Data; goals and achievements; any deficiencies, quality improvement; or non-compliance areas; State Preschool monthly reimbursement, CACFP (meals and snacks data, expenditures and reimbursement); Head Start and Tribal Match Expenditures; facilities, materials, and equipment; Transportation Data; Child Health and Safety data; Health Manager Tracking (absences related to: illness, health appointments, communicable diseases, injury); speech services, referrals; health follow-ups; and professional growth of Health manager.

Child Development and Health Services: Nutrition

The first guidelines of the Head Start nutrition program focused on the importance of providing children with nourishing food and opportunities to promote intellectual and social development. The important role of parents in their children's nutrition. To include nutrition education to children, parents, and staff; nutrition staff qualifications; community nutrition problems and resources; and introducing a variety of foods to young children.

Source: Parent Survey; Mock Review State Preschool; CACFP Centers Summation Report; Interviews with staff

New Policy in the form of a parent letter implementing enhancements to the foods and beverages served to their children as recommended by the Planning, Preparing, and Serving reimbursable meals courses presented by CACFP. See BIHS webpage. Policy Council approved in the process of tribal Council approval.

96% of our parents were very satisfied with nutrition and 4% were satisfied.		
All Menus approved by a Licensed Dietician and posted in classrooms, parent information board, and online		
CACFP-Areas of Reviewed for Compliance: See uploaded report for Details-All in areas currently in compliance.		
Performance Standard 1: Financial Viability 100 Financial Management	Performance Standard 2: Administrative Capability 200 Procurement Procedures 220 Program Resources 240 Policies and Procedures 280 Pricing Program	Performance Standard 3: Program Accountability 300 Enrollment 500 Eligibility 600 Meal Counts
700 Licensing Requirements (N/A) 800MealRequirements	900 Fiscal Accountability 1000 Training	1100 Facility Review 1200 Safety and Sanitation 1300 Civil Rights
Outdoor Expansion Garden promotes healthy foods, family engagement, and volunteers.		
BIHS increase fresh fruits and vegetables by 90%! Hired on a full time chef! Increase fresh foods; increased soups, beans, and hearty but health dishes. Continue to increase nutrition education for children, parents, and staff. Kitchen more versatile in servicing items like: Brussel sprouts, asparagus, peppers, comfort foods (soup)		
New Effect Preschool Nutrition Curriculum Lana the Iguana likes to eat fruits and vegetables		
All Nutrition Plans and Policies and Procedures are currently approved by Policy Council and Tribal Council		

Using Child Outcomes in Program Self-Assessment

An effective system for measuring child outcomes that informs program leaders of patterns of progress for 3 to 5 year old children and using results to plan for continuous program improvement.

Source: ECERS-R Observation Score Sheet; Parent Survey; DRDP Observations (Fall, Winter, Spring)
BIHS used the http://ers.fpg.unc.edu/early-childhood-environment-rating-scale-ecers-r as part of the system for assessing child outcomes in Program Assessment. (See attached or uploaded) program wide ECRS scale plan of action. We have also tracked 5 years of program progress and identified areas of improvement.
Child Outcomes in Program Self-Assessment Policies and Procedures are currently approved by Policy Council and Tribal Council
BIHS uses the DRDP© (2010) by the California Department of Education to improve program quality each year. We also base our training, materials, and environmental plans based on the outcomes. We assess our children three times a year. Stat Preschool requires two times a year. http://www.desiredresults.us/form_drdp.htm
BIHS uses The Devereux Early Childhood Assessment (DECA) a normed assessment of within-child protective factors in preschool children aged two to five. (Social Emotional Screenings) once a year to identify children's and families needs. We use this screening for referrals, parent and teacher trainings, and to purchase materials and supplies to support social emotional growth.
BIHS uses Developmental Indicators for the Assessment of Learning™, Fourth Edition (DIAL™-4) once a year to identify possible developmental delays. DIAL-4 provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores—Motor, Concepts, Language, Self-Help, and Social Development. We use this screening for referrals, parent and teacher trainings, and to purchase materials and supplies to support social emotional growth.