HEAD START / EARLY HEAD START
ANNUAL REPORT

June 2012-13

YUROK TRIBE HEAD START
1027 Klamath Blvd. Klamath, CA 95548
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MESSAGE FROM THE HEAD START PROGRAM MANAGER
As the program’s Program Manager, I have been extremely amazed at all the accomplishments this program has made in the past year to improve services to the children and their families. The dedication of the program’s employees is reflected in the success of the children and their families reaching their goals, becoming self-sufficient and school ready. I am looking forward in moving into another year as the Program Manager and being a part of the continuum improve program quality.

Bessie Shorty, Program Manager
Yurok Tribe Head Start / Early Head Start

OUR MISSION
Our Mission of early childhood education is that we provide a quality comprehensive educational program to all children. By including the following in our daily curriculum Yurok Language / Cultural, Social & Emotional, Cognitive, Language /Literacy , Creative Arts, Approaches to Learning and Physical developmental activities.

The overall goal of the Head Start Program is increasing the social competency of a young child to be able to deal with both his/her present environment and later responsibilities in school and in life. (Program Standards)

WE BELIEVE THAT
Parents are a child’s first and most influential teacher. Information about children is crucial in planning meaningful, relevant experiences and activities addressing children’s strengths, interests and development.

WE BELIEVE THAT
Young children are active learners who learn best by exploring their environments and engaging in activities that are concrete and relevant.

WE BELIEVE THAT
Partnerships with you the parents/ guardians and the community empower staff to identify your needs and develop strengths, values and dreams by building confidence and respect.

GOALS
1. Complete and make accessible a Community Assessment Report
2. Complete and make accessible an Annual Program Report
3. Ensure all sites have a facility monitoring process to document maintenance request, follow up and outcomes
4. Ensure all Teachers meet qualification regulations
5. Ensure all children receive their 45 day health screening
6. Review and revise current program process on monitoring the California State Child/Adult Food Program
7. Develop a strong partnership with the California State licensing commission for our South site Child Care facilities
8. Coordinate and complete the 2nd Annual School Readiness Health Screening Day in partnership with UIHS meeting all program children’s health needs
9. Provide regular Yurok Language exposure to the program employees to develop their confidence using the Yurok language with the children in the program
10. Continue to offer monthly family engagement activities to promote school readiness in the home
11. Promote School Readiness Foundation with in the community
12. Continue to working in partnership with family’s in accordance with the Family Partnership agreements
13. Improve on data entry into the program digital data tracking system, Child Plus.net

Program Governance
The Yurok Tribal Council who is selected by enrolled Yurok Tribal members work in partnership with the programs Policy Council, tribal Human Resource Department, tribal Fiscal Department, tribal Law Department and the Head Start Program Manager to ensure the program works towards positive [program quality that the enrolled children and their families will benefit from.

Tribal Council
Chairman Thomas O’Rourke
Vice Chairman Susan Masten

Council Members
Pecwan District Richard Myers
Weitchpec District Sid Nix
East District Laura A Borden
South District Bonnie Green
Orick District Larry Hendrix
Requa District David Gensaw
North District Jack Mattz

Human Resources:
Director Rose Sylvia
Fiscal:
Acting Director Jill Mix
Legal:
Senior Attorney John Corbett
**Policy Council**

Policy Council is one of the many opportunities for the Head Start Program to provide to parents to developed leadership skills and empower them to take a role in the education of their child. Policy Council representatives are selected by enrolled children’s parents for each individual site. Policy Council meetings are held once a month. The elected Chairperson facilitates the meeting according to the agenda they develop in partnership with the Program Manager. Topics discussed, planned and approved are program policies, health plans and the program service plans. Policy Council representatives are encouraged to report back to their individual sites parents the provide details of the Policy Council meetings.

**Policy Council Representatives:**
Noel Gomez
Brenda Hendon
Katie Smith
Rhiannon McCovey
James Gensaw
Shelly Kreps
Carlo Miguelena
Donna Matilton
Skip Lowry
Rachel Callahan
Cindy Green
Lisa Granados
Tracy Mahoney

**Head Start / Early Head Start Services**

Head Start / Early Head Start are federally funded programs granted to the Yurok Tribe. Our program works in partnership with families to assist them in the development of their children in Yurok Language / Culture, Social & Emotional, Cognitive, Language & Literacy, Creative Arts, Approaches to Learning and Physical developmental strengthening the chance of their child to be successful in school and socially.

**Education**

Our program promotes parents in being their child’s first and most influential teacher. Teachers work in partnership with parents in the completion of curriculum planning to work towards the development of the child to be “School Ready”.
Nutrition
In partnership with the California State Child & Adult Care Food Program we ensure nutritional needs are met of all enrolled children of the program. Local traditional food gathering and preparing techniques are shared with the children to develop their awareness and to promote healthy life styles.

Health, Dental and Mental Health
In partnership with parents and outside agencies of the individual child the program works towards early intervention to target or remedy health concerns that may interfere with the child’s ability to learn and be “School Ready”.

Disability
In partnership with Local Education Agencies (LEA) and Tribal Programs early intervention is acquired to target individual child’s needs to ensure they have all the resources available to them to develop and strengthen their abilities to be “School Ready”.

Family Support Services
Our program works with families in identifying family goals and successfully achieving the goals. We have adopted the ChildPlus.net Instrument 1 for tracking and aggregating data for program improvement.

Our Program Model & Service
The Yurok Tribe of Northern California, as program grantee, oversees program operations to ensure the provisions of high quality, cultural appropriate services to children 0-5 years old and families. The Head Start Program Manager with direct oversight of the program works diligently with the Governing Body and Policy Council in establishing program wide policies, procedures and service delivery systems. The U.S. Department of Health & Human Services Office of Head Start provides over site, technical assistance and training to the grantee on an on-going basis. For the Year 2012-13 the program funded services for 132 children 0-5 years old. The services provided were full day (more than 6 hours a day) and five days a week.

KLAMATH SITE: NORTH DISTRICT
Location: 300 Minot Creek Road Klamath, California
Services:
Head Start: serving 30 children; ages 3 to 5 years
Early Head Start: serving 12 center Base; 10 Home Base clients ages pre-natal to 36 months
Child Care: Vouchers & Center Base Services (depending on funding & applicants)
Transportation: Buses to and from site
**KE’PEL SITE: EAST DISTRICT**

Location: 300 McKinnon Hill Road in the East District located off of HWY 169
Closest Town: Weitchpec, California

Services:
- Head Start: serving 15 children ages 3 to 5 years
- Early Head Start: serving 16 Center Base; 6 Home Base clients ages pre-natal to 36 months
- Child Care: Vouchers & Center Base Services (depending on funding & applicants)
- Transportation: Buses to and from site

**SOUTH DISTRICT SITE**

Location: 3400 Erie Street Eureka, California

Services:
- Head Start: serving 15 children; ages 3 to 5 years
- Early Head Start: serving 8 Center Base; 18 Home Base clients ages pre-natal to 36 months
- Child Care: Vouchers & Center Base Services (depending on funding & applicants)
- Transportation: Parent transport

**Financial Report**

HHS ACF Child Care Developmental Fund
From 06/01/2012 Through 05/31/2013

Award ID: 190CI0175/21
Project Title: EHS/HS
Award Amt.: $2,136,387.00
Federal Share Reimbursed: $2,027,739.62

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Other Federal Funding:
Child / Adult Food Program: $173,796.67

State Funding
Pre-School Funding: $0

Local Government Funding
Local School District: $0
Tribal Funding: $0
Fundraiser Activities: $0

Total Other Funding: $173,796.67

Financial Audit: Auditor
No Findings

HHS Monitoring Review:  HHS OHS Federal Review FY 2013

- Finding: Management System
  1. Applicable Standards Corrected: April 30, 2014
     641A(g)(2)(B)
     Sec. 641A. Standards; Monitoring of Head Start Agencies and Program
     (g) Self-Assessment
     (2) Goals, Reports, and Improvement Plans
     (B) Improvement Plan
     641A(g)(3)
     Sec. 641A. Standards; Monitoring of Head Start Agencies And Program
     (g) Self-Assessment
     (3) Ongoing Monitoring
     Enrollment Statistics

Good
     On-going
     641A(g)(3)
     Sec. 641A. Standards; Monitoring of Head Start Agencies And Program
(g) Self-Assessment
(3) Ongoing Monitoring
644(a)(2)(B,G)
Sec.644[42 U.S.C. 989]
(a)
(2) Each Head Start agency shall make available to the public a report published at least once in each year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:
(B) An explanation of budgetary expenditures and proposed budget for the fiscal year.
(G) The agency’s efforts to prepare children for kindergarten.

3. Applicable Standards Corrected: Provided publically December 03, 2013
644(a)(2)(B,G)
Sec.644[42 U.S.C. 989]
(a)
(2) Each Head Start agency shall make available to the public a report published at least once in each year that discloses the following information from the most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:
(B) An explanation of budgetary expenditures and proposed budget for the fiscal year.
(G) The agency’s efforts to prepare children for kindergarten.

➢ Finding: Child Health & Safety
4. Applicable Standards Corrected: June 26, 2013 Annual School Readiness Health Screening Day
1304.20(b)(1)
1304.20 Child Health and Development Services
(b) Screening for Development, Sensory, and Behavioral Concerns
(1) In collaboration with each child’s parent, and within 45 calendar days of the child’s entry into the program. Grantee and delegate agencies must perform or obtain linguistically and age appropriate screening procedure to identify concerns regarding a child’s development, sensory (visual and auditory), behavioral, motor, language, social, cognitive, perceptual, and emotional skills (see 45 CFR 1308.6(b)(3) for additional information). To the greatest extent possible, these screening procedures must be sensitive to the child’s cultural background.

5. Applicable Standards Corrected: April 31, 2013 Creation of Internal Monitoring Process
Part 1304-Program Performance Standards For Operation of Head Start Programs By Grantees And Delegates Agencies
1304.53 Facilities, Materials and Equipment.
(a) Head Start Physical Environment and Facilities
(7) Grantee and delegate agencies must provide for maintenance, repair, safety, and security of all Early Head Start and Head Start facilities, material and equipment.
Finding: Family & Community Engagement

6. **Applicable Standards** Corrected: March 10, 2013 Process implemented Annually / On-going

1304(b)(2)
Program Performance Standards for Operation of Head Start Programs By Grantees And Delegates Agencies
1304.40 Family Partnerships.
(b) Accessing Community Services and Resources
(2) Grantee and delegate Agencies must follow-up with each family to determine whether the kind, quality, and timelines of the services received through referrals met the families’ expectations and circumstances.

Finding: Child Development and Education

7. **Applicable Standards** Corrected: February 26, 2013 / on-going tri-annual

1307. (b)(2)(i-ii)
Part 1307-Policies and Procedures for Designation Renewal of Head Start and Early Head Start Grantees
1307.3-Basis for determining whether a Head Start agency will be subject to an open competition
(b) An agency has been determined by responsible HHS official based to a review conducted under section (641A(c) (1)(A), (C), or (D) of the Act during the relevant time period covered by responsible HHS official’s review under1307.7 not to have:
(2) After December 9, 2011, taken steps to achieve the school readiness goals described under paragraph (b)(1) of this session demonstrated by:
(i)Aggregated and analyzing aggregated child-level assessment data at least three times per year (except for programs operating less than 90 days, which will be required to do so at least twice within their operating program period) and using that data in combination with other program data to determine grantees’ progress towards meeting it’s goals, to inform parents and the community o results, and to develop, program design and other program decisions; and
(ii) Analyzing individual ongoing, child-level assessment data for all children birth to age five participating in the program and using the data in combination with input from parents and families to determine each child’s status and progress with regard to, at a minimum, language and literacy development, cognitive and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development and to individualize the experiences, instructional strategies, and services to best support each child.

8. **Applicable Standards** Corrected: October 2013

645A(h)(1)
Sec. 654A. Early Head Start Programs [42 U.S.C. 9840]
(h) Center-Based Staff-The Secretary shall-
(1) ensure that, no later than September 30, 2010, all teachers providing direct services to children and families participating in Early Head Start programs located in early Head Start
centers, have a minimum of a child development associate credential, and have been trained (or have equivalent coursework) in early childhood development;

9. **Applicable Standards** Corrected: June 2013

648A(a)(3)(B)(i-ii)

Sec. 648A. Staff Qualifications and Development [42 U.S.C. 9843a]

(a) Classroom Teachers-

(3) Alternative Credentialing and Degree Requirements- The Secretary shall ensure that, for center-based programs, each Head Start classroom that does not have teacher who meets

(B) As of October 1, 2011-

(i) an associate degree in early childhood education;

(ii) an associate degree in related field and coursework equivalent to a major relating to early childhood education, with experience teaching pre-school-age children; or

(iii) a baccalaureate degree and has been admitted into the Teach For America program. passed a rigorous early childhood content exam, such as the Praxis II, participated in a Teach for America summer training institute that includes teaching pre-school children, and is receiving ongoing professional development and support from Teach For America's professional staff.

**Demographics of Children Served**

Income Eligible: 108  
Public Assistance: 30  
Foster Child: 9  
Homeless: 6  
Over Income: 21  
Funded Enrollment: 132  
Cumulative Enrollment: 174  
Total Families Served: 154  
Average Monthly Enrollment: 108  

*Children By Ethnicity / Race*

Native American: 144

Native Hawaiian or other Pacific Islander: 1

White: 8

Biracial / Multiracial: 6

Un-specified: 15

With Disabilities: 6

*Who Received Dental Exams*

151 at beginning of the year  
139 at the end of the year

*Who Received Physical Exams*

86 beginning of the year  
119 end of the year

**Demographics of Families Served**

*Parents Level of Education*

Parent in training program: 9
Advanced degree or baccalaureate degree: 15
Associate degree, vocational, or some college: 16
A high school graduate or GED: 70
Less than high school graduate: 44

Family Type
Single Parent: 63
Two Parents: 51

Number of Families Receiving Federal Assistance by Type
Medicaid: 130 beginning of the year 125 at the end of the year
Supplemental security Income: 15
Temporary assistance for Needy Families (TANF): 86
Woman, Infant & Children (WIC): 119
Supplemental Food Assistance (COMMODS, Food Stamps): 0

Employment
No Income: 27
1 Income: 32
2 Incomes: 47

Transportation
Bus Services: children using bus services 55

What Parents Say

Parent Engagement

Empowering Parents
Emergency Services (food, clothing): 13
Housing Assistance: 11
Mental health: 2
English Learning: 0
Adult Education: 0
Job Training: 5
Health education: 133
Assistance for Families with Parent Incarcerated:
Parenting Education: 133
Relationship marriage education: 6

School Readiness Strategies

School Readiness Description:
Ko-toh (1) In accordance with the Improving Head Start for School Readiness Act 2007 since January 2010 the Yurok Tribe Early Childhood Education Program (0-5) promotes school readiness of low-income children by enhancing their learning environment. The program provides a safe place for self-concept and expression. In the Del Norte County School District School Readiness Assessment 2010 the lowest scoring area among children was received in the

No‘-oh (2) The School Readiness goals coincide with the Yurok cultural of a child: one the child; teaching teams are involved in developing curriculum to meet the child’s individual needs. The teaching teams consistently review and implement updated techniques in classroom management and in doing so provide educational moments that will assist the child in their development. Two the child’s family and first teachers; Family Service Coordinators build partnerships with the child’s parents / families in meeting the child’s health needs and goals that the parents development with the guidance of a needs assessment to persevere to self-sufficiency. Three the child’s community; the Teaching Teams, Family Service Coordinators and Program Managers maintain partnerships with in the community to continue to bring in outside resources to the families and their child based on individual needs, to bridge gaps that have been developed in the past and provide family educational and healthy moments with in the community.

Nahk-soh (3) Quality Rating Improvement System (QRIS)
Currently being used is the Ages and Stages Assessments on line data tracking system. The Houghton Mifflin curriculum for pre-kindergarten children is used in determining school readiness among children entering kindergarten. The Child Plus is used extensively in data collection and for program tracking.

Primary Curriculum
Creative Curriculum
Houghton Mifflin curriculum

Supplemental Curriculum
Yurok Tribe Pre-School Language Curriculum

School Readiness Goal
Language & Literacy: To foster early foundations of reading and writing, infants and toddlers will begin to learn and demonstrate how print works, engage with stories and books that demonstrate receptive & expressive language skills and communication strategies in their home language/s, understand and begin to use oral language for conversation and communication.

Physical Development & Health Infants and toddlers will:
- develop control of large muscles for movement, navigation, and balance.
- develop control of small muscles for manipulation and exploration
- learn and begin to demonstrate healthy and safe habits.

Social & Emotional Development Infants and toddlers will:
- develop and engage in positive relationships and interactions with adults.
- begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation).
- begin to learn and internalize rules, routines, and directions.
- begin to demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture.

**Cognitive & General Knowledge**

Infants and toddlers will:
- learn and begin to use math concepts during daily routines and experiences
- use all their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen
- begin to develop and demonstrate the ability to remember and connect new and know experiences and information

**Approaches to Learning**

Infants and toddlers will:
- demonstrate interest, curiosity, and eagerness in exploring the world around them.
- demonstrate persistence in learning and discovery
- learn and use words to describe what they are thinking and doing.

**Child Outcomes**

The program adopted the Desired Results Child Development Assessment tool. This tool will be a huge asset to the program.

With the Ages and Stages child development tool and Desired Results child development tool, school readiness teams and teaching teams will have the ability to analyze areas of the individual child, classroom, site and program achievements. With this data the teachers can improve their overall teaching skills or continue to implement activities that help in the development of the child to be school ready.

**Program Wide Gains**

The program has continued to have employees who are continued to pursue higher education in child development and attend trainings to strengthen their skills. Technical training personnel have been working in partnership with the program team to develop School Readiness Plans, Monitoring Plans and data entry skills. With appropriate staff training in child development assessment data tracking and family service training the quality of the program and service provided to the enrolled children and their families continue to grow in a positive direction.

**Transitioning Child to Kindergarten**

Our program provides activities to children preparing them for transition into kindergarten. Program staff emphasizes to the children and parent(s) the importance to be school ready to ensure success in Kindergarten and the future education of the child. The child(s) primary teacher encourages parents to participate in the assessments, goal setting and activity planning of their child. The program Family Service Coordinators work in partnership with partnering
agencies and parents to ensure parents have the skills and resources needed to make a smooth transition into the elementary school.

**Transition Activities:**
- Big buddy/little Buddy Reading Program
- Classroom visits
- Stories of new school
- Sharing of Transitioning Portfolio
- Brochures and/or enrollment packets for kindergarten provided to parent(s)
- Library visits to the elementary school
- Elementary School Tours
- Parent Leadership meetings held on school property