CONTENTS

- Head Start Program Manager Message
- Mission and Program Goals
- Program Governance
- Head Start Services
- Program Model and Services
- Financial Report and Audits
- Children and Family Statistics
- What Our Parents Say
- Parent Engagement
- School Readiness Strategies
- Transitioning and Kindergarten
- Program Services and Sites
MESSAGE FROM THE HEAD START PROGRAM MANAGER

“Aiy-yue-kwee nee-kee -chue keech teg-wo-mehl-kok’.”

This past program year has brought many exciting moments of growth for the children and the program. This year one of our local kindergarten teachers stated that all of our children who have transitioned into her classroom of kindergarten were completely ready for kindergarten. This proves that our teaching team and parents have been working diligently in ensuring our programs children are school ready. Program teaching teams and their support staff, cooks and bus drivers have all engaged with the children to help in the development of social relationships, trust and empathy. With the sense of security, convenience and trust our program children has grown into being kindergarteners who look forward to going to school, learn new skills and create friendships. I want to thank all of the Head Start community for supporting our program to help our community’s young children to be successful in their educational endeavors.

Wok-hlew’
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.

**Program Goals:** results from Federal Review FY 2013

**GOAL (1)**

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

**GOAL (2)**

641A(g)(3)

Sec. 641A. Standards; Monitoring of Head Start Agencies And Program

(g) Self-Assessment

(3) Ongoing Monitoring

**GOAL (3)**

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.

**GOAL (4)**

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.

**GOAL (5)**

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.

GOAL (6)
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 of 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

GOAL (7)
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;
GOAL (8)
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.

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 Mindy Natt
Weitchpec District Thomas Wilson
East District Laura A Borden
South District Lana McCovey
Orick District Larry Hendrix
Requa District Ryan Ray
North District Jack Mattz

Human Resources:
Director Rose Sylvia
Fiscal: Acting Director Jill Mix
Legal: Senior Attorney John Corbett
Policy Council is a Head Start Program opportunity for parents to developed leadership skills and empowers them to take a role in the education of their child. The Policy Council works with program staff in the creation of school readiness goals, policies and procedures. Policy Council representative are selected by enrolled children’s parents. Policy Council meetings are held each 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 plan. Policy Council representative are encouraged to report back to their individual sites parent committee, Compete a Policy Council monthly meeting report which consist of the details of the Policy Council meetings.

Policy Council Representatives
Maria Mata
Priscilla Kinney
   Alt. Raelyn McLaughlin
Brandi Natt
Jessica Clayburn
Pergish Carlson
   Alt. Georgiana Gensaw
Jami McCovey
Alisha Olmo
Rachel Callahan
   Alt. Tashina Henry-James
Molly White
   Alt. Dana Miguelena
Community Representatives
James Gensaw
Nancy Simms-Burton

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 their families. The Head Start Program Manager with direct oversight of the program works with the program staff, 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.
Service Description
- Klamath Site
300 Minot Creek Road Klamath, California
Head Start center base services servicing 30 children; ages 3 to 5 years
Early Head Start center services servicing 16; ages 0-2.9 years
Home Base servicing 12; pre-natal to infants/toddlers 2.9 years
Transportation: Buses to and from site
  • Kepel’ Site
  • McKinnon Hill in the East District located off of HWY 169
  Closest Town Weitchpec, California

Head Start center base servicing 15 children ages 3 to 5 years
Early Head Start center base servicing 16; ages 0-2.9 years
Home Base servicing 6; pre-natal to infant/toddler 2.9 years
Transportation: Buses to and from site
  • South Site
  • 3400 Erie St. Eureka, California

Worthington School Site
Head Start center base servicing 15 children; ages 3 to 5 years
Early Head Start center base servicing 8; 18 months-2.9 years
Home Base 18; pre-natal to infant/toddler 2.9 years

For the Year 2013-14 the program funded services for 132 children 0-5 years old.

**Financial Report Summary**

YUROK TRIBE
Award ID: 190CI0175/21
Project Title: EHS/HS
Budget Period: 06-01-2013 to 05-31-2014

<table>
<thead>
<tr>
<th>Expense</th>
<th>Current Period</th>
<th>Project to Date</th>
<th>Approved Budget</th>
<th>Project to Date Budget</th>
<th>Variance</th>
<th>% Total Budget Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR TAXES &amp; FRINGE</td>
<td>394,436.72</td>
<td>394,436.72</td>
<td>511,763.00</td>
<td>117,326.28</td>
<td>(671.00)</td>
<td>(22.93)</td>
</tr>
<tr>
<td>DUES &amp; SUBSCRIPTIONS</td>
<td>1,489.00</td>
<td>1,489.00</td>
<td>818.00</td>
<td>(4,046.02)</td>
<td>(671.00)</td>
<td>(82.03)</td>
</tr>
<tr>
<td>CONTRACTS - SERVICE</td>
<td>5,093.98</td>
<td>5,093.98</td>
<td>9,140.00</td>
<td>(4,046.02)</td>
<td>(9,367.00)</td>
<td>(44.27)</td>
</tr>
<tr>
<td>CONTRACTS - $5000 &amp; OVER</td>
<td>9,367.00</td>
<td>9,367.00</td>
<td>0.00</td>
<td>(9,367.00)</td>
<td>(9,367.00)</td>
<td>(0.00)</td>
</tr>
<tr>
<td>FUEL &amp; LICENSES - VEH/BOATS...</td>
<td>12,281.33</td>
<td>12,281.33</td>
<td>15,190.00</td>
<td>1,908.67</td>
<td>(7,251.93)</td>
<td>(151.87)</td>
</tr>
<tr>
<td>INSURANCE</td>
<td>1,026.93</td>
<td>1,026.93</td>
<td>4,775.00</td>
<td>(7,251.93)</td>
<td>(151.87)</td>
<td>(151.87)</td>
</tr>
<tr>
<td>LEASES - EQUIPMENT</td>
<td>4,436.41</td>
<td>4,436.41</td>
<td>0.00</td>
<td>(7,251.93)</td>
<td>(7,251.93)</td>
<td>(0.00)</td>
</tr>
<tr>
<td>LEASES - GSA VEHICLES</td>
<td>36,034.57</td>
<td>36,034.57</td>
<td>0.00</td>
<td>(7,251.93)</td>
<td>(7,251.93)</td>
<td>(0.00)</td>
</tr>
<tr>
<td>LEASES - BUILDINGS/PROPERTY</td>
<td>2,450.00</td>
<td>2,450.00</td>
<td>12,000.00</td>
<td>9,550.00</td>
<td>(708.52)</td>
<td>(708.52)</td>
</tr>
<tr>
<td>MEETING EXPENSE</td>
<td>708.52</td>
<td>708.52</td>
<td>0.00</td>
<td>(708.52)</td>
<td>(708.52)</td>
<td>(708.52)</td>
</tr>
<tr>
<td>FEES, TAXES, PERMITS AND LI...</td>
<td>3,065.00</td>
<td>3,065.00</td>
<td>5,000.00</td>
<td>1,935.00</td>
<td>(7,926.95)</td>
<td>(38.70)</td>
</tr>
<tr>
<td>REPAIR &amp; MAINT-BUILDINGS / ...</td>
<td>17,470.18</td>
<td>17,470.18</td>
<td>15,000.00</td>
<td>(2,470.18)</td>
<td>(2,470.18)</td>
<td>(16.47)</td>
</tr>
<tr>
<td>REPAIR &amp; MAINT- EQUIP / HD...</td>
<td>7,926.95</td>
<td>7,926.95</td>
<td>0.00</td>
<td>(2,470.18)</td>
<td>(2,470.18)</td>
<td>(0.00)</td>
</tr>
<tr>
<td>REPAIR &amp; MAINT-VEH/BOATS</td>
<td>23,502.68</td>
<td>23,502.68</td>
<td>15,000.00</td>
<td>(8,502.68)</td>
<td>(8,502.68)</td>
<td>(56.68)</td>
</tr>
<tr>
<td>REPRODUCTION/PRINTING</td>
<td>0.00</td>
<td>0.00</td>
<td>1,080.00</td>
<td>1,080.00</td>
<td>(4,652.00)</td>
<td>(100.00)</td>
</tr>
<tr>
<td>SCHOLARSHIPS -VOC, ED &amp; TR...</td>
<td>4,652.00</td>
<td>4,652.00</td>
<td>0.00</td>
<td>(4,652.00)</td>
<td>(4,652.00)</td>
<td>(0.00)</td>
</tr>
</tbody>
</table>
Expenditure (Actual)

Other Federal Funding:
1. Child / Adult Food Program: $117,942.97

State Funding:
1. Pre-School Funding: $0

Local Government Funding:
1. Local School District: $0
2. Tribal Funding: $0
3. Fundraiser Activities: $0

Total Other Funding: $117,942.97

Financial Audit: Auditor

No Findings

 çerçfw 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

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.

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
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 Enrolled Children *(data PIR completed August 2014)*

**Eligible**
Income Eligible: 104
Public Assistance: 28
Foster Child: 9
Homeless: 2
Over Income: 51

**Enrollment**
Funded Enrollment: 132
Actual Enrollment: 194
Pregnant woman: 10
EHS second year: 31
Three of more years: 9
Head Start: 85
Average Monthly Enrollment: 128

**Total families served**
Total Families Served: 148

**Children by Ethnicity / Race**
Hispanic or Latino: 13
Non-Hispanic or Latino: 181
American Indian: 171
White: 16
Biracial/Multiracial: 5
Native Hawaiian: 1
Unspecified: 1

**Disabilities**

With Disabilities: 10

**Health Screenings/Services**

Who Received Dental Exams: At beginning of year: 175  end of year: 180
Who received Physical Exams: At beginning of year: 160  end of year: 172

- Demographics of Families Served
  - Single-parent families: 58
  - Two-parent families: 86
  - Single-parent families employed: 22
  - Single-parent families not employed: 36
  - Two-parent families both employed: 33
  - Two-parent families one employed: 32
  - Two-parent families both not employed: 25

**Parents Level of Education**

- Advanced degree or baccalaureate degree: 19
- Associate degree, vocational school, or some college: 14
- High school graduate or GED: 68
- Less than high school graduate: 46

**Family Type**

- Single Parent: 58
- Two Parents: 90

**Percentage of Families Receiving Federal Assistance By Type**

- Supplemental security Income: 8%
- Temporary assistance for Needy Families (TANF): 27%
- Woman, Infant & Children (WIC): 60%
- Supplemental Food Assistance (COMMODS): 4%

**Employment**

- No Income: 25
- 1 Income: 32
- 2 Income: 33

What Parents Say: Resource Self-Assessment FY 2013-14

- “We need a playground at South site.”
- “We need a good shading at Kepel site.”
- “You need full-time custodian.”
- “Staff are friendly.”
- “I’m so happy you are here (program).”
- “Staff are doing a real good job.”
- “I like hearing my son talk Yurok at home, but I don’t know what he’s saying. Can you offer Yurok Language classes for parents?”
- “I am thankful for you. I have no one who helps me but I know I have Head Start.”

- Parent Engagement

**Empowering Parents**

- Emergency Services (food, clothing): 8
- Housing Assistance: 4
Mental health: 0  
English Learning: 0  
Adult Education: 8  
Job Training: 2  
Health education: 148  
Assistance for Families with Parent Incarcerated: 0  
Parenting Education: 148  
Relationship marriage education: 0  

School Readiness Strategies  

Primary Curriculum  
Creative Curriculum  
Supplemental  
High reach

School Readiness Spring 2014 Outcome Narrative

Ho Kyah

Goal 1: Children will use language to communicate, problem solve and seek information.  
Based on Fall 2014 child outcome assessment: Accomplished; Children use language and communicate their needs, likes and dislikes. They use words to express empathy and explore the world around them. The children reflect friendship and caring relationships with their peers and teachers.

Goal 2: Able to establish & maintain trusting relationships with adults/peers  
Based on Fall 2014 child outcome assessment: Accomplished; The children reflect friendship and caring relationships with their peers and teachers. The children appear in the morning with smiles and greetings towards peers and program staff.

Goal 3: Children use math regularly in everyday routines to count, compare, relate, identify patterns and problem solve.  
Based on Fall 2014 child outcome assessment: Based on Fall 2014 child outcomes assessments the children accomplished all goals beside classification and classification. The children continue to use counting in transition, exploring new ideas and engaging in building & craft activities.

Goal 4: Children will development fine motor skills that will enhance their school readiness.  
Based on Fall 2014 child outcome assessment the children accomplished Gross motor skill development. However the program will continue to enhance the development of the children in fine motor to ensure school readiness.

Goal 5: Children will demonstrate curiosity and eagerness in exploring intentional learning environments.
Based on Fall 2014 child outcome assessment: Accomplished; Children to appear to be excited for school. Hey participate in learning moments, speak of learning on their own initiative, help one another learn and explore.

Spring 2014 Infant/Toddler Assessment Outcomes
Learning level 1 as lowest to 5 is accomplished

Domain: Self- and Social Development
1. Responding with Reflexes: 3%
2. Expanding Responses: 23%
3. Acting with Purpose: 23%
4. Discovering Ideas: 32%
5. Developing Ideas: 19%

Domain: Language and Literacy Development
1. Responding with Reflexes: 3%
2. Expanding responses: 13%
3. Acting with Purpose: 13%
4. Discovering Ideas: 16%
5. Developing Ideas: 16%
6. Connecting Ideas: 39%

Domain: Cognitive Development
1. Responding with Reflexes: 3%
2. Expanding responses: 16%
3. Acting with Purpose: 29%
4. Discovering Ideas: 23%
5. Developing Ideas: 23%

Domain: Motor and Perceptual Development
1. Moving with Reflexes: 3%
2. Combining Simple movements: 3%
3. Coordinating Simple Movements: 13%
4. Exploring Complex Movements:10%
5. Making Complex Movements: 26%
6. Expanding Complex Movements: 45%
Spring 2014 Pre-School Assessment Outcomes

Learning level 1 as lowest to 5 is accomplished

Domain: Self- and Social Development
1. Responding with Reflexes: 0%
2. Expanding Responses: 28%
3. Acting with Purpose: 34%
4. Discovering Ideas: 24%
5. Developing Ideas: 14%

Domain: Language and Literacy Development
1. Responding with Reflexes: 0%
2. Expanding responses: 10%
3. Acting with Purpose: 21%
4. Discovering Ideas: 28%
5. Developing Ideas: 21%
6. Connecting Ideas: 21%

Domain: Cognitive Development
1. Responding with Reflexes: 0%
2. Expanding responses: 28%
3. Acting with Purpose: 31%
4. Discovering Ideas: 21%
5. Developing Ideas: 21%

Domain: Motor and Perceptual Development
1. Moving with Reflexes: 0%
2. Combining Simple movements: 3%
3. Coordinating Simple Movements: 10%
4. Exploring Complex Movements: 14%
5. Making Complex Movements: 28%
6. Expanding Complex Movements: 45%
Program Wide Gains

We have worked closely with technical and training consultants provided by the Office of Head Start to help us develop our skills in creating a School Readiness Program Plan. Leslie Norman and Mellissa Zapata T/TA Specialist helped the “School Readiness Team” learn how to analyze data, aggregate data and create goals for the program to help children be school ready. With the training the programs staff have learned what the School Readiness process is and has been able to customized our own process to meet our unique community, families and children’s needs.

The Program continues to develop internal monitoring processes as a team based on program policies and procedures in accordance with Head Start Standards. Each month the monitoring team meets and discusses areas of highlights and deficiencies and as a team develops actions that target the areas to improve program quality.

The teaching teams continue to train and pursue higher education to develop their skills in education 0-5 year olds. Teacher’s goals are to assist children in partnership with their parents to be school ready, self-sufficient and to grow into being happy, healthy adults.

This year curriculum has focused on being proactive in offering educational moments to help the enrolled child learn self-care skills. Using the bathroom, feeding themselves and peer relationships are 3 of the targeted areas of emphasis. With these skills children build confidence and security and soon are able to move towards developing school readiness skills.

The programs Family Service Coordinators have focused this pass year on ensuring the child receives their first 45 day health screenings. The referral process has been a huge tool to coordinate with outside community resources and parents. Once a concern has been identified the parents are notified and encouraged to work with outside resources to meet the individual
needs of the child. When a parent denies services the Family Service Coordinator provides parent educational opportunities which focuses on the health and safety of children. This year Family Service Coordinators have been the lead in parent education, family engagement and maintaining community partnerships in the favor of the child and their families.

**Children Transitioning to Kindergarten**

12 children transitioned into the Margaret Keating School Del Norte School District in Klamath, California the Fall of 2014. 100% ready for Kindergarten as stated by the Kindergarten teacher. Our School Readiness Plan has been the target for teaching teams and Family Service Coordinators. Summer of 2014 our program participated in an School Readiness Retreat located at the Howland Hill Outdoor School in Crescent City, California. During the School Readiness Retreat the programs 32 staffs were provided with trainings in Yurok Language to implement with the children, Policy highlights focused on suggestions made by program staff for revisions, team building based around the School Readiness Goals and self-health activities to implement in the classroom and independently “Yurok Language Yoga”.

Staff feedback on School readiness Retreat:

“This training was the best training I have gone to while working for Head Start.”

“I learned so much more in this one training than any other training I have been to.”

“I liked how you let us have teacher team breakout sessions to plan.”

“I knew now what a School Readiness Plan is.”

“I liked the Yurok Yoga. I’m gonna do that on class.”

“It was cold, but pretty.”

“Thank you for the dear meat stew, I haven’t had that in a long time.”

“I like how you and Victoria cooked for us.”

Transition Activities:

Sharing of Child Portfolios with elementary school
Brochures and/or enrollment packets for kindergarten provided to parent(s)
Assistances in picking out an elementary school is provided
Assistance in completing a kindergarten enrollment packet is provided
Library visits to the elementary school
Parent Leadership meetings held on school property
Kindergarten teachers attend Pre-school end of the year celebrations
Primary teachers share of life in the elementary school kindergarten class and expectations
Elementary school tours
Family activities in the elementary school facility to develop familiarity