

**2015 Annual Report**

**1.1 The program objectives established in the baseline measures.**

- Enroll 112 children in Head Start
- Ensure that no less than 51% of the children enrolled are of Native American descent
- Ensure that 10% of the enrollment are children with disabilities\*\*\*\*
- Ensure that no more than 10% of the children enrolled come from households that exceed the 2009 Family Income Guidelines for Head Start Programs\*
- Ensure that all children receive 2 meals that meet CACFP requirements each class day
- Ensure that centers are open a minimum of 128 class days per year
- Ensure that classrooms maintain 85% attendance
- Provide round-trip transportation services to as many children as possible
- Provide in-home registration appointments for each child
- Provide 2 social service home visits per year
- Provide 3 parent/teacher conferences per year
- Provide a developmentally appropriate curriculum
- Provide an individualized education plan for each child
- Provide developmental screening for each child\*\*
- Provide comprehensive health services for each child
- Provide a culturally enriched environment
- Facilitate monthly Parent Meetings
- Facilitate quarterly staff meetings
- Provide in-service training for staff
- Attend training and conferences related to Head Start, ECE, and Employee Development Plans
- Complete Performance Reviews and Employee Development Plans for all staff
- Complete Quarterly and Annual Reports for CTSI
- Ensure that all children participate in the classroom dental hygiene program
- Submit Continuation Application
- Submit Supplemental Funding Requests for One-time Improvement Costs
- Submit Supplemental Funding Requests for Quality Improvement Funds
- Submit Supplemental Funding Request for Cost of Living Adjustments
- Maintain 4 classrooms
- Submit Disabilities Reports
- Provide opportunities for parents to volunteer within the program
- Conduct Family Strength Assessments
- Develop Family Partnership Agreements
- Referrals to outside agencies and for services as needed for parents and children
- Assist with parent fundraising projects
- Document In-Kind services for required federal grant match
- Provide parents with information related to the developmental needs of their child

- Act as a resource to parents concerning the growth, development and guidance of their child
- Provide Parent Training activities designed to promote parents as teachers, advocates and nurturers for their children
- Provide training to Head Start staff, Head Start parents, CTSI staff, Tribal Council and communities regarding the Revised Performance Standards and Child Outcome requirements for Head Start Programs
- Begin planning process for Early Head Start
- Develop plans for expansion of Head Start Program to provide full-day/full-year services
- Submit annual Program Information Report
- Complete National Reporting System Assessments for Fall and Spring\*\*
- Facilitate annual meeting of Health Services Advisory committee
- Ensure that the Head Start Policy Council is formed and meets 3 times annually
- Ensure that all Head Start Teachers will have an A.A. degree by 2011
- Provide transition services to each child
- Conduct an annual self-assessment of the program
- Family Service Provider planning meetings
- Education Team planning meetings
- Budget Expenditures and Funds Remaining

\*Special criteria exists that allows American Indian program to exceed the 10% high income limit, but requires that all low-income applicants are served first and that expansion funds are not used for this purpose.

\*\*Children entering the program with an Individual Family Service Plan (IFSP) do participate in the developmental screening process, as such screening has already been completed by the Early Intervention (EI) agencies.

\*\*\* Program requirement that 10% of enrollment **must** be children with disabilities.

## **1.2 The extent to which these objectives were achieved.**

- Enroll 112 children in Head Start

Enrollment for Head Start for the year was as follows:

**First Quarter Average - 112 children enrolled**

**Second Quarter Average- - 110 children enrolled**

**Third Quarter Average – 102 children enrolled**

**Fourth Quarter Average – - 110 children enrolled**

**Average rate of Enrollment per class for the Year: - 109 children enrolled**

- Ensure that no less than 51% of the children enrolled are of Native American descent  
Average Native American enrollment for the Year was as follows:

Lincoln City: 12 Native children and 11 children are Siletz

Tenas Illahee: 5 Native children and 4 are Siletz

Siletz PM: 15 Native children and 14 children are Siletz

Siletz AM: 17 Native children and 16 children are Siletz

Salem AM: 15 Native children and 9 children are Siletz

Salem PM: 11 Native children and 3 children are Siletz

Portland: 13 Native children and 4 are Siletz

Total Number of Siletz Tribal children enrolled: 61

Total Number of other Native American children enrolled: 27

Total Number of Native American children enrolled: 88

Average enrollment for the year was 74% of the total enrollment is Native American and 26% Non-Native. Of the Native American enrollment 73% were Siletz Native and 27% were Other Native.

- Ensure that 10% of the enrollment are children with disabilities (new regulation under the Head Start Improvement Act requires that 10% of the children enrolled are children with disabilities)

Total number of children with an IFSP average for the year: 12%

- Ensure that no more than 10% of the children enrolled come from households that exceed the 2014 Family Income Guidelines for Head Start Programs\*

Enrollment for the year of children from households that exceeded the 2009 Income Guidelines was as follows:

First quarter: 79% Low Income and 21% High Income

Second Quarter – 79% Low Income and 21% High Income

Third Quarter – 70% Low Income and 30% High Income

Fourth Quarter – 87% Low Income and 13% High Income

Average for the year: 79% low income and 21% high income\*

- Ensure that classrooms maintain 85% attendance rate  
For the year the attendance rate for each classroom was as follows:

**First Quarter Average -**

Salem PM - 81%	Salem AM 73%;
Lincoln City - 91%	
Siletz AM - 90%	Siletz PM 76%;
Portland - 83%;	
Tenas Illahee - 76%;	
Full-year/Full-day - 73%	

**Second Quarter Average-**

Salem PM - 85%	Salem AM 77%;
Lincoln City - 75%	
Siletz AM - 90%	Siletz PM 85%;
Portland - 83%	
Tenas Illahee - 89%	
Full-Year/Full-day - 75%.	

**Third Quarter Average –**

Salem PM - 89%	Salem AM 86%;
Lincoln City - 78%	
Siletz AM - 96%	Siletz PM 91%;
Portland - 92%	
Tenas Illahee - 92%	
Full-Year/Full-day - 89%	

**Fourth Quarter Average –**

Salem PM - 90%	Salem AM 81%;
Lincoln City - 91%	
Siletz AM - 93%	Siletz PM 82%;
Portland - 64%	
Tenas Illahee - 87%	
Full-Year/Full-day - 76%	

**Average rate of attendance per class for the Year:**

Salem PM - 86%	Salem AM 79%
Lincoln City - 84%	
Siletz AM – 92%	Siletz PM 84%
Portland - 81%	
Tenas Illahee - 86%	
Full-year/Full-day - 79%	

- Ensure that all children receive 2 meals that meet CACFP requirements each class day  
All children receive 2 meals each class day and receive either Breakfast and Lunch or Lunch and Snack.

For the Year, a total of 6,696 Breakfasts; 10,216 Lunches and 3,856 Snacks were served.

- Ensure that centers are open a minimum of 128 class days per year for Part-Year/Part-Day; and that there are 44 weeks for Full-Year/Full-Day.  
All classrooms are scheduled to hold at least 128 class days during the program year.

For the Year, total number of class days were:

**First Quarter Totals:**

Salem PM = 44                      Salem AM = 45  
Lincoln City = 42  
Siletz AM = 42                      Siletz PM = 42  
Portland = 44  
Tenas Illahee = 41  
Full-Year/Full-Day = 12.5 weeks

**Second Quarter Totals:**

Salem PM = 27                      Salem AM = 27  
Lincoln City = 29  
Siletz AM = 33                      Siletz PM = 33  
Portland = 39  
Tenas Illahee = 33  
Full-Year/Full-Day = 13.5 weeks

**Third Quarter Totals:**

Salem PM = 16                      Salem AM = 16  
Lincoln City = 16  
Siletz AM = 14                      Siletz PM = 14  
Portland = 15  
Tenas Illahee = 14  
Full-Year/Full-Day = 9 weeks

**Fourth Quarter Totals:**

Salem PM = 37                      Salem AM = 37  
Lincoln City = 40  
Siletz AM = 39                      Siletz PM = 39  
Portland = 38  
Tenas Illahee = 39  
Full-Year/Full-Day = 13 weeks

**Total Number Class days for the Calendar year:** Every class has 128 days of class during the academic calendar of September – May, and Full-Year/Full-Day has 44 weeks; however, when the days and weeks are spread out over the calendar year of January – December, it never adds up correctly.

Salem PM = 124                      Salem AM = 124  
Lincoln City = 127  
Siletz AM = 128                      Siletz PM = 128  
Portland = 136  
Tenas Illahee = 128  
48 weeks for Full-Year/Full-Day.

- Provide round-trip transportation services to as many children as possible.

All centers provided round-trip transportation services with a Head Start bus. Roundtrip transportation is offered each class day, unless the Driver is ill, weather conditions render it unsafe, or the bus is not running due to malfunction or vandalism.

For the Year, the average number of children transported **75**.

- Provide in-home registration appointments for each child

Each family receives an in-home registration appointment. These visits are conducted before first day of class in September, and also completed as needed to fill vacant slots.

During the Year 118 registration home visits were completed to fill enrollment and vacant slots.

- Provide 2 parent/teacher conferences per year

Parent/Teacher conferences occur three times during the year, in the fall, winter and late spring.

During the fall visit, Teachers share the results from the developmental screening process, classroom observations and with parent input, develop an individualized child-learning plan. All of the Health Screening information is shared and any needs that were identified are reviewed to ensure the family is on track with arranging any need care. Teachers also go over the Family Needs Survey to determine if the family is interested in developing a Family Partnership Plan.

The Winter visit is a review of their child’s developmental progress, to assess learning goals and as appropriate, develop new ones, to review the Family Partnership and to review health information.

At the spring conference, the progress each child achieved over the year, and how well the program did with meeting the educational goals defined in the fall, are reviewed with each parent, and the final progress with health needs and Family Partnerships. Applications are completed for children who would be eligible to return to the program in the next year.

During the year, 309 Parent/Teacher conferences were conducted.

- Provide a developmentally appropriate curriculum

Curriculum is reviewed on a weekly basis to ensure that the cultural and other curriculums are being followed, that activities are developmentally appropriate, and that each child's individual needs are being addressed and met.

For the Year, 37 weeks of curriculum were reviewed for both the Full-Year/Full-Day option and Part-Year/Part-Day program.

- Provide an individualized education plan for each child

Teachers develop an individualized learning plan (ILP) for each child that is reviewed and approved by the Education Coordinator and/or Director. These ILP's are developed in partnership with the Teacher, Family Service Worker and Parent and includes information gathered during classroom observation, developmental assessment, health screenings, health history, and parent reports. Together this information is combined and used to develop an educational plan that will support and promote the growth and development for that child. ILP's are completed each November.

During the Year, 116 Individual Learning Plan's were developed.

- Provide developmental screening for each child\*\*

By performance standard, developmental screening must be scheduled within the first 45 days of class. Traditionally, this process occurs within the month of October.

During this quarter, developmental screenings were completed for: a total of 116 screenings were completed.

- Provide comprehensive health services for each child – Nutrition Assessments

Nutrition Assessments are done during registration.

During this quarter 116 nutrition assessments were completed during registration for new students.

- Provide comprehensive health services for each child – Immunization Assessments

The County Health Department requires that an immunization assessment is completed for each child and that a report of this information is filed with them in January. The report contains the names of children identified as having an incomplete immunization record and in need of further immunizations to be considered up-to-date.

The County Health Department takes the report information and sends out notices to families informing them that their child will be excluded from school unless they are up-to-date on all required immunizations by the exclusion date of February 15<sup>th</sup>.

For the Year, 116 immunization assessments were completed.

- Provide comprehensive health services for each child – Dental Screening

By performance standard, dental exams for all Head Start children must be completed within the first 90 days of class. Traditionally, dental screens are offered in October or November.

For the year, **Dental** screening was offered and follow-up was ongoing. Average results for the year:

First Quarter:      Number w/Exams = 88%  
                              Identified as needing a referral 32 = 29% children  
                              Treatment Started/Completed 30 = 94%

Second Quarter: 97% w/Exams  
                              34% Needed Follow-up  
                              97% Treatment Started or Completed

Third Quarter:      0% Screened  
                              0% Needed Follow-up  
                              0% Treatment Started or Completed

Fourth Quarter: 91% w/Exams  
                              28% Needed Follow-up  
                              84% Treatment Started or Completed

**Average for the Year: 92% w/Exams**  
**31% Needed Follow-up**  
**92% Treatment Started or Completed**

- Provide comprehensive health services for each child – Continuous Source of Care

Assessments are done at registration to ensure that all children have access to health care and that they are participating in a regular schedule of health care so that any needs are identified early.

During the year assessments were done at all sites to ensure that children had a continuous source of care and updates are ongoing.

The number of children with a **Medical and Dental Home** are as follows:

First Quarter:      94% Dental Home / 96% Medical Home

Second Quarter: 100% Dental Home / 100% Medical Home

Third Quarter:      0% Dental Home / 0% Medical Home

Fourth Quarter: 96% Dental Home / 97% Medical Home



**Totals: Children with Dental/Medical Homes = 97% Dental / 98% Medical**

Number of children that have health insurance:

First Quarter: 96%

Second Quarter: 100%

Third Quarter: 0%

Fourth Quarter: 94%

**Totals: Children with Insurance = 97%**

- Provide comprehensive health services for each child – Health Screening  
As needed, classrooms conduct health screenings for hearing, vision, blood pressure, and growth assessments. Health screenings must be completed within the first 90 days of the program and generally are held in October/November. Thereafter, any needs identified are followed by the Family Service Providers.

During the year health screening and follow-up was offered at each site.

Hearing:

First Quarter:	100% screened 5% referrals 20% completed Treatment
Second Quarter:	99% screened 6% Referral 67% completed Treatment
Third Quarter:	0% screened 0% Referrals 0 completed Treatment
Fourth Quarter:	100% screened 8% Referrals 22% completed Treatment

**Totals: Children screened = 99.7%**  
**Need follow-up = 6%**  
**Treatment Complete = 36%**

Vision:

First Quarter: 100% screened  
13% referrals  
57% completed Treatment

Second Quarter: 97% screened  
15% Referrals  
50% completed Treatment

Third Quarter: 0% screened  
0% Referral  
0% completed Treatment

Fourth Quarter: 100% screened  
8% Referrals  
78% completed Treatment

**Totals: Children screened = 99%**  
**Need follow-up = 12%**  
**Treatment Complete = 62%**

Hct/Hgb and Lead:

First Quarter: 83% Hct / 76% Lead  
0 % Hct/ 0 Lead Referrals  
N/A % Hct/ N/A Lead Treatment Completed

Second Quarter: 75% Hct / 82% Lead screened;  
8% Hct / 0 Lead Referrals  
100% Hct / 0 Lead Treatment Completed

Third Quarter: 7 0% Hct / 0% Lead;  
0% Hct / 0% Lead Referrals  
0% Hct / 0% Treatment Completed

Fourth Quarter: 78% Hct / 70% Lead  
5% Hct / 0 Lead Referrals  
75% Treatment Completed

**Totals: Children screened = 79% Hct / 76% Lead**  
**Need follow-up = 4% Hct / 0% Lead**  
**Treatment Received = 88% Hct / 0% Lead**

Physical Examinations

First Quarter: 98% children screened

Second Quarter: 87% children screened

Third Quarter: 0% children screened

Fourth Quarter: 92% children screened

**Totals: Children screened = 92%**

Growth Assessment:

First Quarter: 73% children screened  
26% referrals  
0% completed Treatment

Second Quarter: 73% children screened  
26% referrals  
0% completed Treatment

Third Quarter: 0% children screened  
0% referrals  
0% completed Treatment

Fourth Quarter: 91% children screened  
26% referrals  
68% completed Treatment

**Totals: Children screened = 79%**  
**Need follow-up = 26%**  
**Treatment Received = 23%**

- Ensure that all children participate in the classroom dental hygiene program  
Tooth brushing and oral hygiene instruction is provided each class day for all children. Observations are done in each classroom, by a dental hygienist, to ensure that program staff are modeling proper techniques for tooth brushing and implement safe and hygienic practices for storing brushes and cleaning the area.

During the Year there were 3 dental visits completed for the classrooms.

Proper techniques for hand washing, dental hygiene, and sanitary practices are provided to all children and staff. All children and adults in the classroom brush their teeth every class day after breakfast or lunch. The program provides each child and classroom adult with toothbrushes and toothpaste.

We now have quarterly fluoride varnish treatments applied in the classrooms.

- Provide a culturally enriched environment

Each classroom is required to provide a safe, nurturing, developmentally appropriate and culturally enriched environment. Observations are conducted on a quarterly basis by the Education Coordinator to ensure that all standards are being met.

During the year observations were completed for: 7 Portland, 3 Salem AM, 3 Salem PM, 2 Lincoln City.

- Facilitate monthly Parent Meetings

All centers are required to facilitate monthly Parent Meetings. During the year there were: 4 Parent Meetings and 4 Family Fun Nights held in Portland, and Lincoln City, Salem and Siletz.

- Ensure that the Head Start Policy Council is formed and meets 3 times annually

By performance standard, the Policy Council is required to meet at least 5 times a year.

During this Year the Policy Council met in November to approve Refunding Application and held Regular Meetings in February, April, May, June, July, September, October.

- Facilitate quarterly staff meetings

Head Start staff meetings are usually held quarterly. During the Year :

Monthly Curriculum Planning meeting held in January, February, March, April, August, September, October and November to discuss: Disabilities; Transportation; Mental Health; Safe Touch Curriculum; Gold Assessment Data; Parent Conferences; Family Partnerships; Family Fun Nights; Inkind; Facilities & Maintenance; Calendars; Transition; Home Visits; Possible EI Referrals; How to Write Measurable Goals; School Readiness Goals; Focus Sheets; Checkpoints in Gold; Medical/Dental Treatment Referrals; November Restoration; Parent Meeting; Federal Review.

Head Start Pre Service in August to review policies and procedures: Philosophy Statement; Mission Statement; Long & Short Term Goals; Work Plans; Job Duty Reminders and Expectations; Sign In & Out Logs; Internal Dispute Resolution; Child Abuse Reporting and CTSI Policy; Bus Transportation Policy & Procedures; Bus Safety Drill Checklist; Facility and Maintenance for Classrooms and Playgrounds; Playground Safety Video; Playground Maintenance Video; Working with Families & Volunteers; Home Visits; Note to Family; Family Partnerships & Emergent Needs Checklist; DIAL-4 Parent Checklist; Self Help Development; Inkind; Health Emergency Procedures; Incident Reports; Evacuation Plans; Emergency Drill Form; Handling, Storage & Dispensing Medicines; Child and Adult Care

Food Program; Civil Rights; Education/Curriculum; Individual Learning Activities & Outcomes; Objectives for Development and Learning; School Readiness Goals; Criminal History Registry; Declaration Statement; Criminal History Release; Emergency Contact; Employee Development Plans; and Child Abuse Reporting.

- Attend training and conferences related to Head Start, ECE, and Employment Development Plans

Staff training completed during this Year:

Child Development Associate Certificate On-line classes; CACFP; Child Abuse: Signs of Abuse and Reporting Requirements for Early Childhood Professionals; Preventing the Spread of Bloodborne Pathogens; Playground Safety & Maintenance; Developing a Strong Vision Health System; 15 hours of on-going professional development for all teachers.

- Provide Parent Training activities designed to promote parents as teachers, advocates and nurturers for their children

The topics for parent's training events are derived from information supplied by parents on the Parent Interest Survey. These surveys are completed during the registration process and a written schedule or plan is in place by October. During the year the following trainings was offered:

Nutrition; Blood Borne Pathogens; Bus Monitor Training; Nutrition Healthy Snacks, Child Guidance, Safe Touch

- Submit Continuation Application

The Head Start Continuation refunding application is due to the AI/ANPB by December 1<sup>st</sup>. Traditionally, the Continuation application is presented to the Policy Council in October for their review and approval and then to the CTSI Tribal Council in November.

For the year the Continuation Application was reviewed and approved by the Policy Council in November and the CTSI Tribal Council in November.

- Submit Program Information Report

By performance standard, the Head Start Program must complete and submit a Program Information Report (PIR). The PIR is due by August 31<sup>st</sup>.

During the year a PIR was completed and submitted prior to the August 31<sup>st</sup> deadline.

- Submit Supplemental Funding Requests for One-time Improvement Costs

Funding announcements for One-time Improvement funds are usually advertised in March and applications are due by June 1<sup>st</sup>.

For the year no action required.

- Submit Supplemental Funding Requests for Quality Improvement Funds

For this quarter No action was required

- Submit Supplemental Funding Request for Cost of Living Adjustments  
Supplemental Requests for COLA and Quality funding are usually announced between January – February.

For the year no action required.

- Maintain 4 classrooms  
By performance standards, all Head Start facilities must be maintained in accordance with local, State, tribal or federal regulation. On an annual basis, usually in September, an environmental inspection is completed to ensure that each classroom is in compliance with all health and safety standards. Also done annually, are inspections by the local fire department. Environmental and Fire Inspections were scheduled for all classrooms in September and October.

During the year Matthew Ellis from the Portland Indian Health Services conducted inspections for the Portland, Salem, Siletz and Lincoln City classrooms and also conducted the environmental inspection for the Tenas Illahee Child Care center.

- Provide opportunities for parents to volunteer within the program  
By performance standard, the Head Start Program must offer parents the opportunity to volunteer within the program. Parents are invited to volunteer within the program in the following ways: open door policy for parents to come into the classroom whenever it is convenient; Parent Meetings; Policy Council Meetings; Health Services Advisory Meetings; classroom field trips; classroom fundraising events; preparing classroom materials at home; telephoning other parents to share/gather information; assisting in health screening; assisting with office work; assisting with recruitment. Program staff are responsible to track all parent volunteer time and documenting this contribution for In-kind.

- Conduct Family Strength Assessments  
By performance standard, the Head Start Program must offer the opportunity for families to participate in a process that will allow them to further the success of their family. The first step in this process is to survey the parent to identify strengths, areas for personal growth and interests. The Family Partnership Surveys are conducted during the initial family service visit and completed October / November.

During the year the number of Family Partnership Surveys were completed : 191

- Develop Family Partnership Agreements  
The second step in the Family Partnership process is to develop a Family Partnership Agreement. The Family Partnership Agreement is developed from the information gathered from the Family Partnership Survey. Based upon this information a goals and plans are

developed to specifically address the strengths, areas for personal growth or interests that the parent identified. Plans also define timelines and assign responsibility for actions and goals.

The Family Survey is completed with all families, but the Family Partnership is voluntary, so percentages across the sites will vary depending on the participation rate of the families.

During the year Family Partnerships were developed for.

First Quarter: 95 Completed Survey / 75 Family Partnership

Second Quarter: 0 Completed Survey / 0 Family Partnership

Third Quarter: 0

Fourth Quarter: 95 Completed Survey / 68 Family Partnership

Totals: families participated = 66 %

- Assist with parent fundraising projects

Staff is required to assist parents with all fundraising activities. Each of the Parent Committees initiates fundraising activities throughout the school year to solicit funds to pay for additional child services that are outside of the Head Start budget. These activities have included: school pictures, school t-shirts, end of the year celebration activities, swimming lessons, special cultural craft or regalia projects, etc.

During the year a Indian Taco Feed was held that raised \$1,200.00.

- Develop relationships with community resources to enhance and supplement services

Working with Lincoln County Early Childhood Coordinating Council.

Siletz Tribe Home Visiting Program Advisory Council

Salem-Keizer School District to develop Pre-K MOU.

Portland Public Schools to develop Pre-K MOU.

David Douglas ESD MOU for Early Intervention Services

Willamette ESD MOU for Early Intervention Services

Lincoln County ESD MOU for Early Intervention Services

Lincoln County School District Early Childhood to align PreK – 3rd

CTSI Community Health Advocates to assist with health screenings

SCHC Dental Hygienist for Dental Screening and Fluoride Varnish programs

Chemawa Dental Clinic for Dental Exams and Fluoride Varnish programs

Portland Dental Hygienist for Dental Screenings

Samaritan Health for CATCH (Coordinated Approach to Child Health) program

Linn, Benton, Lincoln Early Learning HUB

CTSI Tribal Early Learning Initiative

Health Services Advisory Committee

- Maintain adequate staffing

By performance standard, all staff vacancies within the Head Start program should be filled as quickly as possible.

During the year:

Salem Classroom Aide

Salem Food Service Aide

Lincoln City Classroom Aide

Portland Assistant Teacher/Bus

Portland Classroom Aide

Parent Involvement/Transition retired

- Document In-Kind services for required federal grant match

By performance standard, the Head Start Program is required to match 20 cents for each dollar of federal funding received. Documentation of the match, or Inkind, is a mandatory requirement and must be fulfilled in order to retain our federal funding.

For the Calendar Year: \$ 225,944.12 of Inkind donations were documented



- Provide parents with information related to the developmental needs of their child

By performance standard the Head Start Program is required to provide information to parents to address areas of interest and need. Written information is shared during home visits, as requested, and attached to the weekly parent newsletter. For this Year, the following information was shared:

Crafty Snacks: Make Your Own Fruit and Nut Bars; Outstanding Onions; Nubites; Why Read Aloud?; Read Aloud 15 Minutes Why It Matters; Oral Health Impacts School Readiness; School Readiness and Health; Family Literacy Event; Measles Information; Eat Well Efficiently and Flexibly; Rumbling Rutabaga; Cold vs. Flu Know the Difference; Cleaning to Prevent Colds and Flu; Natural and Logical Consequences; Prevent Early Childhood Cavities; Kid-Friendly Veggies and Fruits; What is so special about Family Meals?; Brushing Your Child's Teeth; Preventing Injuries to Your Child's Mouth; Flashy Frozen Marionberries; Wrap and Roll Lunches; Sweet Potato Fries; Read Aloud every day and light up your child's brain. If you Wait, It's too Late; Feed Your Child's Brain. Has your child had her serving of Reading Aloud Today?; 4 Year Developmental Checklist; Growing Self Reliance; 3 Year Developmental Checklist; Goodbye Babyhood, Hello Childhood; Literacy Book Letter M'; Exploring Greens in Easy to Make Soup; Literacy Book Letter W; Build the Habit of Good Attendance Early; Books Build Better Brains; Ten Way to Help Prevent Child Abuse; Eat Together; Understanding EPSDT; Bright Futures 4 Year Visit; Blissful Butter Lettuce; Make Mealtime a Shared Time; Share Mealtime; How Can Parents Support School Readiness; A Smoother Morning Routine; Healthy Habits for Happy Smiles; Think Teeth; Choosing Healthy Drinks for Your Child; Your Child Can Have Health Benefits; The Happy Earth Day; Read to Me; S.E.L.F a safe support group that addresses trauma, safety, loss, emotions; DeeNi language lesson Body Parts; Family Literacy Night; Second Step Parent Letters; Raising a Reader; Understanding Your Child's Temperment; Children's Book List; Asthma and Indoor Air Quality in the Home; The Dangers of Secondhand Smoke; Events @ Your Library; Portland Family; Winter Solstice Literacy Night Celebration; 5 Ways Dads can be a good example of a Great Man;

- Begin planning process for Early Head Start

During the year no action was taken on Early Head Start but the Director and management staff are involved in the development of the Siletz Tribe Home Visiting Program.

- Develop plans for expansion of Head Start Program to provide full-day/full-year services  
From the Community Assessment surveys there is a need for our tribal Head Start Program to expand existing services to offer a full-day/full-year program in each area, and to develop a Early Head Start Program in Siletz, to serve children age 0 – 3 years. To develop each of these programs a planning committee should be established with the goal to develop the grant application.

For the year the following activities were accomplished: Not addressed.

- Conduct an annual self-assessment of the program  
Process usually occurs in Spring (March – May)

Self Assessment was completed in June 2015 and report was completed July 2015. Policy Council and Tribal Council reviewed and approved in November 2015 and January 2016.

- Provide transition services to each child  
Transition services generally began in April for each classroom.

Transition Bags decorated in classrooms; Summer Transition Packets completed and given to families; Classrooms visited Kindergarten classrooms; Siletz did Kindergarten visits at Siletz Valley Schools and Toledo; Transition Coordinator working on Transition Checklist and Packet for Teachers to review with parents during year-end Parent/Teacher Conference.

- Ensure that all Head Start Teachers will have an A.A. degree by 2011  
Beginning Fall 2004, all Head Start Teachers who lack an A.A. degree in Early Childhood will be placed on an employee development plan and their progress monitored to ensure that they will meet the new federal mandate requirement that by 2011 all Head Start Teachers will have an A.A. degree or better in Early Childhood Development.

All Teachers already meet or exceed the requirement.

All Assistants and Aides enrolled in CDA courses and 2 have earned their CDA, 4 others have completed all of the course work and need only to complete their final classroom observation and test.

\*NOTE: New requirement under the Head Start Improvement Act requires 50% of all Teachers nationwide to have a Bachelor’s degree in ECE or related degree by 2013 and that all Assistant Teachers and Classroom Aides have a CDA.

- Ensure that Child Outcomes Data is tracked  
Beginning Fall 2004, the Head Start Program must have in place a fully functional tracking system to show the progress each child achieves in meeting the federally mandated child outcomes. Child Outcomes are tracked by the Education Coordinator to ensure all children are meeting the federal mandates.

**1<sup>st</sup> Quarter (September – December) children were at:**

<u>Social Emotional</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets Expectations</u>	<u>Exceeds</u>
3 year olds	9%	69%	22%	0%
4 year olds	3%	69%	27%	1%
All Students	6%	69%	24%	.5%

<u>Physical/ Gross Motor</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets Expectations</u>	<u>Exceeds</u>
3 year olds	2%	82%	16%	0%
4 year olds	0%	64%	36%	0%
All Students	1%	73%	26%	0%

<u>Physical/ Fine Motor</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets Expectations</u>	<u>Exceeds</u>
3 year olds	7%	46%	48%	0%
4 year olds	1%	45%	54%	0%
All Students	4%	45%	51%	0%

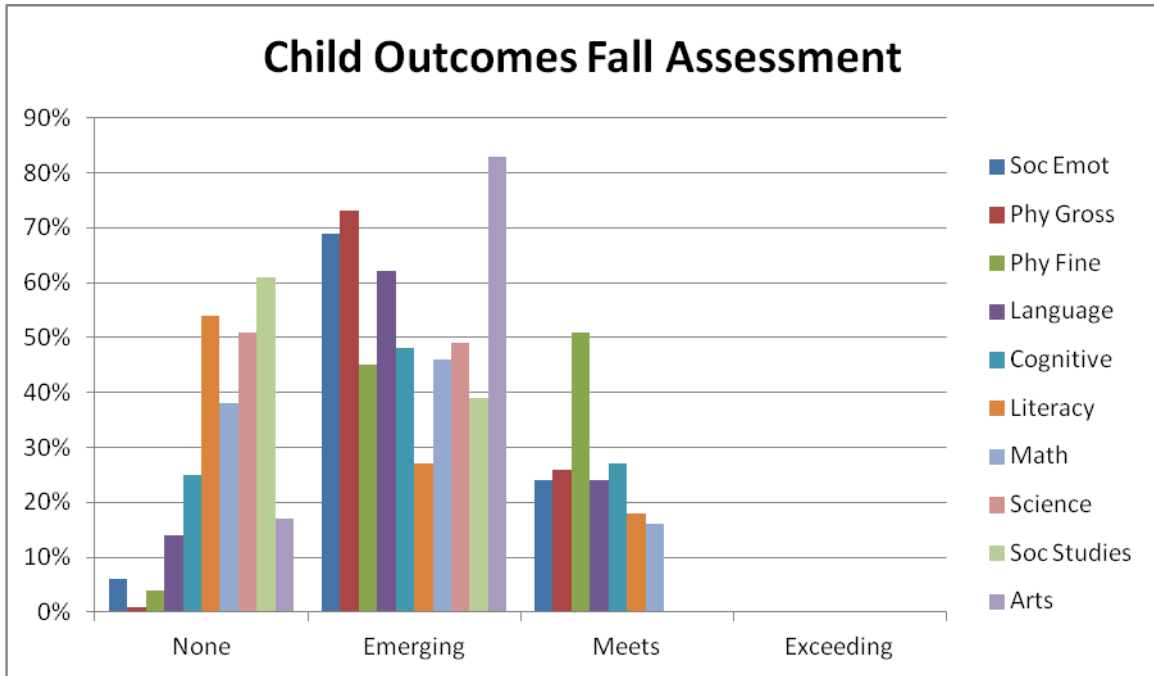
<u>Language</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets Expectations</u>	<u>Exceeds</u>
3 year olds	16%	63%	21%	0%
4 year olds	12%	62%	27%	0%
All Students	14%	62%	24%	0%

<u>Cognitive</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets Expectations</u>	<u>Exceeds</u>
3 year olds	27%	48%	24%	0%
4 year olds	24%	47%	29%	0%
All Students	25%	48%	27%	0%

<u>Literacy</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets Expectations</u>	<u>Exceeds</u>
3 year olds	65%	23%	12%	0%
4 year olds	43%	31%	25%	0%
All Students	54%	27%	18%	0%

<u>Mathematics</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets Expectations</u>	<u>Exceeds</u>
3 year olds	47%	33%	20%	0%
4 year olds	29%	60%	11%	0%

All Students	38%	46%	16%	0%
<u>Social Studies</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets Expectations</u>	<u>Exceeds</u>
3 year olds	65%	35%	0%	0%
4 year olds	58%	42%	0%	0%
All Students	61%	39%	0%	0%
<u>Science</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets Expectations</u>	<u>Exceeds</u>
3 year olds	55%	45%	0%	0%
4 year olds	47%	53%	0%	0%
All Students	51%	49%	0%	0%
<u>Creative Arts</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets Expectations</u>	<u>Exceeds</u>
3 year olds	16%	84%	0%	0%
4 year olds	18%	82%	0%	0%
All Students	17%	83%	0%	0%



**2<sup>nd</sup> Quarter (January – March) children were at:**

<u>Social Emotional</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	60%	40%	0%
4 year olds	0%	60%	40%	0%
All Students	0%	60%	40%	0%
<u>Physical/ Gross Motor</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	48%	52%	0%
4 year olds	0%	66%	34%	0%
All Students	0%	57%	43%	0%
<u>Physical/ Fine Motor</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	10%	88%	2%
4 year olds	0%	23%	77%	0%
All Students	0%	17%	82%	1%

<u>Language</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	69%	31%	0%
4 year olds	0%	65%	35%	0%
All Students	0%	67%	33%	0%

<u>Cognitive</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	68%	32%	0%
4 year olds	0%	60%	40%	0%
All Students	0%	64%	36%	0%

<u>Literacy</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	77%	21%	0%
4 year olds	0%	53%	47%	0%
All Students	0%	65%	35%	0%

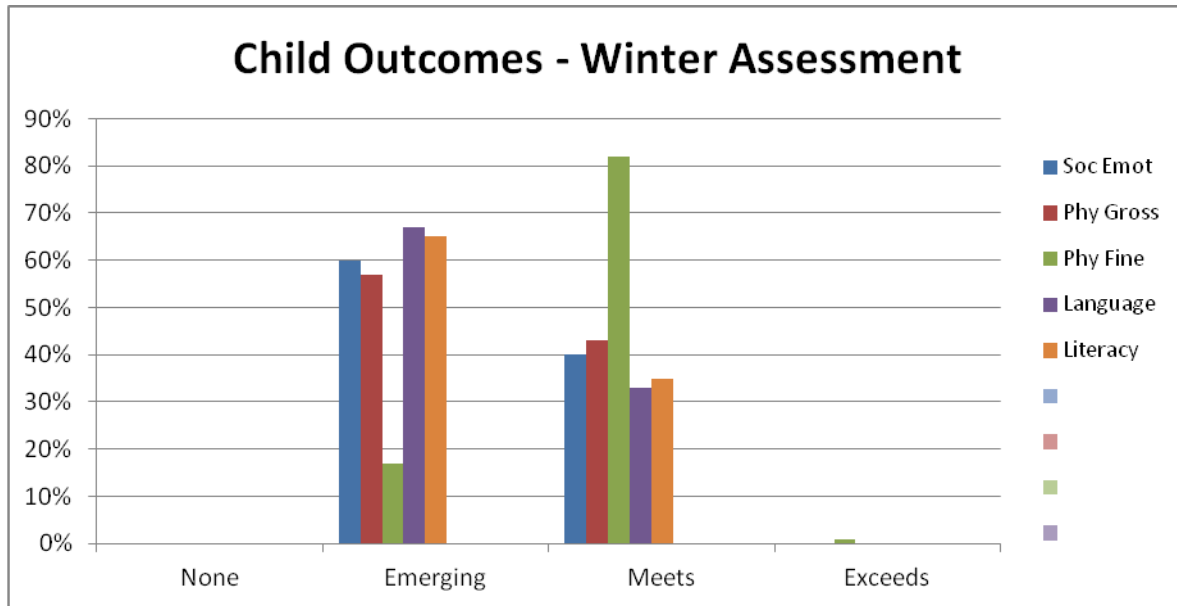
<u>Mathematics</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	73%	27%	0%
4 year olds	0%	77%	23%	0%
All Students	0%	75%	25%	0%

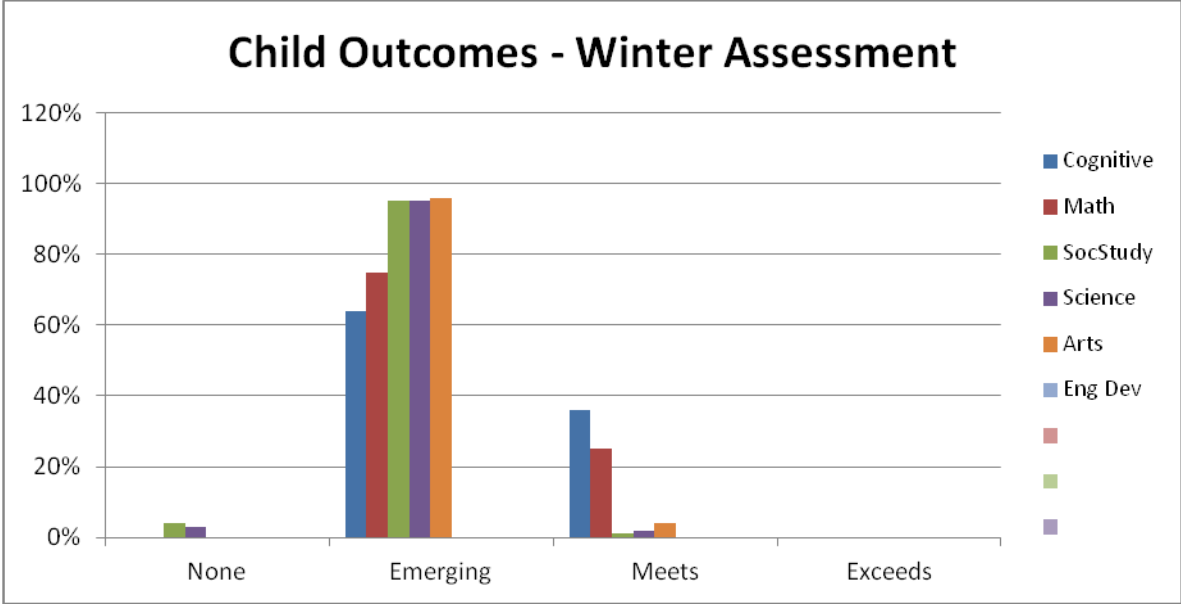
<u>Social Studies</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	6%	94%	0%	0%
4 year olds	2%	95%	3%	0%
All Students	4%	95%	1%	0%

<u>Science</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	5%	95%	0%	0%
4 year olds	1%	94%	5%	0%
All Students	3%	95%	2%	0%

<u>Creative Arts</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	1%	99%	0%	0%
4 year olds	0%	92%	8%	0%
All Students	0%	96%	4%	0%

<u>English Lang Dev</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	0%	0%	0%
4 year olds	0%	0%	0%	0%
All Students	0%	0%	0%	0%





**3rd Quarter (April - June) children were at:**

<u>Social Emotional</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	12%	88%	0%
4 year olds	0%	11%	84%	5%
All Students	0%	12%	86%	2%

<u>Physical/ Gross Motor</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	7%	87%	5%
4 year olds	0%	2%	96%	2%
All Students	0%	5%	92%	4%

<u>Language</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	12%	88%	0%
4 year olds	0%	14%	84%	2%
All Students	0%	13%	86%	1%



<u>Cognitive</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	12%	83%	5%
4 year olds	0%	17%	79%	4%
All Students	0%	15%	81%	5%

<u>Literacy</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	30%	65%	5%
4 year olds	0%	11%	87%	2%
All Students	0%	21%	76%	4%

<u>Mathematics</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	27%	63%	10%
4 year olds	0%	30%	67%	3%
All Students	0%	29%	65%	7%

<u>Social Studies</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	87%	13%	0%
4 year olds	0%	71%	29%	0%
All Students	0%	79%	21%	0%

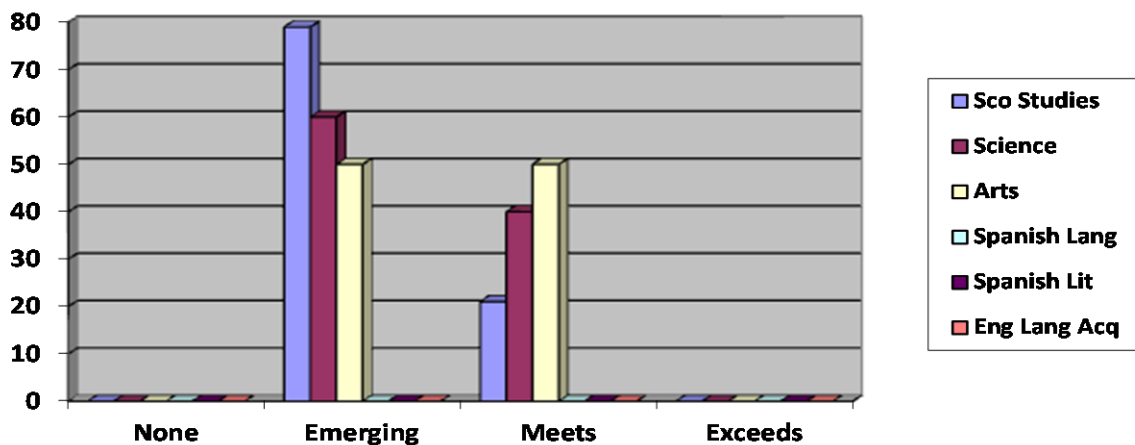
<u>Science</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	72%	28%	0%
4 year olds	0%	48%	52%	0%
All Students	0%	60%	40%	0%

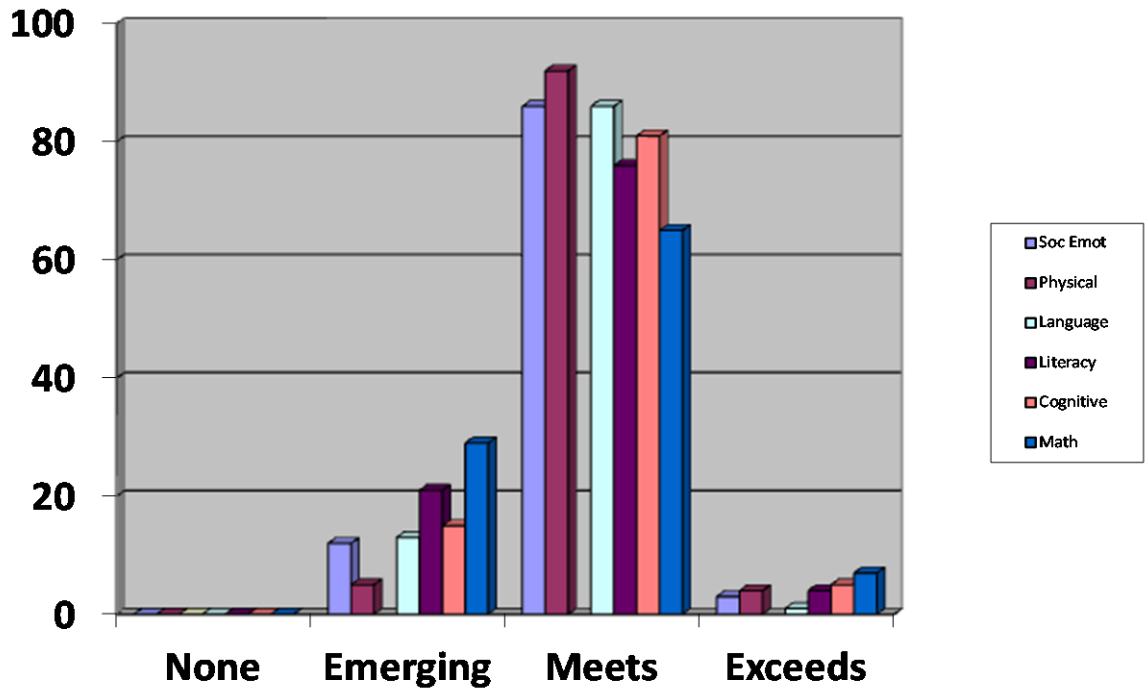
<u>Creative Arts</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	61%	39%	0%
4 year olds	0%	40%	60%	0%
All Students	0%	51%	50%	0%

<u>Spanish Language</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	0%	0%	0%
4 year olds	0%	0%	0%	0%
All Students	0%	0%	0%	0%

<u>Spanish Literacy</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	0%	0%	0%
4 year olds	0%	0%	0%	0%
All Students	0%	0%	0%	0%

<u>English Language Acquisition</u>	<u>Not Yet</u>	<u>Emerging</u>	<u>Meets</u>	<u>Exceeds</u>
3 year olds	0%	0%	0%	0%
4 year olds	0%	0%	0%	0%
All Students	0%	0%	0%	0%





- School Readiness Goals Identified and Child Progress Tracked

Head Start Act requires that as of September 2012 all programs must align Child Outcomes with the Kindergarten Standards for their state and identify School Readiness Goals that they will track and assess child progress for throughout the year.

School Readiness Goals Identified for 2014 – 2015 for each Child Outcome Domain with progress

School Readiness Goals –

**Physical Health and Development**

**First Quarter Progress– 38% of children Meeting or Exceeding goals**

4 goals identified.

Program-wide the highest ratings were found in Goal #1: Children will be able to independently brush their teeth, toilet and wash hands. With: 0% Exceeding 25% Meeting 75% Emerging 0% Not Yet

Program-wide the lowest ratings were found in Goal #4: Children will develop their eye-hand coordination and dexterity. With: 0% Exceeding 36% Meeting 57% Emerging 7% Not Yet

Average Rate of Progress across all Goals: 0% Exceeding 38% Meeting 58% Emerging 4% Not Yet

### **Physical Health and Development**

#### **Second Quarter Progress– 71% of children Meeting or Exceeding goals = 33% Growth**

4 goals identified.

Program-wide the highest ratings were found in Goal #4: Children will develop their eye-hand coordination and dexterity. With: 0% Exceeding 84% Meeting 16% Emerging 0% Not Yet

Program-wide the lowest ratings were found in Goal #1: Children will be able to independently brush their teeth, toilet and wash hands. With: 0% Exceeding 57% Meeting 43% Emerging 0% Not Yet

Average Rate of Progress across all Goals: 0% Exceeding 71% Meeting 29% Emerging 0% Not Yet

### **Physical Health and Development**

#### **Third Quarter Progress– 71% of children Meeting or Exceeding goals = 33% Growth**

4 goals identified.

### **Social & Emotional Health**

#### **First Quarter Progress– 30% of children Meeting or Exceeding goals**

5 goals identified.

Program-wide the highest ratings were found in Goal #3: Children will demonstrate independence in routines, transitions, and tasks. With: 0% Exceeding 35% Meeting 63% Emerging 2% Not Yet

Program-wide the lowest ratings were found in Goal #2: Children will be able to label and recognize emotions. With: 4% Exceeding 17% Meeting 66% Emerging 17% Not Yet

Average Rate of Progress across all Goals: 1% Exceeding 30% Meeting 64% Emerging 5% Not Yet

### **Social & Emotional Health**

#### **Second Quarter Progress– 64% of children Meeting or Exceeding goals = 34% Growth**

5 goals identified.

Program-wide the highest ratings were found in Goal #3: Children will demonstrate independence in routines, transitions, and tasks. With: 0% Exceeding 78% Meeting 22% Emerging 0% Not Yet

Program-wide the lowest ratings were found in Goal #2: Children will be able to label and recognize emotions. With: 0% Exceeding 71% Meeting 29% Emerging 0% Not Yet

Average Rate of Progress across all Goals: 1% Exceeding 63% Meeting 36% Emerging 0% Not Yet

### **Approaches to Learning**

#### **First Quarter Progress— 31% of children Meeting or Exceeding goals**

2 goals identified.

Program-wide the highest ratings were found in Goal #2: Children will help, share and cooperate in a group setting. With: 0% Exceeding 33% Meeting 63% Emerging 4% Not Yet

Program-wide the lowest ratings were found in Goal #1: Children will demonstrate flexibility and inventiveness with activities. With: 0% Exceeding 37% Meeting 33% Emerging 30% Not Yet

Average Rate of Progress across all Goals: 1% Exceeding 63% Meeting 56% Emerging 9% Not Yet

### **Approaches to Learning**

#### **Second Quarter Progress— 64% of children Meeting or Exceeding goals = 33% Growth**

2 goals identified.

Program-wide the highest ratings were found in Goal #1: Children will demonstrate flexibility and inventiveness with activities. With: 0% Exceeding 71% Meeting 29% Emerging 0% Not Yet

Program-wide the lowest ratings were found in Goal #1: Children will help, share and cooperate in a group setting. With: 0% Exceeding 56% Meeting 44% Emerging 0% Not Yet

Average Rate of Progress across all Goals: 0% Exceeding 64% Meeting 36% Emerging 0% Not Yet

### **Logic & Reasoning**

#### **First Quarter Progress —35% of children Meeting or Exceeding goals**

2 goals identified.

Program-wide the highest ratings were found in Goal #2: Children will participate in pretend play in a variety of experiences. With: 1% Exceeding 35% Meeting 38% Emerging 23% Not Yet

Program-wide the lowest ratings were found in Goal #1: Children will seek multiple solutions to a task, question or problem. With: 0% Exceeding 34% Meeting 55% Emerging 11% Not Yet

Average Rate of Progress across all Goals: 1% Exceeding 47% Meeting 34% Emerging 17% Not Yet

## **Logic & Reasoning**

### **Second Quarter Progress –55% of children Meeting or Exceeding goals = 20% Growth**

2 goals identified.

Program-wide the highest ratings were found in Goal #2: Children will participate in pretend play in a variety of experiences. With: 6% Exceeding 64% Meeting 30% Emerging 0% Not Yet

Program-wide the lowest ratings were found in Goal #1: Children will seek multiple solutions to a task, question or problem. With: 0% Exceeding 43% Meeting 57% Emerging 0% Not Yet

Average Rate of Progress across all Goals: 3% Exceeding 54% Meeting 43% Emerging 0% Not Yet

## **Language Development**

### **First Quarter Progress– 28% of children Meeting or Exceeding goals**

6 goals identified.

Program-wide the highest ratings were found in Goal #1: Children will begin to share orally their writing. With: 1% Exceeding 26% Meeting 60% Emerging 14% Not Yet

Program-wide the lowest ratings were found in Goal #3: Children will be able to write their name with one capital at the beginning and the rest in lower case.

With: 1% Exceeding 33% Meeting 22% Emerging 44% Not Yet

Average Rate of Progress across all Goals: 0% Exceeding 28% Meeting 50% Emerging 22% Not Yet

## **Language Development**

### **Second Quarter Progress– 60% of children Meeting or Exceeding goals = 32% Growth**

6 goals identified.

Program-wide the highest ratings were found in Goal #1: Children will be able to sort a variety of objects. With: 1% Exceeding 74% Meeting 25% Emerging 0% Not Yet

Program-wide the lowest ratings were found in Goal #3: Children will be encouraged to listen when others are speaking and follow social rules.

With: 0% Exceeding 46% Meeting 54% Emerging 0% Not Yet

Average Rate of Progress across all Goals: 1% Exceeding 59% Meeting 40% Emerging 0% Not Yet

### **Literacy Knowledge & Skills**

#### **First Quarter Progress– 22% of children Meeting or Exceeding goals**

6 goals identified.

Program-wide the highest ratings were found in Goal : Children will be able to represent their ideas in journal writing. With: 0% Exceeding 26% Meeting 60% Emerging 14% Not Yet

Program-wide the lowest ratings were found in Goal: Children will be able to recognize groups of letters make a word. Children will be introduced to frequency words: I, a, the, and, is.

With: 1% Exceeding 18% Meeting 28% Emerging 53% Not Yet

Average Rate of Progress across all Goals: 1% Exceeding 21% Meeting 41% Emerging 37% Not Yet

### **Literacy Knowledge & Skills**

#### **Second Quarter Progress– 51% of children Meeting or Exceeding goals = 29% Growth**

7 goals identified.

Program-wide the highest ratings were found in Goal 4: Children will demonstrate interest in a variety of type books. With: 0% Exceeding 74% Meeting 26% Emerging 0% Not Yet

Program-wide the lowest ratings were found in Goal 3: Children will begin to discriminate words that rhyme. With: 1% Exceeding 26% Meeting 73% Emerging 0% Not Yet

Average Rate of Progress across all Goals: 1% Exceeding 50% Meeting 49% Emerging 0% Not Yet

### **Mathematics Knowledge & Skills**

#### **First Quarter Progress – 23% of children Meeting or Exceeding goals**

3 goals identified.

Program-wide the highest ratings were found in Goal: Children will be begin to identify 4 basic shapes in their environment: square, triangle, rectangle, circle.

With: 0% Exceeding 27% Meeting 65% Emerging 8% Not Yet

Program-wide the lowest ratings were found in Goal: Children will be able to identify numbers with quantities. With: 0% Exceeding 14% Meeting 48% Emerging 39% Not Yet

Average Rate of Progress across all Goals: 0% Exceeding 23% Meeting 56% Emerging 21% Not Yet

### **Mathematics Knowledge & Skills**

#### **Second Quarter Progress – 53% of children Meeting or Exceeding goals = 30% Growth**

3 goals identified.

Program-wide the highest ratings were found in Goal: Children will be begin to identify 4 basic shapes in their environment: square, triangle, rectangle, circle.

With: 1% Exceeding 56% Meeting 43% Emerging 0% Not Yet

Program-wide the lowest ratings were found in Goal: Children will be able to identify numbers with quantities. With: 2% Exceeding 44% Meeting 54% Emerging 0% Not Yet

Average Rate of Progress across all Goals: 1% Exceeding 52% Meeting 47% Emerging 0% Not Yet

### **Science Knowledge & Skills**

#### **First Quarter Progress– 0% of children Meeting goals**

1 goal identified.

Program-wide ratings for Goal #1: Children will be able to observe and describe living things and their natural processes. With: 0% Exceeding 0% Meeting 41% Emerging 59% Not Yet

Average Rate of Progress across all Goals: 0% Exceeding 0% Meeting 41% Emerging 59% Not Yet

First Quarter, program-wide this area is the second lowest for ratings across the School Readiness Goals.

### **Science Knowledge & Skills**

#### **Second Quarter Progress– 1% of children Meeting goals = 1% Growth, but 55% Growth from Not Yet to Emerging**

1 goal identified.

Program-wide ratings for Goal #1: Children will be able to observe and describe living things and their natural processes. With: 0% Exceeding 1% Meeting 96% Emerging 3% Not Yet

Average Rate of Progress across all Goals: 0% Exceeding 1% Meeting 96% Emerging 3% Not Yet

Second Quarter, program-wide this area is the second lowest for ratings across the School Readiness Goals.



### **Creative Arts Expression**

#### **First Quarter Progress– 0% of children Meeting goals**

3 goals identified.

Program-wide the highest ratings were found in Goal: Children will be able to move to a variety of music patterns, temps, and rhythm. With: 1% Meeting 96% Emerging 3% Not Yet

Program-wide the highest ratings were found in Goal #2: Children will use their imagination and creativity when role playing. With: 63% Emerging 37% Not Yet

Average Rate of Progress across all Goals: 42% Emerging 76% Not Yet

First quarter, program-wide this area is the lowest rated for School Readiness Goals.

### **Creative Arts Expression**

#### **Second Quarter Progress– 7% of children Meeting goals = 7% Growth, but 50% Growth from Not Yet to Emerging.**

3 goals identified.

Program-wide the highest ratings were found in Goal 2: Children will participate in a variety of art experiences and be able to share about their creations and projects.

With: 6% Meeting 94% Emerging 0% Not Yet

Program-wide the highest ratings were found in Goal #2: Children will use their imagination and creativity when role playing. With: 99% Emerging 1% Not Yet

Average Rate of Progress across all Goals: 7% Meeting 92% Emerging 1% Not Yet

Second quarter, program-wide this area is the third lowest rated for School Readiness Goals.

### **Social Studies Knowledge & Skills**

#### **First Quarter Progress– 3% of children Meeting goals**

3 goals identified.

Program-wide the highest ratings were found in Goal: Children will be able to communicate their family structure and recognize differences and similarities:

With: 0% Exceeding 0% Meeting 86% Emerging 14% Not Yet

Program-wide the lowest ratings were found in Goal #2: Children will recognize how people share the environment with a variety of people, animals, and plants.

With: 0% Exceeding 1% Meeting 27% Emerging 72% Not Yet

Average Rate of Progress across all Goals: 0 Exceeding 3% Meeting 52% Emerging 45% Not Yet

First quarter, program-wide this area was the third lowest for rating across the School Readiness Goals.

## **Social Studies Knowledge & Skills**

### **Second Quarter Progress– 3% of children Meeting goals = 0% Growth, but 43% Growth from Not Yet to Emerging.**

3 goals identified.

Program-wide the highest ratings were found in Goal: Children will be able to communicate their family structure and recognize differences and similarities:

With: 0% Exceeding 2% Meeting 98% Emerging 0% Not Yet

Program-wide the lowest ratings were found in Goal #2: Children will recognize how people share the environment with a variety of people, animals, and plants.

With: 0% Exceeding 0% Meeting 91% Emerging 9% Not Yet

Average Rate of Progress across all Goals: 0 Exceeding 3% Meeting 95% Emerging 2% Not Yet

Second quarter, program-wide this area was the third lowest for rating across the School Readiness Goals.

### **Recommendations -**

Note: Differences in scores between School Readiness Goals and Child Outcomes are due to number of elements assessed under each category. School Readiness Goals reflect a portion or select number of elements under each category, and Child Outcomes reflect all elements.

Except for Social Studies, which showed no growth, all other areas for School Readiness Goals showed positive growth from the highest rate in Social Emotional at 34% Growth, to the lowest rate in Science at 1% Growth.

The following areas for School Readiness Goals showed 30% or more in Growth: Physical Health & Development; Social Emotional Health; Approaches to Learning; Language Development; and Mathematics Knowledge & Skills.

The next lowest area of Growth for School Readiness Goals was in Logic and Reasoning at 20% Growth, and then for Literacy Knowledge & Skills at 29% Growth.

The program should continue to focus upon Science and Creative Arts as these are areas where children would benefit from more exposure to activities to increase their competency and confidence with the elements identified under these leaning goals.

Although there was no growth in the Social Studies area, the 3% mark for children meeting their goals in this area is still ahead of the growth that was cited for the previous year.

Overall, the program is showing satisfactory progress for children meeting their School Readiness Goals.

- Federal On-site Review conducted Annually  
On-site Review process has changed. All programs will now undergo annual On-site Reviews which are targeted to a specific area. In September 2014 our program was notified of our Review Schedule. FY 2015 Environmental Health and Safety Review; FY 2016 Fiscal Integrity/ERSEA Management Systems & Governance; FY 2017 CLASS, Comprehensive Services & School Readiness; FY 2018 Evaluation & Determination.

During this year an Environmental Health and Safety Review was conducted and there were no findings.

- Budget Expenditures and Funds Remaining FY 2015 Period ending 2/29/2016  

Total Expenditures =	\$ 678,142.08	Program Costs
	\$ 166,697.00	Indirect Costs
	\$ 844,839.08	Total Expenditures

USDA Reimbursement = \$ 33,863.81

Grant Funds = \$ 967393 -less- Total Expenditures + USDA Reimbursement =

\$ 156,417.73 Grant Funds Remaining

### **1.3 The number of clients served and the number of other quantifiable services provided during the quarter.**

Average enrollment figures for this Year are as follows: 109 students; 61 of the children were Siletz Native; 27 of the children were Other Native American; 24 of the children were Non-Native; children identified as special needs and suspected disability 12%; 21% of the children came from households that exceed the 2015 Federal Poverty Guidelines and 79% were from low income households.

Total number of meals served: 6,696 Breakfasts; 10,216 Lunches; 3,856 Snacks

Total number of classroom observations; 5 Portland, 5 Salem AM, 5 Salem PM; 5 Lincoln City and 5 Tenas.

Total number of weekly curriculums developed and reviewed: 37

Total number of Individual Learning Plans developed: 116

Total number of weekly Parent Newsletters developed and distributed: 37

Total number of monthly Parent Calendars developed and distributed: 9

Total number of home visits: 309 Parent Teacher Conferences

Total number of health requirements completed: 100% Nutrition, 92% Dental, 97% Insurance; 97% Medical Home; 98% Dental Home, 99.7% Hearing, 99% Vision, 79% Hct. ; 76% Lead, 79% Growth Assessment; 99% BP; 100% Immunizations

Total number of developmental assessments: 116

Total number of Parent Meetings: 4 Parent Meetings and 4 Family Fun Nights for each site

Total number of Policy Council Meetings: 6

Total number of Health Services Advisory Meetings: 2

Total number of Head Start All-staff Meetings: 1

**1.4 The reasons that baseline measures for the year were either exceeded or not accomplished.**

Baseline measures are being met.

**1.5 Any other factors affecting program operations.**

None