



Annual Report

2020-2021

Year 1

Grant Number 90C19915-01
Funding Cycle: August 1-July 31
Program Option: Center Based

Prepared by BHS Parents and Staff



The Bishop Indian Head Start 2020-2021 Annual Report was received, reviewed, discussed, and approved by the Bishop Paiute Tribal Council on April 26th and the Policy Council on April 15th, 2022. Minutes on file.

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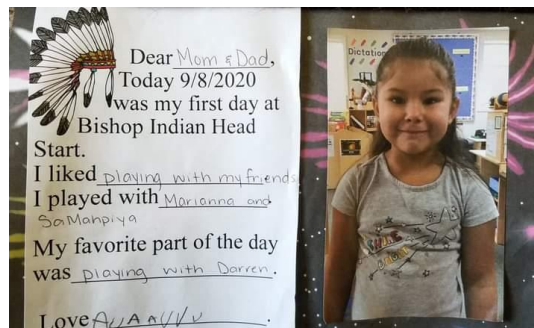
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INTRODUCTION

In 2020-2021, Bishop Indian Head Start served the population located on and near the federally recognized Bishop and Big Pine Reservation with the primary recruitment area being on or near the Bishop Paiute Indian Reservation. Pre COVID-19 Pandemic: BIHS and the Inyo County Superintendent of Schools State Preschool program partnered to allow BIHS to operate a 10-month center-base program, 5 days per week, six and a half hours per day at one center for a total of 175 days per year. As reported in 2019-2020, BIHS closed all onsite services on March 16th, 2020. During this time BIHS provided emergency meal and snack services and Distant Learning activities through May 2020. BIHS reopened onsite services in August of 2020 and provided a Kindergarten camp for all BIHS children transferring to kindergarten funded by Office of Head Start and the Bishop Paiute Tribe.

In the Fall of 2020, BIHS reopened our onsite service to our four-year-old students transitioning to kindergarten in 2021. BIHS provided a Distant Learning Program option to our families for three and four-year-old students. By the end of the program year, we ran 4 onsite classrooms of 10 children and 12 children participating in Distant Learning via Zoom. BIHS provided breakfast, lunch and an afternoon snack for each child enrolled in onsite through our Child Adult Care Food Program. BIHS was granted a waiver to provide home delivery for our Distant Learning families. United States Department of Agriculture prohibits the discrimination against its customers. In June 2021, BIHS partnered with the Bishop Paiute Tribal Social Services to host a summer Childcare program for Essential Workers for a second summer. The goal for program year 2021-2022 will be to open 5 classrooms of 12 children for 100% onsite services for children ages 3-5 years of age.

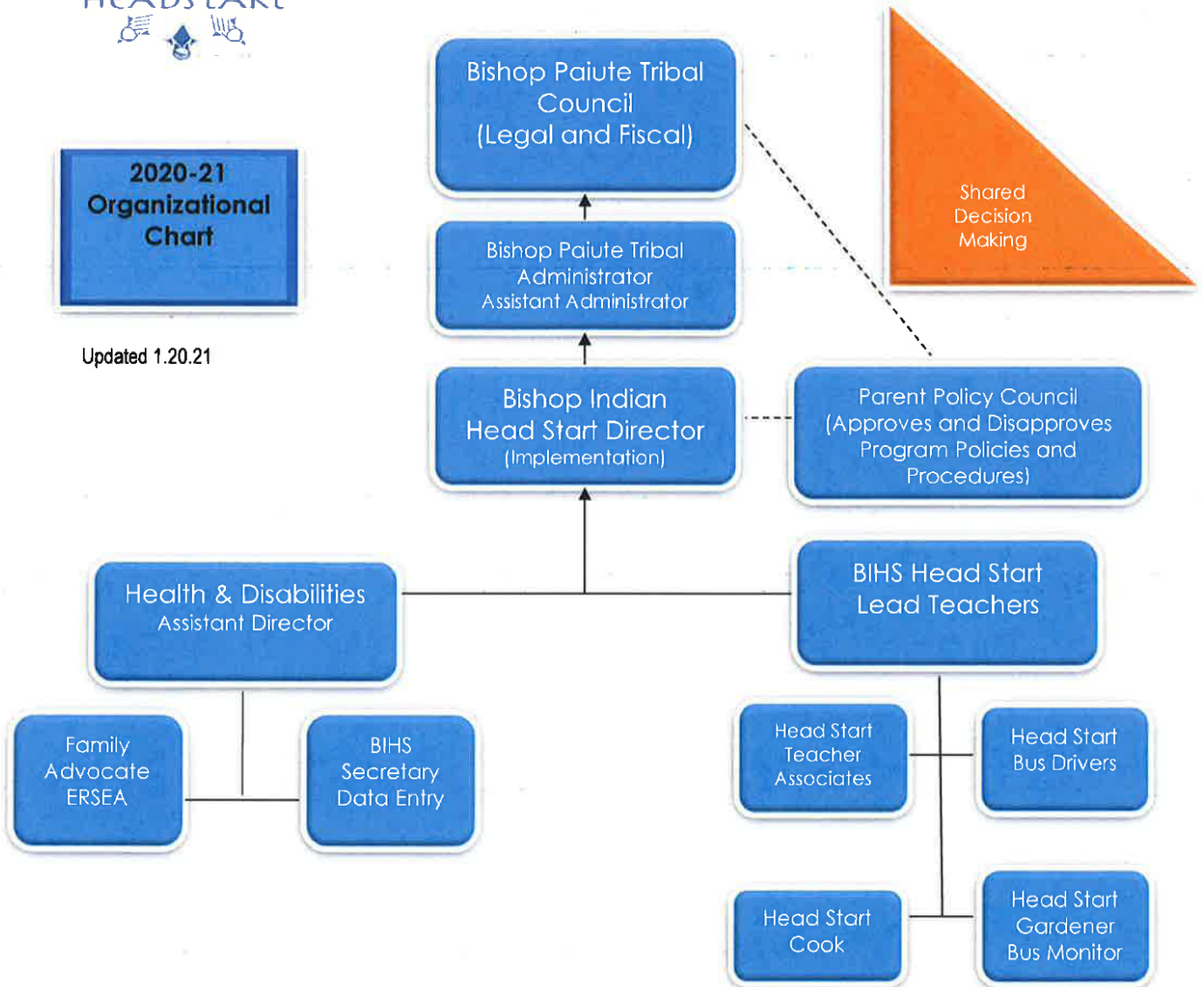
The **Mission** of the Bishop Indian Head Start program is to provide a safe and nurturing learning environment for children ages three to five by enhancing their school readiness skills and embracing the Bishop Paiute Tribal language preservation and revitalization in two ways: The outdoor and indoor classrooms will provide hands on experience to support children's growth in language and literacy, social and emotional development, cognition, approaches to learning, perceptual, motor and physical development. Each family will be provided with individual services to support their family's overall wellness based on the family's needs assessments. The Bishop Indian Head Start Program's **Vision** is to provide families, children, staff, and the community with a diverse leaning experience. Bishop Indian Head Start collaborates with community services to provide education on parenting, leadership, disabilities, health, mental health, nutrition, fitness, and culture. The Bishop Indian Head Start Program's **Philosophy** is to create a developmentally appropriate and enriched environment for every child. Bishop Indian Head Start believes in the empowerment of families so that they may make informed decisions about their children's education and well-being.





**2020-21
Organizational
Chart**

Updated 1.20.21



Bishop Paiute Tribal Council: Tilford Denver-Chair, Jeff Romero-Vice Chair, Steven Orihuela-Secretary/ Treasurer, Joyce White-Council Member and Allen Summers-Council Member
Parent Policy Council: Raymond Paul Stone-Chair, Kathleen Stout-Vice Chair; Ana Andreas-Secretary/ Treasurer/community rep; Marcella Frankson-Events Coordinator; Bonnie Amisone, Policy Council Member
Bishop Paiute Tribal Administrator: Gloriana Bailey
Bishop Paiute Chief Operations Officer I: Sabrina Renteria
BIHS Director/Sub Driver/Sub Cook/Sub Teacher/Civil Rights Coordinator: Susie Cisneros
Health & Disabilities Assistant Director: Amanda Miloradich (Assist in Nutrition and Safety and program operations)
Family Advocate/ERSEA: Paige Sills
BIHS Assistant Cook/Admin Assistant/ Lead Bus Driver: Gwen Turner
Teachers: Tanya Spoonhunter, Trisha Salazar, Lena Dondero, Annette Dondero, and Dayle Dondero (Available sub teachers: Virginia Figueroa and Karen Howard)
Associate Teachers: Tashina Brown, Eileen Jackson and Paula Manriquez
BIHS Secretary and Data Entry: TBA
Head Start Cooks (CACFP): TBA and Gwen Turner (as needed)
Head Start Bus Drivers: Gwen Turner and Darrin Bernard Sub Drivers (Phillip Kane and Lena Dondero)
Big Pine Bus Monitor/Gardener/Landscaper: Max Ortiz
Bishop Tribal Maintenance: Cynnara Shay

OFFICE OF HEAD START MONITORING REVIEWS

1304.60 Deficiencies and Quality Improvement Plans /1304.51 Noncompliance: Since 2013, BIHS has been in full compliance with the Office of Head Start Performance Standards.



ADMINISTRATION FOR CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

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

From: Responsible HHS Official

A handwritten signature in black ink, appearing to read "Ann L. Sanchez".

Date: 03/26/2021

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

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

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

DISTRIBUTION OF THE REPORT

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

No Findings or deficiencies indicated in the 2021 FA1 Office of Head Start Review.

California Department of Education
Nutrition Services Division

Field Services Unit
October 2020

**CACFP Centers
Summation Report**

Agency Name: Bishop Indian Tribal Council Education Center	Vendor Number: 22750Z	CNIPS ID: 04020-CACFP-14-TG-IC	Review ID: 30888
Address: 405 North Barlow	City: Bishop	Zip: 93514-8058	County: Inyo
Contact Person: Susie Cisneros	Title: Head Start Director	Telephone: 760-872-3911	

Program Types: Adult Care At-risk Child Care Emergency Shelters Head Start School Age

Type of Review: First First Follow-up Second Follow-up Ninety-day Program Assistance

Areas Reviewed for Compliance

<p>Performance Standard 1: Financial Viability</p> <p><input type="checkbox"/> 100 Financial Management</p> <p>Performance Standard 2: Administrative Capability</p> <p><input type="checkbox"/> 200 Procurement Procedures</p> <p><input type="checkbox"/> 220 Program Resources</p> <p><input type="checkbox"/> 240 Policies and Procedures</p> <p><input type="checkbox"/> 280 Pricing Program</p>	<p>Performance Standard 3: Program Accountability</p> <p><input type="checkbox"/> 300 Enrollment</p> <p><input type="checkbox"/> 500 Eligibility</p> <p><input type="checkbox"/> 600 Meal Counts</p> <p><input type="checkbox"/> 700 Licensing Requirements</p> <p><input type="checkbox"/> 800 Meal Requirements</p> <p><input type="checkbox"/> 900 Fiscal Accountability</p> <p><input type="checkbox"/> 1000 Training</p> <p><input type="checkbox"/> 1100 Facility Review</p> <p><input type="checkbox"/> 1200 Safety and Sanitation</p> <p><input type="checkbox"/> 1300 Civil Rights</p>
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Place an (R) at the end of all repeat findings.

Summary of Review Findings

Review Month: February 2021 Review Dates: April 2-12, 2021

- All areas found to be in compliance. No action is required. This review is closed. Congratulations on an excellent administrative review (AR).
- One or more performance standards (PS) were not in compliance. The noncompliant areas are checked above.
- A **follow-up review** may be conducted because of noncompliance in PS 1, PS 2, or PS 3.
- Serious deficiencies (SD) were found during your AR. If permanent, acceptable corrective action documentation (CAD) is not implemented, the California Department of Education (CDE) will propose to terminate your Child and Adult Care Food Program (CACFP) agreement. If the CACFP agreement is terminated, your organization and responsible parties will be placed on the National Disqualified List (NDL) and will remain on the NDL until such time as the CDE, in consultation with the U.S. Department of Agriculture (USDA) Food and Nutrition Service (FNS) determines that the SDs have been corrected, or until seven years after their disqualification. However, if any debt relating to the SDs has not been repaid, your organization and responsible parties will remain on the NDL until the debt has been repaid. These actions are being taken pursuant to Title 7, *Code of Federal Regulations (7 CFR)*, sections 226.6(c)(3) and (7)(v).

Agency is required to submit CAD by: N/A
Submit CAD to:

Laurie Brackett, Child Nutrition Consultant
California Department of Education Nutrition Services Division
2550 Fulton Road
Pomona, CA 91767
Phone: 909-360-3665
E-mail: lbrackett@cde.ca.gov

The findings of this review are the results of an assessment of a sample of your program records for the current year. All program records must be retained for a period of three years plus the current year.

Signature of Agency Representative: <i>Susie Cisneros</i>	Date: <i>4/16/21</i>
Signature of State Representative: <i>Laurie Brackett</i>	Date: 4/16/2021

(Agency signature does not designate agreement with reviewer comments)

Summation Report

Agency Name: Bishop Indian Tribal Council Education Center	Vendor Number: 22750Z	CNIPS ID: 04020-CACFP-14-TG-IC	Review ID: 30888
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Comments:

The California Department of Education (CDE), Nutrition Services Division (NSD), completed an Administrative Review (AR) of the Bishop Indian Tribal Council Education Center Head Start CACFP on April 2, 2021. February 2021 was the month of review, since this was the last claim submitted in the Child Nutrition Information System (CNIPS).

Due to the COVID-19 pandemic, the NSD implemented USDA Child Nutrition Response #8: Nationwide Waiver of Onsite Monitoring Requirements in the CACAP for state agencies. The AR process was completed remotely through a desk audit.

At the time of the AR, Bishop Head Start program was operating under the following USDA Nationwide Child Nutrition Response's Waivers in Child Nutrition Programs:

- #1 Meal Service Time Flexibility
- #33 Non-Congregate Feeding
- #36 Meal Pattern Flexibility

Site Visit:

One unannounced virtual lunch site visit was conducted at the Bishop Head Start/17996 on February 25, 2021. In addition to staff interviews and a video conference call, staff uploaded pictures of the meal service operation, signage for civil rights, kitchen prep/storage areas, serving lines, foods served with labels, menus, and meal counting systems.

Commendations/Highlights:

The reviewer would like to thank Susie Cisneros for the courtesy and cooperation during the review. Documentation was uploaded in an organized easy to follow system. Despite staffing issues and pivoting between in care service and distance learning due to COVID-19 outbreaks, Susie always made time to answer questions, provide clarifications, and participate in virtual phone meetings.

Bishop Head Start updated procedures to reflect COVID-19 operations. Systems were in place to obtain both CDE and parental consent for the home meal delivery option. Conducting daily delivery of hot and nutritious meals to homes required teamwork from a variety of site staff including the Bus Drivers/Monitors, Teachers, Food Corp volunteer, Health & Disabilities Specialist and Janitor-well done!

The compliance areas of review are listed on page one of this summation report. No findings were identified and no further action is required. Congratulations on the review.

Resources provided for further guidance on the CACFP:

- **Compliance Area 800: Meal Requirements**

Operating in a rural location of Inyo County, Bishop Head Start applied for and received approval to have the option to implement USDA's Meal Pattern Flexibilities when needed. Just a reminder that once the flexibilities expire in June 2021, compliance to the meal pattern requirements as set forth in 7CFR 226.20 is expected.

The CDE's updated Medical Statement Form is available in CNIPS Download Forms. CNP Form 925 streamlines the description of the participant's physical or mental impairment affected by allergy/sensitivity.

When a fluid milk substitution is not a result of a disability, the nondairy beverage must be nutritionally equivalent to milk. For more information on Nutrition Requirements for Fluid Milk in the CACFP, refer to NSD Management Bulletin CACFP-02-2020 at: <https://www.cde.ca.gov/ls/nu/cc/mbcacfp022020.asp>


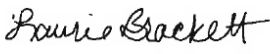
Summation Report

Agency Name: Bishop Indian Tribal Council Education Center	Vendor Number: 22750Z	CNIPS ID: 04020-CACFP-14-TG-IC	Review ID: 30888
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Comments:

More information on crediting requirements for luncheon meats in the CACP can be located in the USDA's Food Buying Guide and in the updated Crediting Handbook for the Child and Adult Care Food Program.

- **Compliance Area 900: Fiscal Accountability**
If in the future program year, the Tribal Council would like to charge an Indirect Cost Rate, contact the CDE assigned CACFP Analyst for direction and approval.

Signature of Agency Representative: 	Date: 4/16/21
Approval Signature of State Representative: 	Date: 4/16/2021

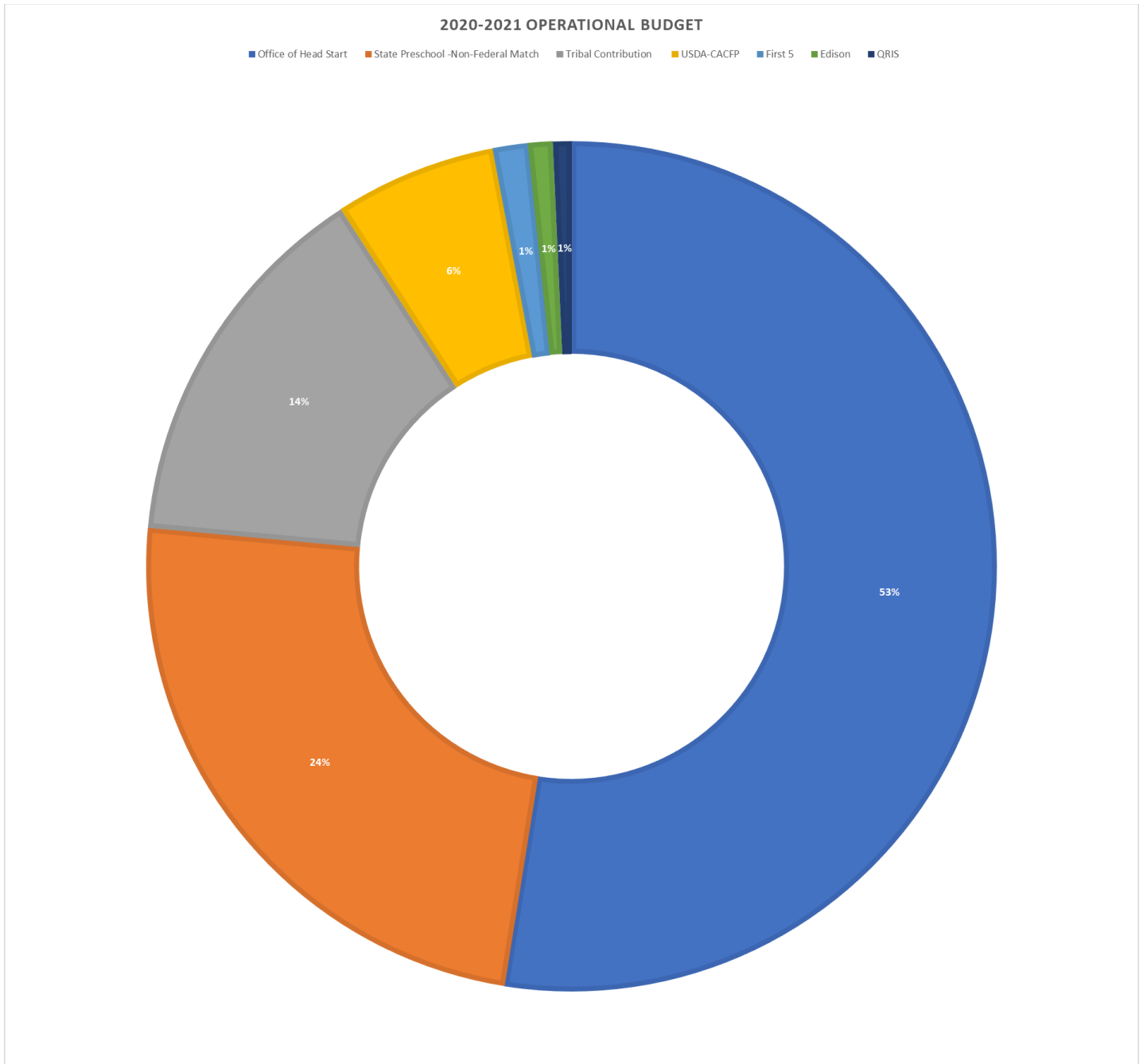
FISCAL SINGLE AUDIT

Melissa B Peterson, CPA LLC,
Certified Public Accountant

2020-In Process
Enter Single Audit April 19th -26th

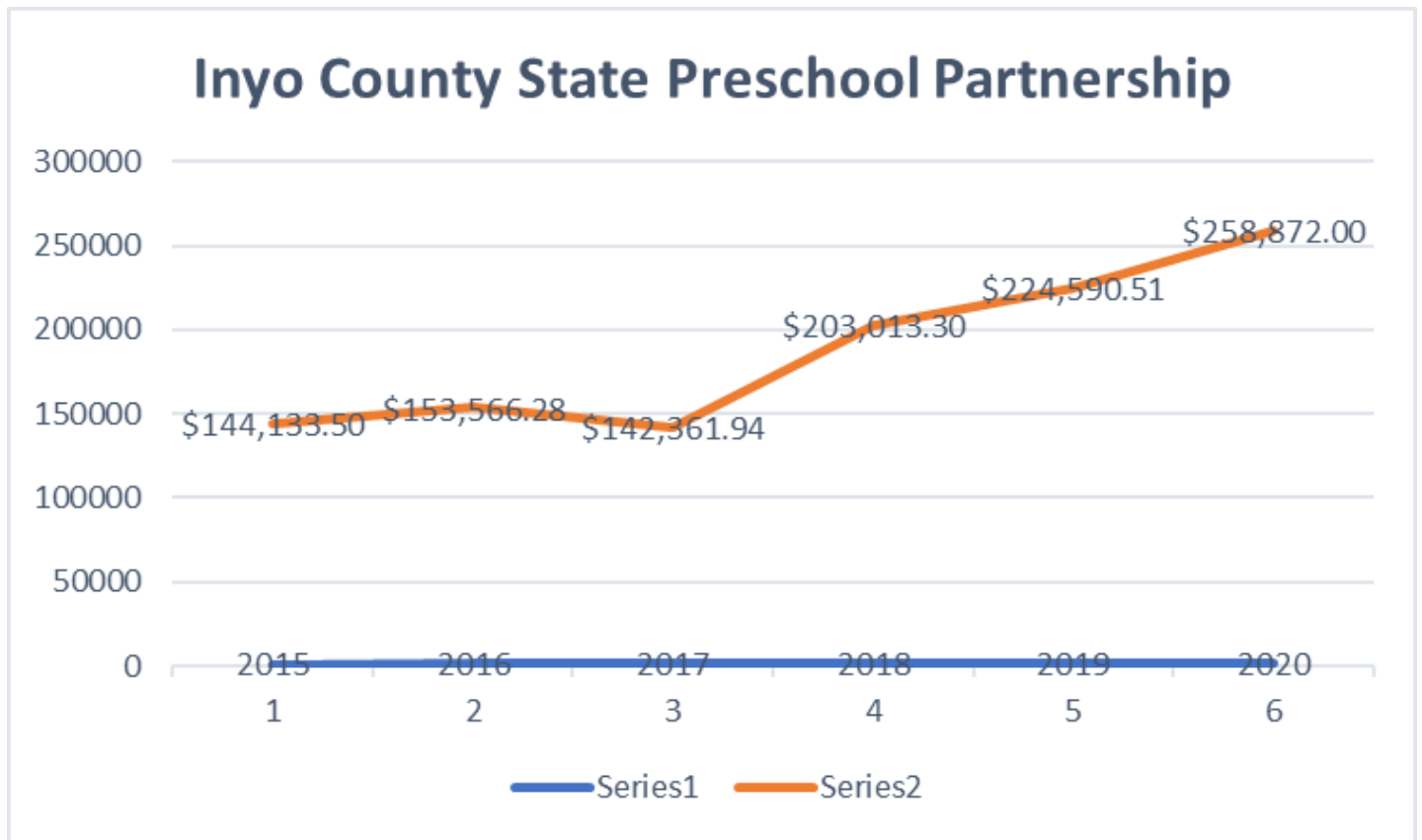
2019- No Finding were reported

BIHS Operational Budget 2020-2021



PROJECTED FUNDING AND OPERATIONAL EXPENSES

Final Budget Report Funding for 2020-2021								
Funding Resources	Head Start Operational costs	State Preschool	Tribal Contributory Match	CACFP/USDA Reimbursement Program	Edison	First 5	State QRIS Teacher Funds	Total Revenue
Projected Budget	\$524,600	\$244,461	\$156,395	\$66,730.00	\$10,000	\$14,703.62	\$7,620.18	\$1,024,509.70
Adjusted Budget	\$35,000 Program Improve	\$14,411 COVID-19	-\$13,725.43	-\$11,688	\$9,999.45	0	0	\$31,617.65
Adj.	\$10,262 COLA		\$153.43		0	0	0	\$10,415.43
Final Budget	\$569,862	\$258,872.00	\$142,823	\$55,042.00	\$9999.45	\$14,703.62	\$7,620.18	1,058,922.10
Actual Expense	\$503,225.28	\$259,503.12	\$153.43	\$55,042.00	\$9999.45	\$14,703.62	\$7,620.18	\$850,247.08
Balance	\$66,636.72 Carryover to 2021-2022	\$631.12 Reallocate to Tribal Contributory	\$142,669.57-\$631.12 Back to General Fund	BIHS was not at full enrollment	0	0	0	\$208,675.17 Funds not used in 2020-2021
Carryover	\$66,636.72	0	0	0	0	0	0	\$66,636.72



Code	2020-2021 Summary-Expenditures	Federal Share Office of Head Start	State Preschool	Tribal Contribution	Child, Adult Care Food Program	QRIS	First 5	Edison	Total
6110	Regular Wage	41,278.52	19,077.65						60,356.17
6120	Temps-sub	17,926.09			7,891.75				25,817.84
6130	Vacation Leave Expense	16,262.94	8,815.60						25,078.54
6150	Sick Leave Expense	23,476.68	8,461.10						31,937.78
6152	CHDS Teacher/Infant Toddler	96,302.22	55,094.59						151,396.81
6155	Teacher Aides & Other Educ Per	14,099.55	43,898.81						57,998.36
6156	Health/Mental SVCS Personnel	24,209.60	9,354.88						33,564.48
6158	CHDS Nutrition Service	9,042.34							9,042.34
6160	Prog Mgrs & Content Area Exper	21,257.84							21,257.84
6163	Head Start Director	29,770.94	24,828.02						54,598.96
6170	Transportation Personnel	64,644.06							64,644.06
6199	Contract Labor	1,092.50							1,092.50
6210	Fringe Benefits	88,675.69	49,590.75		1,201.43				139,467.87
6211	401 K Expense	4,302.29	3,120.30						7,422.59
6260	Incentives							725.69	725.69
6425	Contract Labor	120.00							120.00
6490	Other Prof and Tech Services	1,095.00	450.00						1,545.00
6520	Solid Waste	886.47	3,600.26						4,486.73
6521	Water and Sewer	660.00							660.00
6522	Electricity	304.45	11,750.87		1,187.99				13,243.31
6523	Gas/Propane		4,653.06						4,653.06
6590	Other Property Services	1,258.00	4,402.74						5,660.74
6601	Fees and Permits	450.20							450.20
6602	Bank charges	80.00							80.00
6606	Communications	5,023.76	1,178.20	153.43					6,355.39
6608	DMV-License and Renewal	431.00							431.00
6710	General Supplies	945.74	1,056.47		3,536.31		610.64	359.48	6,508.64
6715	Health/Safety Supplies	571.94					4,597.62		5,169.56
6720	Fuel-Vehicles/Equipment	511.45							511.45
6730	Food	48.28			41,208.37				41,256.65
6760	Program/Education Supplies	1,349.89				7,620.18	8,749.36	8,837.82	26,557.25
7100	Computer/Hardware/ Software	2,339.77						76.76	2,416.53
7101	Office Equipment Lease/Rental	5,903.24	487.65						6,390.89
7301	Training	4,875.96							4,875.96
7302	Travel	49.50							49.50
7304	Program Mileage	16.28			16.15				32.43
	Direct Charge								815,856.12
8110	Indirect Costs	23,963.09	9,682.17				746.00		34,391.26
	Total Expenditures	503,225.28	259,503.12	153.43	55,042	7,620.18	14,703.62	9,999.45	850,247.08
4310	Grant Revenue	569,862.00	258,872.00	153.43	55,042	7,620.18	14,703.62	9,999.45	916,252.68
	Difference	66,636.72	631.12	0	0	0	0	0	66,005.60

Transportation Service Stats

Transportation Services				
School Buses: 2 ~Certificated School Bus Drivers: 4 (-1) at end of year~ Trained Bus Monitors: All Staff				
Terminal Inspection Complete by CHP August 2020-2021. No major findings.				
Data	Children utilizing transportation services	Fuel Cost	Mileage	Repair and Maintenance Cost
2020-2021 COVID-19 Based on 162 school days	4,471 number of times children used transportation services	\$4,463.36 In a year	11,687	\$2,651.32 45-day inspections, bearings, batteries
Stats	28/52=54% children using transportation services each day	\$27.55 a day	Travel 72 miles per school day	\$16.37 a day to maintain buses
2019-2020 COVID-19 Based 129 school days	6,131 number of times children used transportation services	\$5,729.06 In a Year	13,664	\$7,226.01 45-day inspections, batteries, oil changes, switches, horn
Stats	48/52=92% children using transportation services each day	\$15.69 a day	Travel 106 miles per school day	\$56.02 a day to maintain buses
2018-2019 Based 175 school days	8,427 number of times children used transportation services	\$7,264.82 In a Year	16,572	\$9,749.28 Due to Mandatory Child Safety Check Installation on 4 School Buses.
Stats	49/64=77% children using transportation services each day	\$19.90 a day	Travel 95 miles per school day	\$55.71 a day to maintain buses
2017-2018 Based 175 school days	7,439 number of times children used transportation services	\$6,232.00 In a Year	16,030	\$3,720 45-day inspections
Stats	43/64=68% children using transportation services each day	\$17.07 a day	Travel 92 miles per school day	\$22.00 a day to maintain buses

SaMahpiya's first day of school today, she was so excited!! ❤️ Thank you Bishop Indian Headstart for all the love & support you have shown!!



CACFP Meals and Snacks



VIRTUAL FAMILY COOK NIGHT

October, Monday the 26th

FEATURING
FSP NEW MEXICO GREEN
CHILES, CORN, & OTHER
PRODUCE



- Registration is required. Space is limited & priority will be given to B.I.H.S. enrolled families. Please visit the link below to register: <https://forms.gle/XuHrcr4WFUNHcGt57>
This link is also available on the BIHS Teachers Facebook page
- Food Sovereignty Program staff will contact you to confirm your registration, please do so before Sunday the 25th
- A supply box, recipe, and video link will be delivered on Monday morning with B.I.H.S meal (FSP staff will confirm)
- For more info please contact Hannah @ (530) 526-6895



Bishop Indian Head Start Program

4310 - In-Kind Amount and Value

Classrooms: < No Classroom >, < No Classroom >, Classroom 1, Classroom 2, Classroom 3, Classroom 4, Volunteers: A - Agency or Business, N - Non-Parent, P - Parent/Guardian, S - Sibling, Transaction Date: 8/1/2020 - 7/31/2021

Bishop Indian Head Start: Total Volunteers	13 Volunteers		
Bishop Indian Head Start: Parent/Former Parent Totals	0 Transactions	Quantity: N/A*	\$0.00
Bishop Indian Head Start: All Volunteer Totals	106 Transactions	Quantity: N/A*	\$280336.52
Bishop Indian Head Start Program: Total Volunteers	13 Volunteers		
Bishop Indian Head Start Program: Parent/Former Parent Totals	0 Transactions	Quantity: N/A*	\$0.00
Bishop Indian Head Start Program: All Volunteer Totals	106 Transactions	Quantity: N/A*	\$280336.52
Report Grand Totals	Total Volunteers		13
	Parent or Former Parent Volunteers		0
	Volunteers who volunteered at more than one site		0
	Parent or Former Parent Volunteers who volunteered at more than one site		0
	Total Volunteer Dollars		\$280336.52
	Parent or Former Parent Volunteer Dollars		\$0.00
	Total Volunteer Hours		302.95
	Parent or Former Parent Volunteer Hours		0



Father engagement

Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
Family assessment	11
Family goal setting	10
Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, volunteering)	13
Head Start program governance, such as participation in the Policy Council or policy committees	2
Parenting education workshops	2

Parent Policy Council, Parent Committee, and Health and Nutrition Advisory and Curriculum Discussion Topics in 2020-2021: All agendas and minutes available at Head Start

Parent Committee-All BIHS Families

<p>Topics: Recruiting Policy Council Members Parent Survey Outcomes</p>	<p>Topics: Budget Review Fundraising for Picture Day, Seasonal Events, and the End of the Year Events Firewood and Basket raffles</p>	<p>Topics: Picture Day using COVID-19 Protocols Graduation Onsite Playing using COVID-19 Protocols Children’s School Readiness Gifts and Sweatshirts with the BIHS Logo</p>
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Health and Nutrition Advisory and Curriculum Topics

<p>Topics: Triple P parenting programs Health Carnival (plan and prep) Flu Shot Clinic Lead Screening Child immunization Updating Partnership Agreements: Inyo County Health, TIHP, and Inyo County SELPA Child Passenger Car Seats</p>	<p>Topics: Illness trends dental fluoride varnish clinic Policy and Procedures: Covid-19, Wildfires and Air Quality Smoke /Carbon Monoxide Alarms Thermometers Air Purifiers PPE-Masks (Adult and child) Distant Learning Health Activities</p>	<p>Topics: Shields dividers for meal and snack time Indian Health Service Plan of Action Indian Health Service Car Seat usage Grant Planning: Health and Safety budget, COVID-19 needs, First 5 CARES grant-PPE supplies and 2021-2022-5th classroom Self-Assessment</p>
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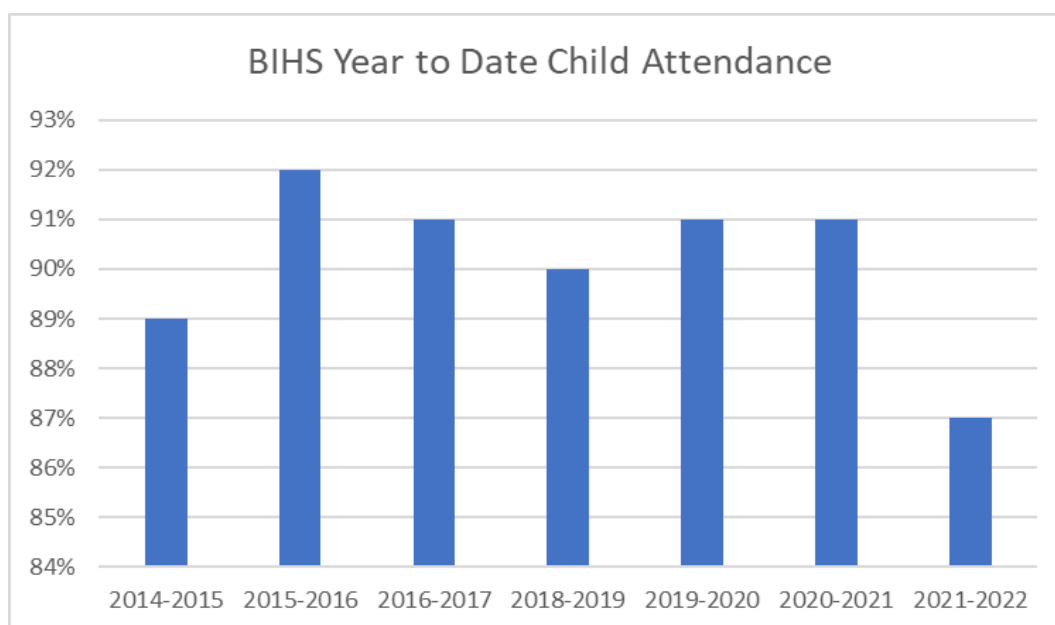
Parent Policy and Bishop Tribal Council and Parent Committee Topics

<p>Topic: Director Reports ❖ HHS Secretary Communications ❖ Financial Statements ❖ Enrollment ❖ Meal Counts ❖ Transportation Stats ❖ Community Partners ❖ In-kind ❖ Family and Community Engagement Events/Projects ❖ Indian Health Service and other Facility Safety Visits/Plan of Actions Facility Upgrades: ❖ New Tractor for Garden and Snow removal New/Updated program plans/revisions to Operational Policies and Procedures: ❖ Policy and Procedures: Covid-19, Wildfires and Air Quality ❖ Kindergarten Readiness Camp ❖ Onsite and Virtual Classrooms</p>	<p>Topic: School Readiness Goals and Outcomes ❖ Desired Results Developmental Profile (Data) ❖ Early Childhood Environmental Rating Scale (ECERS-R) (Data) ❖ Classroom Assessment Scoring (CLASS)–No onsite review due to COVID-19 Parent Surveys and Outcomes ❖ Parent Education Needs ❖ Family Needs Assessment ❖ Parent Volunteer Interests ❖ Parent Survey Results related to BIHS Services-Goals ❖ CACFP and FSP-Review-No findings ❖ Head Start Federal Review-No findings</p>	<p>Topic: Self-Assessment & Program Improvement 2021-2022 Head Start Grant Process ❖ Five Year Strategic Plan ❖ grant budget ❖ Training and TA ❖ Selection Criteria updates using Community Assessment updates ❖ COLA ❖ ICSOS Sub-Contract Program Information Reports Certification and Leadership Program Governance Screener Shared Governance Resolution of Disputes Protocol Annual Report</p>
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Due to COVID-19 and the worldwide pandemic our meetings were held through Zoom/phone conferences and will continue until our families and partners are comfortable meeting in person.

CHILDREN AND FAMILIES SERVED				
2020-2021 Enrollment				
Center Based	Children Served	Families Served	Funded Enrollment	%Of enrollment
Head Start	52	52	60	87%
Tribal Sponsored	0	0	0	0% Due to COVID-19
Family Income			2019-2020-based on 64 Head Start	2020-2021-based on 52 Head Start
Income at or below 100% of federal poverty level			8-13%	13-25%
Receipt of Public Assistance such as TANF, SSI			6-9%	9-17%
Status as a foster child-# of children only			8-13%	0
Status of homeless/Double Up			14-22%	11-21%
Total			36-56%	33-63%
Over Income –federal poverty level-regulation AIAN-49%			28-44%	19-37%
Number of Children Served			2019-2020	2020-2021
3-year-old:			36-38%	17-33%
4-year-old:			28-62%	35-67%
Ethnicity of Children Served			2019-2020	2020-2021
Hispanic or Latino Origin:			0	0
Non-Hispanic or Non-Latino Origin:			64-100%	52-100%
Race of Children Served			2019-2020	2020-2021
American Indian or Alaska Native:			64-100%	52-100%
White			0	0
Other: Mexican American			0	0
Primary Language			English-64-100%	English-52-100%

OHS-Regulation: AVERAGE DAILY ATTENDANCE-GOAL IS 85%



MEDICAL AND DENTAL SERVICES 2020-2021

Health Insurance Services	# of children at enrollment	# of children at the end of enrollment year
Percentage of children with a medical home:	51	52
Number of children with health insurance:	51	52
Number enrolled in Medicaid and/or CHIP	36	36
Number enrolled in state funded, private, or other insurance:	15	16
Number of children with no Health Insurance:	1	0

Medical Services	# of children at enrollment	# of children at the end of enrollment year	
Number of all children who are up to date on a scheduled of age-appropriate preventative and primary health care according to state (Early Periodic Screening Diagnosis Treatment) EPSDT schedule for well child care:	50-96%	52-100%	
Of these, the number diagnosed with chronic conditions needing medical treatment since last year's PIR was reported:	7-14% Note: 8% higher than 2019-2020		
Of these, the number who have received or are receiving medical treatment:	7-100%		
Number of all children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	# of Children 2018-2019	# of Children 2019-2020	# of Children 2020-2021
Autism spectrum disorder (ASD)	n/a	1	1
Attention deficit hyperactivity disorder (ADHD)	0	0	0
Anemia	0	1	0
Asthma	2	4	6
Seizures	1	2	1
Life-threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in system anaphylaxis)	4	4	3
Hearing Difficulties	1	2	0
Vision Problems	0	1	1
Blood lead level test elevated lead levels >g/dL	0	0	0
Diabetes	0	0	0
Cleft Palate	1	1	0
Blood Disorder	1	1	0
Intestinal Disorder	1	1	0
Chronic Kidney Disease	1	1	0
Child Heart Disease	1	1	1

Immunization Services	# of children at enrollment	# of children at the end of enrollment year
Number of all children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	1-1%	51-98%
Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	50-96%	0
Number of children who meet their state's guidelines for an exemption from immunizations	1-1%	1-1%

Dental Services	# of children at enrollment	# of children at the end of enrollment year
Number of all children with continuous, accessible dental care provided by an oral health care professional which includes access to preventative care and dental health treatment	51-98%	52-100%
Number of children who received dental preventive care during the program year:	52-100%	
Number of children, including those enrolled in Medicaid or (Children's Health Insurance Program) CHIP, who have completed a professional dental examination during the program year:	52-100%	
Of these, the number of children diagnosed as needing treatment during and at the end of the program year:	12-23%	
Of these, the number of children who have received or are receiving dental treatment at the end of enrollment:	11-21%	
The primary reason that children who needed dental care treatment did not receive it at BIHS was parents did not keep/make appointment.		

Mental Health Services

Mental Health Services:	
Of the 3 onsite classrooms and 1 virtual classroom (2) onsite classrooms received assistance from a mental health consultant through observation and consultation.	
Average total hours per operating year a behavioral aide and or occupational therapist provided services	Approximately 108 hours a year in 2019-2020. Tracked by sign in sheets, child plus, IEPs and inquiries.

Screenings Percent complete within 45-day deadline:

100% of all children enrolled at BIHS completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported.

Of these, 9% of the children were identified as needing follow-up assessments or formal evaluation to determine if the child has a disability.

Body Mass Index (BMI)-Children

Number of children in the following weight categories per the 2000 CDC BMI –for- age growth charts	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Underweight (BMI less than 5 th percentile for the child's age and sex)	0	0	5%	3%	3%	2%	5%	3%	3%
Healthy weight (at or above 5 th percentile and below 85 th percentile of the child's age and sex)	95%	96%	85%	73%	90%	53%	63%	80%	75%
Overweight (BMI at or above 85 th percentile and below 95 th percentile of the child's age and sex)	2%	2%	5%	5%	2%	13%	20%	11%	6%
Obese (BMI at or above 95 th percentile of the child's age and sex)	3%	2%	5%	18%	5%	32%	12%	6%	15%

Disabilities Services:

of children

IDEA eligibility determination

Number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year

12-23%
Same as prior year.

Of these, the number who received an evaluation to determine IDEA eligibility.

12

Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA

9-75%

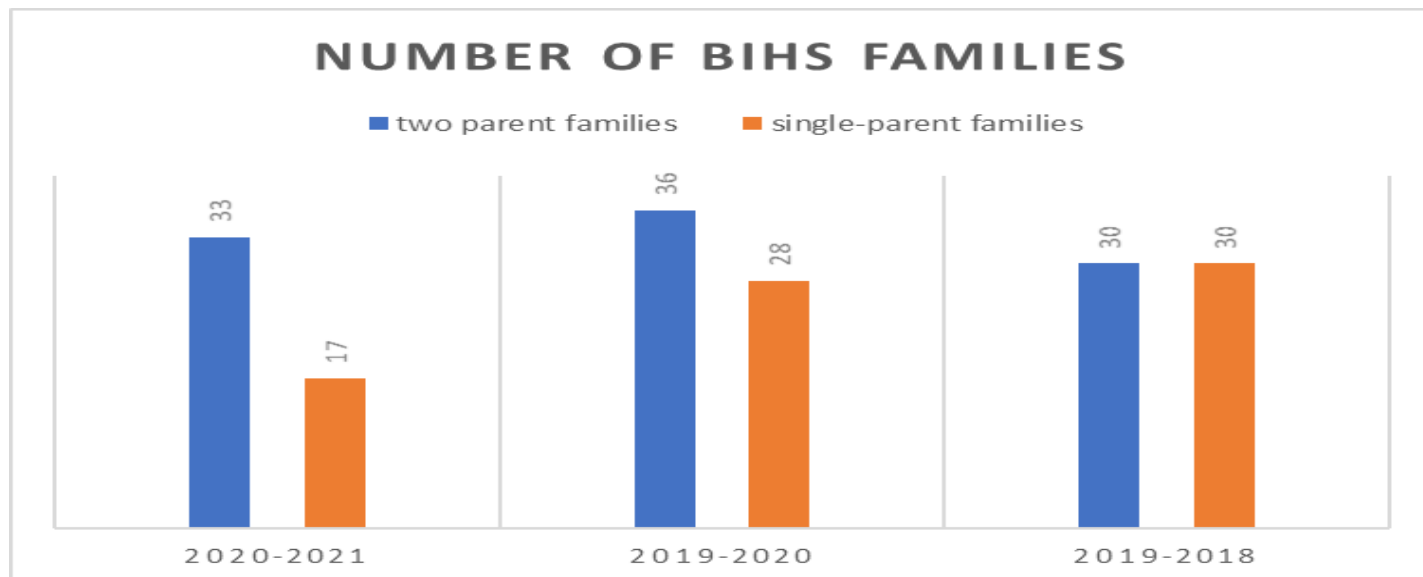
Of the three who did not qualify, BIHS Teachers and Speech Therapist continued to provide individualized age-appropriate strategies to meet student's developmental needs.



Diagnosed primary disability: Speech or language impairment:									
Preschool Primary Disabilities	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Health impairment (i.e. meeting IDEA definition of "other health impairment")							1-2%	2-3%	
Emotional Disturbance									
Speech or language Impairments	15-25%	7-12%	7-12%	6-10%	6-10%	12-20%	17-28%	15-23%	11-21%
Intellectual disabilities									
Hearing Impairments, including deafness							1-2%		
Orthopedic Impairment									
Visual Impairment, including blindness									
Specific learning disability									
Autism					1-2%				1-2%
Traumatic brain injury									
Non-categorical/developmental delay									
Multiple disabilities, deaf-blind									
Deaf-blind									



FAMILY AND COMMUNITY PARTNERSHIPS

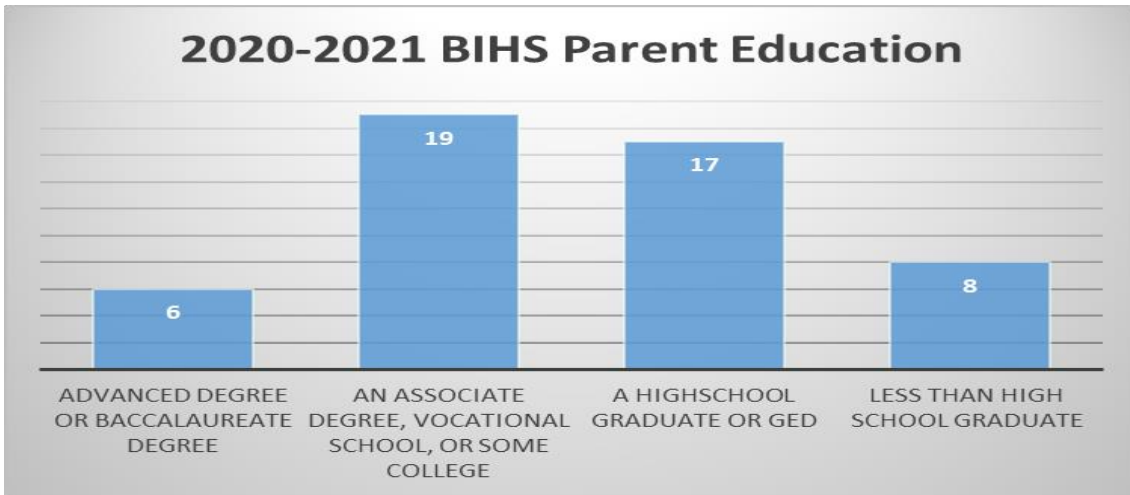


Of the total number of families in 2020-2021, the number in which the parent/guardian figures are best described as:

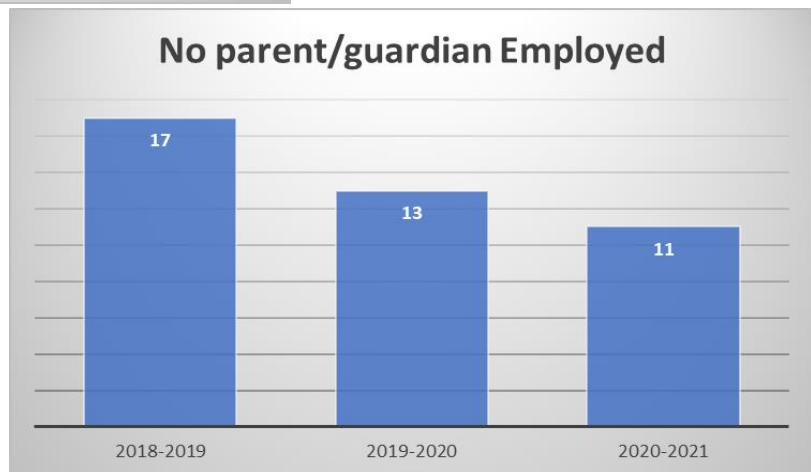
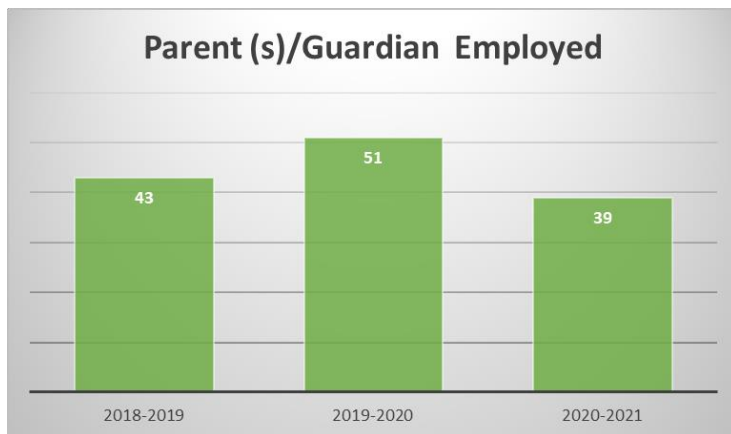
- + 96% Parent(s) (e.g. biological, adoptive, step parents)
- + 24% Mother only (e.g. biological, adoptive, step mother)
- + 1% Father only (e.g. biological, adoptive, step father)
- + 4% Grandparents
- + 0% Foster

Of the total number of families in 2019-2020, the number in which the parent/guardian figures are best described as:

- + 94% Parent(s) (e.g. biological, adoptive, step parents)
- + 71% Mother only (e.g. biological, adoptive, step mother)
- + 18% Father only (e.g. biological, adoptive, step father)
- + 10% Grandparents
- + 7% Foster



- ✚ In 2019-2020: 14% of our parents held an advanced degree or baccalaureate degree as compared to 11% in 2020-2021.
- ✚ In 2019-2020: 45% of our parents held an associate degree, vocational school, or some college as compared to 36% in 2020-2021.
- ✚ In 2019-2020: 27% of our parents are high school graduated or earned a GED as compared to 33% in 2020-2021.
- ✚ In 2019-2020: 14% of our parents have less than a high school education as compared to 15% in 2020-2021.



Of the number of families, the number in which:	2019-2020	2020-2021
At least one parent/guardian is a member of the United States military on active duty	0	0
At least one parent/guardian is a veteran of the United States military	3-5%	2-4%

Federal or other assistance	# of families at end of enrollment year		
Total number of families receiving any cash benefits or other services under Federal Temporary Assistance for Needy Families (TANF) Program	2018-2019 20-33%	2019-2020 14-22%	2020-2021 10-19%
Total number of families receiving Supplemental Security Income (SSI)	2018-2019 8-13%	2019-2020 3-5%	2020-2021 5-10%
Total number of children receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	2018-2019 44-73%	2019-2020 32-50%	2020-2021 24-46%
Total number of children receiving services under the Supplemental Nutrition Assistance Program (SNAP) formerly referred to as Food Stamps	2018-2019 20-33%	2019-2020 8-13%	2020-2021 7-13%

Family services

The number of families that received the following program service to promote family outcomes:	# of families that received the following services during the program year	% of families that received the following services during the program year
Emergency/crisis intervention (e.g. meeting immediate needs for food, clothing, or shelter)	50	100%
Housing assistance (e.g. subsidies, utilities, repairs)	2	4%
Asset building services (e.g. financial education, debt counseling)	2	4%
Mental health services	0	0%
Substance misuse prevention	0	0%
Substance misuse treatment	0	0%
English as a Second Language (ESL) training	0	0%
Assistance in enrolling into an education or job training program	4	8%
Research-based parenting curriculum	2	4%
Involvement in discussing their child's screening and assessment results and their child's progress	0	0%
Supporting transitions between programs (i.e. EHS to HS, HS to kindergarten)	0	0%
Education on preventive medical and oral health	6	12%
Education on health and developmental consequences of tobacco product use	0	0%
Education on nutrition	18	36%
Education on postpartum care (e.g. breastfeeding support)	0	0%
Education on relationship/marriage	0	0%
Assistance to families of incarcerated individuals	0	0%
Of these, the number of families who were counted in at least one of the services listed above	50	100%

Homelessness services

	# of families	% of families
Total number of families experiencing homelessness that were served during the enrollment year	17	34%
	# of children	% of children
Total number of children experiencing homelessness that were served during the enrollment year	17	33%
	# of families	% of families
Total number of families experiencing homelessness that acquired housing during the enrollment year	2	4%

Foster care and child welfare

	# of children	% of children
Total number of enrolled children who were in foster care at any point during the program year	2	4%
Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	1	2%

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Bishop Indian Head Start Program

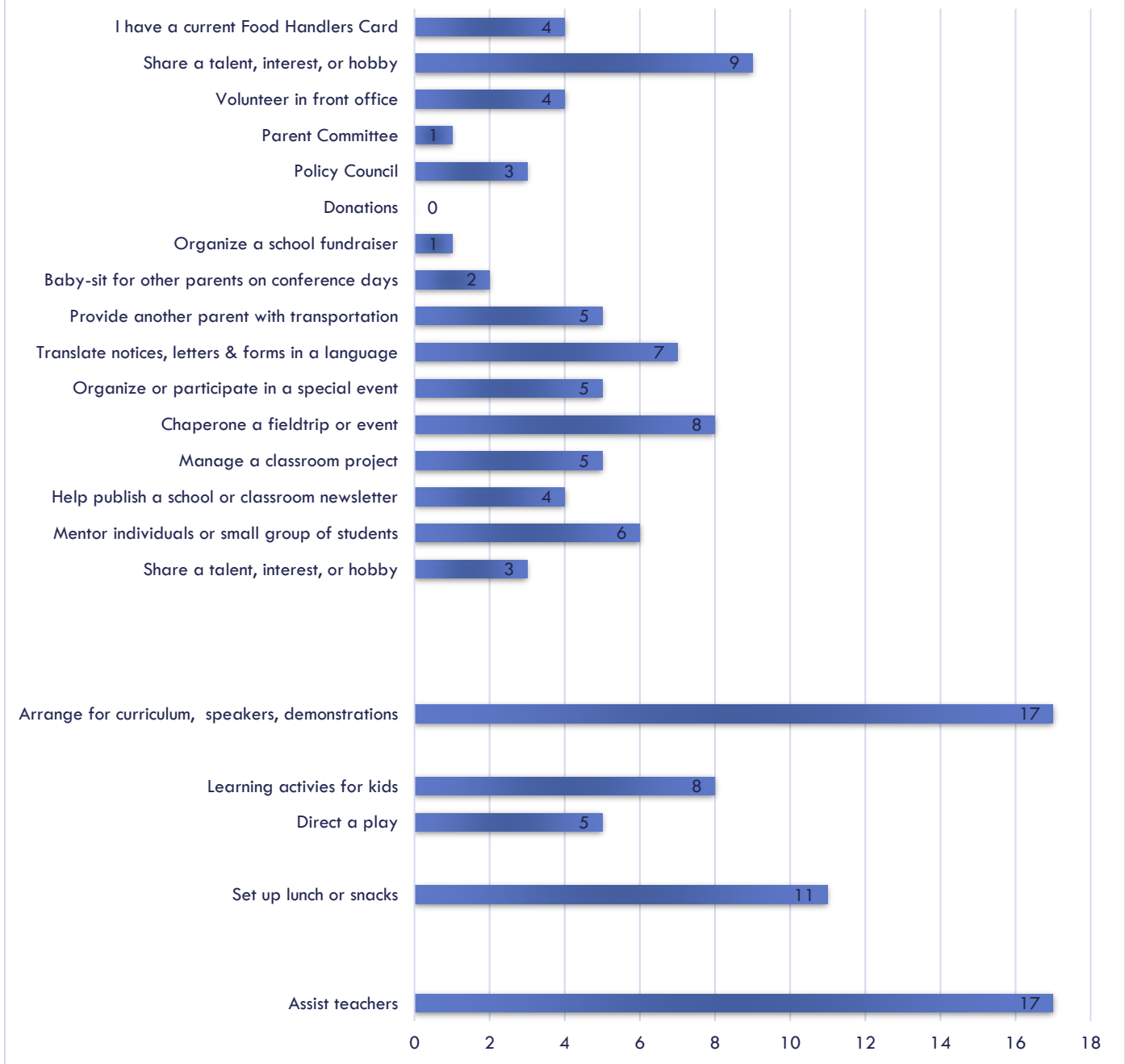
4240 - Family Outcomes - Analysis

Program Term: Bishop Indian Head Start, Program Option: Standard Full Day, Site: Bishop Indian Head Start, Responsible Staff (Any service area): Multiple

Family	Families	Assessment	Housing	Safety	Health	Mental Health/Substance At	Transportation	Financial Security	Employment	Food and Clothing	Nurturing Relationships	Child Development/Parentin	Family Education at Home	School Readiness	Promoting Primary Language	Education, Training, and Life	Volunteering	Transitions	Families and Communities	Leadership and Advocacy	TOTAL
Bishop Indian Head Start Program																					
Bishop Indian Head Start	55	1	3.7	4.6	4	4.3	4.4	4	3.9	4.6	4.2	4.2	4	4.1	3.4	3.8	2.8	4	3.9	3.1	71.1
	55	2	3.9	4.9	4.3	4.5	4.8	4.3	4.2	4.8	4.4	4.6	4.3	4.3	3.5	3.9	2.9	4.2	4	3.4	75.1
	1	3	4	4	5	5	5	2	1	5	5	5	5	5	3	3	2	4	4	5	72
	49	+	▲0.3	▲0.2	▲0.2	▲0.2	▲0.3	▲0.4	▲0.3	▲0.2	▲0.2	▲0.2	▲0.3	▲0.2	▲0.1	▲0.1	▲0.2	▲0.1	▲0.1	▲0.2	▲3.9
Agency Average - Bishop Indian Head Start Program																					
Families w/ complete assessments:	55	1	3.7	4.6	4	4.3	4.4	4	3.9	4.6	4.2	4.2	4	4.1	3.4	3.8	2.8	4	3.9	3.1	71.1
	55	2	3.9	4.9	4.3	4.5	4.8	4.3	4.2	4.8	4.4	4.6	4.3	4.3	3.5	3.9	2.9	4.2	4	3.4	75.1
	1	3	4	4	5	5	5	2	1	5	5	5	5	5	3	3	2	4	4	5	72
	49	+	▲0.3	▲0.2	▲0.2	▲0.2	▲0.3	▲0.4	▲0.3	▲0.2	▲0.2	▲0.2	▲0.3	▲0.2	▲0.1	▲0.1	▲0.2	▲0.1	▲0.1	▲0.2	▲3.9
Report Average																					
Families w/ complete assessments:	55	1	3.7	4.6	4	4.3	4.4	4	3.9	4.6	4.2	4.2	4	4.1	3.4	3.8	2.8	4	3.9	3.1	71.1
	55	2	3.9	4.9	4.3	4.5	4.8	4.3	4.2	4.8	4.4	4.6	4.3	4.3	3.5	3.9	2.9	4.2	4	3.4	75.1
	1	3	4	4	5	5	5	2	1	5	5	5	5	5	3	3	2	4	4	5	72
	49	+	▲0.3	▲0.2	▲0.2	▲0.2	▲0.3	▲0.4	▲0.3	▲0.2	▲0.2	▲0.2	▲0.3	▲0.2	▲0.1	▲0.1	▲0.2	▲0.1	▲0.1	▲0.2	▲3.9

Scoring Legend: 5.0 - Thriving • 4.0 - Self-Sufficient • 3.0 - Stable • 2.0 - Vulnerable • 1.0 - Crisis
Gains are calculated by comparing results from the first and most recent assessments

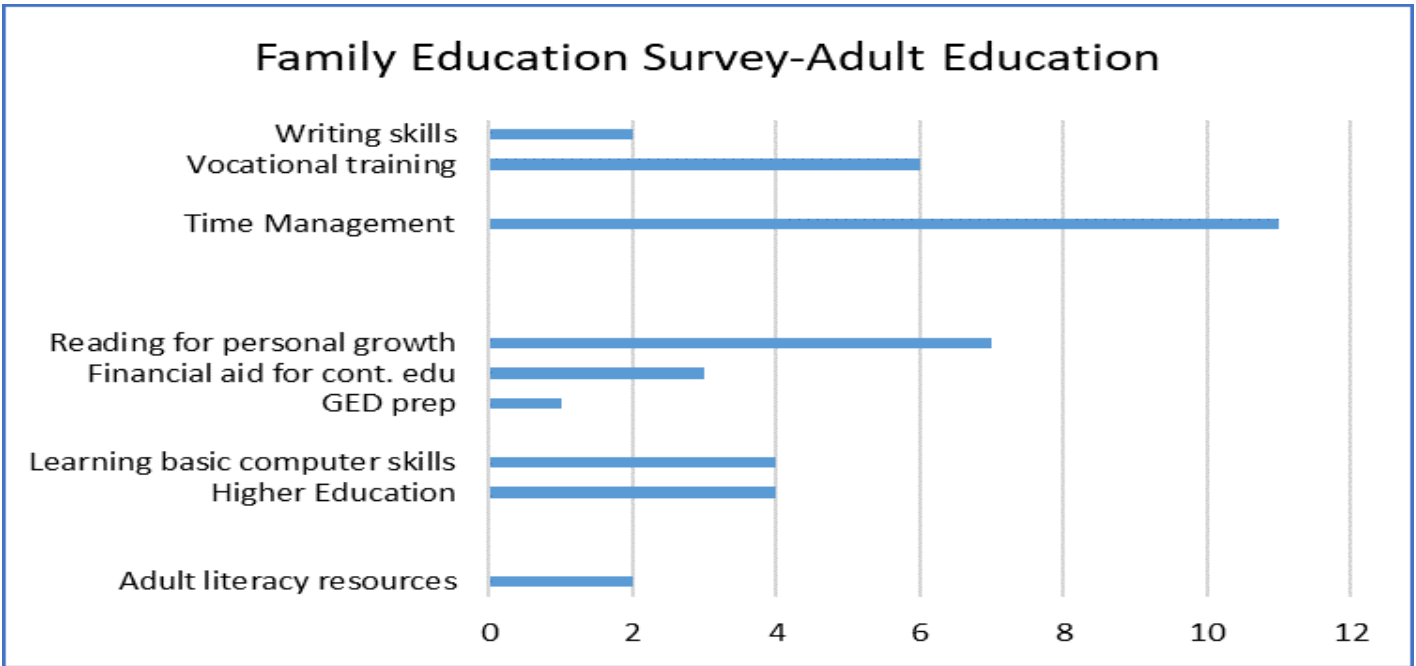
2020-2021 Parent Volunteer Interest



2019-2020 Top 5 Volunteer Interest

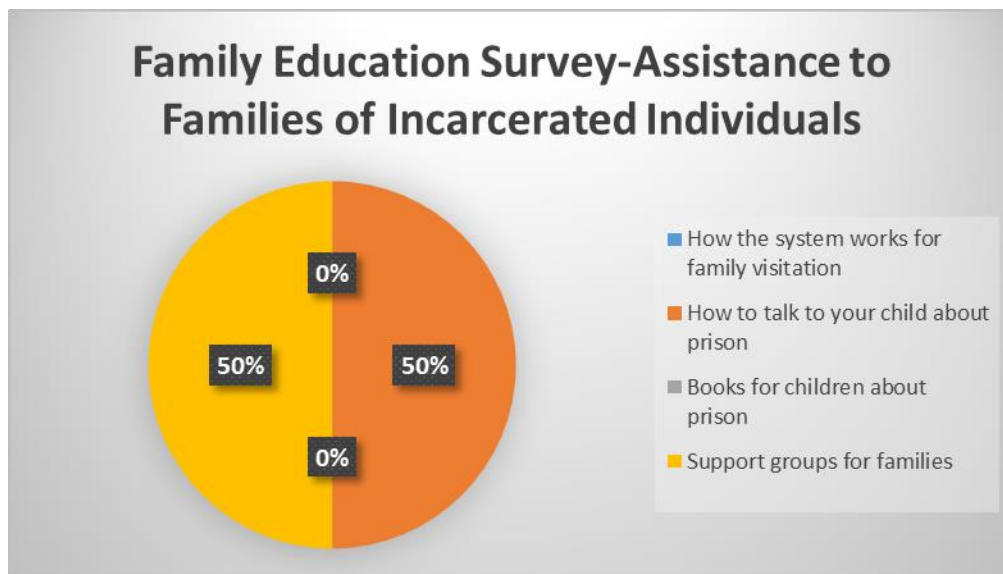
- Volunteer to help in your child's classroom.
- Set up lunch or snack.
- Eat a meal or snack with child.
- Organize Learning Activities for children.
- Help with Fieldtrips.

❖ 2020-2021



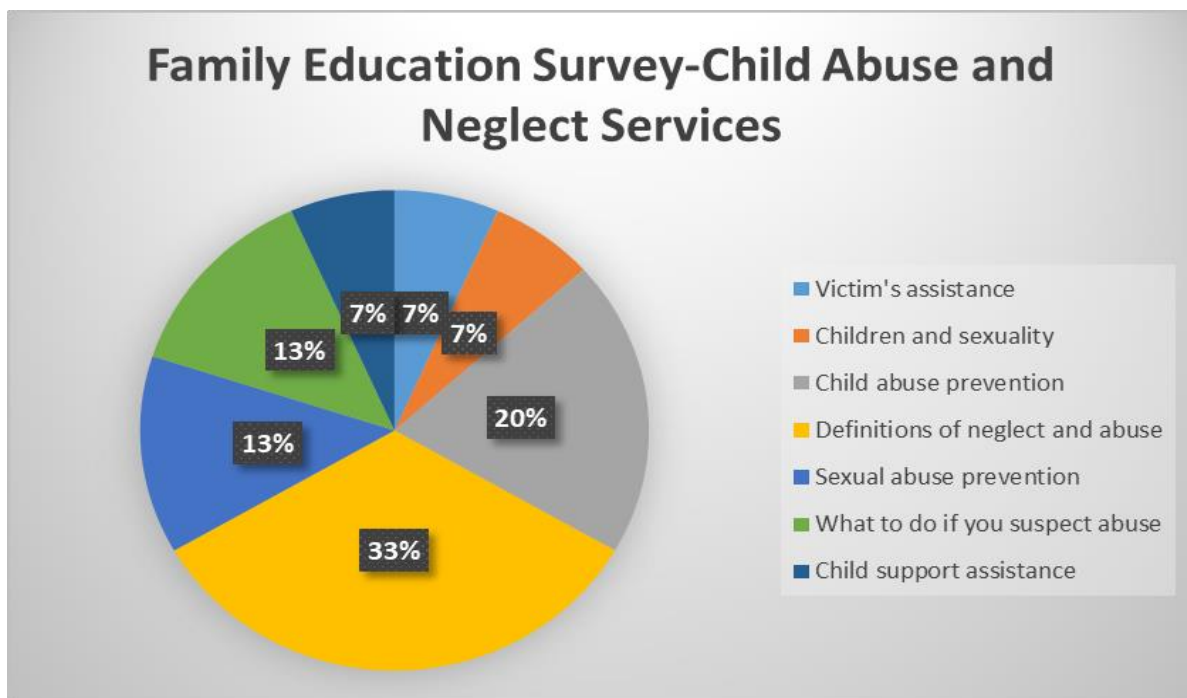
2019-2020: Time Management was the number one Adult Education Interest

❖ 2020-2021



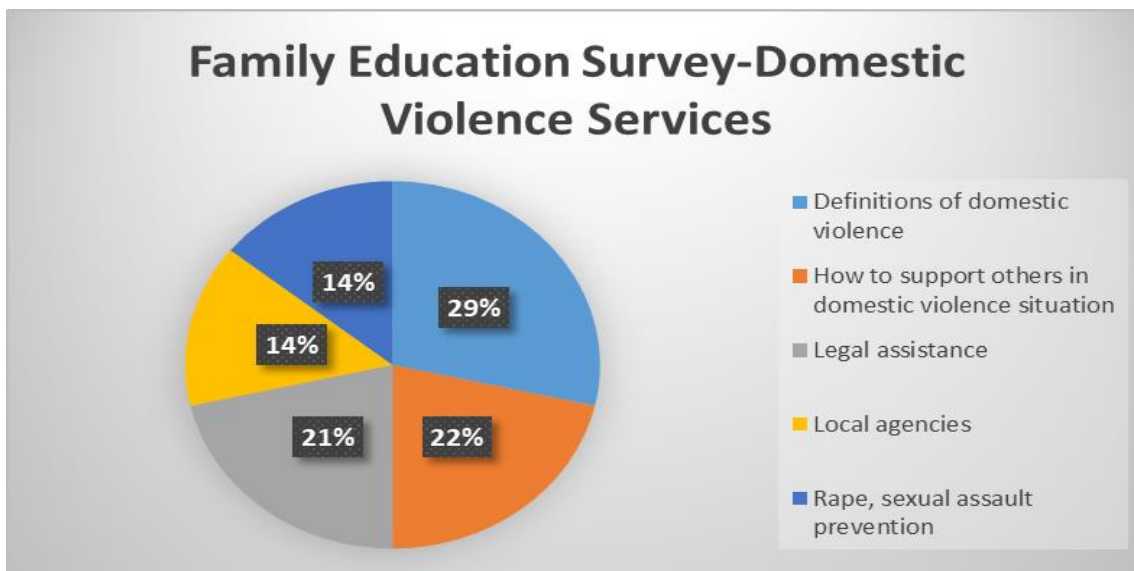
2019-2020: Support groups for families was the number one interest.

❖ 2020-2021

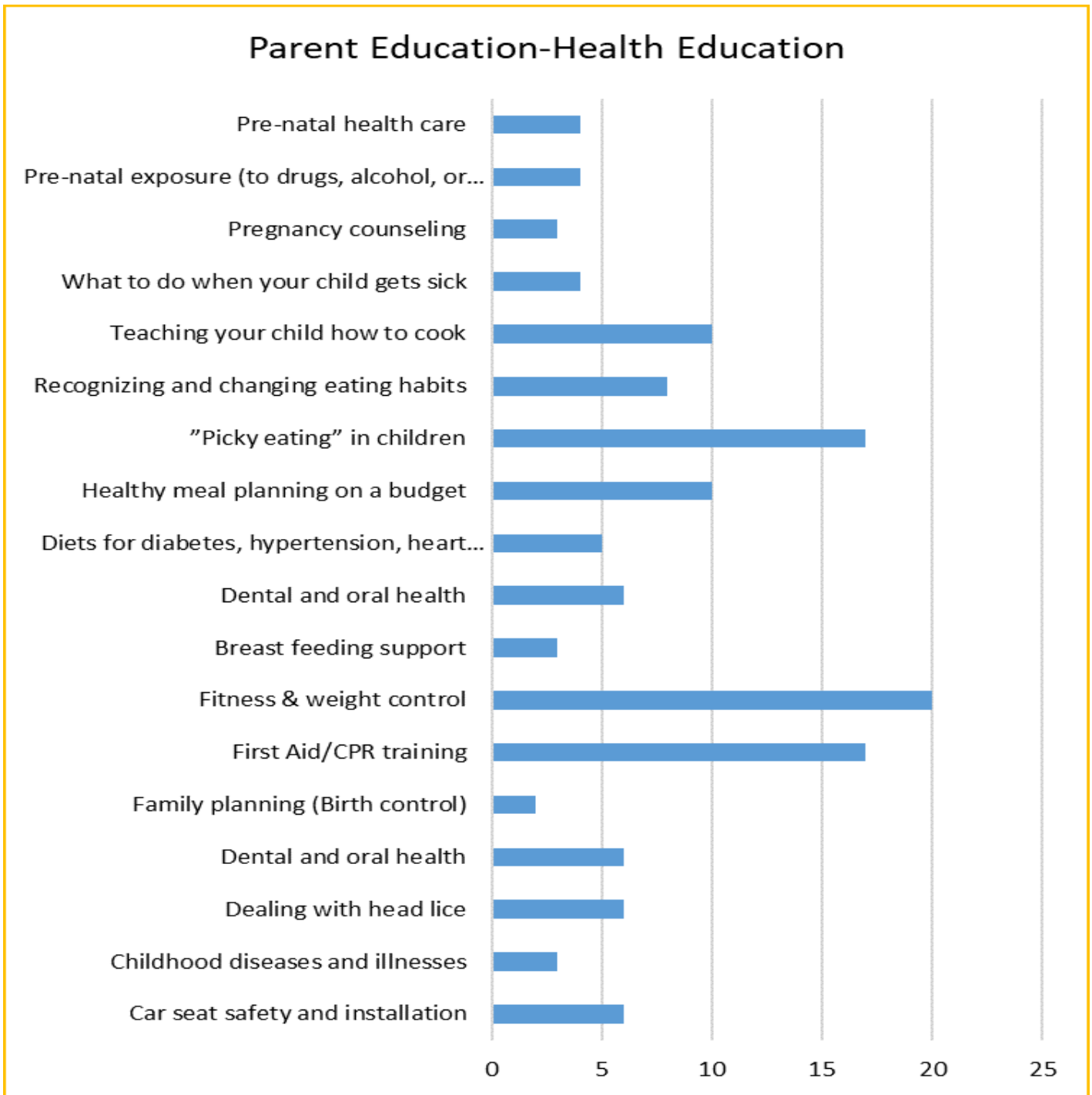


2019-2020: What to do if you suspect abuse was the number one interest.

❖ 2020-2021

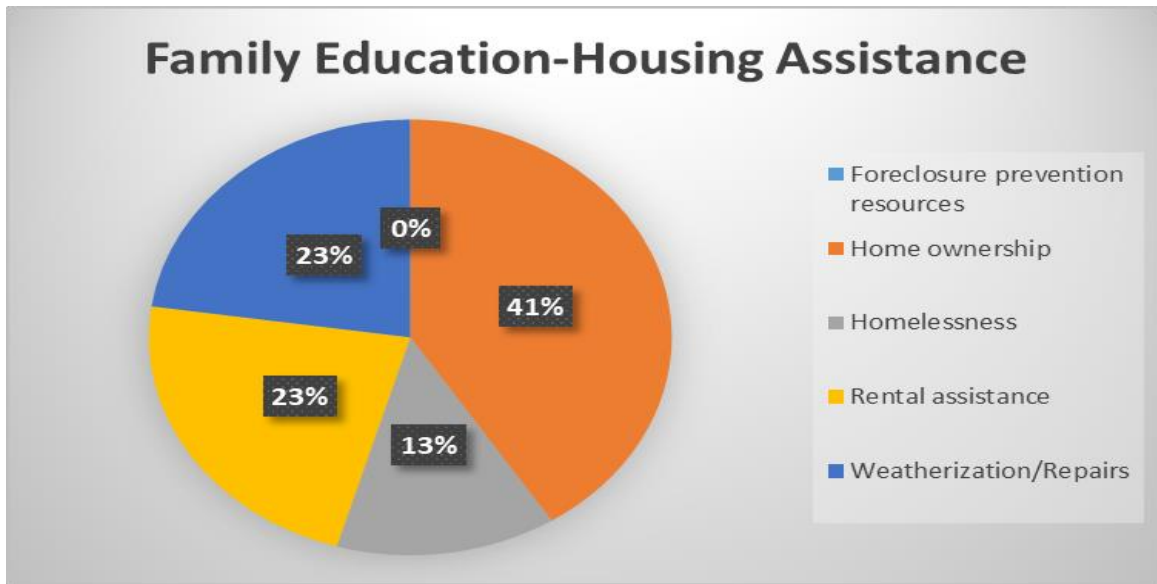


2019-2020: How to support others in domestic violence situations was the number one interest.



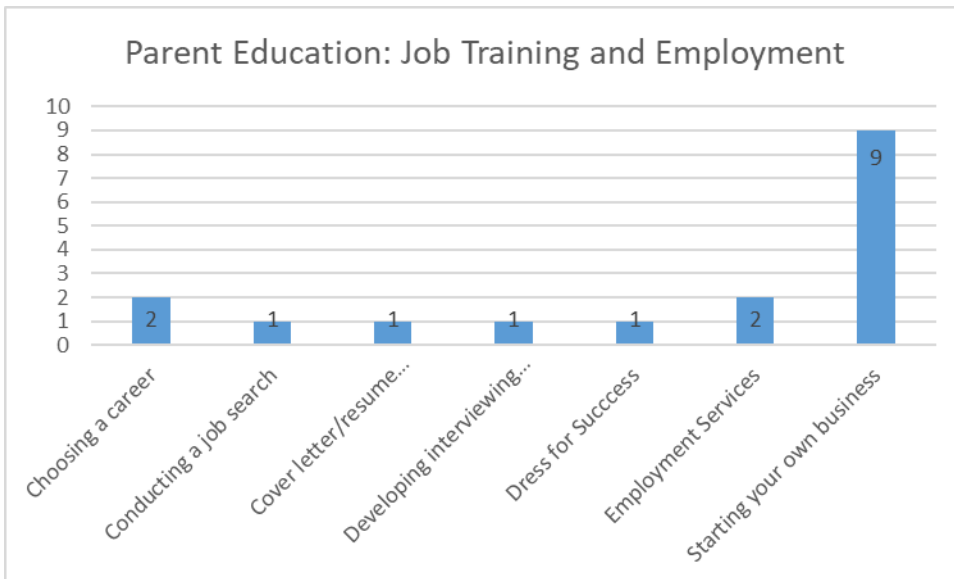
2019-2020: Car seat safety installation was the number one interest.

❖ 2020-2021

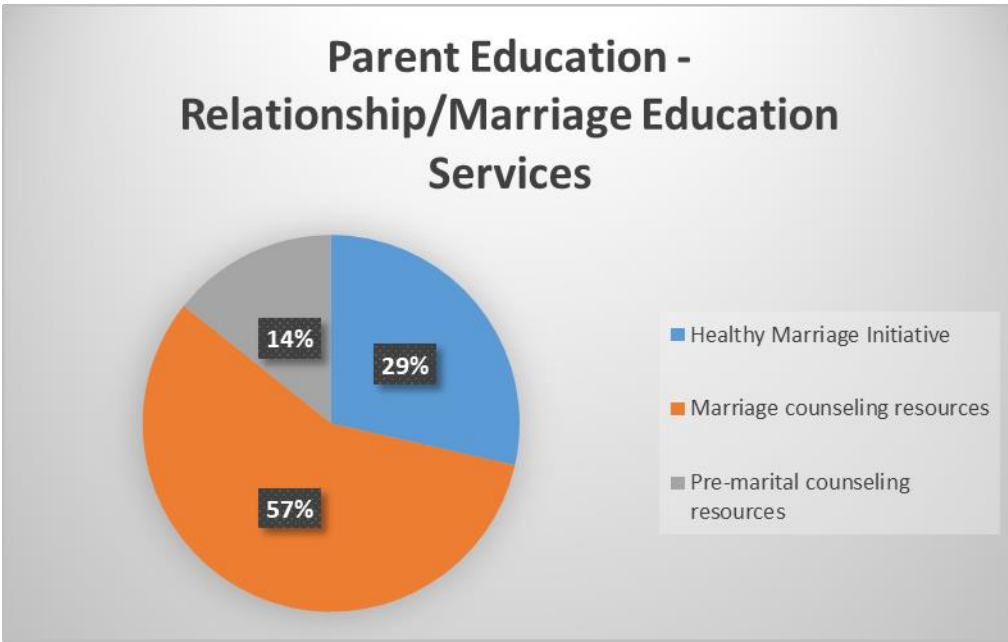


2019-2020: Homeownership and Weatherization/Repairs was the number one interest.

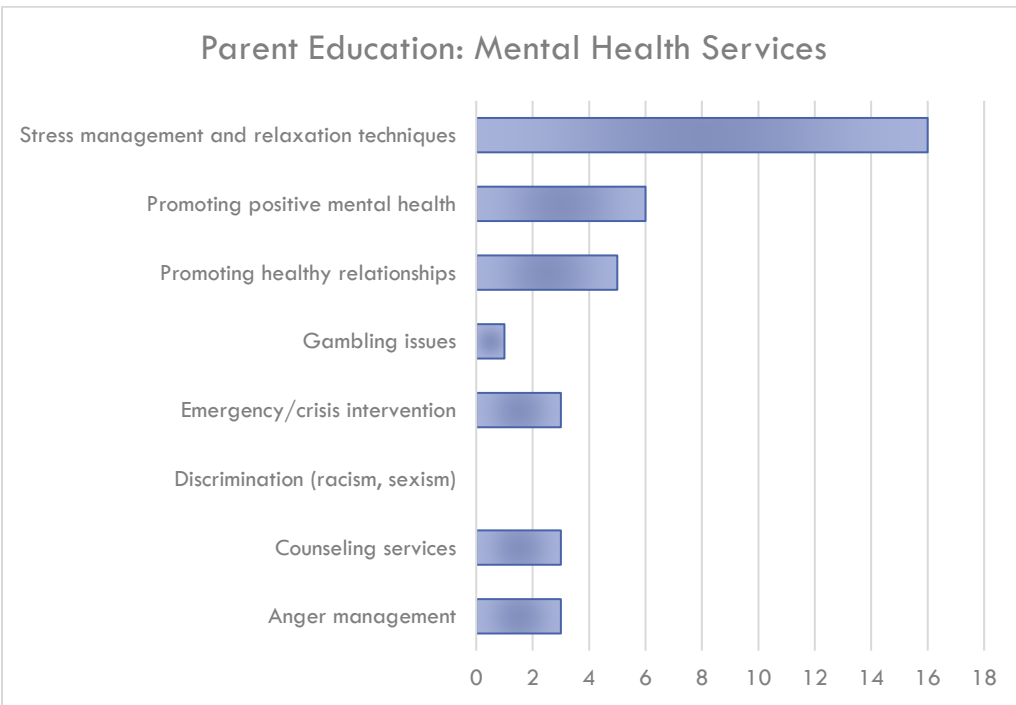
❖ 2020-2021



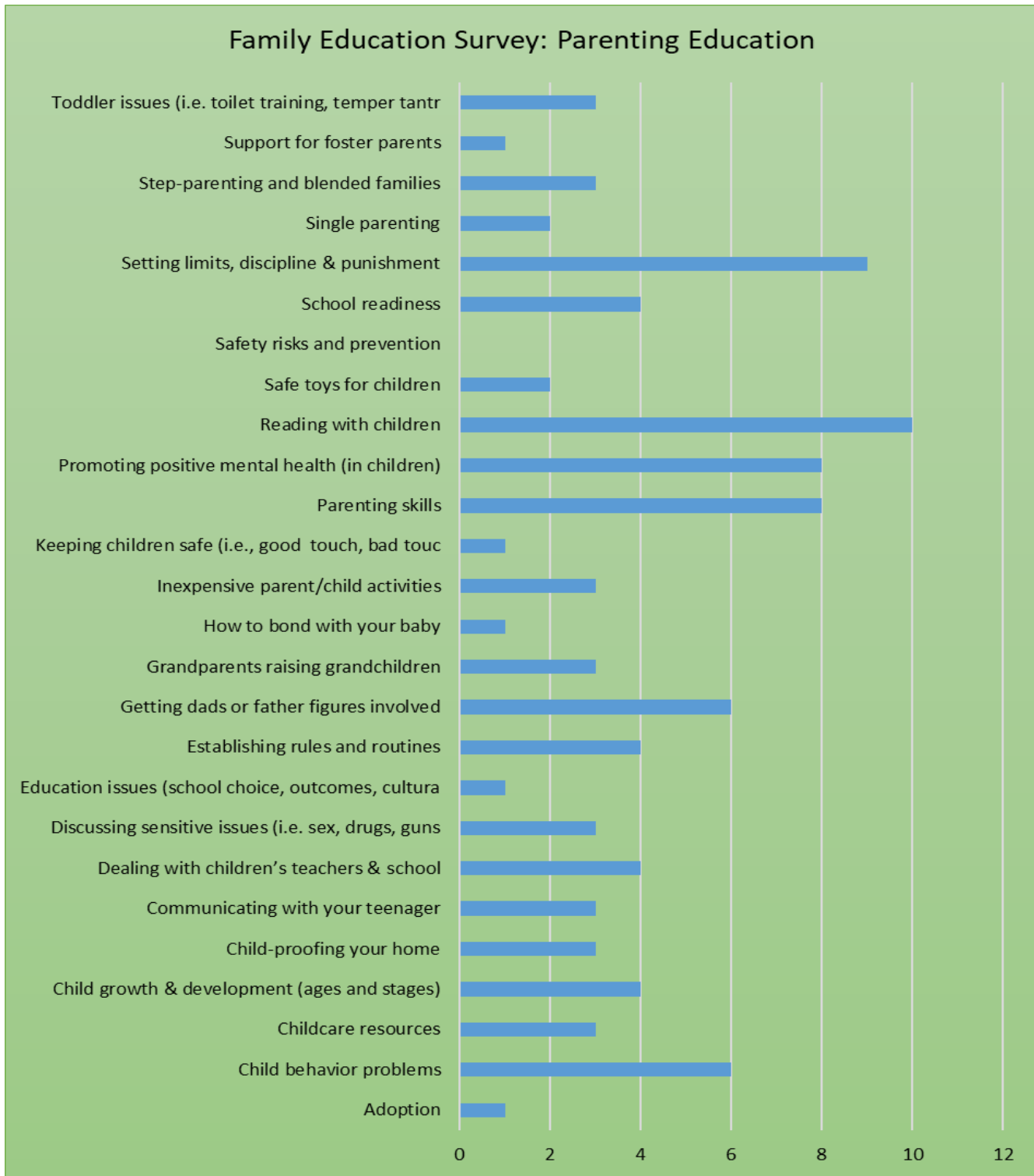
2019-2020: Starting your own business and choosing a career were the number one interests.



2019-2020: Healthy Marriage Initiative was the number one interest.



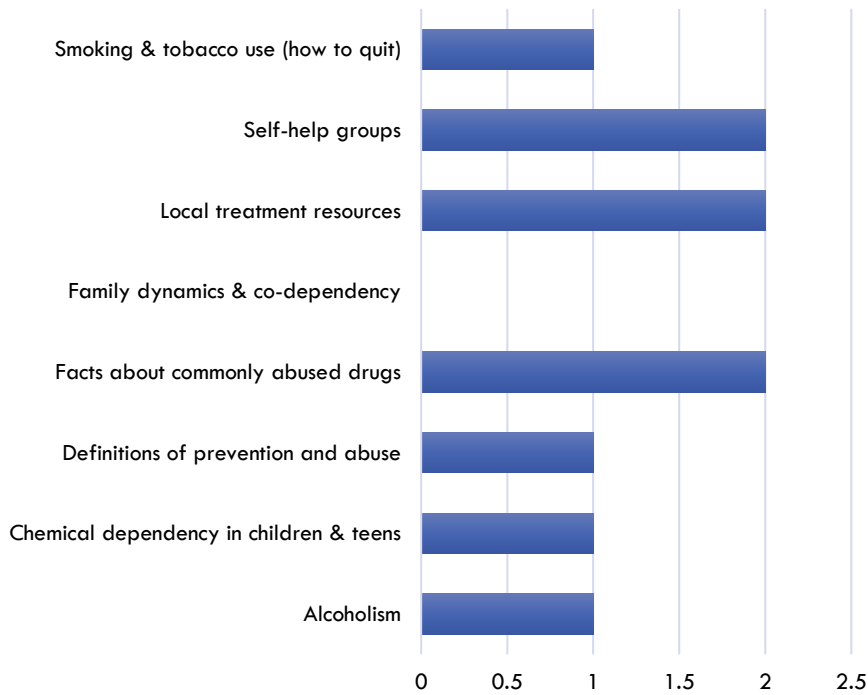
2019-2020: Promoting healthy relationships and promoting positive mental health were the number one interests.



2019-2020: Child Behavior Problems, Child Growth & Development (ages and stages), Parenting Skills, Inexpensive parent/child activities, reading with children, setting limits, discipline & punishment and single parenting were the top interests.

❖ 2020-2021

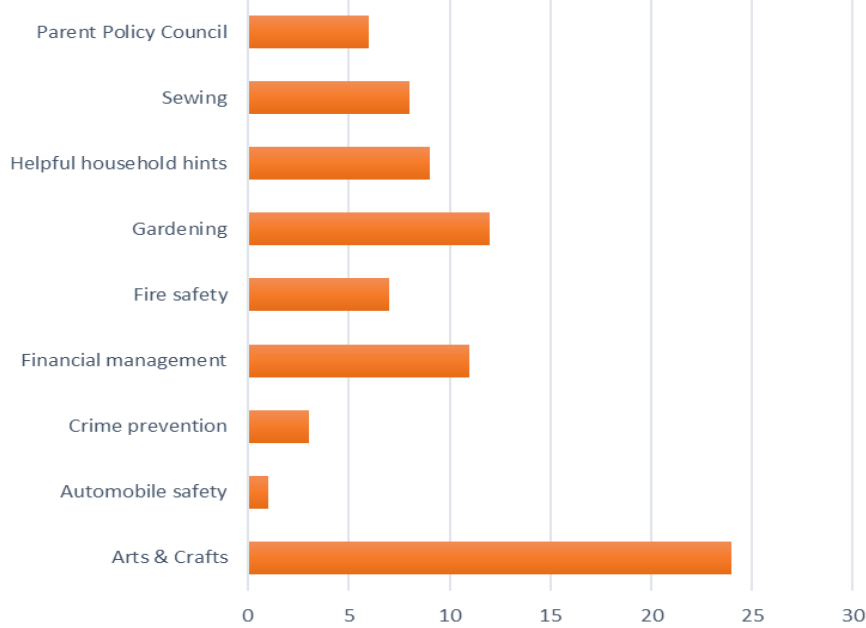
Family Education Survey: Substance Abuse Prevention or Treatment



2019-2020: Facts about commonly abused drugs and Local Treatment Resources were the top interests.

❖ 2020-2021

Family Education Survey: Other Areas



2019-2020: Arts and Crafts, Financial Management, Fire Safety, Gardening Helpful Household Hints, Sewing and Policy Council were top areas of interest.

BIHS Support Summary of Community Partnership Collaborations in 2020-2021 impacted by COVID-19

Bishop Tribal Reservation Agencies serving Bishop Indian Head Start and their families	Other Supportive Agencies serving Bishop Indian Head Start and their Families	Local Businesses that support Bishop Indian Head Start through donations or volunteer work and other outside programs
<ul style="list-style-type: none"> ✚ Bishop Paiute Tribal Council ✚ BIHS Policy Council ✚ BIHS Parent Committee ✚ Bishop Tribal Administration ✚ BITC-Fiscal Department ✚ Bishop Tribal Maintenance ✚ BITC Grant Writer-Bonnie Bobb ✚ BIHS Health/Nutrition/ Curriculum Advisory ✚ Bishop Tribal IT ✚ Bishop Paiute Social Services (ICWA, RAVE, and Social Services) ✚ Bishop Tribe-Human Resource ✚ Bishop Tribal Enrollment ✚ Bishop Paiute Tribal Elders ✚ Bishop Paiute Family Formation ✚ Bishop Summer Youth Program ✚ TERO ✚ EMO ✚ Bishop Paiute Public Works ✚ Bishop Tribal CDD ✚ OVCD- Nüümü Yadoha ✚ OVCD- Tütüwapi Library ✚ Bishop Paiute Cultural Center ✚ OVCD- TANF ✚ CIMC Inc. ✚ Bishop Paiute-Education ✚ Tribal Police ✚ Toiyabe Dental ✚ Bishop Paiute Food Sovereignty Program ✚ Toiyabe-Preventive Medicine ✚ Toiyabe –Public Health (Marjoree Neer, FNP, PHN) ✚ THHP-Shannon Beasley MPH Registered Dietician ✚ TIHP-Culture and Family ✚ Bishop Paiute Casino ✚ Bishop Tribal Radio ✚ Bishop Paiute Tribal Court 	<ul style="list-style-type: none"> ✚ Inyo County Board of Education ✚ Kern Regional Services ✚ Inyo County State Preschool ✚ Bishop Elementary ✚ Bishop High School (Community Volunteers) ✚ Inyo County WIC ✚ Inyo County Social Services (Volunteers) ✚ Inyo County Health and Human Services ✚ Inyo County Public Health ✚ Inyo County Mental Health ✚ Indian Health Services ✚ Car Seat Safety Coalition ✚ SELPA-Inyo County Special Educational Local Plan ✚ OVCD- Early Head Start: Bishop and Big Pine ✚ Office of Head Start ✚ Bishop Wild Iris ✚ Child Protective Services ✚ Dental Support Center (CRIHB) ✚ Department of Forestry ✚ Bishop Volunteer Fire Department ✚ First 5 California ✚ Inyo County First 5 ✚ The California Preschool Instructional Network (CPIN): specialized training on the California Preschool Learning Foundations and Preschool Curriculum Frameworks, aligned to K-12 content standards; The Child Care Initiative Project (CCIP): specialized training for licensed family child care home providers serving children zero to age 13 ✚ Inyo Mono Community Advocates (IMACA HS) ✚ National Indian Justice Center ✚ AmeriCorps ✚ Inyo Northern Hospital ✚ Bishop Sheriff Department ✚ California Highway Patrol ✚ Bishop Highschool youth volunteers ✚ Cerro Coso Community College ✚ Eastern Sierra Transit ✚ Edison 	<ul style="list-style-type: none"> ✚ Laws Museum ✚ BUHS Farm ✚ Orange Lutheran High School ✚ Chalfant Trees ✚ Master Gardeners ✚ Great Basin Bakery ✚ Wild Care Eastern

Events Effected by COVID-19 Safety Protocols

Program Service Areas: Early Childhood Development and Health, Services for Children with Disabilities, Parent and Community Partnership							
Child Mental Health	Child Nutrition	Education and Early Childhood Development	Child Health and Safety	Social Services	Family Partnerships	Community Partnerships	Parent Involvement
Activities				Timeframe			
Parent Teacher Home Visits- Completed vis phone, Zoom, in person				August			
Toiyabe Dental Visits				August			
Health and Disability Family Meetings -Completed via phone				August			
Family Advocate working with families on Partnerships, Needs and Strengths, and Goal Setting-Completed via Zoom				August-September			
Dental and Health Screenings				August-October			
Lead Screenings				August-September			
Speech and Language Services				August-May			
Pedestrian Safety and School Bus Safety				August-September			
Child Car Seat Safety Check Point and Observations-only observation				August -May			
Bus Evacuation				August-May			
Fire Drills				August-May			
Earthquake Drill				August-May			
BIHS Teachers Visit Kindergarten to transition families on the first day of school				August			
Family Cooking and Nutrition Night Via Zoom and Food Delivery Only				August, January, February, March, April			
Back to School (Orientation) Completed Individually				September			
Behavior Management Services (Playgroups)				September-May			
Tütuwapi Library Visits				September-April			
California Indian Day				September			
CPR and First Aid Training extension				October, November, December, February, March, April			
Occupational Therapy				October-May			
Nüümü Yadoha				October-April			
Health Carnival -Early Head Start participated				October			
Picture Day Event				October			
Chalfant Big Trees and Farm-Pumpkin Patch Fieldtrip Paiute Shoshone Cultural Center Fieldtrip				October			
Orange Lutheran High School Volunteers installed fence slates, painting school readiness designs and garden projects				October and March			
Bishop Fire Department Presentation Early Head Start participated				October			
Parent Teacher Fall Conferences- Completed vis phone, Zoom, in person				November			
BIHS visits the Elders to sing songs				November			
Pumpkin Pie Social and Thankful Leaf Event				November			
Swappportunity Winter Clothing Drive				November-December			
National Kidney Awareness Month				December and March			
Music Presentation				December, January, February			
Children's Wish Tree Event				December			
Hemophilia Awareness				December and April			

Parent Teacher Winter Conferences Completed vis phone, Zoom, in person	January
Stranger Danger Drill	January, February
Lana Iguana Nutrition Presentation; Salsa Making, Dehydrating, 5 Senses	January, March, April
COVID-19 Pandemic Closed Onsite Services.	
Teihubia Tabe	February, March and April
Celebrating Friendship Day Strawberry Shortcake day	February
Great Basin Bakery Fieldtrip	February
Transition Activities for BIHS to Kindergarten and EHS to BIHS begins	March-April-May
Transition Activities for BIHS to Kindergarten and EHS to BIHS begins	March-April-May
Elders Garden Fieldtrip, Laws Museum and Train Ride Fieldtrip	March
Garden Projects	March, April, May
Read Aloud, Adventure Day Treasure Hunt, Going on a Bug Hunt, Smokey the Bear	March
4 th Annual Education Summit for Parents	April
Parent Teacher Spring Conferences	April
Re-enrollment; revisiting parent partnership goals	April-May
Learning Station Concert for families	April
Fluoride Dental Education	May
Millpond, Cosa Ponds and the BUHS Farm; Mule Days	May
Sherbet Social	May
End of the Year Fun Days: Movie Day, Ice Cream and Swim Day and Graduation Presentation	May

Program Service Area: Transportation

Activities	Timeframe
Services provided to children with no transportation in the morning and for all children in the afternoon.	August-May
Bus Evacuation Drill	August-September
Car Seat Observations	August-May
Child Car Seat Safety Education and access to car seat with our Local Partners Event	August
Child Car Seat Safety Education and access to car seat	Ongoing
CHP Fleet Inspections	August
45 Day Bus Inspections	August and every 45 days after.
Eastern Sierra Dial A Ride Bus Transportation Passes	Ongoing

Program Area: Program Design and Management

Program Governance	Management Systems and Procedures	Human Resources Staffing Requirements	Management	Facilities, Materials, and Equipment
Activities			Timeframe	
Building Safety Inspections			August	
Fire and Earthquake Drills			Monthly	
Health Advisory Meeting Completed vis phone and Zoom			September-May	
Policy Council Meeting Completed vis phone and Zoom			September-August	
Parent Committee Meeting Completed vis phone and Zoom			September-May	
Parent Leader Recruiting			October	
Parent Leader Elections			November	

Self-Assessment Meetings	February-April
Tribal Council Grant prep for 2020-2021	February-April
Grant Submission	May
Afterschool Garden Activity	May
Little Bear Summer Preschool Program	June-July

Program Area: Implementation and Enforcement			
Service Areas:	<i>Eligibility, Recruitment, Selection, Enrollment, and Attendance</i>	<i>Staffing Requirements</i>	<i>Program Options</i>
Activities		Timeframe	
Pre-Service Training: CPR/First Aide; AED CACFP; OHS; Transportation; SDS, Sexual Harassment; I. H. S.: playground safety & blood borne pathogens; ACES, Strategies for Children with Special Needs, COVID-19		August	
Attendance Tracking by 8:30am, Attendance Plans (end of month). Employee Evaluations		Daily, Weekly, Monthly August, October, November, December, January, February, April	
Bishop Paiute Tribal Employee Appreciation and Professional Development Day		September, December	
State ECERS Reviews; State CLASS reviews		September	
BIHS Professional Development Day: Staff Development Day completed online: Topic covered School Readiness, COVID-19 and Childcare Services, School Bus, Emergency Summer Food Program, Transportation, “The Powerful Role of Play in Education.”		September, November, February, April Throughout the year	
Recruiting New Enrollment Applications		January-April	
Re-enrollment 2 nd year families-2020-2021 School Year		March-May	
Eligibility of New Applicants and Re-enrollment Applicants (In-Person Interviews)		March-May	
Selection of Applicants for 2021-2022 School Year		May-June	
Enrollment and Orientation		May-July	



School Readiness ~ Curriculum Selection ~ Individualizing ~ Quality Teaching and Learning

In 2020-2021, Bishop Indian Head Start utilized the following resources to support our School Readiness Goals:

- ❖ The Creative Curriculum for Preschool, which is a comprehensive, scientifically based early childhood educational system that has been shown to promote the cognitive, language, social/emotional, and physical development of young children. The curriculum is designed to guide early educators in the implementation of developmentally appropriate practices in the preschool classroom.
- ❖ Lana the Iguana Likes to Eat Fruits and Vegetables. LANA, which is designed to encourage young children to taste, eat and enjoy more fruits and vegetables, is a popular curriculum among early care providers in Minnesota. LANA began with a study conducted by MDH through a grant from the National Cancer Institute.
- ❖ The PATHS® curriculum (Promoting Alternative Thinking Strategies) is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom. This innovative curriculum is designed to be used by educators and counselors in a multi-year, universal prevention model. Although primarily focused on the school and classroom settings, information and activities are also included for use with parents.
- ❖ California Preschool Curriculum Frameworks: Created as companion volumes to the California Preschool Learning Foundations, the California Preschool Curriculum Frameworks present strategies for early childhood educators that enrich learning and development opportunities for all of California's preschool children. The California Preschool Curriculum Frameworks include ideas for how to intentionally integrate learning into children's play; implement child-directed and teacher-guided activities; plan environments, interactions, routines, and materials that engage children in learning; and individualize curriculum based on children's knowledge, skills, needs and interests.
- ❖ The Head Start Early Learning Outcomes Framework Ages Birth to Five: describes the skills, behaviors, and knowledge that programs must foster in all children. The Framework is designed to foster a deeper understanding of timing and sequence of child development and learning from birth to five. In addition, guide implementation of effective learning experiences that promote strong outcomes for all children.
- ❖ Guiding Principles of the Framework:
 - **Each child is unique and can succeed.** Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behaviors, and knowledge described in the Framework.
 - **Learning occurs within the context of relationships.** Caring families, teachers, and other adults matter in a young child's life. Responsive and supportive interactions with adults are essential to children's learning.
 - **Families are children's first and most important caregivers, teachers, and advocates.** Families must be respected and supported as the primary influence in their child's early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children's school readiness.

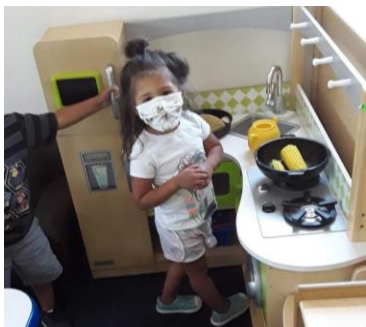
- **Children learn best when they are emotionally and physically safe and secure.** Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.
- **Areas of development are integrated, and children learn many concepts and skills at the same time.** Any single skill, behavior, or ability may involve multiple areas of development. For example, as infants gain fine motor skills, they can manipulate objects in new ways and deepen their understanding of cause and effect. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.
- **Teaching must be intentional and focused on how children learn and grow.** Children are active, engaged, and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.
- **Every child has diverse strengths rooted in their family’s culture, background, language, and beliefs.** Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.

SCHOOL READINESS GOALS-MONITORING AND ASSESSMENT

BIHS partners with the INYO County Superintendent of Schools to provide a blended Head Start and State preschool program. As partners with State Preschool, the California Preschool Learning Foundations, the Curriculum Framework and the Head Start Learning Framework are integrated into curriculum planning and implementation. The Bishop Indian Head Start 3-5 Program’s Child Outcome Measures is a compilation of ongoing monitoring and assessment of children used to help ensure effective teaching, individualization, purposeful planning, and facilitation of appropriate learning goals for all children. The continuous process is an effort to move children to a level of school readiness. The assessment tools are aligned with all state and federal mandates. The assessment requires on-going monitoring to occur in the classroom and for the objectives of goals to be progressive. School Readiness goals are developed using the Desired Results Developmental Profile (DRDP) assessment data which is collected and analyzed three times a year. Children can show gain by moving to the next skill level of each goal. Developmental levels for each goal are the same; exploring, developing, building, and integrating. The chart below describes the progress of the children as it relates to the BIHS School Readiness goals.

The Eight Domains of the DRDP (2015) is made up of eight domains. The focus of each domain is on the acquisition of knowledge, skills, or behaviors that reflect each domain's developmental constructs. **The Developmental Levels:** The number of levels in a measure varies depending on the competencies that are appropriate for that measure's developmental continuum. The levels are organized under four categories from early infancy up to kindergarten entry: Responding, Exploring, Building, and Integrating:

<p>Responding (Earlier, Later) Knowledge, skills, or behaviors that develop from basic responses (through using senses and through actions) to differentiated responses. Children generally engage in back-and-forth interactions with familiar adults and communicate through nonverbal messages.</p>	<p>Exploring (Earlier, Middle, Later) Knowledge, skills, or behaviors that include active exploration including purposeful movement, purposeful exploration and manipulation of objects, purposeful communication, and the beginnings of cooperation with adults and peers. Children generally begin this period by using nonverbal means to communicate and, over time, grow in their ability to communicate verbally or use other conventional forms of language.</p>	<p>Building (Earlier, Middle, Later) Knowledge, skills, or behaviors that demonstrate growing understanding of how people and objects relate to one another, how to investigate ideas, and how things work. Children use language to express thoughts and feelings, to learn specific early literacy and numeracy skills, and to increasingly participate in small group interactions and cooperative activities with others.</p>	<p>Integrating (Earlier) Knowledge, skills, or behaviors that demonstrate the ability to connect and combine strategies in order to express complex thoughts and feelings, solve multi-step problems, and participate in a wide range of activities that involve social-emotional, self-regulatory, cognitive, linguistic, and physical skills. Children begin to engage in mutually supportive relationships and interactions.</p>
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Distance Learning Pictures from home due to school closure for COVID 19 pandemic
 3/16/20 to 5/29/20



Topaz completing homework from her dining room table.



Cheryl Jeff (mom) circle time for her pre-k and Kinder children.



**2020-2021 Bishop Indian Head Start School Wide
School Readiness Goals**

Approaches to Learning- Self-Regulation

(ATL-REG-5) Self Control of Feeling and Behavior: Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

Building Middle: Expresses strong feeling through constructive forms of communication, seeking the assistance of familiar adults when needed.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 50 2020	0% (0)	24% (12)	12% (6)	12% (6)	0% (0)	22% (11)	10% (5)	12% (6)	6% (3)	2% (1)
Winter 52 2021	5% (3)	4% (2)	0% (0)	13% (7)	0% (0)	18% (10)	20% (11)	27% (14)	11% (6)	4% (2)
Spring 52 2021	0% (0)	0% (0)	0% (0)	4% (2)	0% (0)	13% (7)	27% (14)	4% (2)	23% (12)	33% (17)

Goal Outcomes: 31/52 (60%) of BIHS enrolled children were at Building Middle to Integrating Earlier by the end of current school year.

Social and Emotional Development

(SED-2) Social and Emotional Understanding: Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics.

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

Building Middle: Communicates, with adult assistance, about feelings that caused own behavior or other's behavior.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 50 2020	0% (0)	18% (9)	12% (6)	26% (13)	0% (0)	16% (8)	10% (5)	14% (7)	4% (2)	0% (0)
Winter 52 2021	5% (3)	0% (0)	2% (1)	13% (7)	0% (0)	11% (6)	33% (18)	11% (6)	22% (12)	4% (2)
Spring 52 2021	0% (0)	0% (0)	0% (0)	4% (2)	0% (0)	13% (7)	25% (13)	15% (8)	21% (11)	21% (11)

Goal Outcomes: 30/52 (57%) of BIHS enrolled children were at Building Middle to Integrating Earlier by the end of current school year.

Cognition, Including Math and Science

(COG-8) Cause and Effect: Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship cause and effect.

Goal: 50% or more of BIHS enrolled children will be at Building Later by the end of current school year.

Building Later: Others possible explanations for why certain actions or behaviors result in specific effects.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle	Building Later Target Goal	Integrating Earlier
Fall 50 2020	2% (1)	34% (17)	10% (5)	12% (6)	0% (0)	8% (4)	12% (6)	20% (10)	2% (1)	0% (0)
Winter 52 2021	5% (3)	2% (1)	0% (0)	15% (8)	0% (0)	16% (9)	25% (14)	18% (10)	18% (10)	0% (0)
Spring 52 2021	0% (0)	0% (0)	0% (0)	6% (3)	0% (0)	8% (4)	17% (9)	23% (12)	23% (12)	17% (9)

Goal Outcomes: 21/52 (40%) of BIHS enrolled children were at Building Later by the end of current school year.

Physical Development-Health Safety

(PD-HLTH 5) Safety: Child shows awareness of safety of increasingly demonstrates knowledge of safety skills when participating in daily activities.

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

Building Middle: Follows basic safety practices on own in familiar environments, with occasional adult reminders.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 50 2020	0% (0)	14% (7)	10% (5)	4% (2)	0% (0)	36% (18)	10% (5)	12% (6)	14% (7)	0% (0)
Winter 52 2021	5% (3)	0% (0)	2% (1)	7% (4)	0% (0)	22% (12)	16% (9)	16% (9)	27% (15)	4% (2)
Spring 52 2021	0% (0)	2% (1)	0% (0)	6% (3)	0% (0)	8% (4)	12% (6)	21% (11)	27% (14)	25% (13)

Goal Outcomes: 38/52 (67%) of BIHS enrolled children were at Building Middle to Integrating Earlier by the end of current school year.

Physical Development-Health

(PD-HLTH 6) Personal Care Routines: Hygiene: Child increasingly responds to and initiates personal routines that support hygiene)

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year.

Building Middle: Carries out most seps of familiar hygiene routines, with occasional reminders of when or how to do them.

3 x students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 50 2020	0% (0)	18% (9)	6% (3)	4% (2)	0% (0)	38% (19)	4% (2)	8% (4)	10% (5)	12% (6)
Winter 52 2021	5% (3)	0% (0)	0% (0)	15% (8)	0% (0)	13% (7)	15% (8)	13% (7)	11% (6)	29% (16)
Spring 52 2021	0% (0)	2% (1)	0% (0)	8% (4)	0% (0)	6% (3)	12% (6)	21% (11)	17% (9)	35% (18)

Goal Outcomes: 38/52 (67%) of BIHS enrolled children were at Building Middle to Integrating Earlier by the end of current school year.

History-Social Science

(HHS 4) Conflict Negotiation: Child increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situation.

Goal: 50% or more of BIHS enrolled children will be at Building Middle by the end of current school year

Building Middle: Uses appropriate words and actions to express desires in some conflict situations, often seeking adult assistance to resolve conflict.

3 x Students	Not Rated	Responding Earlier	Responding Later	Exploring Earlier	Exploring Middle	Exploring Later	Building Earlier	Building Middle Target Goal	Building Later	Integrating Earlier
Fall 50 2020	6% (3)	0% (0)	0% (0)	0% (0)	20% (10)	42% (21)	2% (1)	10% (5)	14% (7)	0% (0)
Winter 52 2021	5% (3)	0% (0)	0% (0)	0% (0)	11% (6)	20% (11)	16% (9)	22% (12)	22% (12)	0% (0)
Spring 52 2021	0% (0)	0% (0)	0% (0)	0% (0)	6% (3)	12% (6)	21% (11)	23% (12)	21% (11)	13% (7)

Goal Outcomes: 30/52 (58%) of BIHS enrolled children were at Building Middle to Integrating Earlier by the end of current school year.

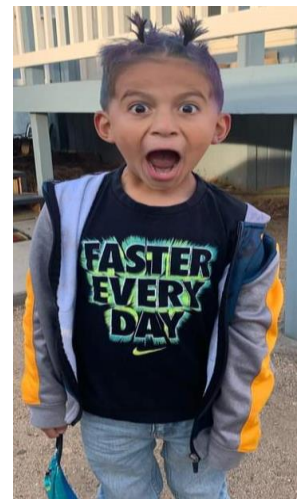
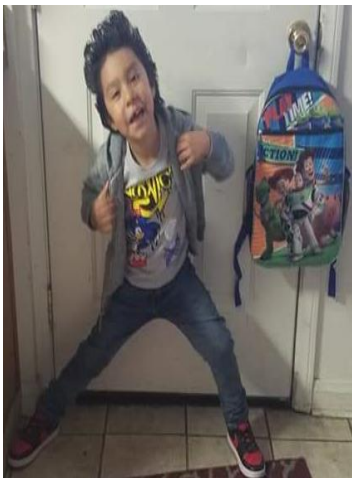
The ECERS-R outcomes will be used as a training tool for new and existing staff, program and budget planning and setting goals for each grant year. Top score is a 7 in the Early Childhood Environmental Rating Scale (ECERS) Each item has detailed descriptors and can be rated from 1-with (1) inadequate, (3) minimal, (5) good, and (7) excellent. Average Score for the State is a 5.63. **Due to COVID-19 Safety Protocol, ECERS was not completed in program year 2020-2021.**

Sub Scales-	School Wide 2014-2015	School Wide 2015-2016	School Wide 2016-2017	School Wide 2017-2018	School Wide 2018-2019	School Wide 2019-2020
I. Space & Furnishings	6.26	5.75	5.56	5.88	5.05	4.38
II. Personal Care Routines	6	3	2.90	2.45	2.85	2.33
III. Language-Reasoning	6.43	5.44	5.38	5.50	5.18	6.25
IV. Activities	5.85	6.4	5.85	6.33	6.73	6.2
V. Interaction	7	5.7	6.85	6.65	7	5.4
VI. Program Structure	6.56	6.55	6.81	6.56	6.75	6.75
VII. Parents and Staff	5.5	n/a	n/a	n/a	n/a	7.0
Average	5.57	5.47	5.52	5.56	5.59	5.47

Classroom Assessment Scoring System Outcomes for BIHS

CLASS observers looked at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale. *Dimension is in progress of development by the Teach stone company.

- ✓ CLASS® is scored by trained and certified observers using a specific protocol. Following their observations of teacher-child interactions, CLASS® observers rate each dimension on a 7-point scale, from low to high.
- ✓ Scores of 1-2 mean the quality of teacher-child interactions is low. Classrooms in which there is poor management of behavior, teaching that is purely rote, or that lack interaction between teachers and children would receive low scores.
- ✓ Scores of 3-5, the mid-range, are given when classrooms show a mix of effective interactions with periods when interactions are not effective or are absent.
- ✓ Scores of 6-7 mean that effective teacher-child interactions are consistently observed throughout the observation period.



National Statistics by Domain

Grantee-level dimension scores are averaged to produce grantee-level domain scores.* Previous large-scale studies of CLASS® have shown that the average preschool classroom scores are higher in the domains of Emotional Support and Classroom Organization than in the domain of Instructional Support.

OHS CLASS® Descriptive Statistics, 2020 National Grantee-Level Scores by Domain				
Domain	Mean	Standard Deviation	Minimum	Maximum
Emotional Support	6.03	0.21	5.42	6.42
Classroom Organization	5.78	0.31	5.06	6.56
Instructional Support	2.94	0.40	2.11	3.88

Due to COVID-19 Safety Protocol, CLASS was not completed in program year 2020-2021.

BIHS CLASS 2019-2020-Not Applicable this Program Year.

Domain	7 = top score. Dimensions	Tracking						BIHS Summary Scores					
		2013 OHS	2015- 2016 State	2016- 2017 State	2017- 2018 State	2018 OHS	2018- 2019 State	2013 OHS	2015- 2016 State	2016- 2017 State	2017- 2018 State	2018 OHS	2018-2019 State
Emotional Support	Positive Outcomes	6	6.82	6.69	7	6.13	6.75	5.875	6.42	6.37	6.56	6.09	6.8
	Negative Climate (1= good under NC)	1	1	1	1	1	1						
	Teacher Sensitivity	5.25	6.38	6.25	6.69	5.88	7.0						
	Regards for Student Perspective	5.25	5.5	5.75	5.81	5.38	6.5						
Classroom Organization	Behavior Management	5.88	5.69	5.82	6.69	5.38	7	5.50	6.02	5.52	6.50	5.45	6.25
	Productivity	6.0	6.69	6	6.94	6.13	6.75						
	Instructional Learning Formats	4.63	5.69	4.81	5.88	4.88	5						
Instruc- tional Support	Concept Development	2.25	1.94	2.75	2.88	2.75	2.5	2.58	2.62	3.16	3.04	3.33	3.0
	Quality of Feedback	2.75	2.75	3.2	3.19	3.75	3.25						
	Language Modeling	2.75	3.19	3.5	3.25	3.50	3.25						

Definitions: Emotional Support assesses the degree to which teachers establish and promote a positive climate in their classroom through their everyday interaction. Classrooms that score well in this domain have teachers that are responsive to children, acknowledge children's feelings or emotions, help children resolve problems, redirect challenging behavior, and support positive peer relationships. Observations provide evidence that teachers and children support and respect one another. Teachers are aware of and respond to children's academic and emotional needs and consistently provide comfort, reassurance and encouragement. There is an emphasis on children's interests, motivations and points of view. **Classroom Organization** assesses classroom routines and procedures related to the organization and management of children's behavior, time and attention in the classroom. High-scoring classrooms feature consistent schedules, well-designed learning centers, established routines, and sensitive and appropriate guidance strategies. Staff work together as a team. Classrooms with these characteristics give children a sense of stability and predictability that supports exploring, thinking about, and learning new things. **Instructional Support** assesses the ways in which teachers implement the curriculum to effectively

promote cognitive and language development. This domain measures how teachers support and extend children's thinking, problem solving and conversational skills, and vocabulary. Effective teachers support children's engagement by making concepts and skills relevant to their everyday lives, asking questions that encourage children to analyze and reason, providing the right amount of help and offering feedback that acknowledges children's attempts.

Parent Questionnaire Desired Results for Children and Families — Parent Survey-Results 2020-2021

This survey asked for parent/guardian feedback about the childcare and development program of Bishop Indian Head Start. The California Department of Education is very interested in how the program helps families to support their child's learning, development and meets their family's needs. Responses are completely confidential and will help us to improve the services provided to families. **Data from this Parent Survey will be used for program planning and program improvements utilizing State Preschool, Head Start, Edison, and Tribal funding resources.**

Desired Results Parent Survey-63% Return Rate
Overview Chart
 Name of Agency: Bishop Paiute Tribal Council Site/Program: BIHS Date: 7.31.21 SCV

Question 1 - How satisfied are you with the overall quality of this program?			
	% Very Satisfied	% Satisfied	% Not Satisfied
	88%	12%	0%
Question 2 - Do you feel that:			
	% Yes	% No	
Section A – Your child is safe in this program?	100%	0%	
Section B – Your child is happy in this program?	100%	0%	
Question 3 - Have you received information from the program about the following:			
Section A – How children develop at different ages?	85%	15%	
Section B – How your child is growing and developing?	88%	12%	
Section C – How your child is doing in the program?	91%	9%	
Section D – Schedule of daily activities?	91%	9%	
Section E – What you can do to help your child learn and develop?	85%	15%	
Section F - Parenting skills?	85%	15%	
Section G – How to find other services in the community?	82%	18%	
Section H – Where to report health or safety concerns and complaints?	85%	15%	
Section I - Experience and training of program staff?	82%	18%	
Section J - Discipline problems?	84%	16%	
Section K – How you can get involved with your child's program?	88%	12%	
Question 4 - Would you like more information about any topics related to your child's care and development?			
1. No 2.No 3.No 4.No 5Yes.behavioral ,education 6Yes .I would like more update about my child since We are unable to see the teacher regulary due to COVID 7. No 8.No 9.No 10.No 11.speech 12.no 13.no 14.No 15.NO 16 NO 18. Emotional n Social Behavior / Development 19. NO 20. I have no idea if my child is develop-mentally Where she is supose to be.21. No 22.No 23. NO 24. NO 26. NO 27.NO 28.NO 29. No 30. No 31. No 32. No 33. No			

Desired Results Parent Survey 100% Return Rate
Overview Chart
 Name of Agency: Bishop Paiute Tribe Site/Program: Bishop Indian Head Start Date: 2019-2020

Question 1 - How satisfied are you with the overall quality of this program?			
	% Very Satisfied	% Satisfied	% Not Satisfied
	88%	13%	0%
Question 2 - Do you feel that:			
	% Yes	% No	
Section A – Your child is safe in this program?	100%	0%	
Section B – Your child is happy in this program?	100%	0%	
Question 3 - Have you received information from the program about the following:			
Section A – How children develop at different ages?	94%	6%	
Section B – How your child is growing and developing?	95%	5%	
Section C – How your child is doing in the program?	100%	0%	
Section D – Schedule of daily activities?	98%	2%	
Section E – What you can do to help your child learn and develop?	94%	6%	
Section F - Parenting skills?	92%	8%	
Section G – How to find other services in the community?	92%	8%	
Section H – Where to report health or safety concerns and complaints?	97%	3%	
Section I - Experience and training of program staff?	92%	8%	
Section J - Discipline problems?	94%	6%	
Section K – How you can get involved with your child's program?	100%	0%	
Question 4 - Would you like more information about any topics related to your child's care and development?			
1. No. 2. Yes, if there I any concerning my child. 3. No. 4. No. 5. Yes. 6. No, all topics are given the correct up to date info. Also the info is circulated around in more than one manner.) 7. No. 8. No. 9. Yes, is she doing well in school, learning with classmates. 10. No. 11. Yes, possibly how technology (i.e. phones,TV, tablets, ect.) can effect our children's development. 12. No. 13. No. 14. No. 15. No. 16. No. 17. No.18. Yes. 19. No. 20. No. 21. No. 22. No. 23. No. 24. Yes. 25. No. 26. No answer. 27. No. 28. No. 29. No. 30. No. 31 No. 32. Yes, if there are any prgrams after school for my son's speech. 33. No. 34. No. 35. No. 36. No. 37. Yes, technology and child development. 38. Yes, more info on things to do together (mother and son). 39. No. 40. Yes, more healthy eating habits. 41. No. 42. No, but you are doing a great job. 43. No. 44. No. 45. No. 46. Yes, positive parenting 47. No. 48. No. 49. No. 50. No. 51. No. 52. No. 53. No. 54. No. 55. No. 56. No. 57. No. 58. Yes, her eagerness to learn. 59. No. 60. no. 61. No. 62. Yes. 63. Yes. 64. No.			

Question 5 - Has your child's enrollment in this program made it easier for you to:

2020-2021 Parent Survey	% Yes	% No	% N/A
Section A – Accept a job?	31%	13%	56%
Section B – Keep a job?	30%	6%	55%
Section C – Accept a better job?	30%	15%	55%
Section D – Attend educational or training programs?	34%	19%	47%

Question 6 - How satisfied are you with these characteristics of your child's program?

	% Very Satisfied	% Satisfied	% Not Satisfied
Section A – Hours of operation	68%	26%	6%
Section B – Location of program	70%	27%	3%
Section C – Number of adults working with children	75%	25%	0%
Section D – Background and experience of staff	70%	30%	0%
Section E – Languages spoken by staff	73%	27%	0%
Section F – How program staff communicate with you	64%	33%	3%
Section G – Meeting the individual needs of your child	64%	33%	3%
Section H – Interaction between staff and children	67%	33%	0%
Section I – Interaction with other parents	40%	60%	0%
Section J – Parent involvement	42%	55%	3%
Section K – Equipment and materials	73%	27%	0%
Section L – Cultural activities	50%	38%	3%
Section M – Daily activities	63%	38%	0%
Section N – Environment	77%	23%	0%
Section O – Nutrition	73%	27%	0%
Section P – Health and safety policies and procedures	72%	28%	0%
Section Q – How the program promotes your child's learning and development	72%	28%	0%

Question 5 - Has your child's enrollment in this program made it easier for you to:

2019-2020 Parent Survey	% Yes	% No	% N/A
Section A – Accept a job?	68%	3%	29%
Section B – Keep a job?	80%	0%	20%
Section C – Accept a better job?	57%	7%	36%
Section D – Attend educational or training programs?	65%	6%	29%

Question 6 - How satisfied are you with these characteristics of your child's program?

	% Very Satisfied	% Satisfied	% Not Satisfied
Section A – Hours of operation	77%	23%	0%
Section B – Location of program	83%	17%	0%
Section C – Number of adults working with children	80%	20%	0%
Section D – Background and experience of staff	77%	23%	0%
Section E – Languages spoken by staff	78%	22%	0%
Section F – How program staff communicate with you	76%	24%	0%
Section G – Meeting the individual needs of your child	73%	27%	0%
Section H – Interaction between staff and children	73%	27%	0%
Section I – Interaction with other parents	58%	42%	0%
Section J – Parent involvement	58%	42%	0%
Section K – Equipment and materials	72%	28%	0%
Section L – Cultural activities	72%	27%	2%
Section M – Daily activities	72%	28%	0%
Section N – Environment	75%	25%	0%
Section O – Nutrition	78%	22%	0%
Section P – Health and safety policies and procedures	77%	23%	0%
Section Q – How the program promotes your child's learning and development	75%	25%	0%

2019-2020 Parent Survey

Question 7 - Is there anything else you would like to say about how this program meets your family's needs?

1. Meets all current needs. 2. Meets all other needs. This is our 3rd child in this program. 3. No answer. 4. No answer. 5. No answer. 6. Excellent community/ family based program. 7. Excellent employs and love the program. Super fun!! 8. Staff is very friendly. 9. No answer. 10. No. 11. Kids are being bullied. (Sometimes.) Possibly include/form a kid-friendly dispute resolution. 12. No answer. 13. Great job! 14. They work well with me and my son loves all of them. 15. Nothing, very satisfied with this program. 16. It is a blessing and I'm grateful for the program and teachers. 17. Head start goes beyond for my child's dietary and his nutrition needs due to chronic illness. 18. Not at this time. 19. Extremely understanding of "Life problems" and has always been exceedingly helpful. 20. My son seems very excited to go to school and comes home eager to tell us what he learned. 21. N/A. 22. Thank you. 23. No. 24. No answer. 25. No answer. 26. No answer. 27. No answer. 28. Keep up the excellent work Head Start rocks! 29. No, but thank you she loves it here! 30. Nothing we love this program and thank you all for having us. 31. I can not think of anything to say other than I feel this program is amazing and so is the staff. 32. Not at this time, but this is a wonderful program. They do so much for the kids. 33. No answer. 34. No answer. 35. No answer. 36. It is a wonderful program, it has been so good for my foster son. 37. Great program. 38. None at the moment. 39. I am very happy with staff & program! 40. No. 41. No. 42. No answer. 43. Thank you! 44. No. 45. N/A. 46. No answer. 47. No answer. 48. BIHS goes above and beyond. Our family is blessed to have this opportunity. 49. No. 50. No. 51. No answer. 52. My child loves it here and has lots of friends and is learning a lot. 53. Thankful for Head Start! 54. Love it, my 3 boys came and they (headstart) helped me a lot with manners, and social skills with my boys, this program has helped our family so much. 55. I like (happy) how we are informed of daily behaviors. (good/not so good) 56. Staff is very welcoming to everyone. Staff shows they really enjoy what they do. Very helpful and works well with the community and other programs in helping families receive their needs. 57. The availability to take my child to the after school program. 58. It's manageable for me. 59. No answer. 60. No answer. 61. It's been fantastic. 62. It's a wonderful program! 63. No answer. 64. No.

Question 8 - Do you have any suggestions about how this program could be improved?

1. N/A. 2. More parent involvement. 3. No answer. 4. No answer. 5. No answer. 6. No. 7. No. 8. No answer. 9. Spanish in the classroom would be great for dual-immersion. At least offer one class for mixed kids. 10. No. 11. No answer. 12. No answer. 13. None! 14. No answer. 15. Not at this time. 16. I believe they're doing a great job. 17. After school program. 18. Not at this time. 19. This is an amazing program and I couldn't ask for better teachers or staff. 20. N/A. 21. N/A. 22. N/A. 23. No. 24. No answer. 25. No answer. 26. No answer. 27. No answer. 28. No answer. 29. No. 30. No, perfect. 31. None. 32. Wish the program was bigger to allow more kids to this wonderful program. 33. No answer. 34. No answer. 35. No answer. 36. No, it's fantastic! 37. Extended after school program. Year round program. 38. No answer. 39. Not at this moment. 40. No. 41. No. 42. I wish there was more parent classes. 43. Doing great! 44. No. 45. N/A. 46. No answer. 47. No answer. 48. No answer. 49. No. 50. No. 51. No answer. 52. No answer. 53. Nope. 54. No. 55. No. 56. Maybe having a cultural activity in class once a month or assigning a day out of the week to focus on cultural. 57. Not at the moment. 58. Not at the moment. 59. No answer. 60. Staff training/ on children with special needs. 61. No. 62. No. 63. No answer. 64. No.

2020-2021 Parent Survey

Question 7 - Is there anything else you would like to say about how this program meets your family's needs?

1. Not at this time. 2.Goal setting 3.No 5.This program takes critial time to attend to my child needs It truly puts a relief on all of us 11.I likethatthe bus staff give me info about what going on .They give me everything I need to know 13. it helps our child with weekly visits with her speech program.IEP 14. Bringing a "School " is more important than a "day care" 15.NO 16.None 17.We are very Thankful for the virtual learning option During these COVID-19 Days. Allowing our son to particpate from the safty of his home or wherever we were be it on road, Hotel, During our Homelessness, or travels. Ms. Tanyas kindness and patience has helped my son 18. Keep up the good work! 20. suppliesare awsome, thank you for delivering to B.P food is very nutritious. Thank you for the PPE. and your time 21. MrsTanya is an amazing Teacher -on site and virtually, Overall staff :Always friendly and on point 22. Ms Tanya is excellent n very helpfull 23. We love Bishop Indian .We are extremely happy with the schooln all staff 26.This is an awesome program with a great staff 27. n/a 28. n/a 29.Bus issues-inconvenient for working families. 30. n/a 31. Ms. Dayle provides great care to my son and his needs. Provides resources and materials to us at home. My son loves Ms. Dayle. 32. Accommadates child's dietary needs. 33. No

Question 8 - Do you have any suggestions about how this program could be improved?

1. Not at this time. 3. No 6.I know due to Covid parent involvement is hard. But I really missed going into the classroom and seeing my childss classroom and events 11. No not really .Iwould like to come see or visit my child in her class 13.none the program is great. 14. Potty training as an enrollment requirement. NO DIAPERS 15.NONE 16. None 17. we feel the Keos could Benefit even more with longer screen time. We appreuate the one on one time.That is super Helpful 18. NO 20. longer zom sessions, more interaction with kids, not rushed (even just like 10 min) 21. I very much appreciate the head staff 22. You all are Amaziing 23. No 26. NO 24. n/a 25. n/a 26. n/a 27. n/a 28. n/a 29. Very safe with Covid protocal. Appreciate the meals and homework packets. 30. n/a 31. No, very pleased. 32. Doing great during pandemic. 33. No

1304.53 FACILITIES, MATERIALS, AND EQUIPMENT: *All facilities, materials and equipment needs are met.*

Child Health & Safety-2019-2020			
Health & Safety Area	BIHS Person in Charge	Frequency	Comments
Screenings and Referrals	Health and Disabilities Manager; ERSEA Manager; Parents; Physicians; and Teachers; Specialist	Within 30-45 days Ongoing	In compliance
Access to Health and Dental Care	Health and Disabilities Manager	Within 30-45 days Ongoing	Lack of Local Pediatrics continue to be a challenge. Families must travel out of the area for cases requiring surgery. Finances and reliable vehicles are often a challenge.
Health Practice and Routines	Health and Disabilities Manager; Teachers; and Health Advisory;	Daily	Indian Health Service- Hand washing in practice-no findings.
Appropriate Group Size	Director, BIHS Staff, Indian Health Service, State, and Office of Head Start	Daily, Yearly	In compliance: Lower class size due to COVID-19.
Transportation and Supervision	Director, Bus Drivers, bus monitors, Britt's Diesel, and California Highway Patrol	Daily, Every 45 days, Yearly	In compliance
Daily Facilities Maintenance Daily Playground Maintenance Inspection	Director and Tribal Maintenance	Daily	In compliance
Health and Safety Screener	Director, Staff, Policy Council, And Tribal Council	Yearly	In compliance
Heat Sensor Check	Director, Health & Disabilities Manager, and ERSEA Manager	Monthly, Yearly	In compliance
Emergency Lights	Director, Health & Disabilities Manager, and ERSEA Manager	Monthly, Yearly	In compliance
Fire Extinguishers	Director, Health & Disabilities Manager, and ERSEA Manager	Monthly, Yearly	In compliance
Annual Fire Inspection Report	Director, Bishop Fire Department	Yearly	In compliance
Ground-fault circuit interrupter (GFCI outlet)	Director, Health & Disabilities Manager, and ERSEA Manager	Monthly, Yearly	In compliance
Monthly Smoke Detector	Director, Health & Disabilities Manager, and ERSEA Manager	Monthly, Yearly	In compliance
Earthquake Drills	Director, Health & Disabilities Manager, and ERSEA Manager, and Teachers	Monthly	In compliance
Stranger Danger	Director, Health & Disabilities Manager, and ERSEA Manager, and Teachers	Monthly	In compliance
Fire Drill Practice ongoing 2x a month- Ongoing-Teachers	Director, Health & Disabilities Manager, and ERSEA Manager, and Teachers	Monthly	In compliance
Bus Drill Evacuation 3 times a year Pedestrian Safety Education	Director, Bus Drivers, and bus monitors	Quarterly	In compliance
Annual Indian Health Service Survey	Director, Health & Disabilities Manager, and ERSEA Manager, Kitchen, Teachers, and Indian Health Service	Yearly	In compliance Site Visit to observe COVID-19 protocols.
Kitchen Fire Suppression System	Director, Tribal Maintenance, Indian Health Service, Blizzard Fire Protection	Semi Annual	In compliance
Annual Sprinkler System	Director, Tribal Maintenance, and Sierra Fire Sprinkler	Yearly	In compliance
Annual Smoke Detector Inspection	Director, Tribal Maintenance, and Edward Solarewicz: electrical and alarm	Yearly	In compliance
Annual Propane Appliances	Director, Tribal Maintenance, and Eastern Sierra Propane	Yearly	In compliance
Annual Inspection of HVAC	Director, Tribal Maintenance, and Bishop Heating and Air Conditioning	Yearly	In compliance
Water Test	Bishop Paiute Tribe Environmental	Monthly	In compliance
Pest Control	Owens Valley Pest	Monthly	In compliance
COVID-19 Fumigation	Owens Valley Pest	Weekly	In compliance
HEALTH AND SAFETY CONCERNS: VACCINATIONS ARE NOT AVAILABLE FOR THE CHILDREN WE SERVE. VACCINATED STAFF ARE STILL BEING INFECTED BY COVID-19. CONTINUOUS CLASSROOM AND SCHOOL CLOSURES DUE TO COVID-19 PROTOCOLS. AVAILABILITY OF PPE WAS A CONCERN IN THE BEGINNING OF THE PANDEMIC. BIHS IS NOW WELL SUPPLIED IN PPE.			

TEACHER PROFESSIONAL CERTIFICATION -2020-2021

Approximately, 67% (4 of 6) Teachers holds an AA Degree and Child Development Teacher Permit or higher in early childhood or related field.

Approximately, 33% (2 of 6) Teachers holds a Child Development Associate Teacher Permit or higher in early childhood or related field and earning an AA degree.

Approximately, 33% (1 of 3) Teacher Assistant holds an AA Degree or higher in early childhood or related field and is working towards obtaining an Associate Child Development permit.

Approximately, 66% (3 of 3) Teacher Assistants holds a Child Development Assistant permit or higher.

BIHS EMPLOYMENT POSITIONS -2020-2021

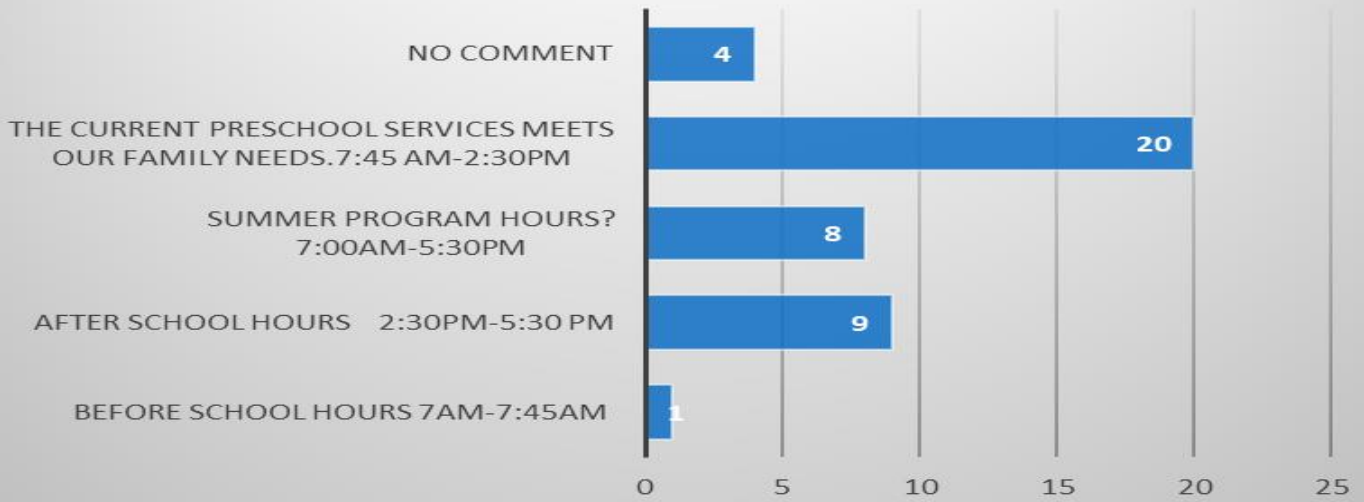
2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
BIHS Director; Education Manager; Transportation and Nutrition Manager; Civil Rights Manager; Bus Driver	BIHS Director; Education Manager; Transportation and Nutrition Manager; Civil Rights Manager; Bus Driver	BIHS Director; Education Manager; Transportation and Nutrition Manager; Civil Rights Manager; Bus Driver		
Family and Community Advocate/ERSEA	Family and Community Advocate/ERSEA	Family and Community Advocate/ERSEA/Education Manager		
Health and Disabilities, Assistant Director; Nutrition Monitoring; Safety Monitoring	Health and Disabilities, Assistant Director; Nutrition Monitoring; Safety Monitoring	Health and Disabilities, Assistant Director; Nutrition Monitoring; Safety Monitoring		
Bus Driver/Administration Assistant; Transportation Monitoring; BIHS assist. cook	Bus Driver/Administration Assistant; Transportation Monitoring; assist. cook	Bus Driver/Administration Assistant; Transportation Monitoring; BIHS assist. cook		
BIHS full time Cook Food Safety and Cooking	BIHS full time Cook; Assistant Cook Food Safety and Cooking	BIHS full time Cook Food Safety and Cooking		
Teachers (6) 4 AA 2 Interim under Director Lead (BA)	Teachers (6) 4 AA 2 Interim under Director Lead (BA)	Teachers (5) 3 AA 2 Interim under Director Lead (BA)		
Teacher Associates (3) 1 AA 2 Assistant Teacher Permit	Teacher Associates (4) 0 AA 3 Assistant Teacher Permit	Teacher Associates (3) 0 AA 3 Assistant Teacher Permit		
Sub Staff Support on call 1 Nurse 1 Teacher	Sub Staff Support on call 1 Nurse 1 Teacher	Sub Staff Support on call 1 Nurse 1 Teacher		
1 Full Time Bus Driver Maintenance	1 Full Time Bus Driver Maintenance	1 Full Time Bus Driver Maintenance		
1- bus monitor Gardener/Landscaper	1- bus monitor Gardener/Landscaper	Gardener/Landscaper Kitchen Support		
1-Part Time Janitor (temp) 1 sub bus driver	Full Time Janitor 1 sub bus driver	Full Time Janitor/Support 1 sub bus driver		
		Big Pine Bus Monitor/Support		
		Pending grant approval		

A Summary of Our accomplishments for Program Year 2020-2021

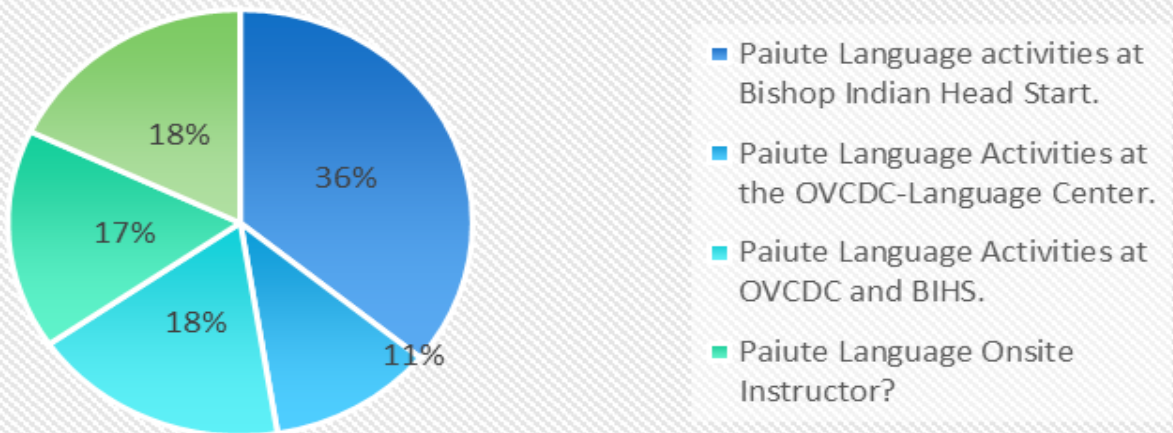
Bishop Indian Head Start overall progress includes parent and community involvement in our project planning and implementation of Health goal objectives during the Worldwide Pandemic. Our goals and objectives are data driven to measure program outcomes and to assess program improvements. BIHS partnership planning an outreach has proven to be a major strength during this past school year as we all navigate through changing safety protocols of the Pandemic.

- ✚ Successfully transitioned 35 children to kindergarten! 33 Children will attend Bishop Elementary School and 1 child will attend Big Pine Unified School District and 1 will attend Benton Bishop Elementary School.
- ✚ Maintained a successful Children's Interactive Garden with the support of the BIHS gardener, Food Sovereignty and Food Core Member. Our garden produce is used in our school garden, Cook Nights (Via Zoom) and Community Produce Distribution. Garden Afterschool and Summer Program with the support of our Food Core Member. BIHS garden lessons and garden safety documents were development and accessible to BIHS.
- ✚ Continued progress to our outdoor and indoor classroom environment due to Family and Community Volunteers and Agency Partnerships. COVID-19 Grant Funds allowed additional funding for outdoor learning manipulatives and sound system.
- ✚ Maintained an 87% Attendance Rate during the Pandemic. 52/60 (87%) Enrollment during the Pandemic. Note: We had 100% Eligible children enrolled prior to the Pandemic.
- ✚ BIHS was awarded COVID-19 funds from the Office of Head Start, Inyo County State Preschool and USDA-CACFP to meet Distant Learning Needs, purchase learning materials and equipment to provide a safe learning environment, health, and safety supplies, support additional staff, equipment to maintain a safe outdoor environment, food and food related supplies and technical tools to support staff, student, and family learning.
- ✚ Provided onsite and offsite preschool services to meet the needs of our families during the Pandemic.
- ✚ Partnered with the Bishop Paiute Social Services to provide a summer program during the Pandemic.
- ✚ Successful CPR and First Aid Training provided by BIHS Health and Disabilities Manager for staff, parents, and the community during Pandemic with permission in the late school year.
- ✚ Child Adult Care Food program granted another year and Emergency Waivers granted ensured BIHS could provide healthy well-balanced meals and snacks during onsite school closures related to COVID-19.
- ✚ Successfully maintaining all required California Highway Patrol safety regulations for our transportation program.
- ✚ Successfully passed OHS, SSFP and CACFP Reviews.
- ✚ Teaching Team partnered with Parents to complete DRDP requirements for State and OHS.
- ✚ Teamwork success as we learning to adjust our services during COVID-19 and formulated updated Emergency Policies and Procedures related to Preschool and Child Care Services.

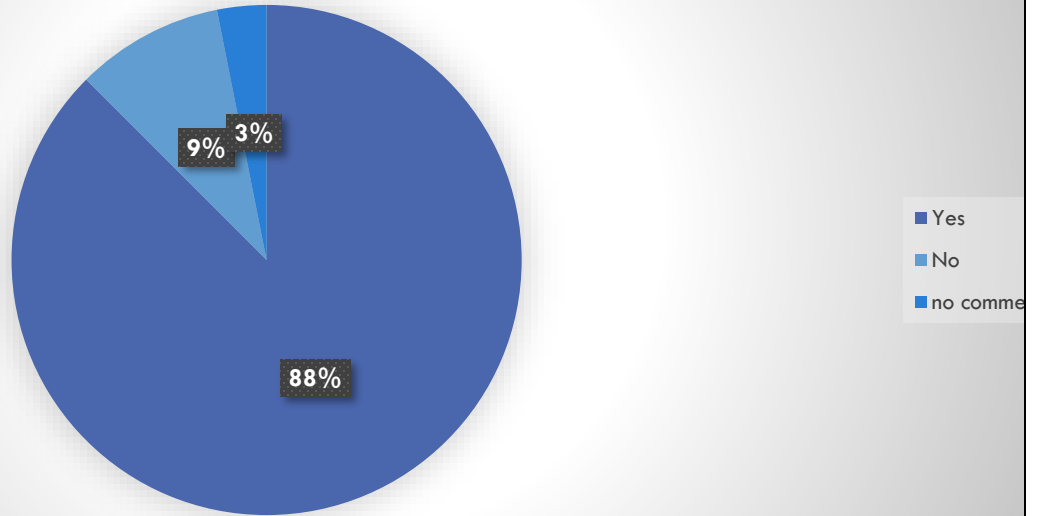
2020-2021 Does your family need access to quality childcare in order to obtain or maintain employment?



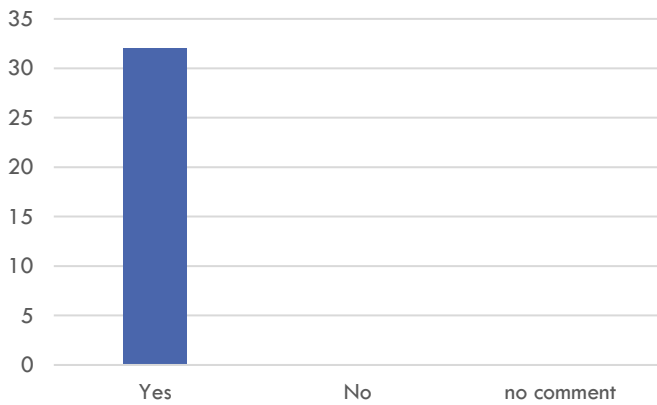
2021 Parent Survey: Can you please list or describe how BIHS can increase Cultural Activities for children and families?



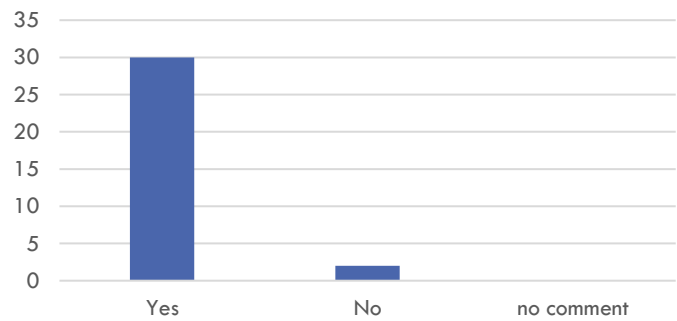
COVID-19: Did you receive a Thermometer from BIHS?



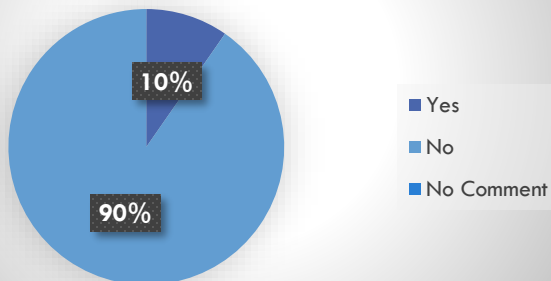
2020-2021: COVID-19: Did you receive Masks or Other PPE?



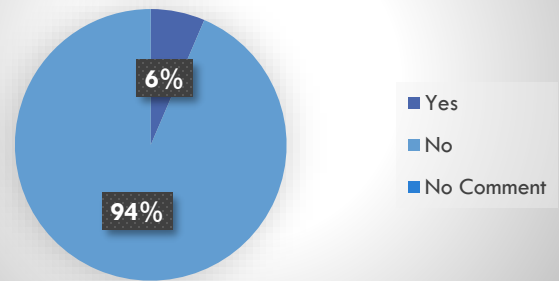
COVID-19: Do you have the resources to obtain PPE against communicable diseases (mask, hand sanitizer)?



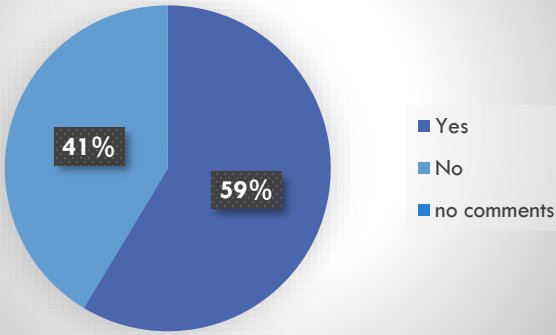
2020-2021: Are you exposed to secondhand smoke at work or in your home?



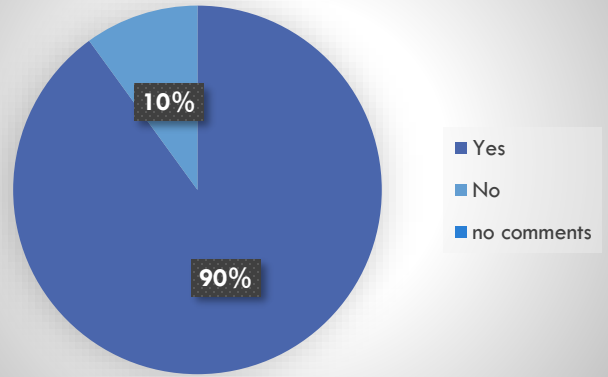
2020-2021: Are your children or other adults in your home exposed to secondhand smoke?



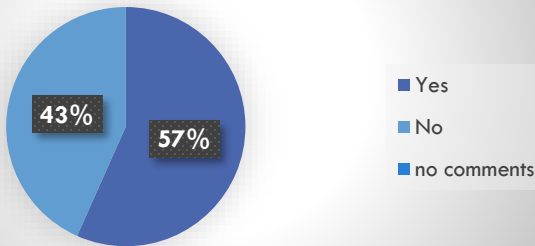
2020-2021: Do you have a current CPR/AED/First Aid Card?



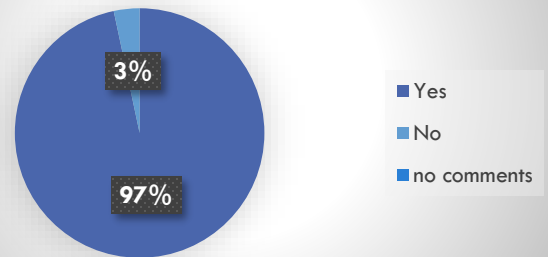
2020-2021: Do you have a First Aid Kit?



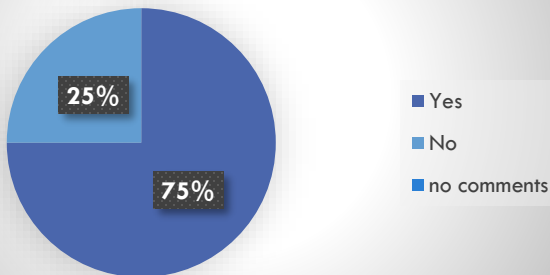
2020-2021: Do you have a First Aid Kit for your car?



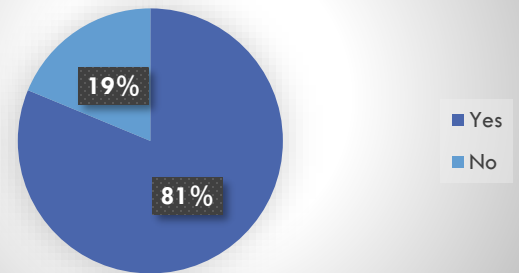
2020-2021: Do you have a Smoke Detector?



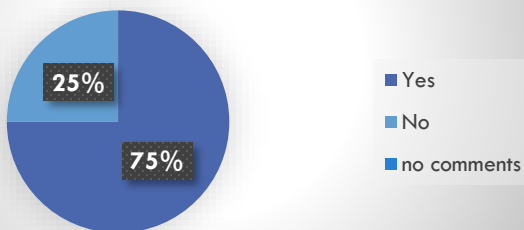
2020-2021: Do you have a Carbon Monoxide Detector?



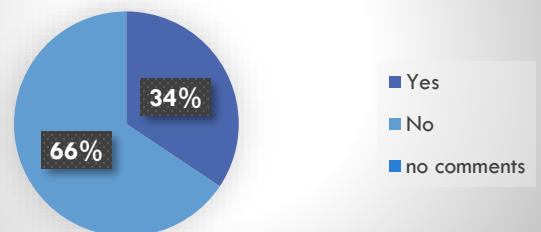
2020-2021: Do you have a Fire Extinguisher?



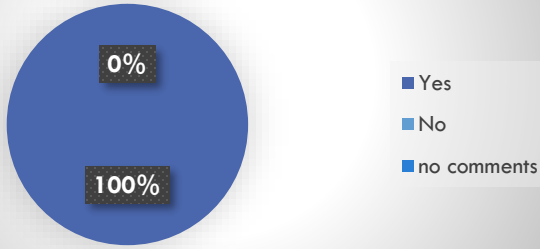
2020-2021: Do you have a safety plan in place in case of an emergency? Such as a Fire Exit?



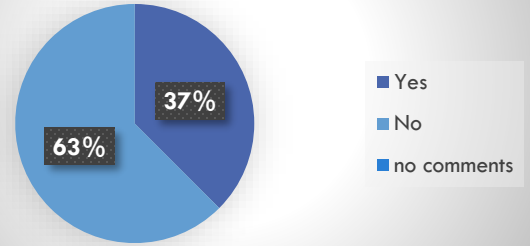
2020-2021: Are you prepared for poor air quality related to fire season and do you have an air purifier?



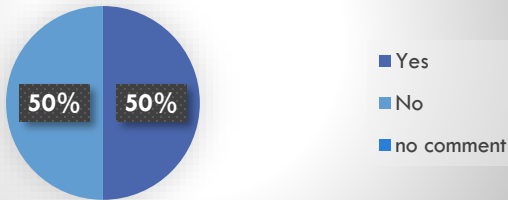
2020-2021: Do you have an appropriate Safety Car Seat?



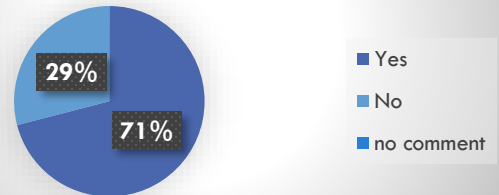
2020-2021: Are you interested in Mental Health First Aid training?



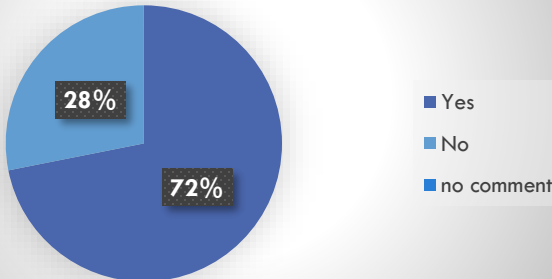
2020-2021: Are you interested in learning about improving your communication skills and or Conflict Resolution Strategies?



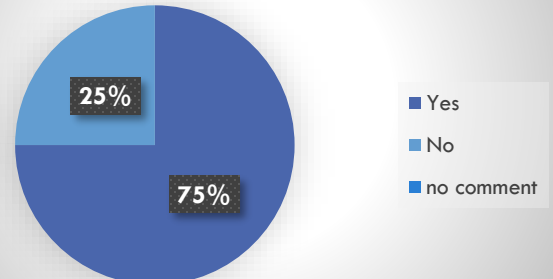
2020-2021: Do you feel BIHS should host Weekly Talking Circles for Mothers, Fathers and Guardians who are in crisis?



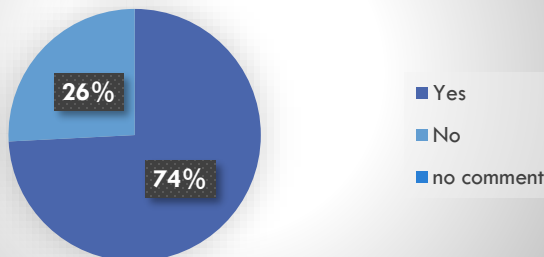
2020-2021: Are you interested in family fitness activities?



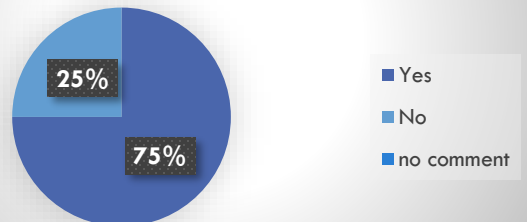
2020-2021: Are you interested in Nutrition/healthy cooking workshops?



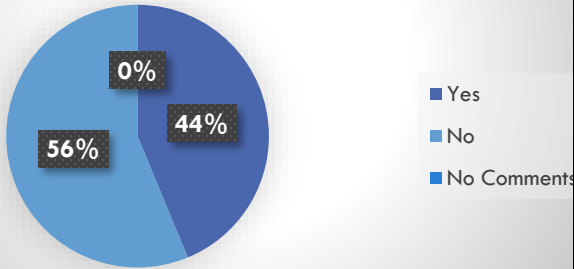
2020-2021: Do you feel BIHS should have an Onsite Positive Parenting Coach/Behavior Specialist?



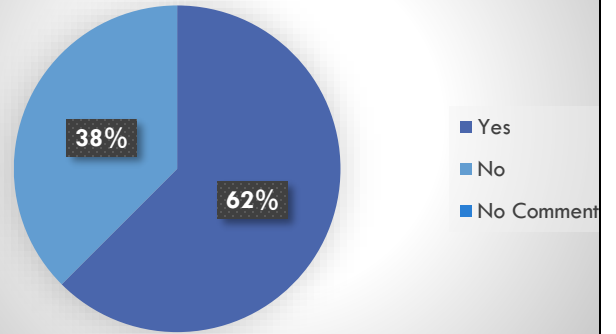
2020-2021: Do you feel BIHS should host Parenting Classes related to the needs of our families (parenting, overall wellness, recovery)?



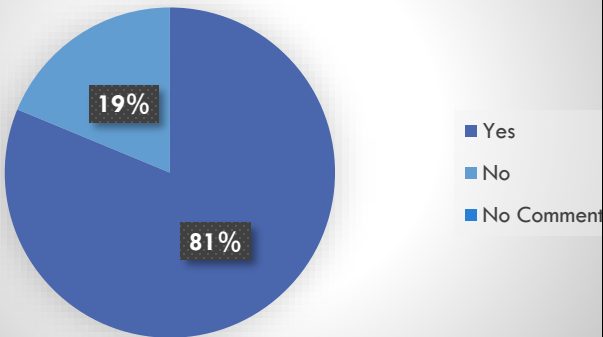
2020-2021: Do you need school readiness supplies and materials such as (scissors, paper, glue, and age-appropriate reading books)?



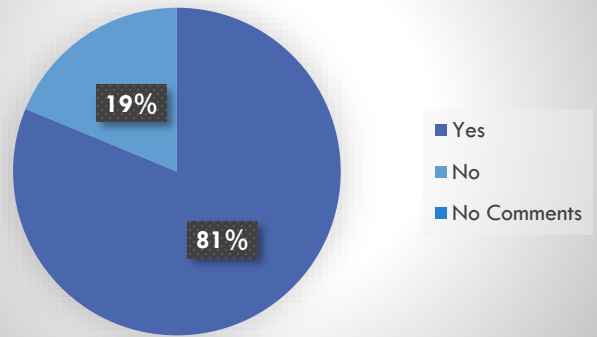
2020-2021: Do you feel BIHS should have speed bumps in front of school?



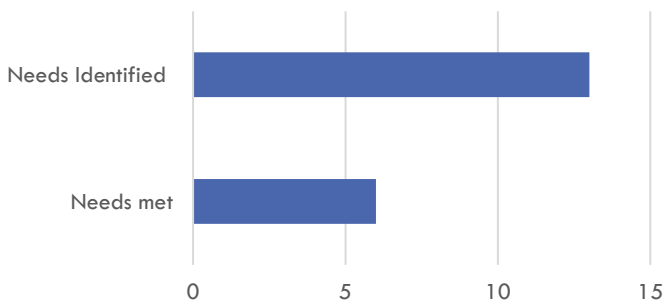
2020-2021: Do you feel BIHS needs a sidewalk in front of school?



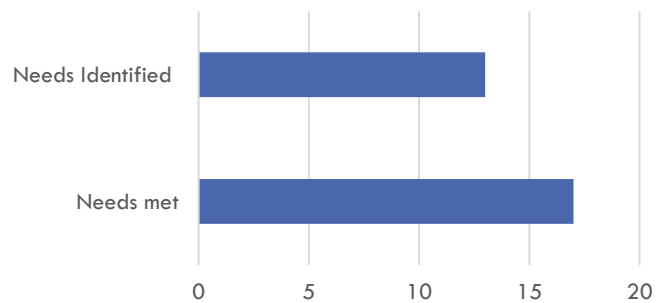
2020-2021: Do you feel BIHS should have a flashing stop sign?



2020-2021: How can we support your child's Distant Learning Activities?



2020-2021: What were the pros/cons of online learning for your family?

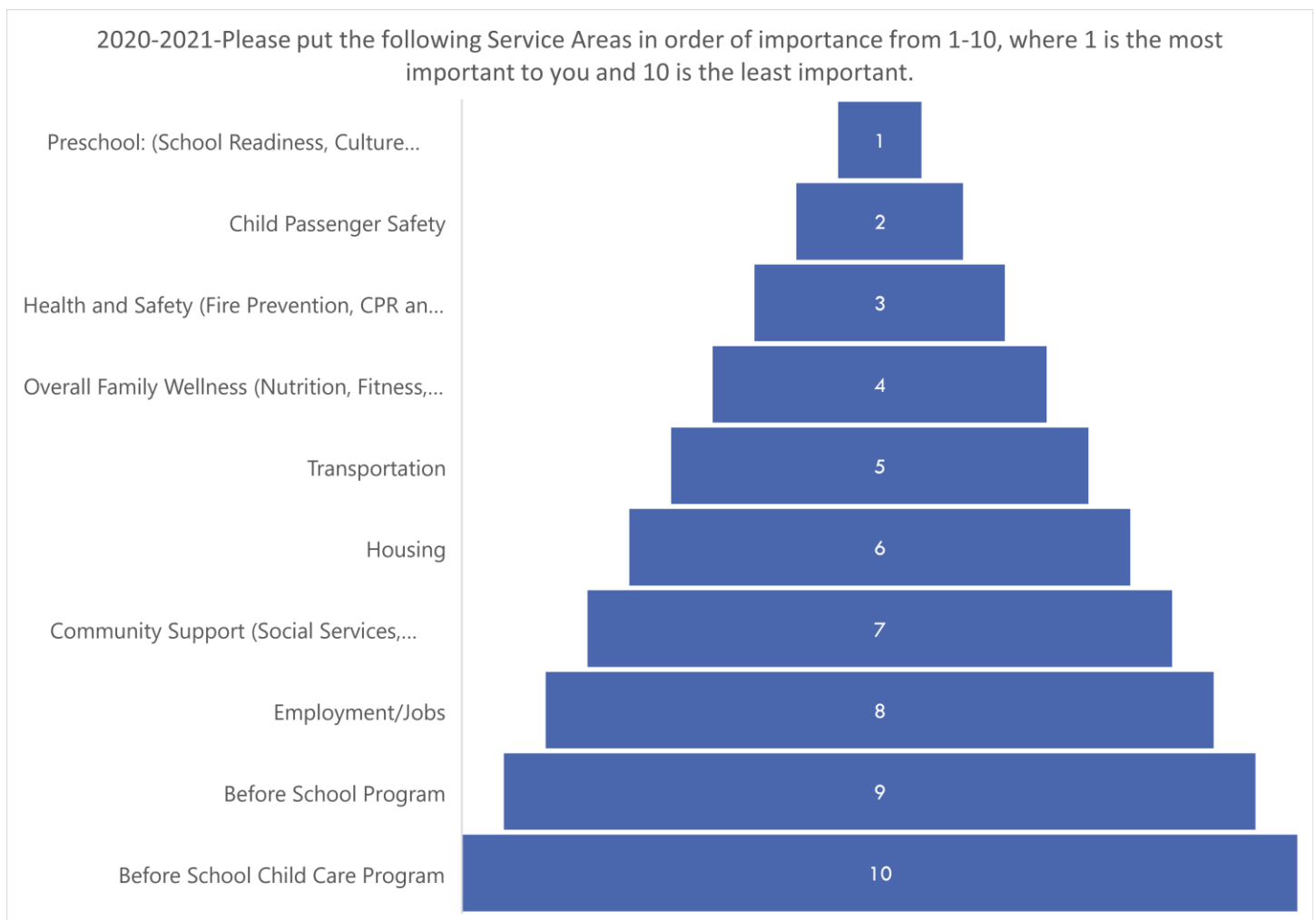


See parent(s) and Guardian (s) suggestions in the next page.

1. Zoom. I enjoyed joining in on her songs and dances. Helped to encourage her. Pro: It didn't last all day. It was perfect.
2. Supplies (Zoom). Pro: Home with child.
3. Pro: Availability. Con: Follow through from parents (Commitment required).
4. Supply drop off. Pros: good teaching. Cons: WIFI. Thank you for your wonderful jobs.
5. No Thank you. Not interested in distant learning. All cons. N/A. Thanks for being the best school/staff. It's been a very easy breezy 2 years!
6. Supply the activities. If possible, an electronic device for Zoom.
7. Student's attention did not.
8. Zoom
9. You are getting everything we need to help us with learning. Pro: Stayed safe from corona/got to stay with family. Cons: Had to take time off/didn't make money. We have a great program Distant/Onsite great staff/parents.
10. No comments
11. Yes cont. DL.
12. WIFI is a good start. Laptops or tablets they can use. I like it when my daughter goes with her grandparents out of state she won't miss school because she can log in through Zoom. It could be longer, so it is not rushed. Thanks for all you do. Keep up the good work.
13. N/A. No.
14. N/A. The Time. No. Thank you!
15. You already do enough! Thanks! Pro: We were able to be involved. Con: Wasn't realistic when work re-opened. No, we'd prefer in person.
16. N/A. Con: Not enough time learning. Pro: Convivence of learning from home. No, she learns better in seat.
17. I think it's great you supplied electronic devices for families and have also delivered supplies. I kind of like in person pick up just to see teachers in person but delivery for those that cannot go is helpful. Short classes, not much social class interaction between students in the beginning. Pros were a safe environment, class participation, share days, routines, doing the one to ones, the language component, physical activity. Yes, it would be for my other child who has watched her brother this year and familiarized herself with the goodbye song and loves dancing and story time. She's been doing activities at home that EHS has supplied. I think Ms. Tanya has done an exceptional job with the kids. She is always pleasant, cherry, kind and understanding. I love how she can turn a student negative experience in the morning around with love and understanding. Ex. Some kid was so sad because he had been yelled at and she understood his feelings and made recommendations that were positive and helpful, she validates students' emotions. I love that. Kids have a safe space.
18. No Comments
19. Little Bit longer zoom sessions. Zoom sessions first thing in the morning can be an odd time of the day when your days has already started and your engaged in something else. Pro: Safe from COVID transmission; Con: No social interaction with kids of own age. 20 minutes a day is not much compared to an actual school day. No
20. The online class is definitely better than having no class. My daughter enjoys the interaction. I would love for her to be on-site. She needs the on-hand interaction with teacher and other students.
21. Everything is perfect. Distractions from multiple siblings in a small apartment. No. Thank you.
22. You're doing a great job. It was easy. Just need to get up and in class. The kids don't pay much attention at home and do the work. No.
23. Supplies. It was difficult for our family to do online learning. Pro was that at least they got some instruction. Nope.
24. Child not engaged with Zoom too young. Working parents not home to do Zoom. Prefer homework packets and meals.
25. Prefer onsite. Muah can't do Zoom while Dad and I are working. If we have to then homework and at home activities are preferred. My daughter was on Zoom until we accepted an onsite position. She loved it. Loved her teachers. I was working at home at the time.
26. Zoom and supply pick up. It is very difficult for my children to get quality education sessions though distant learning.

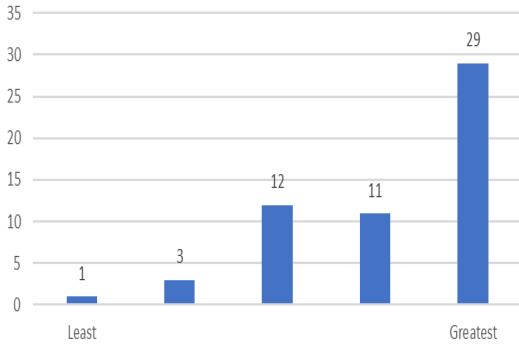
81% of the 2020-2021 Parent Survey participants completed the activity of putting the following Service Areas in order of importance from 1-10, where 1 is the most important to you and 10 is the least important.

- Preschool Program (School Readiness, Culture and Tribal Language Preservation and Revitalization)
- Child Passenger Safety
- Health and Safety (Fire Prevention, CPR and First Aid/AED training)
- Overall Family Wellness (Nutrition, Fitness, Health and Mental Wellness)
- Transportation
- Housing
- Formal/Informal Community Support (Social Services, Medical, Medicare, faith-based & Volunteer Activities)
- Employment/Jobs
- After School Program
- Before School Program

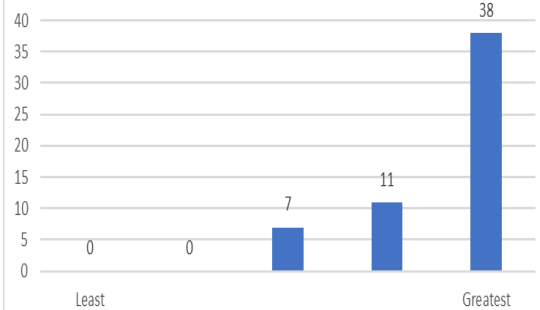


**Bishop Indian Head Start Planning for Program Years 2020-2025
Outcomes from the 2018-2019 Community Survey-(58 surveyed)**

An afterschool program for preschool age children to Kindergarten age(ages-3-6).

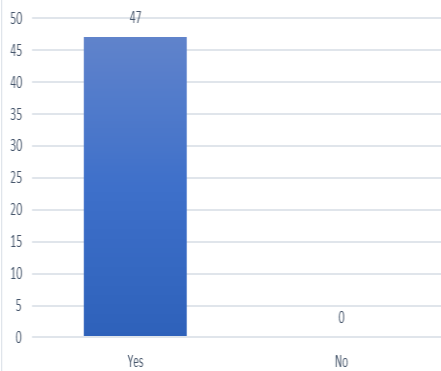


A year-round Tribal childcare center not based on income for preschool age children to Kindergarten age (ages-3-6).

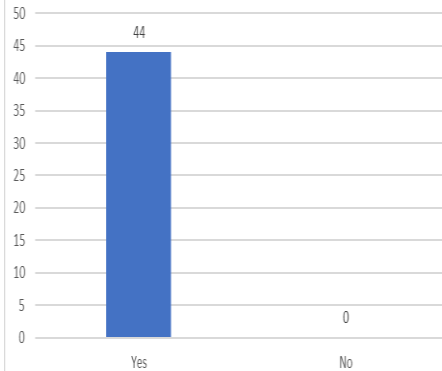


Do you feel BIHS needs additional staff in the following educational areas?

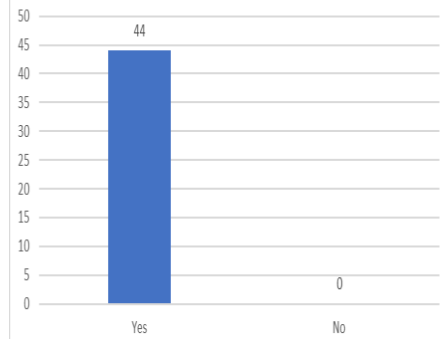
Bishop Paiute Language Onsite Teacher?



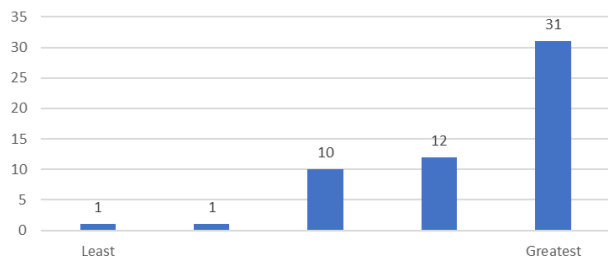
Cultural Physical Fitness Instructor?



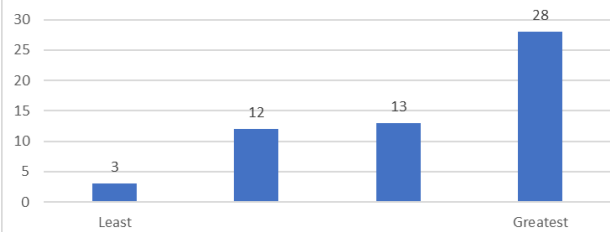
Onsite Positive Parenting Coach/Behavior Specialist?



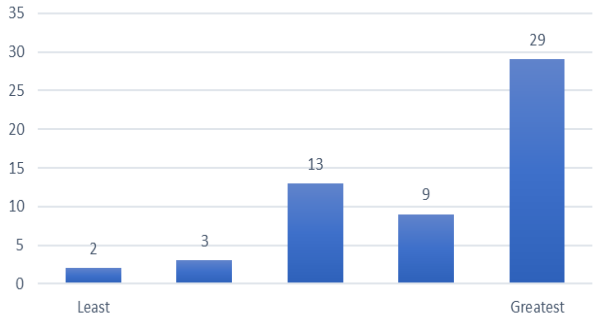
Nutrition Classes based on Native American Culture.



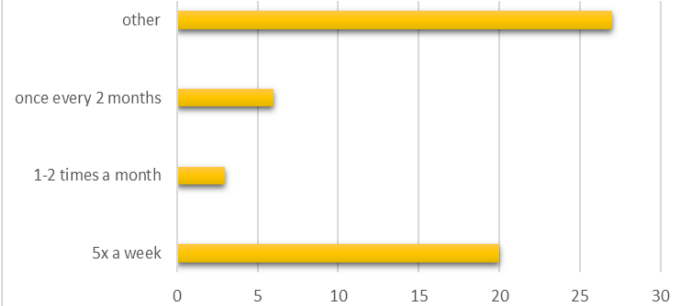
Continual Parenting Classes related to the needs of our families (parenting, overall wellness, recovery).



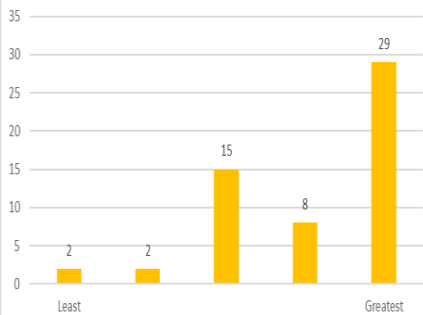
Weekly Talking Circles for Mothers, Fathers and Guardians who are in crisis?



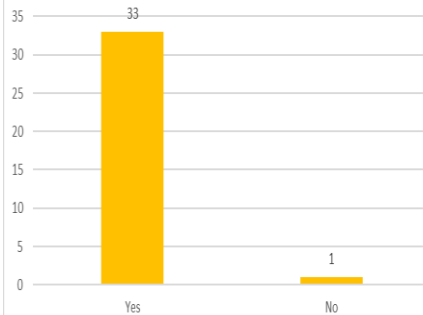
How frequently do you visit BIHS Facility?



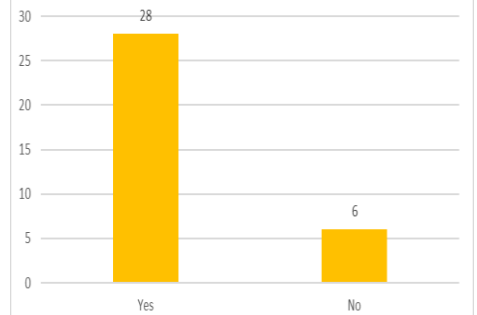
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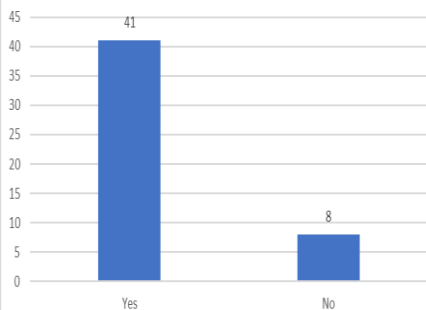
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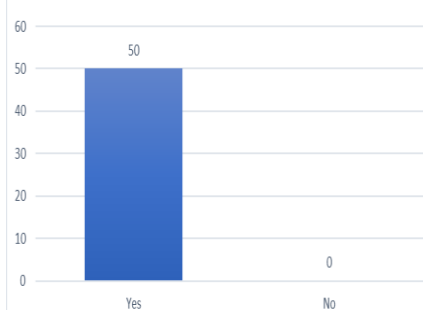
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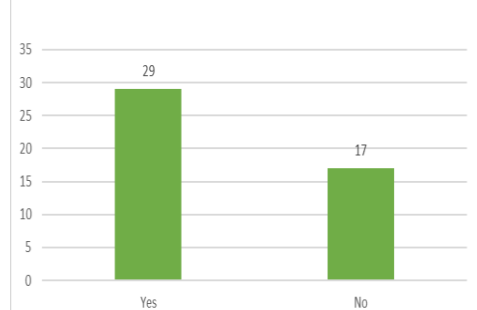
Do you plan to visit BIHS facility in 2019?



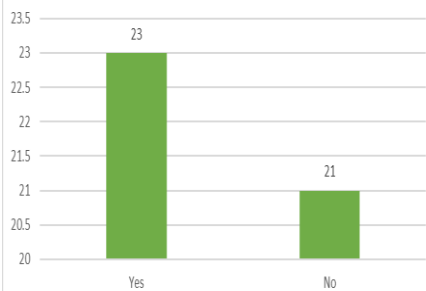
Would you recommend BIHS to a family member or friend?



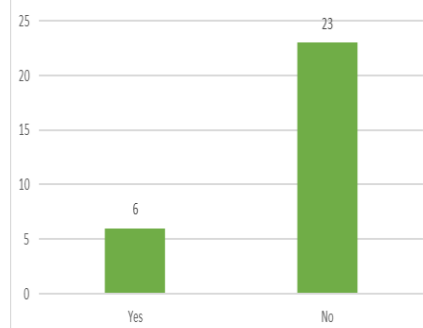
Are you interested in the field of child development?



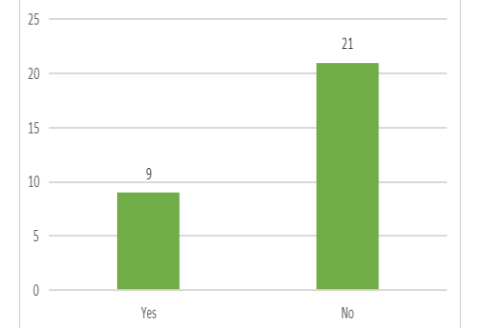
Would you be interested in working as a temp or volunteer employee to gain child development experience?



Would you be interested in a sub or temp cook position?

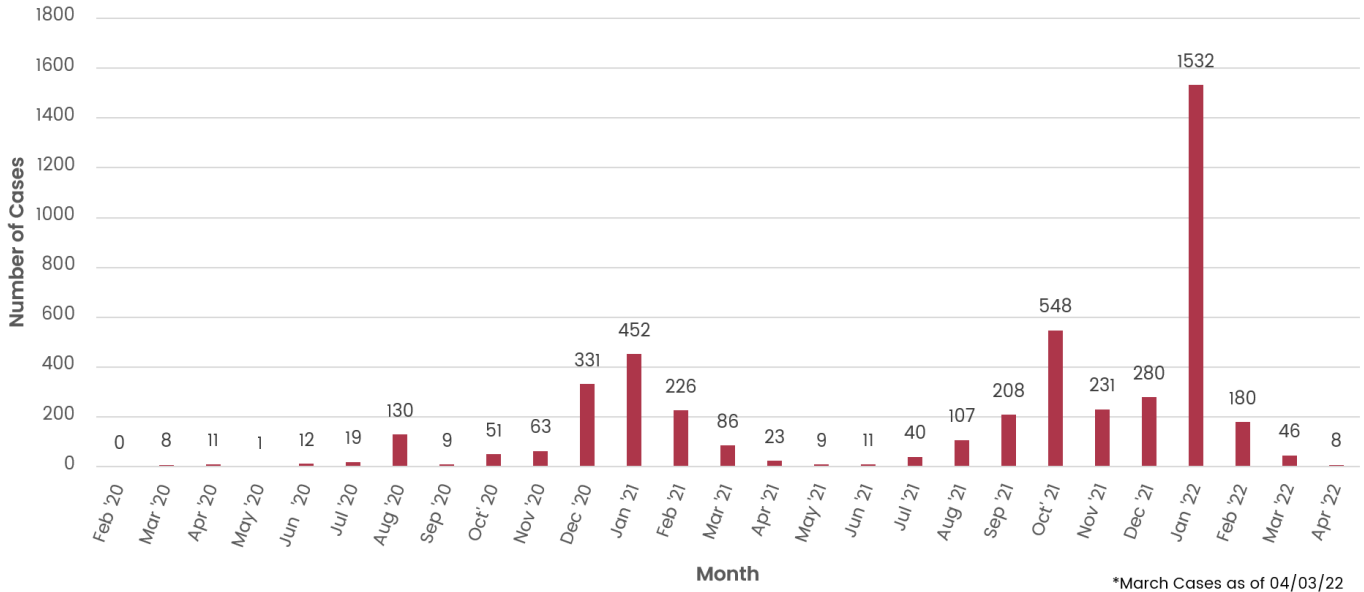


Would you be interested in training as a sub school bus driver?



<p>Would you be interested in sharing a talent or craft with our children, families or both?</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>14</td> </tr> <tr> <td>No</td> <td>17</td> </tr> </tbody> </table>	Response	Count	Yes	14	No	17	<p>Would you be interested in becoming a volunteer Community Representative for our BIHS Policy Council? If yes, please share why.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>13</td> </tr> <tr> <td>No</td> <td>17</td> </tr> </tbody> </table>	Response	Count	Yes	13	No	17
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<p>Comments: Would you recommend BIHS to a family member or friend?</p>	<p>Comments: If your visit was to enroll and participate in the BIHS program, how might we have made it more memorable?</p>	<p>Comments: Please share any additional comments or suggestions.</p>											
<p>The teachers are awesome and staff. Great director. BIHS is great! I an a foster mother and BIHS provides so much support for families. Excellent program. Great program. It's good to be involved. It's a good school. Love the staff, amazing team. 😊 Awesome school all around. BIHS has a awesome teachers excellent menu for kids, lots of activites for families and kids. Awesome school. The best head start program that I've seen. It's a cool place. Great educational curriculum and stuff! Great school. Great Pre-K prep w/ cultural lessons. The teachers are great and very helpful. Director is awesome! Very friendly staff almost like family. Very helpful in more ways to explain. Amazing teachers=) Will be visiting 2020.</p>	<p>More info advertisement. More parent involvement. Just friendly and open to questions. It has been great. It's always memorable. N/A best! My kids like it. Keep up the good work! It's always a pleasure. Maybe include a tour of the facility. Already an A+ school. I worked for headstart for years and you are doing a great job.</p>	<p>Children's safety first. It is a great pre-school. The staff is amazing and very supportive. Doing a great job! Thank you! Much better snacks for parents and grandparents at events. Wonderful gardens and great job with healthy food choices. You have a great staff and the work children are doing in their garden is great.</p>											

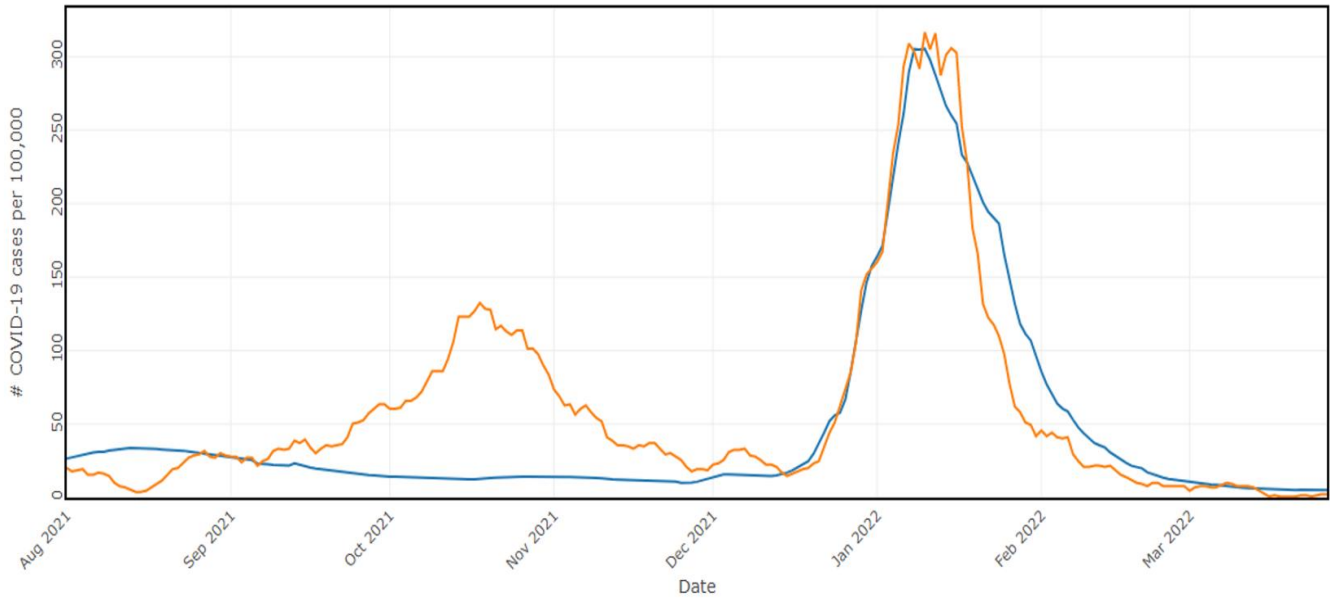
Total COVID-19 Cases



Case Rate per 100,000 per day (7-day avg. w/ 7-day lag) for: Inyo and California



as of: 04/06/2022



<https://www.inyocounty.us/covid-19>

End of 2020-2021 Annual Report-SCV