



2010

# Head Start Self Assessment



Presented by:

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Oglala Lakota College Head Start Program

490 Piya Wiconi Road

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***Mission of OLC Head Start Program:***

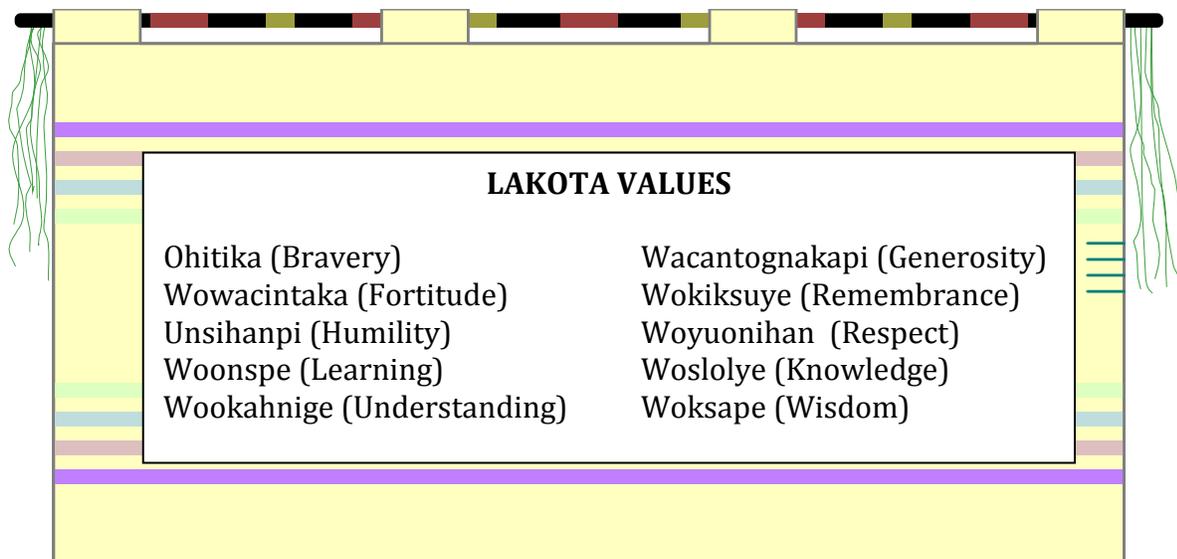
Provide a full range of services to meet the needs of Lakota children from 0-5 and their families on the Pine Ridge Indian Reservation addressing cognitive, emotional, physical, nutritional, mental health, and Lakota language and culture development of the children and the development needs of families.

***Summary of 2010 Self Assessment:***

It is the opinion of the grantee that the main concern of the program is to achieve full enrollment. Any issues that are identified in this report will, of course, be addressed by the appropriate content manager/coordinator as part of their continuous improvement efforts and ongoing monitoring at the centers. It is the belief that concentrated efforts must be made to move the program towards satisfying the enrollment of the preschool slots. There is no separate action plan for this Self Assessment, because a detailed Final Plan and Timetable for Underenrollment has already been developed by the grantee and submitted to OHS in August 2010. This plan will continue to be used as the guide to fulfill the enrollment issues.

***Background:***

The Oglala Lakota College (OLC) was awarded the grant to provide services to children and families on the Pine Ridge Reservation in the fall of 2005. To get services to children as early as possible from receiving the grant award, the program began opening centers within the Pine Ridge Reservation between late October and November of 2005. The Head Start program is part of a larger tiospaye—or extended family. The infant, toddler and preschool programming are part of the Oglala Lakota College system which is chartered by the Oglala Sioux Tribe. Its mission is to provide educational opportunities that enhance Lakota life. These opportunities include: community services; certificates; GED; associate, bachelor, and graduate degrees. Oglala Lakota College provides a framework of excellence for student learning of knowledge, skills, and values toward a piya wiconi—a new beginning for harmony in fulfillment of aspirations and dreams. Oglala Lakota College is committed to continuous improvement and is creating Oglala Lakota University through outstanding teaching, research, community service and assessment. To fully appreciate the assessment process one must always be mindful of the values of the traditional Lakota culture. The College strives to practice and teach the values of traditional Lakota culture in all of their work.



***Adapting the self-assessment toolkit:***

Below is a list of resources and partners that have assisting with the assessment activities.

- **Progress from previous Self Assessment** - Each appropriate manager/coordinator reviewed their content area and progress from the previous Self Assessment process. These results are included in the narrative of this report.
- **Indian Health Services/Model Tribal Health Code.** The Pine Ridge Service unit, Division of Environmental Health Services and Office of Environmental Health and Engineering conducts annual health and safety inspections, as well as food service surveys. This service has been utilized by the Oglala Lakota College Head Start program since its inception and continues to be an important partner in maintaining safe environments for children, families and staff of the programs and center. Comprehensive reports are conducted annually in Facility Survey and Food Inspection Survey at all of the preschools sites and Early Head Start sites. The service unit has also provided consultation during each renovation and construction of new facilities since 2005. These reports highlight the non-compliance violations and the critical violations. The findings were compiled and results included in this report. These reports and updates for completion of needed compliance issues are maintained in the OLC HS Director’s office located at the Piya Wiconi site at the Administrative offices.
- **District Wide Assessment Survey.** A comprehensive survey was completed throughout all nine districts of the Pine Ridge Reservation during 2010. Hundreds of individuals comprising of Community Partners, Concern Community Members, Employees, Former OLC college students, Grandparents/Elders, Parents, Relatives of Students, Staff (that are also parents of enrolled children) and Teacher/Educators. These surveys were compiled, reviewed and analyzed to determine the strengths, needs and plans for improvement. The results are compiled into this narrative report, but the individual results are maintained in the Community Assessment binder with the original documentation submitted by parties involved in the District wide survey effort.

- **USDA Monitoring Reports and Audits.** Food Service - Monitoring Reports for operation of the Child and Adult Nutrition Program (Original monitoring reports are maintained by the Nutrition Manager at the OLC main administrative office). As part of the contract with USDA, and in addition to the food surveys conducted by I.H.S., regular monitoring visits are conducted to assess the food service activities at each of the centers sponsored by the OLC Head Start program. Last year, the CANS program forwarded a letter to the college notifying their compliance with USDA and the reimbursement program. The program was placed on the regular schedule after their recent review. There is no further need to assess the program on an annual basis. The nutrition manager and assistant provide regular monitoring visits to each kitchen as defined in the USDA Food service rules. The Nutrition Manager in the administrative building at Piya Wiconi maintains the copies of the actual monitoring reports.
- **Head Start Enterprise System** – The OLC Head Start program regularly enters information into this website as required by Office of Head Start. This data has been collected and entered by various staff into the programs software system and the pertinent numbers are then entered into the Enterprise system for review.
- **Risk Management Meeting** – Conducted on January 12, 2011, the grantee, OHS and AIAN conducted the annual RMM call. The RMM report was dated January 31, 2011 and sent to the grantee (via BOT Chair Newton Cummings and dated February 7, 2011). Following task is the only resulting item assignment that required follow up.
  - RMM Task 1 Description: A conference call will be held in regards to how Oglala and Badlands Head Start can work together and collaborate. OHS will meet with the Region 8 first and then schedule a conference call with staff, ICF and Oglala will be included. **Date: TBD. Assigned to: Michelle Yankton, Lula Howard, Nin McFadden, Donald Wyatt, ICF.**

## ***Progress on Previous Self Assessment Areas of Improvement***

### **HEALTH SERVICES**

*Areas for improvement:* 2007-08 PIR – 132 children or 28% are listed as overweight.

*Progress:* The staff has received training on physical development and ways they can try to get the children more active during play time outside. During the cold months they have the tot bags to promote large muscle and gross motor activities to encourage physical development.

*Policy and Procedures:* No policies and procedures were developed as a result of this area of improvement, but the classrooms lesson plans includes outdoor activity time and during the colder months they include inside large muscle/ gross motor activities to engage the children in physical activity. Education manager monitors lesson plans during the portfolio checks and lesson plans reviews are also included on the Admin center/classroom check lists.

## **NUTRITIONAL SERVICES**

*Areas for improvement:* Regular evaluations throughout the year and increase staff knowledge of Federal regulations.

*Progress:* All staff received annual orientation into the Head Start Performance Standards at the beginning of the school year. In addition, all food service staff received the following training as part of the state USDA requirements.

1. Completing the claim for reimbursement
2. Meal counting requirements
3. Civil Rights requirements
4. Meal Pattern requirements for children ages 1-12 years old.
5. Creditable Foods
6. Monitoring requirements and the job of a monitor
7. Infant Feeding Requirements
8. Free and Reduced price meal application requirements
9. Production Records
10. Record keeping requirements
11. Survival Guide (day to day operations)

Videos/DVD's were used and viewed along with packets for them to review. After each video, a test was administered and monitoring by the Nutrition Manager and assistant. The states were returned to the state and certificates were mailed to those that passed the exams. A follow up was conducted with the new staff and those that did not pass their 2010 exams. There were 12 cooks in attendance. Those exams were also mailed back to the state and graded as well.

*Policy and Procedures:* No policies and procedures were developed as a result of this area of improvement

## **SAFE ENVIRONMENTS**

*Areas for improvement:* 1) All centers need steam cleaners in order to maintain and properly clean the carpeted areas in each indoor environment. 2) Promotion of healthy hygiene practices among the staff and children.

*Progress:* 1) As budget allows, carpet cleaners will be purchased so that at least every district will have a cleaner at their disposal to use at the classrooms located within that district. This would reduce the number of cleaners having to be purchased, and allow for a more effective machine to be purchased for the floor coverings. 2) Cleaning policies are in place along with classroom cleaning logs that are monitored on a regular basis. The Health coordinator sends out flyers to the centers to send home good regarding hygiene practices that are encouraged and practice at the center and should be used at home. Two Public Health Nurses from Indian Health Services came in and went over communicable diseases, health checks, good hygiene, prevention, and medications. Joe Amiotte covers cleaning and sanitation during his Food Handlers training and I.H.S. model code training each year during orientation.

*Policy and Procedures:* A modified policy will be developed to include proper hygiene for illnesses. Once completed it will be presented to the next policy council for their review and approval.

### **TRANSPORTATION SERVICES**

*Areas for improvement:* 1) Substitutes needed for monitoring and extra drivers needed when absences occur throughout the year. 2) Regular on board observations for drivers annually. 3) Parent involvement

*Progress:* Increasing parent involvement in transportation services has been difficult. There are still families that transport their children to the center, but with fuel costs increasing again, this may not be the case for some families not able to afford the extra increase.

Staff in other departments have been taking the SD CDL test and become sub bus drivers, yet the struggle of hiring permanent staff is still ongoing.

*Policy and Procedures:* No policies and procedures were developed as a result of this area of improvement

### **DISABILITIES SERVICES**

*Areas for improvement:* 1) 10% minimum of children on IFSP/IEP; 2) Transition of children into kindergarten; 3) Planning appropriate activities; 4) Tracking screening and IEP/IFSP's

*Progress:* There is a working MOU with Shannon County Birth to Three which is the agency that provides services for our Early Head Start children on an IFSP. The program has increased the communication with parents when a child is screened. The parents receive a letter from OLC Staff regarding the results of the screening, and invite the parents to meet with us regarding the results and if necessary give us permission to refer the child for further evaluation. If the child is evaluated and found to need an IEP or IFSP developed the Disabilities coordinator or other OLC staff attend the IEP or IFSP meeting. All IEP and IFSP's are now being entered into the PROMIS program and we are beginning to run monthly reports to monitor numbers more closely. We have 18 children on an IFSP and 42 children on IEP's, which has increased from the 2010 PIR information. We are continuing to complete with several pre-school special education programs in Shannon County and Bennett County. In January we contact all of the parents of graduates requesting they provide us with information regarding where their child will be attending Kindergarten and meet with those schools to set up transition activities. The program provides chaperones and transportation to the transition activities and invite parents to attend the activities also. Parents of children on an IEP are also a part of this procedure and are given the opportunity to have their child's IEP transferred to the school they are attending in the event the elementary school would like to provide extended school year activities for the incoming kindergarteners. Last year 81% of our graduates participated in

Kindergarten transition activities with various schools. During January/February, the Education/Disabilities Coordinator meets with each elementary school to plan dates, times and activities that will be provided for the OLC Head Start graduates. The program has also revised our screening and referral process so we can monitor those children who should have further evaluations and are contacting parents so they will give us permission to refer them.

*Policy/Procedure:* Have been or in the process of being written and are schedule to go to Policy Council in February 2011.

### **FAMILY AND COMMUNITY SERVICES**

*Areas for improvement:* 1) Increase HSAC communications to staff; 2) Transition planning for children moving onto kindergarten; 3) Parent Involvement; 4) Family Partnership participation

*Progress:* Information is shared with the staff once it is gathered from the HSAC meeting. Notices are sent out to all centers and shared with parents to encourage parent involvement. There have been some parents that have shown initial interest in participating with the HSAC meetings, but none have participated to date. Parent involvement continues to be a challenge, but the program continues to invite families and offer transportation to the HSAC meetings, health services including vision and hearing.

*Policy and Procedures:* No policies and procedures were developed as a result of this area of improvement

### **EDUCATION AND EARLY CHILDHOOD SERVICES**

*Areas for improvement:* 1) Identifying developmental levels of children and planning appropriate activities; 2) More staff and subs; 3) Communication between staff and administration; 4) Classroom management, lesson plan development and referral processes

*Progress:* OLC Head Start and Early Head Start began using the GOLD Assessment System from Teaching Strategies in the fall of 2010. July 6 through 9, 2010 (32 hours) Early Head Start Staff received training from Creative Curriculum and the GOLD Assessment System; July 26 through 30, 2010 (40 hours) Head Start Staff received training from Creative Curriculum and the GOLD Assessment System.

*Policy or procedure changes:* Transition procedure has been refined and policy written – will be presented to Policy Council in February 2011.

### **FISCAL MANAGEMENT**

*Areas of Improvement:* Auditor bid for contract

*Progress:* BOT requests bids for auditor every three years.

*Policy or procedure changes:* Updated to reflect new guidelines.

### **PROGRAM DESIGN AND MANAGEMENT**

*Areas for improvement:* 1) Staff need to continue with classes offered through OLC to obtain their college degrees (AA and BA).

*Progress:* Classes are offered throughout the year as part of the regular OLC calendar of coursework. Special intensive coursework is offered during the summer to move staff through their formal degrees as an accelerated pace.

*Policy and Procedures:* No policies and procedures were developed as a result of this area of improvement

### **ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT AND ATTENDANCE**

*Areas for improvement:* Achieve full enrollment

*Progress:* Refer to Final Plan and Timetable for Underenrollment

*Policy and Procedures:* No policies and procedures were developed as a result of this area of improvement.

## ***2010 Self Assessment Findings***

### **HEALTH SERVICES**

The partnerships with Indian Health service providers, as well as the programs own professional development to conduct screenings has led to more children being diagnosed and treated for chronic health care problems.

According to the 2010 PIR, the number of children leaving the program with an ongoing source of continuous health care jumped from 234 at enrollment to 462 at the end of the year. The number of children receiving medical services from Indian Health Services also doubled from the beginning of the year to the end of the year. There were 90 children that were diagnosed with chronic medical conditions that received care during their enrollment in the program. The largest percentage was vision (18%); hearing (3%) and asthma (2%).

The number of children with continuous dental care also doubled from enrollment to end of year. 23% of children examined needed and received follow up dental treatment during the year.

*Areas for improvement:* Ensure that the information entered into the Program Information Report reflects the health status of the children to ensure follow up and completion of health services provided to children.

### **NUTRITIONAL SERVICES**

The Pine Ridge Service Unit of Indian Health Service conducts annual inspections and food service surveys at the facilities of the Head Start and Early Head Start centers throughout the nine districts on the Reservation. Joe Amiotte, Supervisory Sanitarian, submitted a letter and surveys for the 2010 surveys. The surveys were conducted in the fall and winter of 2010. The following code and standards are used in the surveys: The Food and Drug Administrations 2001 Food Code, The national Fire Protection Associations Life Safety Code and the Model Tribal Health Start Health and Safety Code.

These comprehensive environmental health survey reports (available through the Transportation/Facilities manager and the HS Director) identify health and safety concerns at each of the Head Start/EHS facilities. The surveys are conducted in accordance with the Model Tribal Head Start Health and Safety Code. All findings, both critical and non-critical are listed in the reports and are used to prioritize the correction actions to gain compliance with the Code.

The food establishment survey report is the local environmental health program document regarding compliance of the established with FDA requirements. The goal of the report is to clearly, concisely, and fairly present the compliance status of the establishment and to convey compliance information to the permit holder or person in charge at the conclusion of the survey. The Food Establishment Survey Report forms is provided as a guide for use during routine, follow up and investigative survey.

The number of critical violations has been completed eliminated from the college taking over in 2005. Although there have been non-critical violations, these numbers have remained steady throughout the reviews.

It is important to note that the 2009-2010 inspections were the first year since the college took over that NO CRITICAL VIOLATIONS WERE FOUND. In addition, there were four of the thirteen facilities that were 100% in compliance with the Food Safety Surveys. In previous years, there was only one center during two different years that had 100% compliance. This means that 31% of the centers were 100% in compliance with the critical and non-critical violations!

The non-critical violations that occurred during the current assessment year included items like: Fire Extinguisher tag needed inspection; chemicals improperly stored; food labelled (4 instances); availability of test strips for sanitizer (3 instances); plumbing; freezers needing repair (2 instances); cutting boards needing to be replaced (2 instances); personal space available for staff; regular cleaning and maintenance of food services areas; more food storage space needed. The table below shows a historical and current view of the number of critical and non-critical violations.

IHS Food Survey Deficiencies								
	2005-2006		2006-2007		2007-2008		2009-2010	
Center:	Critical	Non-Critical	Critical	Non-Critical	Critical	Non-Critical	Critical	Non-Critical
Allen HS I			0	2	0	2	0	1
Kyle EHS			0	1	0	2	0	0
Kyle HS I & II	0	4	0	2	0	1	0	0
Manderson Early HS	1	1	2	2	0	2	0	0
Manderson HS I & II	1	4	2	2	0	1		
Martin HS I & II	0	2	0	2	0	2	0	3
Oglala Early HS	2	4	0	1	0	7	0	3
Oglala HS I & II	1	2	1	0	0	1	0	3
Pine Ridge Early Head Start			0	3	0	4	0	6
Pine Ridge I – IX			0	4	0	6		
Porcupine EHS	0	1			1	5	0	2
Porcupine HS	1	0			0	3		
Red Shirt HS I			0	0	0	1	0	3
Wakpamni HS	0	3	0	1	0	1	0	0
Wanblee I & II			0	4			0	1
Wounded Knee HS I & II	0	1	0	0	0	0	0	1
<b>TOTALS</b>	<b>6</b>	<b>22</b>	<b>5</b>	<b>24</b>	<b>1</b>	<b>38</b>	<b>0</b>	<b>23</b>

*Areas for improvement:* Continue to work towards 100% compliance to reduce and eliminate the critical and non-critical violations in food service provided by the Head Start and Early Head Start centers and classrooms. Work orders are loaded on the OLC Head Start website and can be completed by centers and submitted to the maintenance staff for timely review and corrections.

**SAFE ENVIRONMENTS**

Environmental Survey results: The number of critical violations went from 136 in the 2005-06 reports to 20 critical violations in the 2007-08 year. The number of non-critical citations were reduced from 524 in 2005-06 to 64 in 2007-08. There were four facilities that received the facility survey in the 2010 time period. These four are listed in the chart below.

<b>IHS Facility Survey Comparison Deficiencies</b>								
<b>Centers</b>	<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>		<b>2009-2010</b>	
	<b>Non Critical</b>	<b>Critical</b>	<b>Non Critical</b>	<b>Critical</b>	<b>Non Critical</b>	<b>Critical</b>	<b>Non-Critical</b>	<b>Critical</b>
Allen HS I	24	8	4	2	1	1		
Kyle EHS	14	3	18	3	6	0	7	2
Kyle I & II	28	8	10	8	6	0	3	1
Manderson EHS	9	3	12	2	2	7	9	2
Manderson I & II	15	1	8	1	8	1	0	5
Martin I & II	14	1	3	1	5	3		
Oglala Early Head Start	11	6	6	0	1	2		
Oglala I & II	29	7	6	1	4	0		
Pine Ridge Early Head Start	17	5	9	2	7	1		
Pine Ridge I - IX	281	80	72	36	6	3		
Porcupine HS			19	11	2	1		
Porcupine EHS					5	1		
Red Shirt HS I	16	0	3	0	2	0		
Wakpamni HS I	10	3	5	2	3	0		
Wanblee I & II	37	9	6	3	0	0		
Wounded Knee I & II	19	2	1	1	6	0		
<b>TOTAL</b>	<b>524</b>	<b>136</b>	<b>182</b>	<b>73</b>	<b>64</b>	<b>20</b>		

*Areas for improvement:* Continue to work towards 100% compliance to reduce and eliminate the critical and non-critical violations regarding the Environmental comprehensive surveys by the Head Start and Early Head Start centers and classrooms. Work orders are loaded on the OLC Head Start website and can be completed by centers and submitted to the maintenance staff for timely review and corrections.

**TRANSPORTATION SERVICES**

The program continues to include regular bus purchases in the operating budget of Head Start. The buses are assessed to determine which will be replaced as a priority based on road

worthiness. There were three buses that were purchased and replaced in 2010. Recruiting and hiring drivers still remains to be a challenge on the reservation.

*Areas for improvement:* Extend recruitment efforts for hiring drivers to provide transportation services to children served in both Head Start and Early Head Start.

### **DISABILITIES SERVICES**

Although the EHS program has been able to achieve and exceed the required enrollment for children on an IFSP, the Head Start program is just over 7% of their enrollment for children on an IEP. Continued efforts are being made to increase this number to 10% of the enrollment. If full enrollment was a possibility it is a belief that the number of children with disabilities would also increase.

*Areas for improvement:* Work to recruit and enroll additional children in the preschool Head Start services to meet the minimum enrollment of 10% of children with disabilities. Increase communication among service providers serving this population.

### **FAMILY AND COMMUNITY SERVICES**

From the surveys that parents completed in the District Wide Assessment, it is clear that families on the Pine Ridge reservation face many obstacles to obtaining self-sufficiency. The program has always been challenged in getting families involved with the services, but given the responses to some of the questions posed in the survey, parents face many obstacles before being able to be involved in Head Start services.

*Affected your family in the last year?*

38% experienced a death of a family member

30% unable to find housing

*Family members that has experienced health issues?*

38% Diabetes

37% Asthma

26% Alcohol/Drug Abuse

26% High Blood Pressure

24% Cancer

*Primary case of unemployment*

71% Not enough job

32% Lack of Education and Lack of Transportation

*Primary case of transportation barriers*

55% Lack of reliable/affordable vehicle

54% Gasoline prices

44% Condition of roads

54% Gasoline prices

*Challenges facing youth on the reservation?*

46% Alcohol/drug use in family

- 45% Alcohol/drug use by youth
- 38% Lack of Role Models
- 32% Gang related activities

Challenges facing adults in the community?

- 62% Unemployment
- 47% Lack of education
- 46% Alcohol/Drug Abuse by Adult

The family helpers continue to reach out to families to connect them to necessary services in the community, but many are experiencing budget cuts that impact their ability to provide critical services to families in need.

*Areas for improvement:* Better documentation of Family Helpers efforts ensuring services, referrals and follow up is provided to families requesting assistance. This information needs to be accurately reflected in the tracking system software and then translated into the Program Information Report for accurate reporting.

### **EDUCATION AND EARLY CHILDHOOD SERVICES**

Staff received training from Creative Curriculum in the summer on the Creative Curriculum and the GOLD Assessment System. Implementation of the curriculum and GOLD assessment system will be included in the regular and ongoing monitoring efforts of the classrooms to measure success of each classrooms and staffs implementation for their assigned children.

The Teaching Strategies GOLD Assessment System is a seamless, ongoing, observation-based assessment system for children birth to age 6. As children transition from one age-group to another, educators can view and monitor children's development and learning as a continuous progression. This assessment system is more flexible then others, in that it can be used with any developmentally appropriate curriculum.

There are four components to the new system that staff received orientation to:

*Objectives for Development & Learning: Birth to Age 6*

*Child Assessment Portfolio*

*Assessment Opportunity Cards*

*On-the-Spot Recording Tool*

These are the primary purposes of Teaching Strategies GOLD:

- 1) Observe and document children's development and learning over time.
- 2) Support, guide, and inform planning and instruction.
- 3) Report and communicate with family members and others.
- 4) Identify children who might benefit from special help or further evaluation.

*Areas for improvement:* Provide support to all staff implementing the new GOLD assessment system through ongoing site visits and observations and review of documentation.

## **FISCAL**

Each year the college received a financial audit. The report of the Financial Statements and Independent Auditor is submitted to the college each year. The auditor conducts this process in accordance with auditing standards generally accepted in the USA and the standards applicable to financial audits contained in the Government Auditing Standards issued by the Comptroller General of the United States. Those standards require the audit plan and perform the audit to obtain reasonable assurance about whether the general purpose financial statements are free of material misstatement. The audit includes examining, on a test basis evidence supporting the amounts and disclosures in the financial statements. It also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall general purpose financial statement presentation. The final audit reports are available through the Chief Financial Officer, Arlene Quist and have been loaded to the Head Start Enterprise system. Any findings, questioned costs and resulting correction action plans are the responsibility of the grantee and the business office of OLC. Using the 2008 Audit as an example, these were the Significant Deficiencies – Not Considered Material Weaknesses.

- 1-2008. FINDING: Segregation of Duties
- 2-2008: Davis -Bacon Requirements
- 3-2008. FINDING: Unapproved Change of Grant Purpose
- 4-2008: Eligibility (National Science Foundation grant)
- 5-2006. FINDING: Character Investigations (Head Start)

In the 2009 Fiscal Audit, these are the results:

- 1-2009. FINDING: Account Reconciliations
- 2-2009. FINDING: Eligibility (Student Financial Aid and Federal PELL Grant Program)
- 3-2009. FINDING: Matching (Head Start)
- 4-2009. Payroll Certifications and Payroll Activity Report (US Dept of Ed, Head Start, & National Science Fund)

Details of the audit are available on the report and includes the criteria, effect, questioned costs, recommendations, and response/correction Action Plan for each finding.

*Areas for improvement:* Share the audit information with staff that impacts their job responsibilities to ensure that they are helping to contribute to the correction action needed to remove the audit findings from future reports.

**PROGRAM DESIGN AND MANAGEMENT**

According to the PIR data submitted for the 2010 school year, the percentage of preschool classroom teacher assistants that meet the degree/credential requirements of Section 648A.(2)(B)(iii) that become effective September, 2013 is 100%. In comparison to the 71.33% that are staffed with other Region 11, AIAN only programs in South Dakota. For the percentage of preschool classroom teachers that meet the current degree/credential requirements of Section 648A.(3)(A), OLC has an 84.62%, complete with state AIAN programs with 88.61%. In order to continue to serve children and staff classrooms, staff must attend classes in addition to their work day. The program has attempted to offer special intensive coursework to accelerate their completion rates, but students must also balance their families, in addition to their work load and classload. It is important to highlight the table below that compares the salaries and turnover rate of the OLC Head Start program compared with South Dakota, Region II/AIAN and National averages. OLC is offering competitive salaries for educational positions and the teacher turnover is lower than all but the national average.

**PROGRAM INFORMATION**

	90C19804	South Dakota	Region 11 - AIAN	National
Classroom Teacher Average Salary - with Baccalaureate Degree	\$28,847.00	\$22,872.33	\$31,768.26	\$29,269.77
Classroom Teacher Average Salary - with Associate Degree	\$28,041.00	\$22,491.56	\$25,699.10	\$26,006.42
Classroom Teacher Average Salary - with CDA	\$25,264.00	\$19,458.44	\$23,467.60	\$22,321.07
Teacher Turn Over	15.56%	18.03%	17.33%	10.93%

Between 2008 and 2010, there were 3 administrative staff that received degrees; four Family Helpers that received degrees and 20 teachers receiving an AA in Early Education and one staff receiving bachelors.

*Areas for improvement:* Document staff efforts in meeting their coursework through the professional development planning processes with the Personnel Department and the immediate supervisor of the staff requiring a plan. Review the plans with staff each year during their annual evaluation process to keep them on track with their educational responsibilities.

**ERSEA-ELIGIBILITY, RECRUITMENT, SELECTION, ENROLLMENT AND ATTENDANCE**

The program has not been able to satisfy full enrollment since taking over the Head Start program. This issue has resulted in the college submitting a Plan and Timetable for Underenrollment to the Office of Head Start. This plan was submitted to Nina McFadden and follow up was conducted during the 2011 RMM call with OHS and ICF.

The plan was in response to the teleconference conducted between the grantee and the AIAN program specialist and the ICF Training/Technical Assistance PDM Content Specialist on July 29, 2010, with the subsequent OHS letter dated August 2, 2010. The Final Plan and Timetable was to address the underenrollment issues of the Oglala Lakota College Head Start program in

accordance with Section 641A(h)(3) of the Head Start Act (as amended December 12, 2007). The plan details corrective action steps and the 12 month timetable to address the under enrollment of the grantee. This plan can be accessed through the HS Director for review.

It is the grantee’s understanding that if the actual enrollment numbers of the program do not increase to meet 97% (496 HS children) of the funded enrollment 12 months from the date of the plan, the Secretary may designate the grantee as chronically under enrolled; and recapture, withhold, or reduce the base grant for the program by a percentage equal to the percentage difference between funded enrollment and actual enrollment for the program for the most recent year the agency is determined to be under enrolled.

It is the feeling of the grantee, that the enrollment is the biggest concern of this years’ Self Assessment. This is further validated by the last two RMM calls with the Office of Head Start, the most recent conducted in January 2011, as well as the Enrollment reports that have been submitted on a monthly basis to OHS via the Head Start Enterprise System. Although the EHS program has not suffered the underenrollment issues of Head Start, the preschool services continued to be challenged by several issues. Additional preschool programs are providing some competition with the Head Start services and there is also a regional, non AIAN program serving the same targeted population of the Oglala Lakota College recruitment pool. Other services will be severely impacted if the result at the end of the timetable is a reduction of funding by OHS. This table represents the current enrollment data submitted to the Enterprise system.

 90CI9804 - Oglala Lakota College

**ENROLLMENT REPORT**

**ENROLLMENT**

<i>Month</i>	<i>Head Start</i>	<i>Early Head Start</i>	<i>Total Reported</i>	<i>Funded</i>
January 2011	421	100	521	611
December 2010	413	83	496	611
November 2010	423	87	510	611
October 2010	416	88	504	611
September 2010	387	92	479	611
August 2010	356	113	469	611

*Areas for improvement:* Regularly review the Final Plan and Timetable to ensure that the action steps are receiving follow up and completion. Continue to submit enrollment numbers on a monthly basis to the Head Start Enterprise system to provide accurate reporting to the Office of Head Start for their monitoring of the enrollment of both Head Start and Early Head Start.

## ***Strengthening the Program***

In the district wide surveys, participants were asked: ***When working with children & families, what do you believe are OLC Head Start/Early Head Start strengths?*** These are some of the responses.

- The children have a safe, healthy, learning environment, with good nutrition parents receive important information for medical needs etc for their children and families.
- Working with children; teaching them basic things of everyday life and getting prepared for entering school
- Providing the children with positive role models
- Providing them services especially health services
- In helping children and families with a place for children to learn, so parents won't have to stress over child care expenses
- More professional and ability to continue their education to provide staff with an opportunity to advance their education
- The special attention each individual receives
- Employee who love their jobs
- I believe their strengths pertaining to health, nutrition, and addressing problem areas through the professional development services in exceptional.
- It's a safe haven for the children, a good meal and safe warm environment
- Being strict and only accepting the best from employees
- Strengthen staff; working together
- Provide as much help for families as possible
- Their ability to stay strong for employees as well as families
- Giving the children a chance to interact with other children how to associate and be better learner as they go to school
- Putting the children and families first. Providing services, accountability in all areas of the Program
- Nutrition and family participation encouraged, healthy living
- Our strengths are that our kids are the most important. Our kids are our main interest and the staff
- Teaching our toddlers (grandchildren); social skills
- Giving the parents opportunities giving the children opportunities to learn and have fun while parents work/school.
- The program is all about the kids. Since the college took over it is no longer about staff or tribe needs.
- Reliability for children, feeding them meals/snacks, learning to play with other children, social skills
- Provide job for people in our communities
- Getting the parents involved with upcoming events (Parent Involvement)
- OLC HS is doing an excellent job in providing learning experiences for our young children
- Consistent care for infants and consistent education for 1-5 year olds
- Good teachers and teaching them the Lakota Language
- The strengths that OLC HS/EHS has are the ability to provide quality educational opportunities to our children and provide support and collaboration to parents throughout the process.
- Getting to know the children and educating them according to age appropriate curriculum. And working and becoming a partner with the parents, becoming a positive role model for them.

- The fact that there are people there to help out with the education of their young children. The ability to help out when needed.

### **Identifying resources**

Below is a list of some resources/partners that will support the program in addressing the areas of improvement and any subsequent professional development activities needed to satisfy the improvement areas.

<i>Resource</i>	<i>Areas of assistance</i>
<p>ICF, TTA Specialist</p> <p>Provides onsite and distance TTA to program.</p> <p>The program has not been able to secure onsite TTA from ICF. These are the topics and areas of assistance that OLC would like to request, but no onsite has been provided through ICF.</p>	<ul style="list-style-type: none"> <li>• Program Design and Management</li> <li>• Governance</li> <li>• PRISM and Self Assessment</li> <li>• Curriculum, Outcomes</li> <li>• Head Start Regulations, Performance Standards and Overview</li> <li>• Family Partnerships</li> <li>• ERSEA</li> <li>• Fiscal/Inkind</li> </ul>
Consultants	<ul style="list-style-type: none"> <li>• Supervision</li> <li>• ICWA – Suitability, Security / Child Abuse and Neglect</li> <li>• Creative curriculum and lesson planning</li> <li>• Other topics are deemed appropriate</li> </ul>
Indian Health Services	<ul style="list-style-type: none"> <li>• Environmental Health and I.H.S. Model Code for Head Start programs</li> <li>• Nutritionist - Meal service and feeding patterns</li> <li>• Dental</li> <li>• Pediatrics</li> <li>• Maternal Health</li> <li>• Food Handlers Training</li> <li>• Bloodborne Pathogens/OSHA</li> <li>• CPR/ First Aid certification</li> <li>• HIPPA and confidentiality in medical records</li> </ul>
Oglala Lakota College	<ul style="list-style-type: none"> <li>• Personnel Department – Human resources</li> <li>• Payroll Department</li> <li>• Procurement and Inventory</li> </ul>
OLC Early Childhood	<ul style="list-style-type: none"> <li>• CDA Training</li> <li>• Coursework for AA/BA/Masters programs for ECE</li> </ul>
OST Early Intervention	<ul style="list-style-type: none"> <li>• Disabilities – Nutrition services as well</li> <li>• Managing Challenging Behavior</li> <li>• Developing the IEP</li> <li>• Parental Rights</li> </ul>
USDA – CACFP	<ul style="list-style-type: none"> <li>• Productions Records</li> <li>• Reimbursement</li> <li>• Inventory</li> </ul>

**Certification Signatures:**

\_\_\_\_\_  
HS Director                      Date signed

\_\_\_\_\_  
Policy Council Chair      Date signed

**Date entered into Head Start Enterprise system: \_\_/\_\_/\_\_**