

COMMUNITY SERVICES CONSORTIUM GOVERNING BOARD EXECUTIVE COMMITTEE

July 29, 2020 – 10:00 am - 12:00 pm

Special Electronic Meeting

Connection via ZOOM and telephone: 1 253 215 8782 US (Pacific Northwest)
Meeting ID: 964 5526 9774

AGENDA

- I. CALL TO ORDER**
- II. CONFIRMATION OF A QUORUM**
- III. HEARING OF THE PUBLIC**
- IV. INTRODUCTIONS OF GUESTS**
- V. COMMENTS FROM THE CHAIR**
- VI. CHANGES OR ADDITIONS TO THE AGENDA**
- VII. ACTING EXECUTIVE DIRECTOR'S REPORT – Pegge McGuire**
 - A. Current COVID-19 Response Programs Update
 - 1. Rental Assistance
 - 2. Utility Assistance
 - 3. Subcontractors
 - 4. Shelter Issues and Operations
 - 5. Workforce and Education
 - 6. Career Tech High School/Polk County
 - B. Data/Information Technology Update
 - C. Facilities
 - D. Upcoming Opportunities

VIII. FINANCE – Connor Lyons

- A. Supplemental Budget 1, Fiscal Year 2020-2021 - Attachment 1

Action requested: Approve Supplemental Budget 1, Fiscal Year 2020-2021, by means of a Resolution.

- B. Statement of Activities – May 2020 – Attachment 2

Action requested: Accept May 2020 Statement of Activities.

IX. HEAD START – Dr. Suzanne Miller

- A. Governing Board/Policy Council Report – July 2020 – Attachment 3

Action requested: Approve Governing Board/Policy Council Report – July 2020.

- B. Operations Report/Statement of Revenues and Expenditures – May 2020 – Attachment 4

Action requested: Approve Operations Report/Statement of Revenues and Expenditures – May 2020.

- C. Head Start Annual Self-Assessment – Attachment 5

Action requested: Approve Head Start Annual Self-Assessment.

X. ADJOURN/CLOSE

MEETING CALENDAR

DAY	MONTH	MEETING	TIME	LOCATION
Monday	August 24	Executive Committee	2:00 pm - 3:00 pm	ZOOM
Monday	September 21	Full Board	10:00 am - 11:00 am	ZOOM
Monday	October 19	Executive Committee	2:00 pm - 3:00 pm	ZOOM
Monday	November 23	Full Board	2:00 pm - 3:00 pm	ZOOM
December – Optional Meeting – TBD				

Call Emely Day at Community Services Consortium (541-704-7643) concerning any needed communication and access accommodations for meetings.

COMMUNITY SERVICES CONSORTIUM

FY 20-21

SUPPLEMENTAL BUDGET #1

ADDITIONAL DETAIL ON EACH DEPARTMENT TAB FOR SIGNIFICANT CHANGES

FROM DEPARTMENT SUMMARIES - ON ATTACHED SHEETS.		Budgeted Expenditures	FTE - Budgeted	Revised Expenditures	Revised FTE	Change in Expenditures	Change in FTE
HOUSING & ENERGY SERVICES		10,986,326	38.27	16,109,480	40.85	5,123,154	2.58
LINN BENTON FOOD SHARE		10,174,406	8.00	10,174,406	8.00	-	-
CHILD DEVELOPMENT SERVICES		2,464,198	26.99	2,464,198	26.99	-	-
MISC Grants		700,936	0.90	700,936	0.90	-	-
WORKFORCE & EDUCATION		4,554,332	37.46	4,759,363	39.46	205,031	2.00
<u>INTERNAL SERVICE FUNDS:</u>							
ADMINISTRATION not spread to departments		Costs in depts M&S 202,658	9.39	202,658	9.39		
INFORMATION TECHNOLOGY Not spread, CSBG Revenue		Costs in depts M&S 75000	4.73	75000	4.73		
AGENCY TOTAL		29,157,854	125.74	34,486,040	130.31	5,328,185	4.58

Note: This format presents Budgeted Expenditures and FTE and REVISED Expenditures and FTE by department. The changes to be adopted in the FY21 Supplemental #1 are then broken down into budget categories and types of revenue.

Presented by:

Connor Lyons

CSC Finance Operations Manager

7/29/2020

COMMUNITY SERVICES CONSORTIUM
FY 20-21
SUPPLEMENTAL BUDGET #1

FROM DEPARTMENT SUMMARIES - ON ATTACHED SHEETS.	Expenditure Change by Category			Total Change	Source of Revenues				
	Personnel Services	Materials & Services	Capital Outlay		Federal	State	Local	Other	Total Revenue
HOUSING & ENERGY SERVICES	141,660	4,981,494	-	5,123,154	5,123,154	-	-	-	5,123,154
LINN BENTON FOOD SHARE									-
CHILD DEVELOPMENT SERVICES									-
MISC Grants									-
WORKFORCE & EDUCATION	115,031	90,000	-	205,031	54,986	150,045	-	-	205,031
<u>INTERNAL SERVICE FUNDS:</u>				-					
ADMINISTRATION				-					
not spread to departments				-					
<u>INFORMATION TECHNOLOGY</u>				-					
Not spread, CSBG Revenue									
AGENCY TOTAL	256,691	5,071,494	-	5,328,185	\$ 5,178,140	\$ 150,045	\$ -	\$ -	\$ 5,328,185

Presented by:
Connor Lyons
CSC Finance Operations Manager
7/29/2020

COMMUNITY SERVICES CONSORTIUM
FY 20-21
SUPPLEMENTAL BUDGET #1

DEPARTMENT NAME: Housing and Energy Services

GRANT NAME	GRANT #	Budgeted Expenditures	FTE - Budgeted	Revised Expenditures	Revised FTE	Change in Expenditures	Change in FTE
NEW / INCREASES:	Adopted	10,986,326	38.27	10,986,326	38.27	0	0.00
ESG-CV 1	6630	0	-	569,479		569,479	
First round of ESG funding related to CARES Act							
CARES - EA	6539	0	-	967,586	1.29	967,586	1.29
CARES Energy Assistance Funding							
CARES Rental Assistance	6529	0	-	3,586,089	1.29	3,586,089	1.29
CARES rental assistance funding							
DEPARTMENT TOTAL				16,109,480	40.85	5,123,154	2.58

Presented by:
Connor Lyons
CSC Finance Operations Manager
7/29/2020

COMMUNITY SERVICES CONSORTIUM
FY 20-21
SUPPLEMENTAL BUDGET #1

DEPARTMENT NAME:

Housing and Energy Services

GRANT NAME	GRANT #	Expenditure Change by Category				Source of Revenues				
		Personnel Services	Materials & Services	Capital Outlay	Total Change	Federal	State	Local	Other	Total Revenue
NEW / INCREASES:	Adopted									
ESG-CV 1	6630		569,479		569,479	569,479				569,479
First round of ESG funding related to CARES Act										
CARES - EA	6539	70,830	896,756		967,586	967,586				967,586
CARES Energy Assistance Funding										
CARES Rental Assistance	6529	70,830	3,515,259		3,586,089	3,586,089				3,586,089
CARES rental assistance funding										
DEPARTMENT TOTAL		141,660	4,981,494	0	5,123,154	5,123,154	-	-	-	5,123,154

Presented by:
Connor Lyons
CSC Finance Operations Manager
7/29/2020

COMMUNITY SERVICES CONSORTIUM
FY 20-21
SUPPLEMENTAL BUDGET #1

DEPARTMENT NAME: Workforce and Education

GRANT NAME	GRANT #	Budgeted Expenditures	FTE - Budgeted	Revised Expenditures	Revised FTE	Change in Expenditures	Change in FTE
NEW / INCREASES:	Adopted	4,554,332	37.46	4,554,332	37.46	0	0.00
OHA - CARES Act	3342			54,986	0.75	54,986	0.75
OHA - CARES Act							
WWP Adult and DW	3106, 3306	0	-	150,045	1.25	150,045	
Additional Oregon TWI funds available through state resources as well as specialized housing funds							
DEPARTMENT TOTAL				4,759,363	39.46	205,031	0.75

Presented by:
Connor Lyons
CSC Finance Operations Manager
7/29/2020

COMMUNITY SERVICES CONSORTIUM
FY 20-21
SUPPLEMENTAL BUDGET #1

DEPARTMENT NAME: Workforce and Education

GRANT NAME	GRANT #	Expenditure Change by Category				Source of Revenues				
		Personnel Services	Materials & Services	Capital Outlay	Total Change	Federal	State	Local	Other	Total Revenue
NEW / INCREASES:	Adopted									
OHA - CARES Act	3342	39,986	15,000		54,986	54,986				54,986
OHA - CARES Act										-
WWP Adult and DW	3106, 3306	75,045	75,000		150,045		150,045			150,045
Additional Oregon TWI funds available through state resources as well as specialized housing funds										-
DEPARTMENT TOTAL		115,031	90,000	0	205,031	54,986	150,045	-	-	205,031

Presented by:
Connor Lyons
CSC Finance Operations Manager
7/29/2020

COMMUNITY SERVICES CONSORTIUM
STATEMENT OF ACTIVITIES
From 7/1/2019 Through 5/31/2020
Unaudited

CSC BOARD REPORT - BY DEPT. As of 5/31/20 UNAUDITED	GENERAL FUND & Misc Grants - Cost Pools Included	LINN BENTON FOOD SHARE	WORKFORCE & EDUCATION	CHILD DEV. SERVICES	HOUSING & ENERGY SERVICES	TOTAL	FY 20 BUDGET - W/O FOOD VALUE	UNAUDITED
								91.67%

REVENUES

Total REVENUES	\$ 1,704,923	\$ 1,831,320	\$ 3,153,144	\$ 2,073,612	\$ 6,801,731	\$ 15,564,731	\$ 21,361,232	72.86%
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EXPENDITURES:

PERSONAL SERVICES	1,084,407	505,169	2,318,521	1,687,030	2,204,900	7,800,027	8,994,228	86.72%
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PROGRAM DELIVERY	338,322	669,843	901,148	315,554	1,469,921	3,694,789	5,749,769
PAYMENTS ON BEHALF OF	154	0	121,773	76,895	2,999,795	3,198,617	6,397,235

TOTAL MATERIALS AND SERVICES	338,476	669,843	1,022,921	392,449	4,469,716	6,893,406	12,147,004
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TOTAL CAPITAL OUTLAY	19,469	0	0	0	72,951	92,420	170,000
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Total EXPENDITURES	\$ 1,442,352	\$ 1,175,012	\$ 3,341,442	\$ 2,079,480	\$ 6,747,567	\$ 14,785,853	\$ 21,311,232	69.94%
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NET INCOME	\$ 262,571	\$ 656,308	\$ (188,298)	\$ (5,867)	\$ 54,164	\$ 778,878	\$ 50,000
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NET INCOME SOURCE NOTES and EXPENDITURES NOTES	Interest income, food purchased, OCF COVID Funds	Additional Support for trade mitigation, open manager position during year, donations	Planned use of CTHS fund balance, offset by funds that paid entire contract in advance	N/A	Planned use of WX Rebates, additional community support during COVID-19	Food Value removed from budget until End of Year

COMMUNITY SERVICES CONSORTIUM
STATEMENT OF ACTIVITIES
From 7/1/2019 through 5/31/20
Unaudited

ATTACHMENT 2
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CSC BOARD REPORT - BY DEPT. As of 5/31/20 UNAUDITED		GENERAL FUND & Misc Grants - Cost Pools Included	LINN BENTON FOOD SHARE	WORKFORCE & EDUCATION	CHILD DEV. SERVICES	HOUSING & ENERGY SERVICES	TOTAL	FY 20 BUDGET - W/O FOOD VALUE	UNAUDITED
REVENUES									PERCENT OF YEAR PASSED
CONTRACT AWARD - MISCELLANEOUS	4010	17,836		9,300		287,251	314,387		
CONTRACT AWARD - STATE	4020	101,372	206,840	1,094,922	131,932	2,458,286	3,993,352		
CONTRACT AWARD - COUNTY	4030		47,100		10,525	0	57,625		
CONTRACT AWARD - CITY	4040		19,069			4,915	23,984		91.7%
CONTRACT AWARD - FEDERAL	4050				1,351,028	226,130	1,577,158		
CONTRACT AWARD - FED PASSTHRU	4060	225,185	96,236	1,036,111	86,671	2,565,764	4,009,967		
RENTS	4070					59,800	59,800	29,361,232	
INTEREST REVENUE	4100	40,532				0	40,532		
DONATION - INDIVIDUALS	4210	95,960	1,001,543	63	1,444	14,911	1,113,921		
DONATION - CORPORATION	4220	2,500	87,341	3,007	29	45,480	138,357		
DONATIONS - OTHER	4225		30,145			1,077	31,222		
GRANT AWARD - FOUNDATION	4230	81,000	15,557	132,000	9,000	6,000	243,557		
LOAN REPAYMENTS	4300	0				38,564	38,564		
MISCELLANEOUS REVENUE	4500	80,221		12,887		4,345	97,453		
DONATIONS - HOLIDAY	4610		38,512			0	38,512		
DONATED FOOD	4600					0	0	(8,000,000)	
MEMBER COST REIMBURSEMENT	4620		206,841			0	206,841		
PROGRAM REIMBURSEMENTS	4900	991,559				0	991,559		
SPECIAL ALLOCATIONS	4910	30,000				0	30,000		
BILLINGS IN PROGRESS	A/R	38,758	82,136	864,854	482,983	1,089,208	2,557,939		
Total REVENUES		1,704,923	1,831,320	3,153,144	2,073,612	6,801,731	15,564,731	21,361,232	73%
EXPENDITURES									
SALARY	5010	708,115	317,198	1,462,657	1,107,085	1,399,785	4,994,840		
SALARY - COVID	5011	10,192		531		-	10,723		
SALARY - WORK EXPERIENCE	5020			76,352		248,029	324,381		
PERS	5320	115,020	62,286	238,544	171,189	758	587,797		
WORKERS COMP	5330	376	154	842	668	5,760	7,799		
SAIF INSURANCE	5335	2,018	3,406	15,843	6,741	1,397	29,405		
UNEMPLOYMENT	5340	710	318	1,464	1,107	377,128	380,727		
HEALTH INSURANCE	5350	156,780	80,101	335,851	255,564	30,608	858,904		PERCENT SPENT
DENTAL INSURANCE	5360	15,300	7,247	27,646	25,390	16,838	92,420		
LIFE INSURANCE	5370	8,641	3,906	17,513	13,054	311	43,425		
FLEXIBLE SPENDING COSTS	5375	458	19	223	255	-	955		
EMPLOYEE ASSISTANCE	5380	4,248			864	25,634	30,746		
OSGP MATCH	5382	12,089	7,049	26,737	24,574	-	70,450		
NON TAXABLE FRINGE BENEFIT	5386		128	232		98,652	99,012		
FICA	5390	50,460	23,357	114,086	80,540	-	268,443		
PERSONAL SERVICES		1,084,407	505,169	2,318,521	1,687,030	2,204,900	7,800,027	8,994,228	87%
AUDIT	5510	3,806	3,641	8,596	6,424	26,360	48,827		
DATA SERVICES/CONNECTION	5520	16,245	877	8,819	2,144	10,288	38,372		
LEGAL	5530	200			34	3,000	3,234		
OTHER PURCHASED SERVICES	5540	41,479	6,983	9,716	11,741	31,478	101,397		
CONTRACT SERVICES - TRAINING	5550			88,893		0	88,893		
EDUCATIONAL CONFERENCES/TRAINING	5610	9,369	368	44,005	12,807	25,526	92,076		
MEETINGS	5620	6,289	624	2,961	2,942	1,200	14,016		
DUES	5630	12,272		4,069	7,089	1,622	25,052		
MILEAGE	5710	6,386	2,700	25,859	3,488	17,864	56,297		
AGENCY VEHICLES - OPERATING COST	5720		15,317	14,042		20,633	49,992		
AGENCY VEHICLE - INSURANCE	5730					0	0		
OTHER TRAVEL, TRANSPORTATION	5740	667	16,500	25,291		200	42,658		
RENT	5910	71,367	16,608	48,593	10,502	143,865	290,935		

COMMUNITY SERVICES CONSORTIUM
STATEMENT OF ACTIVITIES
From 7/1/2019 through 5/31/20
Unaudited

ATTACHMENT 2
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CSC BOARD REPORT - BY DEPT. As of 5/31/20 UNAUDITED		GENERAL FUND & Misc Grants - Cost Pools Included	LINN BENTON FOOD SHARE	WORKFORCE & EDUCATION	CHILD DEV. SERVICES	HOUSING & ENERGY SERVICES	TOTAL	FY 20 BUDGET - W/O FOOD VALUE	UNAUDITED
UTILITIES	5920	1,118	44	6,165	25,548	17,932	50,806		
TELEPHONE	5930	8,277	546	3,365	6,834	4,765	23,788		
CELL PHONE	5935	542	760	18,446	2,005	5,038	26,791		
MAINTENANCE, REPAIR, JANITORIAL	5940	12,942	2,763	23,484	15,037	27,031	81,257		
GENERAL INSURANCE	5950	5,624	7,347	12,702	17,010	42,154	84,837		
SPACE RENTAL	5970			3,304		376	3,680		
SPACE UTILITIES	5980	54	17,829		12	769	18,664		
OFFICE SUPPLIES	6110	9,079	846	17,542	3,480	23,978	54,925		
POSTAGE AND SHIPPING	6120	(5,851)	4,444	144	1,707	15,789	16,233		
PHOTOCOPY	6130	5,552	3,034	5,433	7,970	10,319	32,307		
PRINTING	6140	909	8,732	684	453	6,027	16,805		
SOFTWARE	6145	35,429		16,523		0	51,952		
ADVERTISING/RECRUITMENT	6150	1,892	0	4,655	295	10	6,852		
PROGRAM SUPPLIES	6160	5,674	478,700	44,713	21,174	83,009	633,270		
OTHER SUPPLIES	6190	888			40	31,858	32,786		
SOCIAL SERVICE CONTRACTS	6210					133,856	133,856		
WEATHERIZATION CONTRACTS	6230					438,097	438,097		
INDIVIDUAL TRAINING ACCOUNTS	6240			76,822		0	76,822		
EQUIPMENT RENTAL	6320					0	0		
EQUIPMENT REPAIR	6330		8,596	721	51,707	3,859	64,883		
EQUIPMENT EXPENDABLE	6340	16,197	10,486	32,016	17,868	21,807	98,375		
BOOKS AND SUBSCRIPTIONS	6410	1,602		604	137	71	2,414		
MISCELLANEOUS COSTS	6470	1,985	3,430	254	421	1,451	7,542		
INDIRECT	6620	14,599	45,498	238,538	34,936	248,440	582,011		
INFRASTRUCTURE	6630	53,730	13,170	91,433	51,541	71,249	281,123		
TRANSPORTATION	6710			6,734		0	6,734		
HEALTH CARE	6730					0	0		
RESIDENTIAL SUPPORT	6740			31,085		31,010	62,095	20,147,004	
CLOTHING	6750			4,110		43,113	47,223		
MEALS	6780			2,605	76,895	2,356	81,856	(8,000,000)	
TUITION AND FEES	6790			5,947		0	5,947		
TUITION AND FEES (VOCATIONAL)	6800			2,448		995	3,443		
TRAINING SUPPLIES	6810			6,057		0	6,057		
INCENTIVE PAYMENTS	6860			62,708		0	62,708		
MISCELLANEOUS	6870	154				2,206	2,360		
CLIENT ASSISTANCE	6880					2,906,810	2,906,810	LIHEAP in full process	
TOTAL MATERIALS AND SERVICES		338,476	669,843	1,022,921	392,449	4,469,716	6,893,406		
EQUIPMENT PURCHASE	6310	19,469	0		0	72,951	92,420	170,000	
TOTAL CAPITAL OUTLAY		19,469	0	0	0	72,951	92,420	12,147,004	58%
Total EXPENDITURES		1,442,352	1,175,012	3,341,442	2,079,480	6,747,567	14,785,853	21,141,232	70%
NET INCOME		\$ 262,571	\$ 656,308	\$ (188,298)	\$ (5,867)	\$ 54,164	\$ 778,878	220,000	

Notes:

Interest income,
food purchased,
OCF COVID
Funds

Additional Planned use of
Support for CTHS fund
trade balance, offset
mitigation, open by funds that
manager paid entire
position during contract in
year, donations advance

N/A

Planned use of
WX Rebates,
additional
community
support during
COVID-19

Food Value will
be included at
Yearend

CSC Head Start (CSCHS) – Governing Board/Policy Council Report
July 2020

- *Please note that each report contains all information required by Performance Standards and the Head Start Act of 07 –*
- *Please note that in months when the Governing Board or Policy Council does not meet, a report will be emailed or mailed in hard copy to all members for review and comments/questions in the next meeting.*

Contributions from staff – Submitted by Suzanne Miller, PhD, Director

Attachments:

Self-Assessment Final Draft, Monthly Operations Report.

Approvals needed:

Governing Board/Policy Council report, Monthly Operations Report, and Self-Assessment.

Overview:

We are watching the Governor's mandates closely and will have to wait to see what the COVID-19 numbers are in Lincoln County at the end of July. Possibilities: smaller classrooms with alternate days of attendance, part remote/part in-person, all remote at the outset if required. We have invested in PPE's, tents for outside of each building for entry. We are looking at more outside time, partitions for tables for eating, etc. There are many changes that will be in place and continue to evolve as we learn more. We are relieved that we are supported by our legislature and will not be receiving any funding cuts; this was a stunning win for Head Starts.

At this time we are concerned about applications and having enough children to fill the program. We understand that many families are reluctant to have their children return to a non-required school classroom. We will continue to reach out to the community via publicity and social media.

Personnel:

We are currently interviewing for an on-call at both Toledo and Newport sites and found two highly regarded candidates and we will make offers. We will bring on board a Teacher 3 for full day in Lincoln City for training July 16th.

Community Partners: (also within CSC partnerships)

- Health and Nutrition Supervisor attended monthly Lincoln County Public Health Advisory Committee meeting; main topic was COVID-19 in our community discussions.
- Mental Health and Disabilities Content Specialist attended monthly Mental Health meeting remotely.
- MHDCS and Program/Education Manager attended monthly Community Inclusion Team meeting remotely.
- Director attended State monthly meetings and an Oregon Head Start Directors meeting.

Fiscal – see attached monthly operations report

No concerns at this time. Dr. Miller and Connor Lyons continue to be in communication on fiscal matters.

Grants:

- State Enhancement Grant was approved and granted at \$180,500. There were no cuts to our base funding.
- We have applied for a small grant from Lincoln County and await the results. Dr. Miller was available for an on-line meeting with the granting board on July 9. The amount is just over \$9,000. The next grant we will be applying for is the State Grant, which is annually due in August.

Education Report – Andrea Lengel, MPH, Program/Education Manager (PEM)

- Preparation is currently under way to consider different scenarios for classroom set-up next year with the goal to reduce the spread of COVID-19. Scenarios include different numbers of children (10 vs. 20), fully remote learning options, a blended scenario with remote and in-person learning, or fully in-person learning options. These scenarios are developed based on guidance given by the Office of Head Start, operational proposals from Lincoln County School District, and the Department of Education's Early Learning Division (ELD) who oversees our state licensing.
- Children accepted for 2020-21 program year are being placed in classes. Several variables and Performance Standards are considered when placing children in classes, such as parent preference, child's age, and child's primary language.
- Staff are expected to return to work August 10. Professional development trainings scheduled for the second week of August include "Interactions at the Heart of Healing" hosted by Teachstone, reviewing annual mandatory topics (e.g. universal precautions and suspected child abuse reporting), new health and safety procedures for reducing the risk of spreading COVID-19, and using remote lesson planning tools in case our facilities experience a COVID-19 outbreak and our facilities must once again shut down.
- Program/Education Manager and a seasoned staff member participated in Practice Based Coaching offered by Early Childhood Summer Institute July 8, 10, 13, and 15:
<https://earlychildhoodsummerinstitute.org/courses/>

Mental Health and Disabilities – Randi Brickey, Mental Health and Disabilities Content Specialist

- We served 23 children with certified Individual Family Service Plans (IFSP) in our program this year.
- We have five referrals for evaluation of children with potential developmental delays that were not completed by Early Childhood Special Education (ECSE) due to the Coronavirus. We will re-submit these at the beginning of next program year.
- MHDCS continues to work proactively with families and Early Childhood Special Education for children on our waitlist for next program year when a parent reports potential developmental concerns or an IFSP currently in place for service provision. Currently we have three newly identified children on our waitlist who have potential developmental delays.
- This year we served 29 children with mental health needs. We also supported 20 family members of enrolled children who were in need of mental health services.

Health, Nutrition, and Safety – Diana Warren, MPH, Health and Nutrition Supervisor (HNS)

- Research and pricing on scrubs for all staff to wear; hand sanitizers for all desks, classrooms, and playgrounds; child and adult face shields; quality thermometers; outdoor tents for temperature taking when classes begin; and other PPE's we will be using during COVID-19 and the upcoming school year.
- New Procedures for COVID-19, which will include: sanitizing, disinfecting, and cleaning; arrival and drop off of children; daily health check; and social/physical distancing for all.
- Reviewing all health and nutrition forms to prepare for enrolling families.

- Working with IDT to complete the global calendar, parent calendar, and parent handbook.
- Completed Annual Report.
- Attended monthly Lincoln County Public Health Advisory Committee meeting; main topic was COVID-19 discussions.
- Planning for the upcoming school year's Health Fair and Pre-Service, which will both be occurring virtually at this time, HNS is working closely with IDT in planning strategies.
- Attended COVID-19 school re-opening and child trauma webinars.

Family Services/Engagement – Policy Council

- This year 47 households (26%) of our families experienced homelessness. With the help of our generous and responsive community partners and consistent support from Head Start staff, 23 (49%) of those families were able to secure stable housing.
- Family and Teacher Advocates referred 158 of our families for the CSC rental relief assistance program – 59 of the 158 families (37%) were in need (behind in rent, lost job, etc.) of the rental assistance.
- Policy Council continues to review and approve on-line. Four members will continue into the new year.

ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) – Marta Vrell, Family Services/Site Coordinator

- We are actively taking applications for next year. We have on-line applications available on our new CSC website at www.communityservices.us, and paper applications are available at each of our three sites. Some families who were previously not income eligible are now eligible due to layoffs.
- Recruitment flyers are being distributed throughout Lincoln County, and we are advertising through various social media outlets.

CSC Head Start 2020-2021 School Year Current Comprehensive Statistics – Angela Oleman Program Assistant

Statistics unavailable until October report.

VISA Monthly Charges	Value	Description
6/15/20-7/9/20: \$1,031.73		<u>Program Supply(COVID19)</u> –
	\$289.95	One EZ pop-up canopy tent
	(\$219.01)	credit for returned thermometers
	\$237.36	Three 4-Gallon backpack sprayers
	\$381.48	52 18" safety cones
	\$279.98	Two scan thermometers
	\$37.99	5-pack of face shields
	\$23.98	5 pieces face shields

COMMUNITY SERVICES CONSORTIUM

Statement of Revenues and Expenditures - Unposted Transactions Included In Report

05 - CHILD DEV. SERVICES

OPS - HS OPERATIONS

From 5/1/2020 Through 5/31/2020

(In Whole Numbers)

		Current Period Actual	YTD Actual	Total Budget \$ - Original	Total Budget \$ Variance - Original	Percent Total Budget \$ Remaining - Original
EXPENDITURES						
PERSONAL SERVICES						
SALARY	5010	99,778	1,079,159	1,048,450	(30,709)	(3)%
PERS	5320	16,379	170,045	173,487	3,442	2 %
WORKERS COMP	5330	57	655	1,178	523	44 %
SAIF INSURANCE	5335	578	6,569	8,200	1,631	20 %
UNEMPLOYMENT	5340	100	1,079	1,049	(30)	(3)%
HEALTH INSURANCE	5350	23,036	250,608	244,132	(6,476)	(3)%
DENTAL INSURANCE	5360	2,438	25,027	25,543	516	2 %
LIFE INSURANCE	5370	1,184	12,692	10,198	(2,494)	(24)%
FLEXIBLE SPENDING COSTS	5375	17	228	66	(162)	(245)%
EMPLOYEE ASSISTANCE PROGRAM	5380	0	864	671	(193)	(29)%
OSGP MATCH - NEW	5382	2,200	24,132	21,648	(2,484)	(11)%
FICA	5390	7,155	78,474	80,206	1,732	2 %
Total PERSONAL SERVICES		152,921	1,649,530	1,614,828	(34,702)	(2)%
MATERIALS & SERVICES						
AUDIT/ACCOUNTING	5510	0	6,424	5,749	(675)	(12)%
DATA	5520	0	2,144	4,500	2,356	52 %
SERVICES/CONNECTI...						
LEGAL	5530	0	34	0	(34)	0 %
OTHER PURCHASED SERVICES	5540	0	11,741	18,100	6,359	35 %
CONTRACT SERVICES - TRAINING	5550	0	0	1,500	1,500	100 %
EDUCATIONAL CONFERENCES/TRAL...	5610	655	12,807	11,999	(808)	(7)%
MEETINGS	5620	0	2,942	5,001	2,059	41 %
DUES	5630	840	7,089	4,000	(3,089)	(77)%
MILEAGE	5710	11	3,488	3,000	(488)	(16)%
OTHER TRAVEL, TRANSPORTATION	5740	0	0	151	151	100 %
RENT	5910	0	10,502	0	(10,502)	0 %
UTILITIES	5920	1,365	25,548	27,499	1,951	7 %
TELEPHONE	5930	0	6,834	4,000	(2,834)	(71)%
CELL PHONE	5935	124	2,005	3,100	1,095	35 %
MAINTENANCE, REPAIR, JANITORIAL	5940	1,089	15,037	26,000	10,963	42 %
GENERAL INSURANCE	5950	0	17,010	8,577	(8,433)	(98)%
SPACE UTILITIES	5980	0	12	0	(12)	0 %
OFFICE SUPPLIES	6110	0	3,480	2,500	(980)	(39)%
POSTAGE AND SHIPPING	6120	117	1,707	1,000	(707)	(71)%
PHOTOCOPY	6130	331	7,970	9,000	1,030	11 %
PRINTING	6140	0	453	499	46	9 %
ADVERTISING/RECR...	6150	0	295	250	(45)	(18)%
PROGRAM SUPPLIES	6160	120	21,174	15,500	(5,674)	(37)%
OTHER SUPPLIES	6190	0	40	0	(40)	0 %
EQUIPMENT REPAIR	6330	104	14,527	5,001	(9,526)	(190)%
EQUIPMENT EXPENDABLE	6340	0	13,366	20,311	6,945	34 %

COMMUNITY SERVICES CONSORTIUM

Statement of Revenues and Expenditures - Unposted Transactions Included In Report

05 - CHILD DEV. SERVICES

OPS - HS OPERATIONS

From 5/1/2020 Through 5/31/2020

(In Whole Numbers)

		Current Period Actual	YTD Actual	Total Budget \$ - Original	Total Budget \$ Variance - Original	Percent Total Budget \$ Remaining - Original
BUILDING RENOVATIONS, REMODEL	6350	0	210	0	(210)	0 %
BOOKS AND SUBSCRIPTIONS	6410	0	137	100	(37)	(37)%
MISCELLANEOUS ADMIN	6470	0	421	0	(421)	0 %
INDIRECT	6620	9,352	34,936	208,171	173,235	83 %
INFRASTRUCTURE	6630	6,154	51,541	0	(51,541)	0 %
COMMUNICATION SERVICES	6650	0	0	65,670	65,670	100 %
MEALS	6780	0	76,895	149,167	72,272	48 %
Total MATERIALS & SERVICES		20,263	350,767	600,345	249,578	42 %
CAPITAL OUTLAY						
EQUIPMENT PURCHASE	6310	0	4,503	0	(4,503)	0 %
ROOFING	7018	0	37,180	0	(37,180)	0 %
Total CAPITAL OUTLAY		0	41,683	0	(41,683)	0 %
Total EXPENDITURES		173,184	2,041,980	2,215,173	173,193	8 %

**COMMUNITY SERVICES CONSORTIUM
HEAD START OF LINCOLN COUNTY
(CSCHS)
SELF-ASSESSMENT 2019-2020**

INTRODUCTION

Due to the Coronavirus, we have adapted to remote communications in updating our self-assessment. Last year's template was based on the federal monitoring tool, which remains.

Areas addressed were:

Program Governance
Management Systems

- Record Keeping and Reporting
- Ongoing Monitoring
- Human Resources

Fiscal Integrity
ERSEA
Child Health and Safety
Environmental Health and Safety
Family and Community Engagement
Child Development and Education
Mental Health and Disabilities

- This Self-Assessment will be reviewed by the Governing Board and Policy Council for their approval.

We continue to work in "real time" quality improvement. In responding to the COVID-19 pandemic, our self assessment will contain new actions that we will be putting in place. We will review actions and enhance them as we receive state and federal guidance.

Program Governance

Structure and Participation, Roles and Responsibilities and Training, Reporting to the Governing Body and Policy Council

Strengths: Oversight and engagement by both Governing Board and Policy Council (PC). Process includes regular meetings, reports, ongoing communication with Chairs or local board members; active involvement in relevant areas of the program: PC Chair attends Governing Board meetings twice a year. The entire PC is also invited to attend a full board meeting whenever they are available. Board Chair/or local board members regularly communicate with HS Director on any matters of importance that may arise between meetings. Meetings always

include Monthly Reports related to all aspects of program operation and administrative oversight, as well as monthly fiscal operation income and expenditure reports. Since the outbreak of the coronavirus all meetings have been held on Zoom with the same protocols as if meeting in person. This was and continues to be successful. Most Board members have been with the program for decades. In Lincoln County where this Head Start is located, one of our three County Commissioners was elected last year and has shown vital interest in Head Start. The other two Commissioners have been on our board for well over a decade and continue to support our program. All board members participate in annual training. The current Head Start Director has been in place for eleven years and has worked with the Governing Board on all matters of importance. The relationship between the current Head Start Director and the Governing Board is a great strength.

The Governing Board continues to consider appointing two Lincoln County Commissioners/Board Members as a Board Committee to review monthly items with the CSCHS Director and report back to the board for decision recommendations. Due to the COVID-19, this is on hold at the present time. We anticipate it going forward in consultation with our Region X Specialist approval. We do not have an anticipated date at this time.

Areas of Improvement: The only consideration for change is the possible appointment of a committee of Lincoln County Commissioners/Board members. As there is little change in the composition of the board and as it falls under “elected officials”, we continue with strong representation and support.

Interview/Discussion - Policy Council: Current Policy Council members were only able to attend a few meetings before COVID-19. As a result, their participation was online. They did the best they could given their own personal challenges. At this time, June 2020, four members will remain on Policy Council at least until the end of the year so that we will have a Policy Council at the outset of the school year. We will not be holding family meetings for at least the first three months of school. We have had a major outbreak of the virus on our coast and it is unknown the effects of the outbreak, or the extent and how that will affect our reopening in the fall. Our Policy Council will continue as is for the present time.

Policy Council The Council has been able to review and approve all applications for funding from the state and federal governments. They have reviewed all pertinent documents and were able to respond via email.

Program Areas in need of Improvement: The monthly newsletter was not possible this year. The Council will try and have Zoom meetings beginning in the fall.

Staff Responsible/Evidence: Director is responsible/evidence in governing board minutes, Policy Council Minutes.

Management Systems

Program Planning, Ongoing Monitoring, Human Resources, Communication, Record Keeping and Reporting

Recordkeeping and Reporting

Strengths: Policies and Procedures, Ongoing Monitoring, and clear guidelines for record keeping and reporting are all “living” systems that allow for quality improvement, changes and reviews. The use of ChildPlus this school year has been a great improvement over the past Copa system- We continue to find increasing ways to utilize the full extent of the ChildPlus program.

TS Gold continues to be used and is successful. We are purchasing a new digital tool as well for the coming year in order to enhance the functionality and accessibility of TS Gold and Creative Curriculum for teachers, whether they are working at a Head Start site or at home.

Program Areas in need of Improvement We will continue to learn more about our data programs and how they can enhance our ability to track data.

Strategies and Timelines for Improvement Implementation: Trainings will be attended by staff who need further usage of ChildPlus during the 20-21 school year. These will be as needed.

Staff Responsible: The Interdisciplinary Team will determine needs at meetings throughout the year when/if discovering areas that we can expand/improve.

Evidence: Continuing use of ChildPlus as our data system. Continued training with staff for formal systems for using ChildPlus, including using reports for outcomes and monitoring in all areas in the next school year 2020-2021

Program Areas in need of Improvement 2: Continue to update any Policy and Procedures to reflect new Performance Standards, this includes changing Procedures concerning ChildPlus. Process was completed April 2020.

Strategies and Timelines for Improvement Implementation: We will continue to expand our knowledge and usage throughout the 20-21 year.

Staff Responsible: Director, Program Education Manager, Health, Nutrition & Safety Content Specialist, Mental Health & Disabilities Content Specialist, Program Assistant and Family Service Site Coordinators. (IDT Team)

Evidence: Policies and Procedures binder at each front desk will be updated by fall of 2020.

Ongoing Monitoring

Strengths: We continue to use our Ongoing Monitoring Tool that details the manner in which all aspects of the program are monitored. We have three Child File checks and three Comprehensive Monitorings throughout the school year. TS Gold, our online child assessment tool, documentation is monitored regularly. We have CLASS observations and feedback loops each year.

Program Areas in need of Improvement: None identified. Anything that we find in Child File Checks, Comprehensive Monitorings or CLASS reviews are identified and resolved during the school year. ChildPlus is a great tool for monitoring, and we will continue to expand its use.

Human Resources

Strengths: We have an excellent monitoring system of our overall human resource department. Records are in order. Our current tracking system has been updated regularly and we have a check and balance system in place to ensure it is current. Use of CLASS results in mentoring, coaching, and evaluations of teaching staff. Good use of technology for communication with HR staff who work at the Albany headquarters. Education Manager and Program Assistant keep all training and records for state licensing and SPARK rating (which is 5).

The new data system for tracking applications and follow up has been helpful in recruitment, processing, follow up and hiring of staff. The Director and the Education Program Manager work closely with the HR Manager to use the data system to full advantage in the hiring process. The HR Manager assists with reference checks as requested, as well as other details to assist HS staff in the evaluation and hiring process. Due to COVID-19 we have been doing all interviews and meetings via Zoom and this has worked well.

Criminal Background Checks – Compliant. Both CSC and Head Start have extensive Policies and Procedures that spell out ethical behavior, standards of conduct and have records of all Criminal Background checks. We are in compliance and have new Policies and Procedures relevant to the new Performance Standards.

Challenges: As a rural location we often have challenges in filling key teaching positions, as well as other staff positions. We do widespread recruiting and to date have been fortunate in finding qualified staff. We work very hard to strategize personnel planning and ensure that we maintain a full and qualified staff, succession planning and oncall back up for all teaching staff positions. This continues to be a challenge every year. Our Community Assessment refers to the problems of housing in the area, limited and costly which is a deterrent.

Program Areas in need of Improvement: No findings. We are surprised at the efficiency of Zoom interviews, which have worked very well. At this time we have not made any changes other than Zoom. We are working on updating all listings in a timely manner.

Fiscal Management

Financial Management Systems, Reporting, Procurement, Compensation, Cost Principles, Facilities and Property

Strengths: CSC received its 26th consecutive award for excellence in financial reporting from the Government Finance Officers Association (GFOA) for our CAFR presentation. Our agency is funded through many different streams, and requires constant consideration of our fiscal policies and procedures

A strength, and one that benefits the entire organization, is the segregation of duties that we are able to maintain within our 4.5 FTE. By specifying job duties across our small but efficient staff we are able to achieve an internal cross-check and ensure high accuracy in our accounting results. The fiscal analyst provides specific assistance to Head Start balancing expenditures between funding streams and preparing billings for funders. The Finance Operations Manager works with annual internal budget preparation, federal and state grant applications using the GABI model within the ECLKC online system, and any analysis requested by the Head Start staff. Our fiscal staff provide fiscal services for the statewide community action agency (Community Action Partnership of Oregon), which provides an opportunity to network within our state for best practices. The payments from this relationship also help to alleviate the burden of administrative costs from the agency programs.

We continue to value consistent and clear communication between Admin and Program functions. This is just great teamwork, as shown by the length of employment among many of our employees. Our administration and program administration work very well together in spite of the distance. For example, in Head Start we worked closely with our Federal Fiscal Specialist and Program Specialist to change our funding year to better serve the program. As a result of a CACFP review, we have upgraded our accounting practices to fully capture the expenditures on a monthly basis. We have added specific procedures that have been approved by the CACFP reviewer. However, we have found that our monthly operations report lacks the depth we need to oversee our spending accurately by grant. We will be receiving a “dashboard” by grant reflecting spending and remainder/time frames related to each grant.

Program Areas in need of Improvement: We are continuing with the dashboard idea, but were sidelined by COVID-19. We have been doing our grants and budget work via Zoom and have found that to be more efficient than we thought. At this time, we plan to revisit the dashboard in the spring of 2021.

Eligibility, Recruitment, Selection, Enrollment & Attendance ERSEA

Strengths: Our families continue to be our greatest strength in the community. Word of mouth is a main source of our recruitment. However, this year we have made a change in the broad use of social media, online applications, web design changes, and local radio and

newspaper announcements. Dedicated staff members and coordination among FSSC's for application and processing is working well with online applications. We have clear Policies & Procedures. We now have ChildPlus for documentation which is working well and has increased efficiency.

Attendance: We had a critical time with flu over the winter and do not know if we were experiencing COVID-19 or not. Many children and staff were out with flu like symptoms. When COVID-19 hit us, of course, we had to close down and work remotely. We had great feedback from families on the online "reading stories" by staff and community members, weekly school work, advocate work to help with rental assistance and weekly check-ins for their care and concern for well being. We coordinated with the school district for food distribution information as well as our local food banks, so families were aware of available food.

Program Area in Need of Improvement:

At this time of general crisis, CSCHS is diligently working to maintain all activities needed to reopen in the fall. We have been able to continue with rigorous recruitment efforts; however, we cannot project if families will want their children in school. Our county has experienced a major COVID-19 outbreak, and we have closely monitored case numbers in order to predict enrollment outcomes in the fall. We have had reports of families and staff who have contracted the virus; at this time, one staff member has tested positive and has recovered. We continue to check in with families with returning children regarding their status. So far we have seen success with our online recruitment, and we continue to provide families without online access with alternative methods for filling out applications, such as phone calls and physical applications available for pick up at each site. We do not know the long term effects of this crisis or whether our new procedures are effective, but we will monitor our progress to the best of our ability and adjust as our circumstances change.

Strategies and Timelines for Improvement Implementation: We will review our status at the end of the year 2020 to make any changes that we find necessary. In the interim we will be flexible and creative as to how to do all our ERSEA work in new ways.

Area in need of improvement from last self assessment: We will continue to try and find a good certification program in the area for an ERSEA specialist.

Staff Responsible/Evidence: Lincoln City, Newport, and Toledo Family Services Site Coordinators and the Director. Lincoln City, Newport and Toledo Family Service Site Coordinators and the Director. The Director, Education Manager, and Family Services Site Coordinators in Lincoln City, Newport, and Toledo.

CHILD HEALTH AND SAFETY

Access to Health and Dental Care, Screening and Referrals, Safe Physical Environments, Healthy Practices and Routines, Appropriate Group Sizes

Strengths: Health and Nutrition Specialist (HNS) has been serving this program for eleven years. This consistency is a strength that ensures we accomplish all our mandates. HNS maintains

outstanding community partnerships and utilizes resources such as Women, Infants and Children (WIC), Lincoln County Public Health Advisory Committee, Lincoln County Oral Health Coalition, Capitol Dental Care and many other local health and dental provider relationships.

Head Start collaboration with WIC allows us to assist shared families, to not duplicate services and to get accurate information about child's height, weight and hemoglobin for iron anemia. HNS continues to have a great relationship with the local WIC office and refer all families throughout the school year that are not already receiving WIC services. This year, the local WIC office gave color WIC outreach pamphlets sharing with families what foods are offered through the program and the new debit card program, which makes WIC easier to access for families.

Due to duplicative committees and meetings that add unnecessary burdens to our community members involved in health and nutrition, and to meet the requirement of a Head Start Health Services Advisory Committee, we decided that being part of the greater community Lincoln County Public Health Advisory Committee would be a solution that everyone would appreciate. Additionally, we would have a wider source of information and work directly with other agencies who also attend. This committee meets monthly and has a broad range of community members, such as retired doctors and dentists, nurses, county commissioners, public health staff, and community guest speakers. This has been an improvement for our program to share Head Start health, nutrition and safety issues in this broader venue and also to receive assistance, information and advice is invaluable. The county public health meeting also serves a wide variety of social services, which are available to our children and families. HNS maintains meeting minutes for monthly meetings, as they relate specifically to our program and/or broader issues. This is, of course, critical during this unprecedented crisis of Covid19.

Program Areas in Need of Improvement 1: With the continuing issue of a lack of availability of a nutritionist, our HNS who has a Master's in Public Health will continue to oversee the nutrition program. A high number of our families who are working with WIC receive direct nutritional counsel from their nutritionist. We have asked for ad hoc consulting from their professional; however, they limit any outside work and it is not possible at this time. Referrals with educational materials are given to specific families. Working in concert with Oregon State University, we will continue our in-classroom events on nutrition to help educate the children. The continuation of this partnership will depend upon the course of the pandemic through the coming year. We will continue to pursue the hiring of a nutritional consultant in spring of 2021, as the current year has all health specialists faced with unprecedented challenges with the pandemic.

HNS will review child's BMI status and WIC status, then refer families without WIC and an obese BMI to the Registered Dietician (RD.) Our previous RD had families fill out a Nutrition Assessment which includes questions about child's daily time and amounts of food eaten, daily physical activity, BMI status and iron anemia screening results. The RD would review the Nutrition Assessment, then give families nutrition handouts and nutrition suggestions for families to follow, such as lowering juice intake, increasing fruit and vegetable intake, and increasing physical activity. HNS will replicate the procedure for the Nutrition Assessment and

Nutrition referrals and will offer to meet with families to discuss nutrition education or physical activity ideas that the families are looking for. All communications with families related to nutrition are recorded in ChildPlus data collection.

Strategies and Timelines for Improvement Implementation: School year 20-21

Staff Responsible/Evidence: Health and Nutrition Specialist

ENVIRONMENTAL HEALTH & SAFETY

Strengths: All Head Start staff assist in maintaining all facilities to be sure they are healthy and safe for children, families, and staff. Monthly site safety inspections are completed with Site Coordinators and assigned staff. We have evacuation procedures posted in every room at all sites and monthly fire drills are completed and documented. Twice yearly earthquake and intruder drills are completed and documented as well. Classroom staff complete daily/weekly cleaning/safety checklists, which include: classrooms, site, playground, and kitchen. Checklists are designed to ensure all aspects of cleaning for safety are accomplished with high frequency. In response to the COVID-19 pandemic, we are going to add additional filtering features to our HVAC systems at all of our school sites.

We continue to be in compliance with Oregon State Law and have an Integrated Pest Management Coordinator and system. Checks are done monthly, as well as annual reports to the state. Our IPM Coordinator attends required state meetings annually and reports to our Director who brings our regular IPM reports to our Governing Board and Policy Council. Due to the Coronavirus Pandemic of 2020, HNS is working closely with the Interdisciplinary team to make new health and safety procedures for staff, children, and families to follow when classes resume, these procedures will be written based on recommendations provided by the Centers for Disease Control and Prevention and our local state and county public health recommendations. This will include educating staff, children, and families on all the procedures, such as daily temperature taking before entering the buildings, wearing face masks and practicing social/physical distancing. Federal dollars that were applied for will support the many purchases that we are making in terms of scrubs for our staff, masks, face shields, cleaning and disinfecting products, special face shields for children, and a host of other items that we are considering. We will evolve with this aspect of preparation as cases in our county are factored in. We have had a major outbreak here on the coast, so there are several unknowns at this time.

Program Areas in Need of Improvement: This section will be updated next year after we see if the changes that we will be making due to the pandemic will need to continue. We will also look at changes that we make now that we will want to integrate in the future as a positive change for quality improvement. We are finding that some of the changes we are making would be positive ones without a pandemic; in other words this is an emerging learning experience for us all.

FAMILY AND COMMUNITY ENGAGEMENT

Partnerships with Families, Parent Child Relationships, Parents and Their Child's Educators, Parents in Transitions, Community Partnerships

Strengths: CSCHS offers a welcoming environment to all children and families. We are mindful and respectful of the unique cultural, ethnic, and linguistic identities of the individuals we serve. We believe that relationships are at the foundation of all momentum and change that can be achieved with families. The staff at CSCHS are intentional when it comes to building those relationships and fostering independence in every encounter that we have with the children and families.

Parents are encouraged and respected as the primary teacher and nurturer of their children. Beginning at orientation home visit, parents are asked to share information with the teacher regarding their child's temperament, strengths and interests, select an educational goal for their child, and relay any concerns they may have for their child. In addition to individualized referrals to support family wellbeing, families are provided tools and community resources to support positive parenting and school readiness development. Teachers review school readiness goals and development and learning reports with families at each family visit. Developmentally appropriate activities are shared with families to support their child's learning and development at home. Kindergarten transition activities provide families multiple opportunities to meet kindergarten teachers and tour future school. Transition activities encourage parents to support and advocate for their child's learning as they move on to new learning environments.

This program year, Teacher and Family Advocates were trained and monitored regularly to ensure all required data that is tracked within ChildPlus was accurate and timeline compliant. Now that this strong data tracking foundation and system are in place, CSCHS will focus on increasing all staff's ability to recognize and partner with families experiencing trauma. Addressing trauma is an important part of fostering positive parenting growth and practice. Additionally, CSCHS understands that addressing trauma during the COVID-19 crisis is imperative to developing child and family resiliency. CSCHS staff will be trained on "Interactions of the Heart" by Teachstone in August 2020. This training addresses the importance of interactions between teacher and child, and it describes how positive interactions improve children's development and learning. This training will also increase staff's ability to support families in gaining a deeper understanding of trauma as they move beyond their difficult life experiences.

CSCHS continues to cultivate strong collaborative relationships and partnerships within the community. CSCHS and community partners work closely together with families to ensure there is no duplication of services. In addition to mental health agencies and Early Childhood Special Education, partner agencies and organizations include Early Childhood Coordinating Council, Parents as Teachers, OSU Extensions, local libraries, Community Services Consortium's housing and energy assistance programs, Lincoln County Parents Together, Oregon Family Support Network, Maternal Child Health Services, and

Prenatal – 3rd Grade Alignment work in collaboration with Lincoln County School District and community early learning providers.

Program Area in Need of Improvement/Development

Family and Teacher Advocates will be trained on strategies for effectively recognizing and partnering with children and families who have experienced trauma and other mental health issues brought on by the COVID-19 crisis. This new trauma informed approach will support families in their ability to identify their specific needs, access appropriate community resources and be a better support for their children.

Strategies and Timelines for Improvement Implementation: Training will occur before class begins at preservice and at regular monthly All Staff trainings. Teachers and family advocate will also receive intensive training and support through practice based coaching.

Staff Responsible/Evidence: PEM, HNS, MHDCS and FS Supervisor. PEM will calendar all trainings. Evidence will be shown through in-house pre/post assessments, training feedback forms, and family self assessment outcomes.

QUALITY EDUCATION AND CHILD DEVELOPMENT SERVICES

Strengths:

This year we said goodbye to our Program Education Manager (PEM) who has been with CSCHS for thirteen years. A new PEM was hired in August and underwent a transitional process from August through the end of December in order to effectively learn roles and responsibilities. The transition was successful despite the need for substantial support in one of the Toledo classrooms this year due to the loss of the lead teacher. A new teacher was hired in December and successfully transitioned into the role before the previous PEM departed.

Thanks to CSC Head Start's continued participation in Linn Benton Lincoln Early Learning Hub, five of our teaching staff members took Positive Behavior Interventions & Supports (PBIS) - Constructive Discipline course offered online through Linn Benton Community College. Mental Health and Disabilities Content Specialist served as coach to staff members taking course to support their implementation and understanding of PBIS practices. Of the five individuals taking the course, four were members of teaching teams working to create a unified approach to positive behavior management in their classrooms, and the PEM was the fifth participant. The PEM received CLASS observer training, passed CLASS reliability test, and is now a CLASS certified observer. The two staff members who received certification last year successfully passed their annual recertification test. CSCHS has maintained three certified CLASS observers supporting the ongoing quality improvement of our teaching staff. Creative Curriculum for

Preschool and Teaching Strategies GOLD Fidelity Tool assessment was administered this spring with positive results: each classroom has strong fidelity scores.

Strong collaboration with community early learning educators is reflected in our joint trainings. Oregon Coast Community College (OCCC) continues to offer Early Childhood Education courses leading to a Career Pathways certificate. Our program has two staff members taking classes through OCCC, and one additional student from the program is doing his practicum work at our Newport site. We look forward to ongoing collaboration with OCCC and the future pool of qualified early learning employees in Lincoln County.

CSCHS aligned its approach to school readiness with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF) and Oregon early learning standards, and this method continues to work well this school year. Lincoln County Prenatal to Third Grade team developed a set of school readiness goals for Lincoln County termed “I Can Statements”. Team was comprised of members from CSCHS, Siletz Tribal Head Start, Early Childhood Special Education, and LCSD among other early learning agencies. These goals align directly with receiving schools expectations and are available to families and educators on the school district’s website. I Can statements are written in family friendly language providing parents and early learning providers with uniform guidance for school readiness standards. CSCHS has aligned I Can statements with TS Gold objectives and the HSELOF, ensuring program goals, community goals, and Head Start early learning goals are aligned. PEM reviews framework and alignment form for accuracy and contacts community learning agencies for any changes to I Can statements at least annually.

Child level assessment data is aggregated and reviewed with staff three times a year after each checkpoint period in fall, winter and spring. Emphasis is placed on pre-kindergarten children’s outcomes on our program’s 21 school readiness goals. Outcomes inform trainings from social emotional development to embedded instruction techniques. In addition, PEM sends teachers individual child reports for pre-kindergarten children on targeted school readiness goals that align to Oregon Kindergarten Assessment skills. Teaching staff receive guidance on use of TS Gold Individual Child and Class reports to plan individualized instruction and small group instruction based on children’s current developmental levels. Due to the COVID-19 crisis, spring checkpoints were not completed; however, teachers were still able to input data into TS Gold based on data collected from parent reports for the vast majority of children. Teachers contacted families at least twice per week, and teachers used a variety of creative methods for continuing to deliver educational lessons remotely to children. This included but was not limited to: individual and/or group videoconferencing meeting via Zoom with children, mailing children educational packets with individualized learning material, creating video lessons and making them available on the CSC website, and phone calls to speak directly to children. PEM

worked with teachers to decide which method worked best based on the needs of the families and teacher comfortability with videoconferencing technology. In lieu of a finalized checkpoint report, teachers generated preliminary reports of the child's progress in TS Gold for spring using the data collected during remote lessons and follow up with families.

Primary curriculum used is Creative Curriculum for Preschool Daily Resources Volume Five. Supplemental curricula are Second Step, Child Protective Unit, and Zoo Phonics. Creative Curriculum is aligned with HSELOF and has been adopted by several early learning providers in the county resulting in three shared trainings. Creative Curriculum is also aligned with our assessment system, TS Gold, allowing teachers to readily select activities from Creative Curriculum to develop specific skills and assess children's development. Teaching practices are responsive to and build on the developmental progressions of children through use of TS Gold assessment tool, based on a birth to third grade continuum, which allows teachers to select an appropriate developmental level for each objective. Using TS Gold, teachers can see and plan for children's next developmental level for each learning objective. TS Gold Individual Child and Class Profile reports support the integration of child assessment data and individualized lesson planning. Instructional Teaching Cards from Creative Curriculum include developmental progressions that prompt teachers to increase or decrease level of difficulty of the activity based on individual child's developmental level. This year due to the COVID-19 event, an online version of the Creative Curriculum, called The Digital Creative Curriculum, was made available so that teachers could continue to provide high quality educational activities for families to use with their child at home. Teachers found the digital system to be highly effective for continued family engagement and for creating a more streamlined way to document the child's progression in TS Gold. Many teachers have expressed interest in continuing to use this system in the future.

Creative Curriculum provides instructional content for Dual Language Learners. The vast majority of our children whose home language is not English speak Spanish. Classrooms with children whose home language is Spanish are staffed with a bilingual teacher, assistant, or aide. Spanish speaking teaching staff support children's social emotional and cognitive development, ensuring children feel secure and understood in their classroom environment and that their learning of academic concepts continues in Spanish as they learn English. Families are encouraged to develop and promote their home language. While English is the primary language used in classrooms, bilingualism and biliteracy are considered assets to develop. Literature, songs, and conversations in Spanish are a component of dual language classrooms.

CLASS observations, PBIS Inventory of Practices, and Creative Curriculum Fidelity tool ensure teacher-child interactions promote positive climate, teacher sensitivity, regard for students perspective, behavior management, productivity, instructional learning formats, concept

development, quality of feedback, and language development. Following observations, teachers debrief with observer and receive constructive feedback and strategies to promote effective teacher-child interactions. Staff trainings and individual coaching sessions ensure children receive a high quality, responsive early childhood education.

Parents are respected and partnered with as their children's first and most important teacher through a host of supportive program components. Parents select their child's educational goal, inform teachers of their child's strengths, interests, and temperament, receive developmentally appropriate activities to play at home to support their child's school readiness, as well as community resources. Positive parenting information and school readiness goals are shared with families. Development and Learning reports inform families of their child's growth and progress in the classroom setting. Parents are encouraged to join their child's class and the majority does at opening and closing of the day when dropping off or picking up their child. A minimum of four family visits take place over the program year. CSCHS recognizes parents as integral partners in their children's education.

The following results concern areas in need of improvement/development from 2019 self-assessment. Mental Health and Disabilities Content Specialist served as coach to nine teaching staff members as a component of online Positive Behavior Interventions and Supports (PBIS) course offered through Linn Benton Community College. PBIS coaching occurred this program year in lieu of Teachers Learning & Collaborating (TLC) group coaching which we had planned to pilot. New PEM will attend Practice Based Coaching training to decide if TLC is still the best method for our program.

Program Area in Need of Improvement/ Development: Implementing a robust Practice Based Coaching system. Purchase Digital Creative Curriculum system for teachers to continue using next school year.

Strategies and Timelines for Improvement Implementation: PEM will attend Practice Based Coaching training in July through Early Childhood Summer Institute. Two staff members have received Practice Based Coaching training and can collaborate with PEM after the training to review TLC plans and decide how PBC will look going forward. A finalized plan will be in place by winter 2020.

PEM will acquire Digital Creative Curriculum system and develop training on how it will be implemented within our program. This training will be part of the Preservice training week in August 2020.

Staff Responsible/Evidence: PEM, MHDCS, Family Advocate (former classroom teacher), five Teacher/Advocates/documentation of coaching sessions and attendance.

Mental Health and Disabilities Services

Disabilities Services

Strengths: Collaboration between Mental Health and Disabilities Content Area Specialist (MHDCS), ERSEA coordinator, and Early Childhood Special Education (ECSE) is effective in early identification and placement of children with special needs. Wait lists are monitored to ensure placement when slots become available. The program has maintained over 10% of enrollment with children with diagnosed disabilities. This program year we served 23 children (14%) with Individualized Family Service Plans (IFSP). Program policies and procedures are followed to identify and enroll qualified children with Individual Family Service Plan (IFSP), make timely referrals to Linn Benton Lincoln Early Childhood Special Education, and participate in IFSP meetings for qualifying children.

Interagency agreement between CSCHS and ECSE is thorough, including annual reviews and adjustments to ensure it accurately meets the service needs of children and families. Interagency agreement and Disabilities Service Plan safeguard the comfort, safety and participation of CSCHS children with disabilities. Progress of goals and services for children are reviewed and revised throughout the year. Teachers are supported through consults with ECSE and MHD to understand services and individualize activities. IFSP goals are reviewed with parents during conferences and are used to develop educational goals. To eliminate barriers to family participation, meeting space and meeting reminders are available through CSCHS; ECSE maintains language support for parents and children during screening and meetings, and offers bussing for directly served children.

Parents are asked to share concerns and observations about their child's development at the Health Fair, home visits with their teacher parent teacher conferences, and on the developmental screening tools. The ASQ-3 developmental screening provides additional information and results are reviewed with parents. Any concerns are addressed with the parent along with activities that will support growth in the developmental area that is low. If needed, additional screenings are offered along with ECSE literature to explain the evaluation process. If declined by the parent, educational supports are further discussed and child progress is closely monitored. Parent and teacher will revisit and discuss progress made. If concerns continue, parent is offered screening and resources again.

Children with IFSPs are served directly in the Head Start classroom with support from ECSE specialists as identified in the IFSP. Individual needs are considered for any child who is dually placed, with goals appropriate to support a child's growth towards moving services into the least restrictive environment. Intentional planning between agencies supports full inclusion for children receiving speech services in an ECSE classroom on a non-Head Start school day. Learning is individualized to accommodate any needs before, during, and after a child is evaluated for a developmental delay. For all children, including any child found to be ineligible through Individuals with Disabilities Education Act (IDEA); strategies are adjusted to support individualized learning. Through classroom observations, review of screening results, and parent input, the needed areas of support are identified. As part of individualizing, multiple

formats for instruction are implemented such as visual prompts, social stories, language support, modification of environment, sensory activities, timers, support chairs and cushions, and proximity to teacher, to name a few. In some cases, a skills trainer may become available to support the student 1:1, with parent consent.

CSCHS supports parents in their understanding of special education services during the referral process and during IFSP and transition meetings. This proved to be more difficult at the end of this program year due to the COVID-19 school closures. Because of the strong community partnerships between CSCHS, ECSE and Lincoln County school District, IFSP meetings were coordinated and completed via Zoom.

CSCHS actively facilitates access to community services for children with IFSP's and those who are transitioning to kindergarten. Assertive efforts are made to share information pertinent to supporting families with children with IFSPs during the school year and before transitioning to kindergarten. These events include Oregon Family Support Network meetings, OFSN-IEP Basics Training, LIFT summer program, transition IEP meetings, kindergarten teacher meetings, Family Night presentations, and kindergarten field trips.

This program year we experienced a significant increase in challenging behavior within the classroom setting. This was also evident across the nation within Head Start. In an effort to develop high quality, evidenced based practices, CSCHS will be participating with ECSE and Early Childhood Technical Assistance (ECTA) in the development of a county- and state-wide pilot project to increase positive outcomes for children with special needs and their families. Lincoln County was one of the two counties selected for this project in the state of Oregon. The ECTA center is a national technical assistance center focused on building state and local system capacity to improve outcomes for children with disabilities and their families. ECTA Center is funded by a cooperative agreement with the Department of Education's Office of Special Education Programs (OSEP).

Program Area in need of Improvement: Continue to increase staff training, knowledge and support in the areas of individualized learning, challenging behavior and inclusion for all children in all classrooms.

Strategies and Timelines for Improvement Implementation: MHD, PEM and a selected Teacher will participate in the community inclusion pilot project that includes specialized training and coaching support provided by ECTA and ECSE. This training will be ongoing throughout the program year with monthly meetings to assess progress and outcomes.

Staff Responsible/Evidence: MHD and PEM are responsible. Timelines will be shown on Outlook calendar. MHD and PEM will develop an in-house pre/post needs assessment to be completed by the staff who participated in the community inclusion pilot project. MHD and PEM will report out monthly outcomes of the community inclusion project to CSCHS Director and Interdisciplinary Team.

Mental Health Services

Strengths: Mental health is made a priority within the program, being introduced early and often throughout the program year. The ASQ-SE screening tool is completed in collaboration with parent within the first 45 days of attendance. Parent consent for a Mental Health Consultant (MHC) observation is completed during the health fair to ensure every child can be observed by a MHP, with parent consent. Teachers and MHD will partner with parents to help the family access services and supports if needs are identified through parent concerns, observations, or screening tool.

Through our partnership with mental health consultants (MHC) at Children's Advocacy Center (CAC), Coastal Center for Collaborative Health (CCCH) and Olalla Center for Children and Families, children who exhibit persistent and challenging behaviors are supported in class by a skills builder. This program year, 30 children have been identified as needing 1:1 support in their Head Start classroom with parent consent. Because our partnerships include agencies in all 3 towns, MHP observations have increased and families are able to meet with a MHP in their community. An effort to find support for families in their native language has been successful with bilingual MHP's located in two of our communities.

Staff members are trained and updated on mental health resources during orientation and at staff meetings. Staff continue to implement Conscious Discipline (CD) They are encouraged and supported in the use of CD tools and techniques throughout the year. Mental wellness activities are integrated into the curriculum through the "Second Step" and "Child Protection Unit" programs, which address social/emotional issues and teach children appropriate behavioral responses. Solutions Kits are readily available in every classroom to help children learn to problem solve. They are also available as keychain visual picture prompts and encouraged as best practice by all staff. Identifying emotions and circle time routines are also available in picture cards to support children in self-regulating behaviors. A sensory tool kit is available in each classroom to support individual needs within the class. Learning and understanding emotions is individualized based on each child's unique strength and need. Staff are also trained in an intervention strategy called "Red Light Purple Light" which focuses on improving children's self regulation skills.

To ensure every child's safe participation in the program, a safety zone behavior plan is reviewed and signed by every parent during the first parent teacher meeting. Steps are outlined to maintain safe behaviors in the class. A safe space exists in each classroom to offer children a quiet place to go. Teachers work closely with parents to resolve concerns as they occur. If unsafe behaviors persist, additional steps may include the following, with parent consent: parent meeting, observation by MHP, classroom support from a Skills Builder, referral to outside agency for MH evaluation or ECSE screening, or request an IFSP team meeting to ensure proper supports are in place. At enrollment, each family signs a consent form for Observation and Consultation that allows classroom observations and parent/teacher consultations by a MHP.

This year our Mental Health Consultant (MHC) provided each individual class with an on site mental health observation. MHDCS and PEM worked together to create an observation tool for the MHC to use during each observation. The information gathered by the MHC was very helpful in developing a classroom behavior plan if needed and also initiated several mental health referrals for children in need of extra social emotional support by a 1:1 skills builder.

This year we experienced a significant increase in the number of children exhibiting persistent and extremely challenging behaviors. This has been reported as an area of concern from Head Starts nationally. Additionally, as a result of the devastating effects of COVID-19 many of our families experienced job loss, food insecurities, and homelessness. During the mandated school closures social distancing and stay at home orders, Lincoln County saw a rise in child abuse and domestic violence reports. In response to these events, CSCHS is implementing a new trauma informed approach. Teachstone will train all staff on “Interactions of the Heart” which focuses on these objectives:

- ☐ Understand trauma-informed approaches to supporting children
- ☐ Grasp the importance of interactions in healing trauma
- ☐ Strengthen relationships with children and families
- ☐ Develop family supports
- ☐ Address individual students’ trauma experiences
- ☐ Enhance coping mechanisms and help teachers appropriately respond to challenging behaviors

Program Area in need of improvement:

Staff need training and support to identify and effectively support children and families who have experienced trauma. MHD will develop a Positive Behavior Support Plan (PBSP) tool. PEM and MHDCS will train staff on how to implement the plan to increase teaching practices. MHD will develop procedures around the use of the PBSP as a team approach and support staff in their understanding of how to use this plan in lesson planning and daily classroom routines and activities. Teacher and Family Advocates will learn strategies to increase their ability to build relationships with parents to understand how powerful their role is in supporting the PBSP to create positive outcomes with their children at home and in the classroom.

Strategies and Timelines for Improvement Implementation:

Interactions of the Heart training by Teachstone will be presented at all staff preservice August 2020. PEM and MHD will provide follow up trauma informed trainings throughout the program year as needed. PEM, MHDCS and CSCHS program coach will provide practice based coaching to staff to deepen their ability to support children who have experienced trauma and are having persistent and challenging behaviors. MHD, PEM, parents, advocates and Mental Health consultants will meet as a team and develop Positive Behavior Support plans to help children that are struggling with persistent challenging behaviors. MHD and PEM will use the MHC observations that happen in each class with the first 45 days to support all children to have a positive classroom experience.

Staff Responsible/Evidence: MHDCS, PEM, and program coach are responsible. PEM and MHDCS will work collaboratively to develop ongoing follow up trainings using a trauma-informed approach. Evidence of progress and outcomes will be assessed through in-house pre/post assessment with Teaching Staff and Family Advocates. MHD and PEM will calendar all trainings, practice based coaching sessions and utilize training feedback and evaluations at each coaching and training session. PEM will also use CLASS observation scores to show outcomes of interactions within the classroom environment. PEM will monitor lesson planning documentation to ensure the PBSP is being implemented within the classroom.

CONCLUSION

There is nothing in this report of concern that isn't being addressed now. We identify issues continually and correct as we find them, making changes, creating new policies, etc. This remains our culture of ongoing and immediate quality improvement. Areas in need of refinement often include other agencies or parents over which CSCHS has only slight influence to change. Where we find some needs for fine tuning: the changes are made immediately, as in other areas. Given the reality of low staffing, limited funds and insufficient hours for teaching staff we enjoy excellent measurable outcomes. Our program strives to implement continuous program quality improvement throughout each year. As with all other Head Starts nationally, we are in an unknown landscape in terms of moving forward with immediate changes in how we work. The length of time that these changes and adaptations will be in place no one knows. Some changes we will introduce may remain, others will be unnecessary when this crisis is over. We anticipate the coming year will determine the manner in which we will run our program. We remain flexible, informed and ready to respond to circumstances that demand change as they arise.

*Dr. Suzanne Miller for the CSC Head Start Staff and CSC Administration staff
June, 2020*