



**From the Desk of:
Patricia Salvarezza
Program Director
Head Start / Early Head Start**

To: Policy Council and Board of Directors
From: Patricia Salvarezza
Date: 2/15/22
Re: Director's Report- January 2022 Program Report

Updates from Office of Head Start:

- **Grant Application:** The grant is currently being reviewed.
- **Focus Area 2 Review:** No information on the review as of yet. Program Coordinators and staff are reviewing the service area target questions to be sure the program is “review ready.”
- **Monthly Enrollment Report:** OHS will not resume the evaluating which programs will enter into the **Full Enrollment Initiative** beginning in January 2022, as was previously announced. OHS will continue to track enrollment in the Head Start Enterprise System (HSES), as they have done since September 2021, and do expect full in-person comprehensive service contingent upon U.S. Centers for Disease Control and Prevention (CDC) guidelines, state and local health department guidance, and in consideration of local school districts’ decisions.
- **Monthly In-Person Services Report:** The program continues to provide a monthly in person services report to OHS via the Enterprise System. This report provides the number of children who are receiving services remotely, in person, or through a combination of remote and in person services.
 - **Home-based Services:** Delivery of home-based services is the most challenging to provide safely. Since the onset of winter, visits must be conducted indoors. Not all families are vaccinated and many are not in favor of wearing a mask throughout the 1.5 hour home visit. Visits can be conducted in a community center or library but families must cooperate with the requirement to wear a mask. The program is currently working with coordinators to plan for how we can return to full comprehensive, in person services in both Center-based and Home-based.

Program Updates

- **Hiring:** Interviews are ongoing for all open positions.
 - **New Assistant Director of Education and Center-based Services Hired!** Amber Mahoney has been hired and will begin on February 21. Amber has extensive experience in Head Start having worked at Warren County Head Start for many years. Amber’s experience as a former teacher, Education Coordinator, Practice-based Coach and Disabilities Manager will be an asset as she transitions into her role at LEAP.
- **Vacancies:**
 - **Lead Teachers:** 1 HS- Cambridge, 1 HS- Granville, 1 EHS- Whitehall
 - **4 Assistant Teacher:** 1 EHS- Cambridge; 1 HS- Dix, 2 EHS River Street
 - **1 Teacher Aide positions:** 1 HS- Cambridge;
 - **4 Home-based Visitors**
 - **1 Family Advocate** - River Street

- **COVID:** Boosters are required for all staff. Many are in process or already have received their boosters. Targeting for the end of February.
 - All Staff are fully vaccinated with the exception of 5 who applied for exemption.
 - Absences and closed classrooms continue as exposures and positive cases continue.
 - New Protocol= 5 Day Isolation. Attached.
- **Buildings and Grounds:**
 - **Frozen Sewer pipe in Cambridge-** Flooded basement. Problem was addressed and corrected.
 - **Sewer Odor in Basement at Dix Avenue:** This has been a problem for years. B/G has come many times to address the issue. Recently discovered a sewer vent pipe directed in side rather than outside. Since this was addressed the odor has not been a problem.
 - **No Heat in Whitehall- frozen gas valve.** B/G corrected the issue
- **Self-Assessment Event March 17 at 8:30:** The program administrative team has been meeting monthly to review data and make mid-course corrections, when needed. Program areas identified that need in depth assessment and planning will be part of the self-assessment event. Focus Areas will be assigned to teams of staff, parents, Policy Council members and interested board members.
 - **School Readiness**
 - **Hiring and Staff Retention**
 - **Enrollment and Recruitment**
 - **Fiscal: Staff Salaries and Benefits**
 - **Program Management Systems and Program Structure**
 - **Health & Safety and Staff Wellness**
 - **Parent and Community Engagement**

To: Board Members and Policy Council Members
 From: Patricia Salvarezza, Program Director
 LEAP Head Start/Early Head Start
 Re: Head Start Enrollment and Meal Count Report for January 2022
 Date: February 7, 2022

REQUIRED REPORTS

The Head Start Act of 2007 requires that certain information must be reported to the Policy Council and Board of Directors monthly, as follows:

Enrollment

We are funded to serve a total of 341 children and pregnant women: 223 Head Start and 118 Early Head Start, as outlined in this table.

ENROLLMENT BREAKDOWN: FUNDED SLOTS	HEAD START	EARLY HEAD START
TOTAL # FUNDED SLOTS	223	118
TOTAL # CENTER-BASED SLOTS	198	40
TOTAL # HOME-BASED SLOTS	25	78

This table represents actual enrollment numbers for January 2021:

	HEAD START	EARLY HEAD START
TOTAL ACTUAL ENROLLMENT	151	85
TOTAL ENROLLMENT CENTER-BASED (HS- Summer Enrichment Program)	132 Cambridge: 16 Dix: 40 Granville: 21 River Street: 34 Whitehall: 21	30 Cambridge: 7 River Street: 15 Whitehall: 8
TOTAL ENROLLMENT HOME-BASED (HS- Summer Enrichment Program)	19 Cambridge: 7 Dix: 12	55 Cambridge: 10 Dix: 45
WAIT LIST CENTER-BASED	52	20
WAIT LIST HOME-BASED	1	4

Meal Count

This table shows the meal count for January 2022. We served a total of 3,905 meals.

Center	Days of Operation	Breakfast	Lunch	Snack
Dix Avenue	17	188	324	264
Granville	13	100	149	46
Whitehall	17	289	298	289
River Street	17	461	453	439
Cambridge	18	206	202	197
Program Totals	82	1244	1426	1235

Month / Year: January 2022

PROGRAM: Head Start

Site	Funded Total slots	Enrolled	Dropped slots	Ratio spots	Reserved spots	Total Reported	Accepted slots
CA	18	16	1	1	0	18	1
DIX	78	40	1	0	0	41	1
GR	34	21	0	0	0	21	3
RS	36	34	0	2	0	36	0
WH	32	21	1	0	0	22	0
CB Total	198	132	3	3	0	138	5
HB Dix	15	12	1	0	0	8	1
HB CA	10	7	0	0	0	7	0
HB Total	25	19	1	0	0	15	1
Program Total	223	151	4	3	0	153	6

*** Enrolled: 67 %

Month / Year: January 2022

PROGRAM: Head Start

Site	Wait List	Elig.	Eligible Waitlist Information	101+	131+
CA	11	1	The eligible Income child is not yet three years old.	1	9
DIX	15	2	The e two eligible Income children are not yet three years old.	0	13
GR	6	0		0	6
RS	12	4	Three of the eligible Income children are not yet three years old.	2	6
WH	8	2		0	6
CB TOTAL	52	9		3	40
HB	1	0		0	1
Program Total	53	9		3	41

Month / Year: January 2022

PROGRAM: Early Head Start

Site	Funded Total slots	Enrolled	Dropped / Completed	Total Reported	Accepted
CA	8	7	0	7	1
RS	24	15	6	21	0
WH	8	8	1	9	0
CB TOTAL	40	30	7	37	1
HB CA	19	10	0	10	0
HB Dix	59	45	2	47	0
HB Total	78	55	2	57	0
Program Total	118	85	9	94	1

*** Enrolled: 80 %

Waitlist Report

Jodie Dommaschk- Assistant Director of Family and Community Services

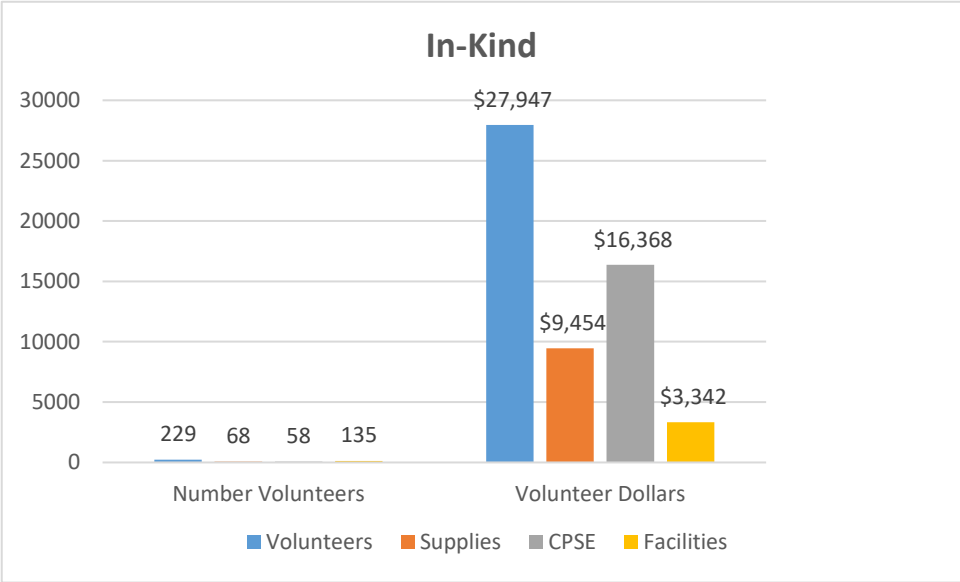
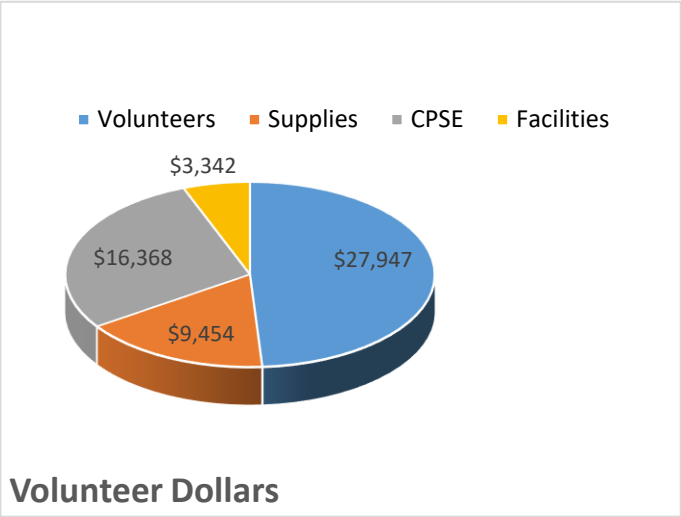
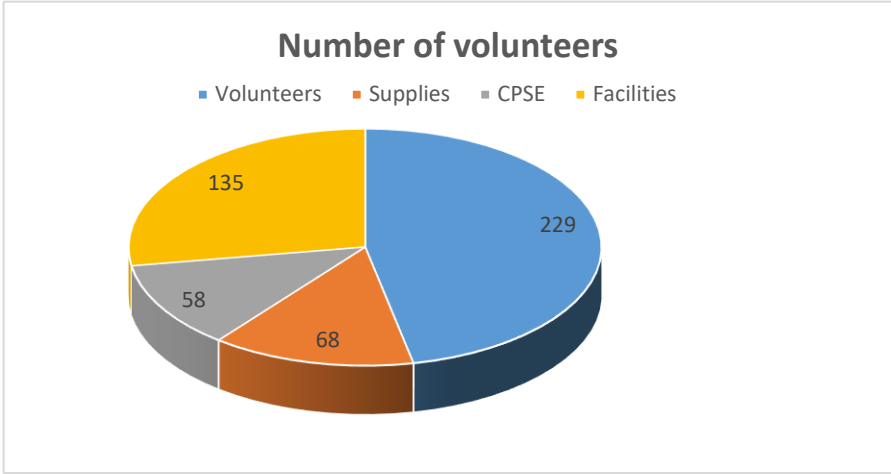
Month / Year: January 2022

PROGRAM: Early Head Start

Site	Wait List	Elig.	Eligible Waitlist Information	101+	131+
CA	6	2		0	4
RS	8	1		0	7
WH	6	2		1	3
CB TOTAL	20	5		1	14
HB	4	0		0	4
Program Total	24	5		1	18

L.E.A P. Head Start In-Kind Report
 April 2021 - January 2022

In-Kind	Number Volunteers	Volunteer Dollars
Volunteers	229	\$ 27,947
Supplies	68	\$ 9,454
CPSE	58	\$ 16,368
Facilities	135	\$ 3,342
Total	490	\$ 57,111



L.E.A.P Head Start/Early Head Start

Self-Assessment Focus Area: ERSEA

Head Start Federal Performance Standards:

1302 Subpart A—Eligibility, Recruitment, Selection, Enrollment, and Attendance

1302.10—This subpart describes requirements of grantees for determining community strengths, needs and resources as well as recruitment areas. It contains requirements and procedures for the eligibility determination, recruitment, selection, enrollment and attendance of children and explains the policy concerning the charging of fees.

GOAL:

Maintain full funded enrollment.

- How to implement year-long recruitment efforts?
 - How does the program evaluate the effectiveness of recruitment strategies?
 - How does the program ensure recruitment strategies are ongoing?
- How to develop community partners to improve referrals?
 - How does the program ensure connection with community partners?
 - Strengths / Weaknesses
 - Is the program participating in community meetings and activities? How does this impact referrals?
- Identify reasons for turnover in enrollment?
 - How has the program used this data to mid-course corrections?
 - How will the program address the identified challenges to full enrollment?
- Identify roadblocks for parents to enrolling?
 - Start- up Paperwork
 - Identify trends in Personal Challenges
 - Identify needs/changes to our community
 - Is the program structure meeting the needs of families in the county?

Data to Review:

- Data on how parents are referred to LEAP
- Eligibility and Application Process

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- Selection Criteria
- Enrollment Reports
- Attendance Reports
- Child Turnover
- Recruitment Plan
 - What are the roadblocks
 - Review program calendar, identify scheduling impacts to mandated activities.
- Transportation
 - Review data on parent access to self-transportation
 - Program provided transportation
 - Look at attendance on the bus
 - Compare samples of child attendance: Self Transports vs. Bus Transports
- Community Assessment Criteria (Foster Care and Homeless population)
- UPK Programs: Review current enrollment slots for County-wide Pre-K programs
- Grant Application Data
- Enrollment Contact Tracking
- Website Data
- School District Data: Pregnant and/or Parenting
- Parent Surveys

Self-Assessment Focus Area: Health & Safety & Staff Wellness

Head Start Federal Performance Standards:

1302 Subpart D—Health Program Services

1302.40 Purpose.

(a) A program must provide high-quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate and that will support each child’s growth and school readiness.

(b) A program must establish and maintain a Health Services Advisory Committee that includes Head Start parents, professionals, and other volunteers from the community.

1302.47 Safety practices.

(a) A program must establish, train staff on, implement, and enforce a system of health and safety practices that ensure children are kept safe at all times. A program should consult Caring for our Children Basics, available at http://www.acf.hhs.gov/sites/default/files/ecd/caring_for_our_children_basics.pdf, for additional information to develop and implement adequate safety policies and practices described in this part.

(b) A program must develop and implement a system of management, including ongoing training, oversight, correction and continuous improvement in accordance with §[1302.102](#), that includes policies and practices to ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures are adequate to ensure child safety.

GOAL: Maintain the health and safety of all children and staff.

- How can we improve systems and protocol to maintain safety of children within program?
 - Environmental: Physical buildings, classroom environments, playgrounds
 - Practices for ensuring safety and supervision of all children
 - Practices for ensuring security of all LEAP buildings
 - Transportation systems and protocols for children who are self-transported and those transported via bus
 - Sanitation and hygiene practices and protocols

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- Emergency plans and protocols
- How does the program educate children and families on health and nutrition practices?
 - Parent Café'
 - Parent Classes
 - Resource materials
 - What evidence does the program have that demonstrates current activities are effective and meeting the family's needs? Are families engaged? Participating?
 - What adaptations has the program made due to COVID? Are these effective?
- How does the program support the wellness of staff as they implement services to families in trauma?
 - Wellness Activities
 - Benefit Time
 - Case Management and Multi-Disciplinary Supports
 - What role does MH consultant play in supporting staff wellness?

Data to Review:

- Accident/Incident Reports
- Fire Drill Reports
 - Observations of Fire Drills
- QAR
 - Are these effective
 - Are mid-course corrections being implemented
- Monthly Health Data
- HCI data
- Current Procedures
 - Emergency Preparedness Plan
 - Shelter in Place
 - Evacuation Program
- Transportation Reports
 - Drills
 - Incidents
- Emergency Evacuation Bag – Checklist
- First Aid Kits – Checklist

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- Arrival Departure Procedures
- Playground Safety Checklist
- Building Security
 - Access
 - Orders of Protection
 - Procedure for securing buildings
- Health and Safety Trainings
 - CACFP
 - CPR/FA
 - MAT
 - DOT
 - Transportation – 2 hour refresher course
 - Car seat trainings
- Attendance Records
 - Parent Café'
 - Parenting Classes
 - Completed Home Visits
 - Parent Conferences
- Family Outcome Reports

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Self-Assessment Focus Area: Parent and Community Engagement

Head Start Federal Performance Standards:

1302 Subpart E—Family and Community Engagement Program Services

1302.50 Family engagement.

1302.51 Parent activities to promote child learning and development.

1302.52 Family partnership services.

1302.53 Community partnerships and coordination with other early childhood and education programs.

GOAL: To increase our parent and community engagement and participation.

Data to Review & Additional Questions to ask:

How has COVID impacted engagement? What modifications were made to the delivery of program services? How effective were these? What could improve these? What were the strengths and weaknesses of the activities offered?

- Parent Café, Workshops, STEP
 - Identify roadblocks
- Program Calendar
- HB Socializations
- Transportation/Daycare
- Parent Engagement Reports
- In-Kind Reports
 - Physical Donations
- Child/Staff Attendance at events
- Policy Council
 - Identify roadblocks
 - How can these meetings be more meaningful to parents?

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- Parent Surveys
- Review plans for delivering Salvation Army food and Operation Santa Claus
 - Identify needs, impacts to mandatory program services
- Special Events
 - Thanksgiving
 - EOY
 - Open House
 - HCI
- Community Services/Resources
- Partnerships – Community > effective, google sheets, recruitment calendar, acknowledging community
 - Thank You Spreadsheet
 - Eat Well Play Hard
 - Field Trips
 - Public Health Classes

Self-Assessment Focus Area: School Readiness

Head Start Federal Performance Standards:

1302 Subpart C—Education and Child Development Program Services

1302.30 Purpose. -- All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children’s cognitive, social, and emotional growth for later success in school. A center-based or family child care program must embed responsive and effective teacher-child interactions. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and support family engagement in children’s learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum, the elements contained in §§[1302.31](#) through [1302.34](#), and a home-based program must implement, at a minimum, the elements in §§[1302.33](#) and [1302.35](#).

GOAL: Ensure children are school ready.

- Are teachers/HV using ongoing child assessment data in planning?
- Are services being provided to children with IEP’s and EFSP?
- How engaged are families in school readiness activities?

Data to Review:

- DRDP Reports 7/2021 to Date
 - Data related to timeliness of DRDP entries
- Disability Reports by program, center, group, HV
- Progress reports on children with special needs

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- Lesson Plans
 - Are teachers/HV utilizing classroom assessment reports in weekly planning? Review data
- CLASS Reports Summaries 2020-2021, Time 1+2 2021-2022
- HOVRS Data – PD plan summaries for HB Visitors based on observations of HV's
- Curriculum Fidelity Checklists – Time 1
- Curriculum Implementation in HB- Growing Great Kids- Data
- Curriculum Implementation in CB- Creative Curriculum- Data
 - Training on Curriculum- review success and areas of need
- HB Group Socialization- What, How, When? Discuss success and areas of need...develop plan
- Coaching> Impacts on Staff Retention?
- Attendance Records – Staff and Children
- Incident Reports
- Parent Engagement Reports
- Disabilities Report
 - Child Screening Reports: Meeting deadlines and timeframe
 - Behavioral, Developmental and Health- Are education staff (teachers and HV) utilizing data and strategies to meet individual needs?
- LEA > Collaborations
- CLASS Reliable Raters
- Homework Report
- Data on teacher turn-over; Identify number of new and veteran teachers
 - Review training and orientation plans
 - How do these correlate with teacher (CLASS) assessments and individual child and group assessments

Self-Assessment Focus Area: Staff Recruitment, Retention and Attendance

Head Start Federal Performance Standards:

1302.91 Staff qualifications and competency requirements.

(a) *Purpose.* A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A program must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.

1302.92 Training and professional development.

(a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate

GOAL: Recruit and Retain quality staff

- Develop strategies to improve retention

Data to Review:

- HR Spreadsheet for Vacancies- Compare 2020-2021 to 2021-2022 to date
- Data on length of time positions are vacant
- Data for website clicks
- Number of qualified applicants – Google sheet
- HR Turnover Report – Exit Interview
 - Identify trends for leaving,

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- Spirit Week – Morale Efforts
- Wellness Activities
- Wellness Surveys
- Role of Trauma- Impacts on Staff
 - Consult Exit survey data
 - Does data affect attendance and retention?
 - What data should we collect?
- What data do we have? Role of COVID to staff retention and hiring?
 - Impacts to program as result of vaccine/booster mandate?
- Staff Attendance – Impacts of staff attendance/vacancies
- Child Attendance Reports
- Recruitment of Staff – Efforts – Need a plan
 - Are these effective? Examine data
- Hiring Process
 - How does the process filter for appropriate candidates?
 - How does the interview process assess skills and desirable work characteristics?
- Orientation/Onboarding Process
- Promotions/Longevity
 - What was provided to staff, who were promoted, that made them successful?
 - What qualities are needed to be successful in HS?
- PD Efforts – Supervisory Skill, Training
- Staff Surveys
- In-Kind Report

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Self-Assessment Focus Area: Fiscal

Head Start Federal Performance Standards:

1303 Subpart A—Financial Requirements

1303.2 Purpose.

1303.3 Other requirements.

1303.4 Federal financial assistance, non-federal match, and waiver requirements.

1303.5 Limitations on development and administrative costs.

GOAL: To increase staff salaries to attract and retain qualified staff.

- How do budget constraints affect our ability to raise staff salaries?
 - How does this affect the program's ability to recruit and retain qualified candidates?
 - Do medical and retirement benefit packages have impact on hiring and retention?
- What are the impacts to program services?

Data to Review:

- In-Kind Reports
 - Donations
 - Waiver Requests for NFS
 - Gap is Shrinking
 - Homework Program
 - Staff Awareness
 - Volunteers
- Annual Budget
- NYS Minimum Wage increase/Wage Trends – Program Impacts
- Cost per Centers – 8 Departments

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- Public Funding Trends
- Fundraising Reports
- Wage Grade Scale
- PD Training Budget
 - How is the money being spent?
 - Curriculum Trainings
- Transportation Fleet
 - Aging Buses
 - Enterprise Van Fleet – Stretched – Needs in Head Start Program
 - Decreased transportation due to cost and inability to hire: What is the long-term impact to programming?
How can we support the cost of providing transportation?
- Cost of Turnover?
- Wish List
 - What are we not doing due to funding restrictions?

Self-Assessment Focus Area: Part I: Program Management & Quality Improvement

Head Start Federal Program Performance Standards:

- 1302.100 Subpart J- Purpose
- 1302.101 Management System
- 1302.102 Achieving Program Goals
- 1302.103 Implementation of Program Performance Standards

GOAL: To ensure that Management Systems and program processes for ongoing monitoring inform continuous improvement for achieving program goals.

To ensure child safety and the delivery of effective, high quality program services.

Data to Review:

- Management Systems Wheel
- Agency/Program Organizational Structure
- Classroom and Caseload structure
- Professional Development framework/system
 - Does framework support the delivery and continuous improvement of high quality services
- Program Calendar
- Comprehensive Case Management protocol
- Community Assessment Data
- Program Goals...see Standard 1302.102 subpart J
 - How does program use ongoing monitoring to comply with oversight and correction?
 - How does the program assess their goals?
- COVID Protocols
- Agency Strategic Plan
- Ongoing Monitoring Plan

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- Data Reports: Are they informing program planning?
 - How does program use data to inform continuous improvement
- Child Assessment Data
 - Are children school ready?
- Parent/Family Outcome Data
 - Are families progressing with goals?
- Professional Development Data
 - Are staff receiving the training and support they need to provide quality services?

Questions to answer: (This is all about systems and oversight...management, monitoring, informing us as we go along)

Currently, how does the program's management systems...

- Deliver a coordinated approach to services, think about components and how they work together to provide services?
- Identify the alternate ways that services have been delivered during COVID?
 - What has worked? How does data reflect this?
 - What comprehensive services are lacking and where?
 - Are we catching the gaps? Effectiveness of monitoring??
- Deliver full and effective participation of children who are dual language learners?
- Utilize information from the Community assessment about languages spoken in the area to anticipate child/family needs?
- Identify community resources
- Providing meaningful access to program services. What mid-course corrections were made as a result of the pandemic? How did the program ensure that all enrolled families had access to program services?
 - What services, if any, were impacted?
- Provide full and effective participation of all children with disabilities?

Part II: Program Structure

Head Start Federal Performance Standards:

1302.20(a) Determining Program Structure

1302.20(b) Comprehensive Services

Subpart C Education and Child Development Services

Subpart D Health Program Services

Subpart E Family and Community Engagement

Subpart F Additional Services for Children with Disabilities

Subpart G Transition Services

Does the current program structure meet the needs of the families as informed by the community needs assessment?

Does the current program structure deliver the full range of services: Required time/hours/days

Does the current structure comprehensive services as described in 1302.20 Subparts C-G?

Goal: To align program services that meet the needs of the families in Washington County?

To ensure that program services are designed to provide the comprehensive array of services as outlined in the performance standards.

Data to review:

- Organizational Structure
- Performance Standards
- Enrollment Reports: By centers

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- ChildPlus Reports: Where do families reside in the program?
- Child Attendance/ Participation Reports for HB and CB this year and last year.
- Parent Activity/Engagement Reports- Attendance
- Socialization Attendance
- Screening Reports
- DRDP child assessment reports
- Dental Homes / Medical Homes
- Safety Reports
- Staff Turnover
- Staff Qualification- Do we have qualified staff?
- CP Enrollment Reports- Waitlist? Location, age of children, hours needed, working parents
- Pre-K programs- Look at slots and times offered by each school district

Questions to ask?? This is about how, when, where and how services are offered?

During COVID how successful has the current program structure been at delivering a full array of services? What are the challenges?

What gaps do we see in program services in the options we provide?

What areas of the program are struggling to provide the full array of comprehensive services? What works? Needs improvement? Why?

Are there opportunities to collaborate with local schools in relation to Pre-K? Can we modify our times?

Are we collaborating with Schools, hospitals and OB/GYN in intentional ways to reach pregnant and or parenting teens/eligible moms.

Do our current transportation services reach those who truly need it? What can we do differently?

How can we provide the full array of services with the current program options during an ongoing pandemic?

Review the Subparts as above...Where does the program excel? Where do we need improvement?