

**COMMUNITY ACTION AGENCY
BOARD OF DIRECTORS
SPECIAL MEETING AGENDA
WEDNESDAY, JANUARY 3, 2024**

Virtual:

Topic: MWVCAA Special Board Meeting - January 2024
Time: Jan 3, 2024 05:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://us06web.zoom.us/j/85921625003?pwd=Y1v6YRyVcimUaITVkJLL0a9yb4DbMi6.1>

Meeting ID: 859 2162 5003

Passcode: sUmj9S

Mission

Empowering people to change their lives and exit poverty by providing vital services and community leadership.

Vision

All people are respected for their infinite worth and are supported to envision and reach a positive future.

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|-------------|---|-------------|
| I. | Welcome and Introductions | 5:30 |
| II. | Public Comment | 5:35 |
| III. | Board Business | 5:55 |
| | <ul style="list-style-type: none">1. HHS Baseline 5 Year Grant 2024 – 2029 - <i>Approval</i>2. Head Start Program Goals and Objectives 2024 – 2029 - <i>Approval</i>3. Head Start Video Surveillance Equipment Purchase - <i>Approval</i>4. Head Start Equipment Included in Baseline Application 2024 – 2029 - <i>Approval</i>5. Head Start Equipment to be Purchased with 2023 – 2024 Grant Funds - <i>Approval</i> | |
| IV. | Adjournment | 6:30 |

Next board meeting: Thursday, January 25, 2024

SUMMARY OF GOVERNING BODY APPROVAL ITEMS – JANUARY 3, 2024

HHS Head Start/Early Head Start Baseline Application – 2024-2029

The baseline application for HHS federal Head Start & Early Head Start for the five year period 2024-2029 is presented for approval. This includes the regular grant to fund 167 Head Start slots and 204 Early Head Start slots, a new set of Program Goals and Objectives, a Change in Scope slot reduction plan, which is required because of chronic under-enrollment, and equipment purchases that exceed \$5,000.

Head Start & Early Head Start 2024-2025 Budget

Category	Funding	Budget
Head Start – Operations/Personnel	\$4,888,528	
Head Start – Training & Technical Assistance	\$35,838	
Total Head Start Funding	\$4,924,366	
Early Head Start – Operations/Personnel	\$4,693,564	
Early Head Start – Training & Technical Assistance	\$91,387	
Total Early Head Start Funding	\$4,784,951	
Total Funding	\$9,709,317	
Head Start – Personnel		\$3,925,294
Head Start – Operations		\$963,234
Head Start Training & Technical Assistance		\$35,838
Total Head Start Budget		\$4,924,366
Early Head Start – Personnel		\$3,048,564
Early Head Start Operations -		\$1,645,000
Early Head Start – Training & Technical Assistance		\$91,387
Total Early Head Start Budget		\$4,784,951
Total Budget		\$9,709,317

Equipment Purchases included in HHS application – 2024-2025 – two items requiring approval as equipment costing more than \$5,000 are included in the EHS budget.

- School bus – \$120,000 One EHS school bus is needed to replace a bus removed from the fleet because of state law changes concerning emissions of diesel school buses.
- Dishwasher – \$6,276.00 Replacement dishwasher for the Dallas site. The old dishwasher has outlived its useful life and its warranty, and has required multiple repairs.

Change in Scope – Federal Slot Reduction – Included in the baseline application, a change in scope to reduce the number of federally funded slots is required because the program has been under-enrolled in both Head Start and Early Head Start for a significant period of time.

Change in Scope – State Slot Conversion/Reduction – Because the Head Start program is funded by both federal and state slots, the required slot reduction will be accomplished by converting state funded Head Start slots from part-day to duration, as well as reducing part-day slots

Combined, the slot reduction plans will result in the following:

Program/Option	Current	Conversion	Reduction	Proposed
Federal HS Duration	102	0	0	102
Federal HS Part Day	65	0	-27	38
Total Federal HS	167	0	-27	140
Federal EHS – Locally Designed Option	96	0	0	96
Federal EHS – Home Base	20	0	-10	10
Federal EHS - CCP	88	0	-10	78
Total Federal EHS	204	0	-20	184
State HS Duration	68	68	0	136
State HS Part Day	343	-68	-41	302
Total State HS	343	-68	-41	302
State EHS (P3)	30	0	0	30

This conversion/reduction plan will result in an overall reduction from HHS of 27 Head Start slots and 20 Early Head Start slots, and a conversion of 68 state Head Start slots from part-day to duration, with a reduction of 41. Federal funds are not impacted with this Change in Scope. State funds are recalculated based on a higher cost per child for Duration than for Part-Day, resulting in an overall reduction in State funding of \$97,317 annually.

Four Head Start classrooms currently running part-day morning and afternoon classes will be changed through the slot reduction to operating one duration class. This Monday-Friday, 6 ½ hour day class has been the model we most readily fill, while the afternoon part-day classes have been the most difficult to fill. This change will be implemented in two Middle Grove classrooms (5 and 6), Buena Crest South, and Center Street. There will be no reduction in staff positions.

10 EHS Home Base slots and 10 EHS Child Care Partnerships slots will be reduced. The Home Base slots will remove one Home Visitor caseload, with one remaining. The Home Base program has been challenging to fill, with the audience identified as expectant mothers and infants under the age of one year. We have found that most Home Base slots end up filled with older children whose parents are hoping to transfer into the next available classroom placement. There will be no reduction in staff positions, but one EHS Home Visitor position will be converted to an EHS Teacher position.

The CCP slots will reduce our contract with Salem Keizer Teen Parent from 32 to 22. This is the one program option that we have no ability to recruit or address their chronic under-enrollment. The clients all come through the SKSD teen parent high school program, and it has not been at full enrollment for many months.

Once both the federal and state Change in Scope applications are approved by funders, implementation will not be immediate. No slot that is currently held by a child will be reduced. The changes will be implemented through attrition as children drop, or in the fall of 2024 at the latest.

Program Goals & Objectives – Board and Policy Council members worked on a committee with Head Start management to create a new set of five year goals and objectives, which were submitted prior to the meeting. Annually, the program will report to the Board and Policy Council on progress made to each program goal and objective.

Major Purchase Approval – Cameras for Classrooms – As part of the program’s plan to maintain safe and secure environments, video camera equipment and software licenses need to be purchased for the Middle Grove, Dallas, Santiam Center, Silverton Road, Buena Crest, Independence, Center/Outreach, Maple Wilbur and Woodburn Head Start sites. Cameras in place at these locations are older, and do not allow for end user direct access, which is necessary for supervisor monitoring of multiple classroom locations. Total purchase cost is \$164,346.24 for the equipment and licenses. In house IT staff will complete the installation.

Equipment Purchases – 2023-2024 Grant – Equipment purchases of over \$5,000 require Board and Policy Council approval. The following equipment purchases are planned with the remaining funding from the 2023-2024 federal Head Start/Early Head Start grant.

- HVAC system for Dallas - \$25,000 – Replacement of aging system that has required frequent emergency maintenance
- HVAC system for MG - \$55,000 – Expansion of HVAC system for basement staff offices, which currently have inadequate boiler/radiator heating and no air conditioning.
- Dishwasher - \$10,258
- Play structure for MG EHS – \$7,491
- Play structure for MG HS - \$24,910

Program Goals and Objectives 2024-2029

10CH011428 Mid-Willamette Valley Community Action Agency

Program Goal 1: STAFF RECRUITMENT & RETENTION: Community Action Head Start will implement strategies to ensure the program is fully staffed and to increase staff satisfaction and retention. Attract new staff through marketing and promotion of these strategies and career path flow charts.					
Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
1.1 Staff Satisfaction: CAHS will conduct regular staff satisfaction surveys to be informed about staff needs in the areas of job satisfaction and wellness.	Staff input is solicited by representative attendance at Staff Advisory Team meetings, and occasional surveys.				
1.2 CAHS will complete annual salary studies and market comparisons, identifying and addressing issues where positions are underpaid according to the local market.	Annual salary studies are procured, and used as needed to determine underpaid positions whenever funding opportunities for pay increases exist.				
1.3 CAHS will provide robust and meaningful training and skills development opportunities which are responsive to the needs expressed by staff, as well as addressing trends in performance and responsive to emergent issues.	Supervisors collaborate with staff to create Professional Development plans and monitor for progress. Procedures are in place for staff to request college courses and trainings. A training plan and budget are utilized to provide structure to making sound decisions.				

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Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
1.4 CAHS will create career path ladders to promote retention and recruitment. Staff will identify their individual professional goals and participate in making a plan to include action steps and resources which will be provided by the program.	A career path document is in use that shows the pathway from Classroom Aide to Teacher Assistant to Teacher.				

Program Goal 2: FULL ENROLLMENT: Community Action Head Start will create and implement effective strategies to ensure all program slots are filled by the first day of school, and remain filled through the creation and use of waiting lists.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1	Year 2	Year 3	Year 4	Year 5
2.1 CAHS will analyze the cause for children dropping from the program and use this data to inform practices and procedures in order to retain children who drop because of parent concerns or dissatisfaction with services.	Data is collected and entered into ChildPlus, and is used anecdotally or as needed to make decisions about program structural changes.				
2.2 CAHS will create, modify and utilize community partnership agreements with entities who work with populations eligible for CAHS services. A system will be developed to analyze data which reflects the effectiveness of partnership agreements and informs referral practices and procedures.	CAHS has many partnership agreements or memorandum of understanding with community partners.				
2.3 CAHS will review the policies, procedures and practices involved in child recruitment, selection and enrollment, and make changes to improve the efficiency and timeliness of the application and enrollment processes.	The recruitment, enrollment and selection procedures and practices are under assessment.				
2.4 CAHS will solicit feedback from parents of enrolled children to gather data for continuous improvement. This will include entrance and exit surveys, and periodic satisfaction surveys.	Parent feedback is collected as part of the annual self-assessment.				

Program Goal 3: DATA ANALYSIS AND UTILIZATION: Community Action Head Start will implement a robust data inventory structure and develop staff positions dedicated to data collection, analysis and recommendations for program improvement.					
Objective(s)	Progress, Outcomes, and Challenges				
	Year 1	Year 2	Year 3	Year 4	Year 5
3.1 CAHS will research the usefulness of current databases, and other data inventory systems to create a plan that will allow for thorough, meaningful and consistent data collection and analysis.	A staff person from the administrative team has been identified to analyze the program’s use of ChildPlus and identify areas where it can be better utilized.				
3.2 CAHS will ensure the data analysis and utilization process is staffed appropriately, by creating positions or making changes to job duties for current staff.	The position description for Data Analyst is under review, to plan for changes in job duties and add a higher layer of technical knowledge.				
3.3 CAHS will create and implement procedures and practices designed to provide for intentional and effective monitoring of program progress, data analysis, and recommendations for continuous improvement to program services.	Program procedures each address monitoring for the relevant area. A more robust monitoring system that includes follow through and analysis is under development.				

Program Goal 4: CULTURE OF SAFETY – Community Action Head Start will maintain and embrace a program culture of safety that promotes dignity and respect by practicing kindness and acceptance to reflect our belief in the infinite worth of every person.					
Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
<i>{Description of objective}</i>	<i>{Expected outcome}</i>	<i>{progress/outcome}</i>	<i>{progress/outcome}</i>	<i>{progress/outcome}</i>	<i>{progress/outcome}</i>

Program Goal 4: CULTURE OF SAFETY – Community Action Head Start will maintain and embrace a program culture of safety that promotes dignity and respect by practicing kindness and acceptance to reflect our belief in the infinite worth of every person.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
6.1 CAHS program staff and leadership will infuse the culture of safety into every aspect of the program by providing training, guidance and messaging about the culture of safety, and communication to staff, parents, and partners about the culture and how it is practiced throughout the program.	Program culture is integrated into staff training during pre-service and new staff orientation. Parents are informed through orientation and parent handbook, and signs are in place at each site in the parent area.				
4.2 CAHS program leadership will implement practices to reduce risk of harm to children, and be responsive to situations where risk or concern has been identified, in order to proactively ensure the safety of all children in our care. This will include procedures, training, monitoring and accountability for both staff and supervisors.	Program policies and procedures are in place concerning child safety and supervision, positive child guidance and behavior management. Training is provided to staff during pre-service and new staff orientation, and to supervisors in the Supervisor 101 cohort.				
4.3 CAHS program leadership will ensure all supervisor staff receive sufficient and sustainable training, guidance and support in understanding their responsibilities and job duties. This includes monitoring practices and oversight, and reflective practice to create an environment of trust and	Program management provides all supervisors with Supervisor 101 training, which is repeated in cohorts for new supervisors.				

Program Goal 4: CULTURE OF SAFETY – Community Action Head Start will maintain and embrace a program culture of safety that promotes dignity and respect by practicing kindness and acceptance to reflect our belief in the infinite worth of every person.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
transparency, where staff are able to question, report, and intervene when necessary to prevent harm to children.					

Program Goal 5: SCHOOL READINESS – Community Action Head Start teaching teams will utilize the five domains of the Early Learning Outcomes Framework to create lesson plans and activities to help children progress toward school readiness.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
<i>{Description of objective}</i>	<i>{Expected outcome}</i>	<i>{progress/outcome}</i>	<i>{progress/outcome}</i>	<i>{progress/outcome}</i>	<i>{progress/outcome}</i>
<p>5.1 Approaches to Learning: Children will effectively demonstrate increased mastery of impulse control, self-regulation, and coping skills throughout transitions and daily routines. (ELOF Goal: IT-ATL 3, 4, 5; P-ATL 2, 4, 5; TSG Dimension: IT-1a, 3a, P-11d)</p> <p>Tools for Measuring Progress: Behavior incident reports, CLASS observations (Classroom Organization domain), Child Outcomes reports.</p> <p>Source for Objective: Ongoing Monitoring, Child Outcomes reports</p>	<p>Decreased number of Child Needs forms by 5% during the first 3 months of the school year and 10% by the end of the school year.</p> <p>3% increase in CLASS Productivity scores at end of school year (Pre K)</p>				
<p>5.2 Social Emotional Development: Incidences of behavioral concerns will decrease as relationships between teachers and children and between children and peers are strengthened. See also objective 2.5. (ELOF Goal: IT-SE 9; P-SE 1, 5; TSG Dimension: IT, P 2a)</p> <p>Tools for Measuring Progress: Behavior incident reports, CLASS observations (Emotional Support domain), Child Outcomes reports.</p> <p>Source for Objective: Ongoing Monitoring, Child Outcomes reports</p>	<p>Decreased number of Child Needs forms by 5% during the first 3 months of the school year and 10% by the end of the school year.</p> <p>3% increase in CLASS Emotional Support scores at end of school year (Pre K)</p>				

Program Goal 5: SCHOOL READINESS – Community Action Head Start teaching teams will utilize the five domains of the Early Learning Outcomes Framework to create lesson plans and activities to help children progress toward school readiness.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
<p>5.3 Language and Literacy: Children will increase their ability to distinguish patterns, rhythms, and sounds in oral and print communication. (ELOF Goal: IT-LC 8, 9; P-LC 6, 7; P-LT 2; TSG Dimension: IT-17a, P-15 a, b, 17 a)</p> <p>Tools for Measuring Progress: CLASS observations (Instructional Support domain), Lesson Plans, Child Outcomes reports.</p> <p>Source for Objective: Child Outcomes reports, CLASS Observations</p>	<p>5% Increase in IT and Pre K TSG outcomes by Spring Checkpoint</p> <p>3% Increase in CLASS Language Modeling scores at end of school year (Pre K)</p>				
<p>5.4 Cognition: Children will demonstrate an increase in higher order thinking skills when creating, exploring, and problem solving. (ELOF Goal: IT-C 6, 7; P-SCI 4, 5, 6; TSG Dimension: IT-11b, c, d, e, P-11b, c, d, e)</p> <p>Tools for Measuring Progress: CLASS observations (Instructional Support domain), Lesson Plans, Child Outcomes reports.</p> <p>Source for Objective: Child Outcomes reports, CLASS Observations</p>	<p>5% Increase in IT and Pre K TSG outcomes by Spring Checkpoint</p> <p>3% Increase in CLASS Concept Development and CLASS Quality of Feedback scores at end of school year (Pre K)</p>				
<p>5.5 Mathematics: Children will demonstrate an increase in recognizing numbers, counting in</p>	<p>IT and Pre K Teachers will receive training on effective</p>				

Program Goal 5: SCHOOL READINESS – Community Action Head Start teaching teams will utilize the five domains of the Early Learning Outcomes Framework to create lesson plans and activities to help children progress toward school readiness.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
<p>sequence, and understanding the relationship between numbers and quantities. (ELOF Goal: IT-C8, C-10; P-Math 1-5; TSG Dimension IT & P - 13, 20 a,b,c</p> <p>Tools for Measuring Progress: Teaching Strategies Gold Child Outcome Reports CLASS observations in Instructional Support Domain Lesson Plans and Child Individualization Goals</p>	<p>implementation of mathematical concepts for children birth through five, and CLASS Concept Development and Quality of Feedback dimensions (for Pre K).</p> <p>Child outcome reports indicate a 10% increase in children meeting or exceeding expectation by spring 2024-25 outcome period.</p>				
<p>5.6 Coaching and Mentoring: Utilizing Practice Based Coaching models, teaching teams will benefit from the supportive coaching and feedback on their teaching, classroom management, and lesson planning that aligns with the Early Learning Outcomes Framework, resulting in increased social emotional learning and school readiness outcomes for children.</p> <p>Tools for Measuring Progress: Mentor Reports from TLC cohorts, Creative Curriculum Coaching to Fidelity tool, Mentor/Child Development Specialist classroom</p>	<p>Increase the number Pre K TLC Cohorts from 3 to 5. Maintain existing New Staff Cohort.</p> <p>Education Coach(es) will receive training in Responsive Caregiving to effectively observe and coach EHS classroom teachers.</p> <p>New EHS staff will receive training in</p>				

Program Goal 5: SCHOOL READINESS – Community Action Head Start teaching teams will utilize the five domains of the Early Learning Outcomes Framework to create lesson plans and activities to help children progress toward school readiness.

Objective(s)	Progress, Outcomes, and Challenges				
	Year 1 {Baseline}	Year 2	Year 3	Year 4	Year 5
<p>observations, weekly lesson plan monitoring, child outcomes data.</p> <p>Source for Objective: Staff surveys, weekly lesson plans, child outcomes data.</p>	<p>Responsive Caregiving.</p> <p>Identify EHS teacher needs and establish 1 cohort.</p> <p>Identify CCP provider needs and establish 1 cohort.</p> <p>3% increase in child School Readiness Outcomes</p> <p>5% increase in teaching staff retention.</p>				