



Organization & Program Name:	Portland Public Schools Head Start
Reporting Period:	July 1, 2021- December 31, 2021

Instructions

1. Enter the organization, program name.
2. Enter responses in the text box that follows each question. The boxes will adjust in size as information is entered; everything you type will be visible in the report.
3. Limit total length of report to 3 pages (including required and optional questions).
4. Submit this report to your PCL grant manager by January 31, 2022. If you need an extension on this due date, request one from your grant manager.

1. Service Goals

Considering the program's service data through December 31st, is the program on track to meet its service goals for number of participants to be served and amount of service offered? If not, explain why, including any COVID-related impacts. (Note: Service goals can be found in your PCL grant agreement, Section I.B.) Describe a few successes and challenges recruiting and enrolling new participants.

The program is on track to meet its service goals for number of participants to be served and amount of service offered. The program currently has 52 students enrolled in the four classrooms funded by the Levy. This represents 65% of the total number of students to be served (80). Although COVID has impacted recruitment and enrollment efforts, the program continues to recruit and enroll students in these classrooms until they are full. Some families appear reticent to enroll their children at this time. BIPOC have been disproportionately impacted by the pandemic, which may explain the lower enrollment that all Head Start programs are experiencing. The program has successfully completed several rounds of recruiting efforts, including ads on Trimet busses/benches, ads in print media, and recent bulk USPS mailings to targeted geographic areas. The bulk mailings have resulted in an increase in applications. Parent-Child Center Meetings are also occurring. To date, 3 events have been conducted so far – Welcome Back

night and two Library events. We will have a fourth event in February around bedtime routines. We are on track to complete 5-7 events for the school year.

2. Implementation

a. In general, how did the program provide services to clients during the reporting period? (check one) virtual in-person both

b. Describe any implementation issues experienced during the reporting period. What modifications (e.g. service location, times, curriculum, staffing model, staff training) have been made or are planned to be made to address these issues?

For many children, returning to in-person school was the first experience away from caregivers and family members in almost two years and the first with same-age peers. Some children and families have experienced increased trauma during the pandemic – housing insecurity, food insecurity, unemployment. The program prepared its staff to support children and families by implementing a program wide system of trauma-informed practices. While this has been extremely helpful, more work needs to be done. To that end, we have created a Staff Wellness Committee and are proactively implementing a comprehensive staff wellness program to include activities such as drop-in sessions with our mental health consultants, walking groups, and the creation of wellness areas at each site. While a handful of part-time Educational Assistant vacancies persist, the program has been fully staffed since the start of the school year. The classrooms funded by the Portland Children’s Levy have not experienced any staffing issues this year. Quarantining individuals and cohorts due to positive COVID exposures remains a challenge, however, the program continues to follow all local guidelines. Lastly, a very small percentage of students require ongoing support regarding mask wearing. This is an integrated part of the overall learning experience for all children. Overall, we are extremely pleased that the vast majority of students have no issues with wearing masks. Our staff have done an excellent job approaching this as a supportive learning opportunity.

3. Outcome Data Collection Progress

If you began collecting outcome data during the reporting period (e.g. pre-tests or client surveys administered, class-based programs where surveys are administered at the end of the class), have you made any changes to your evaluation process and/or procedures during this reporting period?

YES **NO** If "YES", please describe what was changed and why.

The program re-instituted student outcome progress monitoring after a hiatus during the 2020-2021 school year. The Office of Head Start permitted the suspension of student assessment given the impact of COVID-19. The program now uses the Desired Results Developmental Profile (DRDP) instead of Teaching Strategies GOLD (TS GOLD). The DRDP was adopted to better support the program's racial equity and social justice work.

Have you encountered any challenges with collecting outcome data that will impact year-end reporting?

YES **NO** If "YES", provide an explanation.

The DRDP is a new tool for staff and we continue to enroll new students as the year progresses. These should not pose any difficulties in terms of year-end reporting, however, year-end reporting data may differ from mid-year reporting.

4. Additional Information (OPTIONAL): Share any additional information about things that happened during the reporting period that impacted the program.

None at this time.

5. PCL Support (OPTIONAL): What can PCL do to support your program? What would you like more of or less of from us?

We appreciate the support we currently receive from PCL.

6. Program Highlight (OPTIONAL): Is there anything about your program you would like PCL to highlight in our communications with community audiences (for example: something new, unique, exciting or specific story)?

We're incredibly grateful to offer in-person services to our children and families.