



PORTLAND PUBLIC SCHOOLS

# Head Start

## Annual Report 2020–2021







PORTLAND PUBLIC SCHOOLS

# Head Start

## Our Vision:

Our vision is children growing and thriving in a supportive, nurturing environment of parents, family, neighborhood, and community where they and their families have options and opportunities for optimum growth, development, and learning.

## Our Mission:

As proven leaders in early childhood education and family development, Portland Public Schools Head Start is dedicated to enhancing the quality of life for vulnerable children and families in Multnomah County. Our knowledgeable and caring staff accomplish our mission by providing early education and family support to families of children from three to five years old, emphasizing healthy outcomes and school readiness, promoting family self-sufficiency, and partnering with individuals, school districts, and our community. When we say "school readiness," we mean children are ready for school, families are ready to support their children's learning, and schools are ready for children.

## Our Core Values:

- Recognizing, honoring, and giving voice to the racial, ethnic, and linguistic diversity of the families we serve.
- Working as a team, we can effectively promote respectful, sensitive, and proactive approaches to learning and growth.
- Nurturing the cognitive, physical, social, and emotional development of each child.
- Fostering community partnerships to support families and children during and after the Head Start experience.
- Valuing individuality while recognizing that children and adults develop and prosper within the context of relationships.
- Empowering families to achieve self-sufficiency by identifying their own strengths, needs, and interests while finding solutions and making positive changes.
- Implementing shared decision making as a collective responsibility of families, governing bodies, and staff where ideas and opinions are heard and respected.
- Supporting healthy behaviors that enhance wellness.
- Emphasizing learning through play.
- Keeping families' hopes and dreams as our central focus.



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## Annual Report 2020–2021

Director: Robert Cantwell, Ed.D

The 2020-2021 school year was unprecedented in terms of challenging the field of education to deliver developmentally and culturally appropriate supports and services to children and families due to the impact and influence of the coronavirus pandemic. The staff and families within Portland Public Schools Head Start adjusted and persevered through many adversities. Classroom cohorts were limited to ten students per group. Instructional and family service staff pivoted to delivering services via a fully online format. Children and families embraced the use of new technology hardware and software at home. Old and new community partnerships were forged and strengthened. Racial equity and social justice assumed more prominent positions as pillars of the program. Crises were transformed into learning opportunities. Looking back, new learning frameworks were implemented resulting in positive student outcomes. New ways of conducting business and connecting with families were discovered. We all tapped into deeper wells of resilience and looked to each other for support. This report reflects the experiences and resolve of a community of people who refused to give up on its young learners and who embraced change with all the love and determination at its collective disposal.

### Basic Program Facts

The Portland Public Schools Head Start program served 350 children—ages three- to five-years—in 35 classrooms. For most of the year, we were in Comprehensive Distance Learning (CDL) delivering services virtually. From April 1 through June 11, we offered in-person half-day services in the morning to families who wanted it, as well as afternoon CDL services to families who were more comfortable with that option. Our Head Start grantee is the PPS school district so the program follows the school calendar.

The program’s curriculum, Tools of the Mind®, aligns with Portland Public Schools through common literacy and math benchmarks and assessments. In a typical year, ongoing child observation and assessment in the areas of: Cognitive, Language, Social/Emotional and Physical Development, are used to develop each Individual Learning Plan. This was not possible during the 2020-2021 school year. Beginning in the 2021-2022 school year the Desired Results Developmental Profile (DRDP)® is our assessment resource to guide this work. Teaching Strategies Gold® was utilized in prior school years.

Head Start parents are engaged in their child’s learning to support progress toward their educational goals. Parents are involved in leadership, educational, literacy and employment related opportunities to support lifelong learning experiences in the community.



# Who We Served—Children & Families 2020–2021

Enrollment Opportunities	
	20-21 / Full
Applegate _____	40 / 77
Creston Annex _____	40 / 104
Clarendon _____	70 / 141
Kelly Center _____	60 / 145
Grout _____	20 / 40
Jason Lee _____	20 / 40
Sacajawea _____	60 / 158
Sitton _____	20 / 40
Whitman _____	20 / 40

**Total Funded Enrollment 350/760**

### Age

4 year olds	93.0%
3 year olds	7.0%

(Note: Due to Covid restrictions, we limited enrollment to 50% capacity and gave priority to returning students who are typically 4 year olds. In a typical school year, the age percentages are more balanced with 4 year olds at 58% and 3 year olds at 42%.)

### Ethnicity

Hispanic	33.0%
Non-Hispanic	67.0%

### Race

Black/African American	20.8%
American Indian/Alaskan Native	4.4%
White	42.0%
Asian	17.4%
Hawaiian/Pacific Islander	1.0%
Bi-racial/Multi-racial	9.5%

### DLL (Duel Language Learners) 38.7%

Spanish	21.0%
Chinese	8.6%
Vietnamese	5.0%
Other	4.0%



### Assistance Type by Percent of Families

Families Receiving TANF	11%
Families Receiving SSI	3%
Families Receiving WIC	39%
Homeless Families	10%
Families Receiving SNAP	26%



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20% of our Head Start enrollment were children with disabilities.



# Family Engagement

## Services Provided

Number of referrals to Community Agencies	
Emergency/Crisis Intervention _____	141
Housing Assistance _____	41
Mental Health Services _____	25
Parenting Education _____	27
ESL training _____	33
Adult education _____	33
Job Training _____	33
Substance Abuse Prevention/Training _____	2
Relationship Education _____	10
Health Education _____	133
Assistance to Families of Incarcerated Individuals _____	5
<b>Parents receiving at least one service</b>	<b>523</b>




## Family Engagement Activities

- Policy Council
- Parent Workshops
- Parent Input Surveys
- Health Advisory Committee
- Family and Child Home Visits
- Multnomah County Library “Every Child a Reader” program

During this school year parents were highly involved in their child’s learning. The pandemic gave parents the opportunity to support learning at home, through various virtual platforms, in order to help their children learn and grow. PPS Head Start presented many opportunities for parents to provide feedback and be involved in decision making for the program.

Head Start parents are engaged in their child’s learning to support progress toward their educational goals. Parents are involved in leadership, educational, literacy and employment-related opportunities to support lifelong learning experiences in the community.



Children up-to-date on dental exams	96%
Families/Children who had an identified Medical Home:	72%

This past year was impacted by the coronavirus in many ways. People were at different levels of comfort seeking preventative medical care for themselves and their children. Head Start focused on helping families identify their medical home; the clinic where they would typically go to seek health care, should they decide to do so. We shared information from clinics and health plans that explained the strategies medical providers were using to keep patients safe during office visits. We shared information about novel strategies: doctors prescreening need for immunizations, so children could get their immunization updates in the parking lot while in their car seats. We walked through the steps for using telehealth or “virtual office visits.” We continued to offer support to families who had health issues, and coordinated care.

In dental practice, our partners at Dental3 provided dental screening and referral at all of our Head Start sites. The first two sets of screenings were done outdoors, and the third at the classroom doors. Dental offices in the community also reached out to patients to explain how their infection control practices were keeping people safe. Head Start also distributed toothbrushes to families during the year and teachers reminded children that brushing keeps you healthy.

## Head Start Operating Expenses

### Program Expenses

#### Totals from Budget-to-Actual Reports

#### Grant Description – FY 2021

Federal Head Start Grant	\$ 5,618,686. <sup>00</sup>	46%
Oregon PreK Grant	\$ 5,799,811. <sup>00</sup>	47%
Portland Children’s Levy	\$ 551,897. <sup>00</sup>	5%
Federal Title IA Grant	\$ 240,000. <sup>00</sup>	2%
	<b>\$ 12,210,394.<sup>00</sup></b>	<b>100%</b>

Average cost per child for FY (Expenses/760) \$ 16,066.<sup>00</sup>

Average cost per Federal Awarded Slots for grant year 11/1/2020-10/31/21 (Award/297) \$ 18,918.<sup>00</sup>

Average cost per State Awarded Slots for grant year 7/1/2020-6/30/21 (Award/463) \$ 12,527.<sup>00</sup>

#### Grant Description – FY 2020 (reported on July 28, 2020)

Federal Head Start Grant	\$ 5,504,113. <sup>00</sup>	47%
Oregon PreK Grant	\$ 4,368,868. <sup>00</sup>	37%
Portland Children’s Levy	\$ 524,280. <sup>00</sup>	5%
Federal Title IA Grant	\$ 888,525. <sup>00</sup>	8%
USDA	\$ 368,646. <sup>00</sup>	3%
	<b>\$ 11,154,432.<sup>00</sup></b>	<b>98%</b>

Average cost per child for FY (Expenses/760) \$ 14,677.<sup>00</sup>

Average cost per Federal Awarded Slots for grant year 11/1/2019-10/31/20 (Award/297) \$ 18,918.<sup>00</sup>

Average cost per State Awarded Slots for grant year 7/1/2019-6/30/20 (Award/463) \$ 9,436.<sup>00</sup>

#### Grant Description – FY 2019

Federal Head Start Grant	\$ 5,508,907. <sup>00</sup>	47%
Oregon PreK Grant	\$ 4,231,264. <sup>00</sup>	37%
Portland Children’s Levy	\$ 504,601. <sup>00</sup>	4%
Federal Title IA Grant	\$ 922,601. <sup>00</sup>	8%
USDA	\$ 520,365. <sup>00</sup>	4%
	<b>\$ 11,687,738.<sup>00</sup></b>	<b>100%</b>

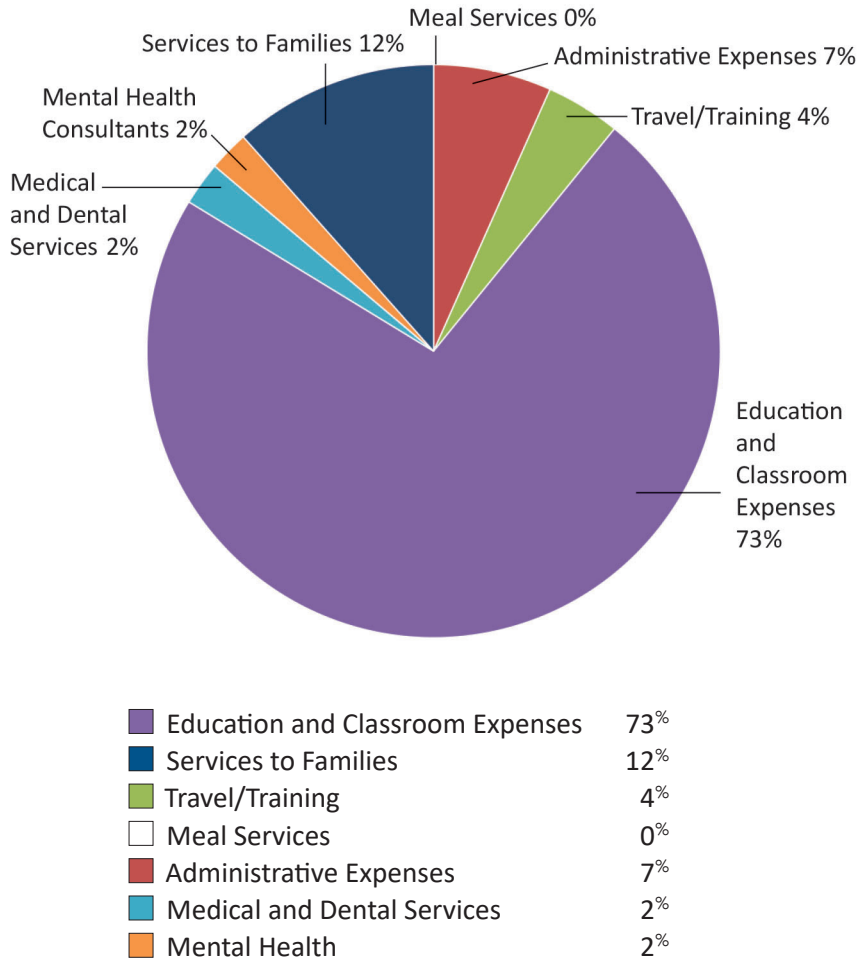
Average cost per child for FY (Expenses/785) \$ 13,643.<sup>00</sup>

Average cost per Federal Awarded Slots for grant year 11/1/2018-10/31/19 (Award/322) \$ 16,581.<sup>00</sup>

Average cost per State Awarded Slots for grant year 7/1/2018-6/30/19 (Award/463) \$ 9,091.<sup>00</sup>



## PPS Head Start Program 2021–2022 Projected Expenditures



## Past Monitoring Results

- PPS Head Start received a Federal Focus Area 1 review during the week of October 28, 2019. There were no findings. Our program was determined to be in compliance with all Head Start Program Performance Standards.
- Our program was reviewed in January, 2017 by Oregon Department of Education for compliance with CACFP regulations. We had one small finding in record keeping which was corrected.
- On the 2016 internal audit provided by the District's auditors three deficiencies not considered material weaknesses for the PPS Head Start program were found:
  1. The required semi-annual (425) report had inaccuracies with regard to the amount of local funds expended and the final 425 report was submitted late.
  2. Cash drawdowns included funds that are held by the District and paid out in July and August of each year. The funds should not have been drawn down since they were being held by the District and paid out later.
  3. Time and Effort Certifications were not completed in a timely manner.

These deficiencies have been addressed by the District and processes and procedures have been implemented to ensure that there will be no further findings in these areas.

## Five-Year Goals — Year Three 2020–2021 PROGRESS

**Program Goal 1:** PPS Head Start will ensure that all children are ready for success in kindergarten and beyond.

Objectives	Expected 5-year Impact	Year 3 2020-21 Progress, Outcomes, and Challenges
All children will receive high quality educational experiences.	95% of all enrolled children will be at or above widely-held expectations in all domains.	<p>Due to learning on-line (CDL), enrolled children have not been assessed using TS Gold. This goal may be carried over into next year.</p> <p>Using a new tool (DRDP). Identify trends by race, language, etc.</p> <p>Progress was made during PLC work addressing domains and Priority Standards for student growth.</p> <p>PLCs looked at data in new and different ways, especially without a standardized student assessment tool.</p>
Children will be healthy and ready to learn.	<p>80% of enrolled children will have attendance of 85% or greater.</p> <p>Systems are in place to ensure a safe, secure, healthy environment to support children’s learning and development.</p>	<p>Covid protocols.</p> <p>Phone calls by FSW to support parents; needs, checking in mental health support.</p> <p>New safety protocols. Example: Covid Team Response, STT, cleaning procedures. Individualize attendance protocol for In-Person Instruction depending on family choice (CDL or In-Person).</p> <p>Attendance for CDL, SeeSaw, Dental Screenings, Daily Health Checks were monitored.</p>
Increased individualized instruction and support	<p>Improved outcomes for students with learning differences or behavior that is perceived as challenging by adults in the school and home setting.</p> <p>All students who attend at least 80% of the time and are eligible for Early Childhood Special Education services or receiving Mental Health consultation will show growth at all assessment points in the Social Emotional Domain.</p>	<p>Students with challenging behavior have mostly been underserved this year, due to lack of access in the classroom and families feeling too overwhelmed to access services.</p> <p>Students who were eligible for Early Childhood Special Education services continued to receive all support and services remotely and as we returned to in person instruction. Head Start staff participated in monthly collaboration meetings to identify and adapt classroom instruction. Individualized services were provided as indicated on the IFSP through parent and teacher coaching sessions. Service logs were regularly reviewed to ensure adequate service levels.</p> <p>Increased focus and practice on SEL during CDL lessons/ activities, feelings, emotions, trauma-informed lessons.</p> <p>Teachers were encouraged to create Professional Goals related to Social/Emotional Literacy for students.</p> <p>Reduced numbers supported the reduction of challenging behaviors.</p> <p>Some children prefer on-line learning, and less child contact.</p> <p>MECP has increased service time and levels of support based on student need. (In person and CDL).</p> <p>MECP was able to offer increased services to caregivers and children due to reduced enrollment.</p>



## Five-Year Goals — Year Three 2020–2021 Progress

**Program Goal 2:** PPS Head Start will have strong communication systems throughout our organization.

Objectives	Expected 5-year Impact	Year 3 2020-21 Progress, Outcomes, and Challenges
Program information will be shared regularly with families, staff and community partners.	All program communication systems will have a current written procedures and will be utilized and maintained regularly.	<p>Emailing parents, texting, phone calls (all staff).</p> <p>Staff learning technology, parents learning new technology (everyone being willing to learn/grow).</p> <p>Online platforms that everyone needed to learn, Google Meets, Zoom, Seesaw, Remind, etc.</p> <p>Outreach to community partners/continued meetings.</p> <p>Teachers using Remind and/or ChildPlus more than prior years.</p> <p>Consistent check-ins with parents.</p> <p>Improve-consistent communication for all parents, in all languages (not dependent on teacher/FSW approach).</p> <p>Accessing all the available information is sometimes cumbersome.</p> <p>Teachers sharing lessons, activities, etc., with the entire teaching staff via google shared drive, emails, etc.</p> <p>Weekly Bulletin for <i>all</i> staff.</p> <p>Having remote meetings has increased participation and attendance. (Recommendation: consider continuing with some remote meetings).</p>
Updated technology systems and training will be provided program-wide.	100% of staff will be trained regularly on devices and software relevant to their work.	<p>Almost all staff received new and/or updated technology to deliver CDL services. Laptops and hotspots.</p> <p>All families received new tech and received some level of "training". Tablets, hotspots, headphones and keyboards.</p> <p>Hired part-time tech specialist to support staff and families during Covid.</p> <p>Hired Data Management Coordinator</p> <p>We may need more training on Google Suite. (Google docs, drives)</p>



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## Five-Year Goals — Year Three 2020–2021 Progress

**Program Goal 3:** PPS Head Start will ensure that the diversity of every child, family and staff member is valued and reflected in all program actions and decisions.

Objectives	Expected 5-year Impact	Year 3 2020-21 Progress, Outcomes, and Challenges
Increase pathways and opportunities for parents to become employed with PPS Head Start.	Increase parent employment with PPS Head Start by 30%.	Connect with local colleges/community partners to improve in this area. One current parent was hired as a temporary FSW. English language classes at Clarendon—work to offer this at multiple locations. Provided PRAXIS for test taking and preparation available for interested families or staff.
Provide meaningful and relevant professional development for all PPS Head Start staff.	100% of staff will receive regular professional development related to their PPS Head Start responsibilities.	Weekly EA and part time EA trainings. Weekly teacher staff meetings. Monthly equity leadership; have a new contract with equity consultant. How are we embedding in all routines/meetings/instruction/family engagement?
Ensure that all children and families are receiving support to be healthy and ready to learn.	100% of families will receive information and follow up regarding healthcare and needed resources.	Challenges of Health Equity in pandemic reflected in decrease in number of well child visits. Progress: <ul style="list-style-type: none"> <li>• FSW trained to identify barriers and provided opportunities and information, check on medical home being established.</li> <li>• New systems of communication with families to share resources.</li> <li>• Virtual parent meetings with HSAC MDs; sleep &amp; bedtime; covid vaccination.</li> </ul> Challenge: Electronic enrollment left gaps in family report of insurance, medical and dental home. Progress: System created on Change of Status form. Forms revised/reworded for next year.

## Child Outcomes

PPS Head Start conducts assessment of children throughout the year to monitor developmental progress. While standardized assessments were not completed this past year due to the shift to Comprehensive Distance Learning of all services and supports, other alternative formative assessments were completed, however. These included staff observations of student learning, as well as student artifacts produced during synchronous and asynchronous learning opportunities. Teachers continued to meet in their Professional Learning Communities and use the data collected to inform their planning and teaching. These data analyses also enabled the program to monitor its progress on and update its 5-Year Program Goals and School Readiness Goals.



## Community Partners

Portland Public Schools is actively involved in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners. Head Start works diligently to improve the delivery of community services to children and families.

Partnerships are established within our school district between programs such as curriculum and instruction, student services, early childhood education, transportation, nutrition services, special education, English as a Second Language, technology services. City-wide partnerships are numerous and include health, social service and early childhood education organizations, colleges and universities, ESDs, the Oregon Zoo and more.

**Many thanks to our numerous community partners, including—but not limited to—the following:**

A Children's Place Bookstore	JUNTOS Together We Learn	Portland Children's Levy
Albertina Kerr Center	La Clinica de Buena Salud	Portland Children's Museum
Albina Early Head Start Family Center	Lewis and Clark College	Portland Community College
Asthma & Allergy Foundation	Lutheran Family Services	Portland Firefighters Local 43
Black Parent Initiative	Mainspring	Portland Public Schools
Bradley Angle House	Metro Child Care and Referral	Portland State University
Bravo Youth Orchestra	Morrison Center	Portland Winterhawks
CASA For Children	Morrison Child & Family Services	PPS Early Childhood Special Education Services
Casey Eye/OHSU/Elks Preschool Vision Program	Mt. Hood Head Start	PCC Metropolitan Workforce Training Ctr.
Catholic Charities	Mt. Scott Community Center	Pioneer United Methodist Church
Center for Family Success	Multnomah County Library—Every Child A Reader program	PIVOT Job Corps Center
Charles Smith, Charles Smith & Associates LLC	Multnomah Educational Service District (MESD)	Portland Fire & Rescue
Childcare Resource & Referral	Multnomah County Health Department (MCHD)	Planned Parenthood
Children's Book Bank	Multnomah Early Childhood Program (MECP)	Portland Children's Levy
Children's Community Clinic	MCHD Lead Screening Program	Portland Housing Center
Children's Museum	NARA Indian Health Clinic	Portland Work Source SE
Common Bond	NARA Wellness And Youth Center	Project Dental Health
Community Energy Project	National University of Natural Health Centers (NUNM)	Providence Specialty Pediatric Dental Clinic
Columbia Regional Program	Naturopathic Health Clinic	Providence Occupational Medicine
Community Immunization Clinic	New Hope Baptist Church	Reach Community Development
Community Warehouse	North By Northwest Health Center	Rose Community Development
Dental 3	Northwest Children's Outreach	Rosewood Family Health
DHS	NW Primary Care Sellwood/Moreland	Russian Oregon Social Services
Dougy Center	OHSU Doernbecher Children's Hospital	Salvation Army
Early Learning Multnomah (ELM)	OHSU Richmond Family Clinic	Self Enhancement, Inc.
El Programa Hispano	OHSU Russell St. Dental Clinic	Shriners Hospital Social Work
Emanuel Hospital	Operation Nightwatch / SE Hospitality Center	Southeast Uplift
Family and Community Together	Operation Warm	Swindells Resource Center,
Francis Center	Oregon Community Warehouse	The ARC of Multnomah County
Growing Gardens	Oregon Department of Education - Early Childhood Education	University Park Dental
Habitat for Humanity	Oregon Episcopal School - Rebecca Siplak	University of Portland - School of Education
Hacienda Community Development Corporation	Oregon Food Bank	Urban League Youth Family Services
Hispanic Access - Oregon Human Development Dept	Oregon Outreach	US Marine Corps Toys for Tots
Home Forward	Oregon Pediatrics	VOA Youth & Family Services
Human Solutions	Oregon State Extension Service	YMCA NE Community Center
Immigration Counseling	The Oregon Zoo	YMCA SE Child Development Center
Impact NW		
IRCO Immigrant and Refugee Community Organization		
JOIN		



PORTLAND PUBLIC SCHOOLS

# Head Start

## Main Office

4800 NE 74th Ave  
Portland, OR 97218  
Phone: 503-916-5724  
Fax: 503-916-2480  
[www.pps.net/headstart](http://www.pps.net/headstart)  
[www.pps.net/head-start](http://www.pps.net/head-start)

## PPS Head Start Sites

**Sacajawea** (main office) • 503-916-5724  
**Applegate** • 503-916-6294  
**Clarendon Early Learning** • 503-916-6269  
**Creston Annex** • 503-916-6219  
**Grout** • 503-916-6711  
**Jason Lee** • 503-916-5732  
**Kelly Center** • 503-916-5759  
**Sitton** • 503-916-3043  
**Whitman** • 503-916-3010

## PPS Head Start Management Team

**Robert Cantwell, EdD**  
Director

**Amparo Garcia-Yurchenco**  
Education Supervisor

**Tamra Gowdy, EdD**  
Education Supervisor

**Nalota Herms**  
Education Supervisor

**Jason Roepel**  
Education Supervisor

**Susan Fodell**  
Inclusion Manager

**Rhiannon Martin**  
Family & Community Partnerships Manager

**Paula Zaninovich**  
Mental Health Manager

**Jean Borgerding**  
Nurse Consultant

**Keely Moon**  
Nurse Consultant

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