

Cortland County Community Action Program Board of Directors Meeting  
December 16, 2021  
Meeting Agenda

- I. Call to Order
- II. Motion for Approval October 2021 minutes
- III. Standing Committee Reports
  - 1) Executive Committee
    - a) Resolution 21.47 – 2022 Holiday Schedule
    - b) Resolution 21.48 – Job Descriptions
    - c) Resolution 21.49 – Emergency Preparedness Plan
    - d) Resolution 21.50 – Lindy Glennon Variable Hourly Employee
  - 2) Board Development Committee
    - a) Resolution 21.51 – Shelley Warnow to represent Mayor Scott Chamberlin
  - 3) PPE Committee
    - a) Resolution 21.52 – HS/EHS 2021 Self-Assessment
    - b) Resolution 21.53 – HS/EHS PIR
    - c) Resolution 21.54 – Updated Program Area Policies
  - 4) Finance/Audit Committee
    - a) Resolution 21.55 – CSBG COVID CARES Amendment
- IV. Executive Director Report
- V. Program Director Reports
  - a) Consumer Directed Services
  - b) Energy Services
  - c) Family Development
  - d) Head Start/Early Head Start
  - e) WIC
  - f) Human Resources
- VI. Head Start Policy Council Update
- VII. Old Business
  - a) Resolution 21.56
- VIII. New Business
  - a) Resolution 21.57 – 2022 CDS minimum wage adjustments
- IX. Executive Session if needed
- X. Adjournment

Cortland County Community Action Program Board of Directors Meeting  
October 28, 2021  
Meeting Agenda

I. Call to Order – Meeting called to order at 12:01 pm

Doug Bentley, Sarah Beshers, Mary Beth Bliss, Ella DiIorio, Jeanette Dippo, Billie MacNabb, Patty Schapp, Helen Spaulding, Lynne Sypher, Shelley Warnow, Larry Woolheater, April Dennison. Absent: Liz Haskins, Mary Beth Mathey, Penny Prignon.

II. 2020 Audit Presentation – Bettina Lipphardt

Bettina presented materials for 2020 Agency audit, 990 and CHAR 500 (see attached for details). Bettina met with the Finance Committee and made detailed presentation. Auditors are providing an unmodified, clean audit with no findings. For the major federal funding piece of the audit, the HS/EHS funding was tested. CAPCO ended 2020 with a \$110k surplus. Required communications including in 2020 CAPCO adopted the new requirement for recognizing revenue with customers. This did not really change anything as we were already doing this.

Audit report includes recommendation to write off \$300k of uncollected Medicaid revenue. We are working to get this paid as these were services provided. It is a process due to rebilling, etc. For audit, we are looking to write it off with intent to continue to work to get the revenue paid. As it is collected, it will be shown as income in current year. Financial highlights included a review of finances/audits for each year starting with 2016. We are in very strong cash position with \$1,787,599. Cash and cash equivalents increased \$406k or 29% with the surplus and timing related to the liabilities. Fees and grants receivable decreased \$138k or 10% from the prior year.

Fees receivable relates to the CDPAP program and decreased \$158k or 17% with increasing the allowance for doubtful accounts by \$300k. CAPCO should concentrate on CDPAP collections. Grants receivable remained consistent with the prior year. Substantially all unreserved amounts outstanding at the end of 2020 were collected in 2021. Property and equipment increased with the new storage facility and the new playground offset by current year depreciation.

Liabilities increased \$279k or 41%, which was mainly due to additional benefits and payroll accruals and grant funds received in advance. Net assets are an indication of financial strength. CAPCO's increase in net assets was due to the current year surplus. Resolution 21.41 – Accept the 2020 Audit/990/CHAR 500 as presented. Motion for Approval made by Helen Spaulding, 2<sup>nd</sup> Jeanette Dippo. Motion carried.

III. Motion for Approval September 2021 minutes

Motion for Approval made by Jeanette Dippo, 2<sup>nd</sup> Lynne Sypher. Motion carried.

IV. Standing Committee Reports

- 1) Executive Committee-met October 18<sup>th</sup> to review changes to the CAPCO Personnel Policies and Procedures and the Executive Director Search Process. (Minutes attached).
  - a) Resolution 21.42 – Personnel Policies and Procedures Updates  
Motion for Approval made by Larry Woolheater, 2<sup>nd</sup> Doug Bentley. Motion Carried.

- 2) Board Development Committee-reviewed the application of Billie MacNabb for a new term on the Board of Directors. Committee had application and petition signed by low income members of the community.
    - a) Resolution 21.43 – Billie MacNabb for a second Board Term, May 2021-May 2026. Motion for Approval made by Jeanette Dippo, 2<sup>nd</sup> by Doug Bentley. Billie abstained. Motion Carried.
  - 3) PPE Committee – Did not meet
  - 4) Finance/Audit Committee-met October 21<sup>st</sup>. Bettina Lipphardt presented the 2020 audit, 990 and CHAR 500 materials that have just been presented to the full Board. Committee reviewed the October finance report and financials. Motion to receive and file financial statements by Doug Bentley, 2<sup>nd</sup> by Larry Woolheater. Motion carried.
- V. Executive Director Report-submitted written report in interest of time and need for Board to have Executive Session.
- VI. Program Director Reports - Accepted written reports from the Directors as presented to allow time for Executive Session.
  - a) Consumer Directed Services
  - b) Energy Services
  - c) Family Development
  - d) Head Start/Early Head Start
  - e) WIC
  - f) Human Resources
- VII. Head Start Policy Council Update – last meeting was canceled and rescheduled for Wednesday, November 3<sup>rd</sup>.
- VIII. Old Business – no old business
- IX. New Business
  - a) December Board meeting scheduled for Dec. 16 due to holidays in November and December
  - b) Board reviewed proposed HS/EHS Lease for space at Learning Adventure for period of 3 years, Dec. 1, 2021-September 1, 2024. Resolution 21.44 – Learning Adventure HS/EHS Lease Motion to approve Resolution 21.44 made by Jeanette Dippo, 2<sup>nd</sup> made by Mary. Motion carried.
  - c) Board reviewed and discussed proposed COVID-19 Vaccination Policy. Head Start/EHS employees are required to be fully vaccinated by January 1, 2022. Proposed policy is to have a consistent policy for all CAPCO employees. This is important as we are responsible for providing important services to populations at risk and unable to be vaccinated. Resolution 21.45 – COVID 19 Vaccine Policy

motion to approve made by Doug Bentley, 2nd by Ella DiIorio. Motion carried.

X. Executive Session

Motion to enter Executive Session make by Larry Woolheater, 2<sup>nd</sup> Jeanette Dippo.

Motion carried and Board entered Executive Session at 12:47.

Meeting called to order at 12:00 noon. Members present: Shelley Warnow, Billie MacNabb, Lynne Sypher, Helen Spaulding. Staff: Greg Richards, Lindy Glennon

Committee reviewed proposed 2022 holiday schedule to include the floating holiday on Friday, May 27, 2022 (see attached). Motion to approve made by Lynne Sypher, 2<sup>nd</sup> Billie MacNabb. Motion carried.

Committee reviewed proposed job descriptions including Building Superintendent, Materials and Inventory Clerk, updated Deputy Director and HR Coordinator positions (see attached). The Building Superintendent and Materials and Inventory Clerk positions are in Energy Services and in response to expansion of that department into Tompkins County.

The HR Coordinator position is an updated job description from the current HR Generalist position. With other changes happening it is necessary to refocus that job to a higher level of responsibility. This is reflected in the education/experience requirements and will be a higher-level salary than current HR Generalist position.

The Deputy Director (see attached) position has been updated to reflect the changes necessary to the HR Coordinator position and the transition of Greg from the current Deputy Director position to Executive Director. Committee discussed several areas for clarification including the area of fund development. Recommended some changes/clarification to that area.

Motion to approve all 4 job descriptions as presented with recommended updates to the Deputy Director position made by Shelley Warnow, 2<sup>nd</sup> Billie MacNabb. Motion carried.

Committee reviewed the proposed changes to the Emergency Preparedness Plan (see attached). The updates reflect required information for HS/EHS and includes the Infectious Disease Control Plan (NYS HERO Act) policy the Board approved in September 2021. Motion to approve the proposed plan made by Lynne Sypher, 2<sup>nd</sup> Shelley Warnow. Motion carried.

Committee reviewed proposal to allow Lindy Glennon to continue under contract with CAPCO as a Variable Hourly Employee from January-May 2022 to complete facilitation of the current Family Development Credential (FDC) class. Hours would include class time, preparation and portfolio advising. No benefits will be paid (except for those required by NYS/Federal) and no accrual of leave. This follows other actions with staff that have retired that we needed to keep to allow for contract work (i.e. QCI/Auditor). Motion to approve Lindy Glennon as Variable Hourly Employee as discussed to be compensated at current rate of pay made by Shelley Warnow, 2<sup>nd</sup> Billie MacNabb. Motion carried.

No further business, meeting adjourned at 1:15 p.m.

*Resolution of the Board of Directors*  
*Of*  
*Cortland County Community Action Program,*  
***Inc. Resolution No. 21-47***

**WHEREAS,** the Cortland County Community Action Program, Inc. Executive Committee has reviewed the proposed 2022 Holiday schedule and ,

**WHEREAS,** the Cortland County Community Action Program, Inc. Board of Directors has reviewed the proposed 2022 Holiday schedule,

**IT IS HEREBY RESOLVED** that on December 16, 2021, the CAPCO Board of Directors approves the 2022 Holiday schedule.

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Date

# CAPCO 2022

## HOLIDAY SCHEDULE

The office will be closed on each of the following days:

DECEMBER 31 (2021) – Observance of New Year’s Day, 2022 (Friday)

JANUARY 17 - Martin Luther King Day (Monday)

FEBRUARY 21 - President’s Day (Monday)

MAY 27 – Friday before Memorial Day (Floating Holiday)

MAY 30 - Memorial Day (Monday)

JUNE 20 – Observance of Juneteenth (Monday)

JULY 04 – Independence Day (Monday)

SEPTEMBER 05 - Labor Day (Monday)

OCTOBER 10 - Columbus Day (Monday)

NOVEMBER 11 –Veteran’s Day (Friday)

NOVEMBER 24 - Thanksgiving Day (Thursday)

NOVEMBER 25 - The Day after Thanksgiving (Friday)

DECEMBER 26 - Observance of Christmas Day (Monday)

**\*Half-day (afternoon Agency closure) on Tuesday, November 8, 2022, for Election Day\***

***Resolution of the Board of Directors***

***Of***

***Cortland County Community Action Program,***

***Inc. Resolution No. 21-48***

**WHEREAS**, the Cortland County Community Action Program, Inc. Executive Committee has reviewed the proposed Deputy Director, HR Coordinator, Materials and Inventory Clerk and Building Superintendent job descriptions and ,

**WHEREAS**, the Cortland County Community Action Program, Inc. Board of Directors has reviewed the proposed Deputy Director, HR Coordinator, Materials and Inventory Clerk and Building Superintendent job descriptions,

**IT IS HEREBY RESOLVED** that on December 16, 2021, the CAPCO Board of Directors approves the Deputy Director, HR Coordinator, Materials and Inventory Clerk and Building Superintendent job descriptions.

Shelley Warnow  
Board President

12/16/2021  
Date

## Cortland County Community Action Program, Inc.

### Job Description

**Job Title:** Building Superintendent  
**Department:** Building Maintenance  
**Director Approval:** \_\_\_\_\_

**Date:** May 11, 2021  
**Reports To:** Energy Services Director  
**FLSA Status:** Non-Exempt

**Job Function** Performs upkeep tasks of CAPCO-owned and rented facilities to include routine cleaning duties based on predetermined daily schedule. Responsible for maintenance and repairs of CAPCO facilities to include addressing immediate operational and safety concerns, assisting skilled trades, and ensuring preventative maintenance and repair procedures.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

Perform minor building repairs, upkeep, and general maintenance of facilities, grounds, and equipment at various sites including basic painting tasks, electrical, plumbing and carpentry in a timely fashion per Agency priorities. Identify need for skilled contractors and assist, as necessary.

Contact and arrange for subcontractor assessments and quotes. Work with the Energy Services Director to gain approvals and make final decisions regarding subcontractor projects and timelines.

Assembling and moving furniture, supplies, boxes, and other materials within and between worksites.

Order, deliver, and maintain janitorial and custodial supplies for each designated location.

Working closely with the Account Clerk, create and track Purchase Orders and requisitions regarding building and facility maintenance.

Responsible for maintaining clean and orderly Agency-designated van including maintaining tools and tracking mileage.

Identify and solve facility safety concerns.

Participate as contributing member of the Agency Safety and Facilities Enhancement (S.A.F.E.) Committee.

Responsible for the oversight of the daily, weekly, monthly, and quarterly cleaning maintenance of CAPCO-owned and rented facilities, following Agency cleaning schedule:

#### **Main Office:**

Overseeing and working with the Janitorial Worker, on a daily basis, clean common areas including: front foyer, reception area, hallways, board room, kitchen/break room, bathrooms WIC waiting room and blood room, utility room. Daily cleaning responsibilities include:

- Sweeping and mopping, moving runners and carpets
- Vacuuming common area carpets
- Dust and disinfect common surfaces
- Bathroom cleaning and disinfecting
- Front glass door cleaning

- Refill of dispensers
- Collection of garbage and recycling
- Routine disinfectant fogging, as necessary.

On a weekly basis, vacuum individual offices, sweep front sidewalk and pick-up litter/trash in front of and around the building, mop desk mats, and ensure trash and recyclables are available for weekly pick-up.

On a monthly basis, check for cobwebs throughout the building, dust WIC shelving and pictures in the hallways.

On a quarterly basis, clean all windows inside and out.

### **South Main Facility (front and back buildings):**

Overseeing and working with the Janitorial Worker, clean the CAPCO South Main Facility once per week on predetermined day completing the following responsibilities:

- Sweep and mop all classrooms, office floors, and stairways.
- Clean classroom sinks
- Dust and disinfect common surfaces
- Dust tables in BOCES classroom
- Check and clear cobwebs throughout the building
- Clean and disinfect bathrooms and door handles
- Refill of dispensers
- Collection of garbage and recycling
- Routine disinfectant fogging, as necessary.

### **Cosimo's Facility:**

Overseeing and working with the Janitorial Worker, clean CAPCO's rented Cosimo's facility once per week on predetermined day completing the following duties

- Mop and/or vacuum all classroom floors and carpets
- Clean and disinfect classroom bathrooms
- Mop and sweep floors in office space, stairwell and foyer upstairs and downstairs
- Dust and disinfect common surfaces
- Sweep and mop kitchen office, dust and disinfect common surfaces
- Refill of dispensers
- Collection of garbage and recycling
- Routine disinfectant fogging, as necessary

### **Elm Tree Facility:**

Overseeing and working with the Janitorial Worker, clean CAPCO's rented Elm Tree facility once per week on predetermined day completing the following duties

- Mop and/or vacuum all classroom floors and carpets
- Clean and disinfect classroom bathrooms
- Vacuum, mop/sweep common and meeting space areas
- Dust and disinfect common surfaces
- Clean and disinfect common facility bathrooms
- Refill of dispensers
- Collection of garbage and recycling

- Routine disinfectant fogging, as necessary

### **Energy Services Facility:**

Overseeing and working with the Janitorial Worker, clean CAPCO's rented Energy Services facility once per week on predetermined day completing the following duties

- Mop and/or vacuum all floors and carpets
- Clean and disinfect bathroom
- Vacuum, mop/sweep common and meeting space areas
- Collection of garbage and recycling
- Routine disinfectant fogging, as necessary

### **Competencies**

To perform the job successfully, an individual should demonstrate the following competencies:

Identifies and resolves problems in a timely manner; Gathers and analyzes information skillfully. Demonstrates superior time management and organizational skills. Responds to requests for service and assistance. Contributes to building a positive team spirit. Makes self-available to staff; Provides regular performance feedback. Shows respect and sensitivity for cultural differences. Develops strategies to achieve organizational goals. Exhibits sound and accurate judgment.

Comply with all Agency and Department safety policies and procedures, including but not limited to standards set forth by the Occupational Safety and Health Administration (OSHA).

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Education and/or Experience**

High School Diploma or High School Equivalency (GED) degree preferred. Five (5) to ten (10) years related experience or equivalent combination of education and experience.

### **Supervisory Responsibilities**

Oversee and supervise 2-4 Janitorial Worker/Maintenance staff, ensuring the adequate cleaning and janitorial maintenance of designated CAPCO-owned and rented facilities.

### **Language Skills**

Ability to read and interpret documents, safety rules, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively in a team environment.

### **Mathematical Skills**

Ability to add, subtract, multiply, and divide in all basic units of measure. Ability to read and interpret tape measures and rulers effectively.

### **Computer Skills**

To perform this job successfully, an individual should have working knowledge Microsoft Office Suites (Word, Outlook, Excel, etc.).

**Reasoning Ability**

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

**Certificates, Licenses, Registrations**

NYS Driver's License

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly required to use hands to finger, handle, or feel. The employee will be required to frequently use power tools. The employee is frequently required to stand; walk; reach with hands and arms and talk or hear. The employee is occasionally required to climb or balance and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 80 pounds with assistance or appliance dollies. Specific vision abilities required by this job include close vision and distance vision.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is occasionally exposed to moving mechanical parts; high places; dirty confined spaces, outside weather conditions and risk of electrical shock. The noise level in the work environment is usually moderate to loud.

**Cortland County Community Action Program, Inc.**  
**Job Description**

**Job Title:** Deputy Director  
**Department:** Administration  
**Director Approval:** \_\_\_\_\_

**Date:** November 8, 2021  
**Reports To:** Executive Director  
**FLSA Status:** Exempt

**Job Function** Serve as a member of the Agency's Management Team responsible for working with the Executive Director and Agency Management Team to provide direction, leadership, and oversight toward the achievement of the Agency's philosophy, mission, goals, and objectives. Ensure the Agency has proper operational controls, administrative procedures, and people systems in place to effectively administer and grow the Agency. Maintains oversight and leadership responsibility for the following Agency functions: Administrative Management & Leadership, Human Resource Management, Information Technology, and Fundraising. This position includes the directional oversight of the Agency's Consumer-Directed Services department.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

**Administrative Management & Leadership**

Assist the Executive Director with administrative responsibilities, managing the day-to-day operations of the Agency. Act on behalf of the Executive Director in her/his absence, as directed.

Work with the Executive Director and broader Management Team in the satisfaction and tracking of Organizational Performance Standards, overseeing preparation for external reviews and audits.

Oversight of the Agency Reception and office operations, including but not limited to front desk supervision and management, administrative purchase order review and approvals, and office supply inventory.

In collaboration with Executive Director and Agency Management team, develops and facilitates staff training and development, as well as communications. Serves as chairperson for All-Staff Day planning committees.

Works collaboratively with the Executive Director and Fiscal Director on the development and implementation of the Administration budget. Provide insights and advisement on overall Agency budget process.

Oversee implementation of agency-wide initiatives developed through the Agency Management and Leadership Teams, including planning and implementation of Agency special projects and events as assigned by the Executive Director.

Oversight of the Agency's social media presence through the Agency's Executive Assistant.

Serve as primary administrator for Agency's website.

Provides technical assistance to agency programs in the area of planning and program growth/development as directed by the Executive Director.

## **Human Resource Management**

Primary management oversight of the Human Resource Management function of the Agency, including direct supervision of the specialized HR Coordinator position and other HR staff, ensuring effective completion of job duties and processes.

Ensures existing HR processes are effective and compliant with all requirements, including internal Personnel Policies and Procedures and external legal requirements and considerations. Works with HR Coordinator to develop corrective action plans and updated procedures as needed.

Works with the HR Coordinator and broader Management Team to spearhead the development, communication and implementation of clear, effective personnel policies and procedures.

Serves as a System Administrator for Agency's HRIS/Payroll/Timekeeping system.

Serves as a Plan Trustee of the Agency's 401(K) Retirement Plan, working closely with HR Coordinator and plan provider as necessary to ensure accurate and compliant Plan administration. Oversight of routine IRS filings and annual audit preparation as it pertains to Plan.

Oversight of HR's compliant administration of employee benefit programs through the Agency's HR Coordinator. Provide guidance and direction on the strategic direction and effectiveness of benefit programs.

Serve as chairperson for Agency's Staff Wellness Committee. Participate and serve as leadership member on subcommittees related to staff wellness, ACEs/trauma-informed care, resilience, satisfaction, feedback, appreciation, etc.

Serve as chairperson of Agency's Safety and Facilities Enhancement Committee (S.A.F.E.), reviewing the Agency's Safety Program to confirm effectiveness and compliance with legal safety standards. Assist in the development corrective plans of action in regards to safety and implement as needed.

Conduct bi-annual Risk Assessment, working collaboratively with Executive Director and Program Directors. Report out to Board of Directors and oversee action steps.

Monitor and report on matters of Personnel and Human Resource Management to the Management team and Board of Directors.

## **Information Technology (IT)**

Coordinate with IT consultants, vendors, and staff on the effective oversight of

the Agency's IT infrastructure.

Working with the IT Consultants/vendors and the Executive Assistant, management oversight over all aspects of technology within the Agency, including but not limited to desktops & laptop/tablet computers, network equipment, software, servers, printers, copiers, phone systems, internet & phone providers, etc.

Provide direction, oversight, and guidance to the Executive Assistant and front-end Reception in the day-to-day IT ticket submissions, tracking, resolution process.

Provide guidance to the Agency for expanding the use of technology to enhance service delivery, operational efficiencies, and integration.

### **Board of Directors**

Assist with the coordination of the activities and development of the Board of Directors.

Working with the Executive Director and Executive Assistant, oversee Board compliance with all applicable standards and regulations.

Attend and actively participate in monthly committee and full Board meetings.

Represent the Executive Director in her/his absence at committee meetings, Board meetings, community functions, special meetings, etc. as requested.

### **Fund Development**

Coordination and oversight with Executive Director of Agency's fund development programs.

Serves as committee chairperson for fund development and special events.

Provides guidance and direction concerning the Agency's fund development strategic priorities and initiatives.

### **Consumer-Directed Services Program**

Serve as Program Director for the programs and components of the Agency's Consumer-Directed Services department, including the Volunteer Driver Program and EISEP Consumer-Directed In-Home Services Program (CDIS).

Working with the VTP Coordinator, oversight for the continued build-up, growth, and expansion of the Volunteer Driver Program, leading the strategic direction of volunteer recruitment and ride administration.

Oversight of existing processes in the Consumer-Directed Services department ensuring processes are effective and compliant with all Program

and funding source requirements, including requirements for Consumers and Personal Assistants, as applicable.

Working with Program Coordinators and the Fiscal Office, monitors ongoing billing and re-billing for services, ensuring billing is up-to-date and accurate. Identify and work to resolve billing issues with the Program Coordinators and Fiscal Office.

Responsible for the development and administration of the Consumer-Directed Services department budget. Responsible for the effective budget oversight and monitoring.

Managerial oversight of the Agency's transition out of the Medicaid Consumer-Directed Personal Assistance Program (CDPAP), ensuring full compliance with all standards and regulations, including but not limited to guidelines of Managed Long-Term Care providers and the Corporate Compliance Plan as indicated by NYSDOH and Medicaid.

Work with Program Coordinator to respond to Consumer and Personal Assistant inquiries, prepare communications, and provide materials regarding the CDPAP Transition.

Working with the Program Coordinator, communicate with Managed Long-Term Care providers and the Department of Social Services to ensure a smooth transition for Consumers, Personal Assistants, and all stakeholders.

Working with the Executive Director and Program Coordinator, participate in the CDPAP sub-contracting process and ongoing conversations with chosen Fiscal Intermediaries to identify the Agency's role and participation with sub-contracting, providing strategic guidance and direction.

### **Supervisory Responsibilities**

Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws.

- Directly supervises the HR Department position(s)
- Directly supervises front-desk Reception administrative function.
- Directly supervises Coordinators of components of the Consumer-Directed Services department.

### **Language Skills**

Ability to read, analyze, and professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

### **Reasoning Ability**

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations. Aptitude to

evaluate and deal with individualized situations within the guidelines of applicable laws and best practices.

### **Computer Skills**

To perform this job successfully, an individual should have knowledge of Human Resource systems; Internet software; Payroll systems and Word Processing software.

### **Education and/or Experience**

Bachelor's degree (BA/BS) or higher in Business Administration, Management, Public Services, Human Services, or related field. Minimum five (5) years related experience and/or training; or equivalent combination of education and experience.

### **Certificates, Licenses, Registrations**

Current driver's license. Must be able to travel 20% of the time to attend Agency functions/business

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly required to sit. The employee is frequently required to use hands to finger, handle, or feel and talk or hear. The employee is occasionally required to walk. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

## Cortland County Community Action Program, Inc.

### Job Description

**Job Title:** Human Resource Coordinator **Date:** November 8, 2021  
**Department:** Administration **Reports To:** Deputy Director  
**Director Approval:** \_\_\_\_\_ **FLSA Status:** Exempt

**Job Function** Administers all policies and programs relating to all functions and phases of Human Resource Management processes and activities of the Agency by performing the following duties.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

Initiate and oversee staff recruitment efforts, collaborating with Program leadership on staffing needs and ensuring compliance with all internal Agency and legal standards.

Initiate, perform, and track the onboarding process of newly hired employees for each CAPCO Program ensuring all pre-employment checks, trainings, and documentation are attained/completed in a compliance with Program, Agency, and regulatory standards and in a timely fashion.

Collaborate and communicate with Program leadership regarding the status of new hires in the onboarding process, including communication of documentation needed.

Provide guidance to and collaborate with management in interviewing, hiring, terminations, promotions, performance review/management, safety, and grievances as necessary. Advises management in appropriate resolution of employee relations issues.

Work with Program Directors to review and develop Agency job descriptions and update as needed. Implement Agency wage and salary program to include periodic surveys to ensure internal equity.

Administers performance management program to ensure effectiveness, compliance, and equity within organization.

Verify all job references and background checks as necessary.

Create, organize, and maintain employee personnel files in compliance with Agency policies/practices and legal requirements.

Conducts new employee orientation to ensure newly hired staff maintain organizational knowledge of Agency history and make-up, mission and vision, goals, policies and procedures, safety protocol, and Agency programs and resources to foster positive attitude toward Agency goals.

Work closely with the Deputy Director and Fiscal Office in the compliant oversight of employee timekeeping, acting as an administrator for the Agency's payroll/HR software and timekeeping system.

Act as Plan Administrator for employee benefit programs, ensuring employee understanding of benefits programs by regularly generating communication and counseling employees as situations arise. Acts as liaison with various insurance carriers and brokers to resolve employee inquiries and/or benefit plan issues.

Implement approved new benefit plans and changes by preparing announcement material and other media for communicating new plans to employees. Conducts employee meetings and arranges for enrollment of employees in optional plans.

Audit employee files for compliance and proper documentation as needed, including systematically filing, tracking and communicating expired information within files.

Process and maintain terminated, inactive, and resigned employee files in accordance with Agency practices and legal requirements.

Input withholdings for payroll deductions into designated HR/Payroll software, including but not limited to child support withholdings and other garnishments. Collaborate with payroll software provider as necessary.

Complete responses to external requests for employment and income verifications in compliance with all Agency policies and procedures and legal requirements.

Serves as a Plan Administrator of the Agency's 401(K) Retirement Plan, working closely with the plan provider to administer the Plan in accordance to Plan provisions and all related legal obligations, including but not limited to routine IRS filings and annual audit preparation.

Guides management and program leadership teams through the employee termination process and safeguards proper documentation is maintained and communicated as necessary.

Collaborate with the Agency Management Team to develop and implement employee training programs. Act as a Program support in providing reporting tools to track and maintain required staff documentation.

Collaborate with Program Directors and Agency leadership in dealing with all matters of employee relations, including performance management, employee counsels, conflict resolution, and the grievance process.

Act as a resource to all employees regarding matters of Personnel and Human Resource Management, resolving issues, providing resources, and re-directing as necessary.

Maintains knowledge of legal requirements and government reporting regulations affecting human resource functions and works with the Deputy Director to ensure policies, procedures, and reporting are in compliance.

Review Agency's existing HR processes to determine effectiveness and compliance with all requirements. Ensures compliance with all internal

Personnel Policies and Procedures and external legal requirements and considerations. Develop corrective action plans and updated procedures, implement as needed.

Participate as an active member on the Agency's Wellness and S.A.F.E. Committees.

Respond to or coordinate responses to internal and external requests for information and required reports in areas of policies, procedures, and programs.

Monitor and report on matters of Personnel, including routine reports to the Deputy Director/Management team.

Attends trainings and conferences as necessary, sharing and implementing new knowledge as applicable.

### **Competencies**

To perform the job successfully, an individual should demonstrate the following competencies:

Identifies and resolves problems in a timely manner. Coordinates projects; Communicates changes and progress. Manages difficult or emotional situations; Responds promptly to customer needs. Maintains confidentiality.

Contributes to building a positive team spirit. Diversity - Demonstrates knowledge of EEO policy; Shows respect and sensitivity for cultural differences; Promotes a harassment-free environment. Follows policies and procedures; Approaches others in a tactful manner; Follows through on commitments.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Education and/or Experience**

Bachelors degree (BS/BA) preferred in Human Resource Management, Business Administration, or related field with a minimum of two (2) years related experience and/or training; or Associates degree (A.A.) in related field with five to ten (5-10) years related experience; or equivalent combination of education and experience. PHR/SPHR and/or SHRM-CP/SCP preferred.

### **Supervisory Responsibilities**

Agency Human Resource Department will be a single-person department. Initially, this position will have oversight of the HR Clerk position with the Deputy Director as department completes organizational transition.

**Language Skills**

Ability to read, analyze, and professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

**Reasoning Ability**

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations. Aptitude to evaluate and deal with individualized situations within the guidelines of applicable labor laws and best practices.

**Computer Skills**

To perform this job successfully, an individual should have knowledge of Human Resource systems; Internet software; Payroll systems and Word Processing software.

**Certificates, Licenses, Registrations**

Current driver's license. Must be able to travel 20% of the time to attend Agency functions/business

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is regularly required to sit. The employee is frequently required to use hands to finger, handle, or feel and talk or hear. The employee is occasionally required to walk. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

**Cortland County Community Action Program, Inc.**  
Job Description

**Job Title:** Material and Inventory Clerk  
**Department:** Energy Services  
**Director Approval:** \_\_\_\_\_

**Date:** May 11, 2021  
**Reports To:** Auditor/QCI  
**FLSA Status** Non-Exempt

**Job Function** Compiles and maintains records of quantity and type of materials or supplies stocked in the department by performing the following duties.

**Essential Duties and Responsibilities** include the following. Other duties may be assigned.

Counts material, equipment, merchandise, or supplies in stock and posts totals to inventory records.

Prepare inventory materials for the Energy Services Crew before jobs begins.

Deliver material to crews in the field as needed. Run errands as needed to support the field staff.

As materials and supplies are used enter into system by job number to maintain an accurate inventory record.

Maintain warehouse in an orderly manner. Verify delivery of materials from vendors.

Balance and submit the account of inventory at the end of each month and submit to the Account Clerk.

Keep detailed mileage logs.

Provide support to the field and office staff as needed.

### **Competencies**

To perform the job successfully, an individual should demonstrate the following competencies:

Responds promptly to crew needs; Meets commitments. Maintains confidentiality.  
Presents numerical data effectively. Works with integrity and ethically. Uses time efficiently.  
Treats others with respect and consideration regardless of their status or position. Safety and Security - Observes safety and security procedures; Uses equipment and materials properly.

**Qualifications** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### **Education and/or Experience**

High school diploma or general education degree (GED); or one to three months related experience and/or training; or equivalent combination of education and experience.

**Language Skills**

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence.

**Mathematical Skills**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

**Reasoning Ability**

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

**Computer Skills**

To perform this job successfully, an individual should have knowledge of Microsoft Software (Office 365, Word, Excel, etc.)

**Certificates, Licenses, Registrations**

Valid and acceptable NYS Driver's License

**Physical Demands** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently required to walk; sit; use hands to finger, handle, or feel; reach with hands and arms and talk or hear. The employee is occasionally required to stand. The employee must frequently lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision.

**Work Environment** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this Job, the employee is frequently exposed to outside weather conditions. The noise level in the work environment is usually moderate.

*Resolution of the Board of Directors*

*Of*

*Cortland County Community Action Program, Inc.*

**Resolution No. 21-49**

**WHEREAS**, the Cortland County Community Action Program, Inc. Executive Committee has reviewed the proposed Emergency Preparedness Plan and ,

**WHEREAS**, the Cortland County Community Action Program, Inc. Board of Directors has reviewed the proposed Emergency Preparedness Plan,

**IT IS HEREBY RESOLVED** that on December 16, 2021, the CAPCO Board of Directors approves the Emergency Preparedness Plan.

Shelley Warnow  
Board President

12/16/2021  
Date



# Emergency Preparedness Plan

Cortland County Community Action Program, Inc.  
CAPCO

32 North Main Street  
Cortland, NY 13045  
Updated May 2017  
Updated September 2021

Updated November 2021

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# CAPCO WORKSITE LOCATIONS & EMERGENCY COORDINATORS

DESIGNATED RESPONSIBLE OFFICIAL (Highest Ranking Manager in Agency):

**Name: Lindy Glennon, Executive Director:** Phone: 607-753-6781; Cell: 315-373-5480

## Agency Work Locations (Sites):

**CAPCO Main Office**, 607-753-6781, CAPCO-owned property  
32 North Main Street, Cortland, NY 13045

- Emergency Coordinator: **Denise Peroulakis**, (P): 607-753-6781; (C): 607-745-6629

**CAPCO South Main Facility**, 607-218-6518, CAPCO-owned property  
236 South Main Street, Cortland, NY 13045

- Emergency Coordinator: **Kristi Coye**, (P): 607-753-6781; (C): 607-543-0710

**CAPCO Energy Services Facility**, 607-344-3112, CAPCO-rented property

- Emergency Coordinator: **Denise Peroulakis**, (P): 607-344-3112; (C): 607-745-6629

**CAPCO Healthy Families & Adult Education Facility**: (607) 844-7327, CAPCO-rented property

- Emergency Coordinator: **Brandy Strauf**, (P): 607-753-6781; (C): 607-591-1256
- Emergency Coordinator: **Deanna Pace**, (P):

CAPCO Head Start/Early Head Start Healthy Services Offices: (607), CAPCO-rented property

- Emergency Coordinator(s):  
**Bethann Fischer**, (P): 607-753-6781; (C): 607-227-4704  
**Kristi Coye**, (P): 607-753-6781; (C): 607-543-0710  
**Mmselle Sonnacchio**, (P) (607) 844-7163; (C): (607) 745-5136  
**Brian Halladay**, (C): (315) 729-0688

**Cosimo's**, 607-662-4288, CAPCO-rented property  
3 Huntington Street, Cortland, NY 13045

- Emergency Coordinator(s): **Bethann Fischer**, (P): 607-753-6781; (C): 607-227-4704  
**Kristi Coye**, (P): 607-753-6781; (C): 607-543-0710  
**Jim Cosimo** (Landlord), (P): (607) 756-8658

**Elm Tree**, CAPCO-rented property  
279 NYS Route 13, Cortland, NY 13045

- Emergency Coordinator(s): **Kristi Coye**, (P): 607-753-6791; (C): 607-543-0710  
**Bethann Fischer**, (P): 607-753-6781; (C): 607-227-4704  
**Bruce Martins** (Landlord), (P): (607) 423-2301

**YMCA**, 607-758-8450, CAPCO Head Start-designated rented space  
 22 Tompkins Street, Cortland, NY 13045

- Emergency Coordinator(s): **Noah Beck**: (P) (607) 756-2893; (C) (607) 423-8450  
**Bethann Fischer**, (P): 607-753-6781; (C): 607-227-4704  
**Kristi Coye**, (P): 607-753-6791; (C): 607-543-0710

**Randall Elementary School**, 607-758-4170, School District  
 31 Randall Street, Cortland, NY 13045

- Emergency Coordinator(s): **Juliann Quinn, Principal** (W) (607) 758-4170 ( C) (607) 543-0164  
**Becky Johnson**: (W) (607) 218-6813 (C) (607) 423-5916  
**Bethann Fischer**, (P): 607-753-6781; (C): 607-227-4704  
**Kristi Coye**, (P): 607-753-6781; (C): 607-543-0710

**Smith Elementary School**, 607-758-4175, School District  
 33 Wheeler Ave, Cortland, NY 13045

- Emergency Coordinator(s): **Angela Wanish, Principal** (W) (607) 758-4180 ( C) (607) 423-3338  
**Becky Johnson**: (W) (607) 218-6813 (C) (607) 423-5916  
**Bethann Fischer**, (P): 607-753-6781; (C): 607-227-4704  
**Kristi Coye**, (P): 607-753-6781; (C): 607-543-0710

## IMPORTANT EMERGENCY PHONE NUMBERS

Agency	Service	Number
Fire Department	Emergency	911
Paramedics/Ambulance	Emergency	911
Police Department	Emergency	911
Federal Protective Services	Emergency	911
Cortland City Police	Non-Emergency	607-756-2811
Homer Police Department	Non-Emergency	607-749-2022
Cortland County Sheriff	Non-Emergency	607-758-5599
Cortland City Fire Department	Non-Emergency	607-758-8380
Cortlandville Fire Department	Non-Emergency	607-753-9014
First Light	Non-Emergency	888-832-4976
Homer Fire Department	Non-Emergency	607-749-3121
Marathon Fire Department	Non-Emergency	607-849-6157
McGraw Fire Department	Non-Emergency	607-836-4123
Electric-National Grid	Non-Emergency	1-800-892-2345
Gas-NYSEG	Non-Emergency	1-800-572-1121
Water-Cortland Co. Water Dept.	Non-Emergency	607-753-3061

## **EMERGENCY REPORTING AND EVACUATION PROCEDURES**

Potential emergencies covered in this Plan and to be reported by site personnel include:

- FIRE
- FLOOD
- EARTHQUAKE
- EXTREME HEAT
- THUNDER & LIGHTNING STORM
- TERRORIST EVENT/RANDOM ACT OF VIOLENCE/INTRUDER
- CHEMICAL/TOXIC SPILL
- PANDEMIC FLU
- WINTER STORM/EXTREME COLD
- HEALTH/MEDICAL EMERGENCY
- UTILITY OUTAGE/BLACKOUT
- LOST CHILD/CODE PINK PROCEDURES
- INFECTIOUS DISEASE CONTROL PLAN (NYS HERO ACT)

## EVACUATION ROUTES

- Evacuation route maps have been posted in each work area. The following information is marked on evacuation maps:
  1. Emergency exits
  2. Primary and secondary evacuation routes
  3. Location of fire extinguishers
  4. Fire alarm pull station locations
  5. Assembly points
- Site personnel should know at least two (2) evacuation routes.

## OVERVIEW OF GENERAL EMERGENCY PROCEDURES

These are standard procedures that will be put into action regardless of the emergency.

### **In Preparation:**

- Train and document all staff at new hire orientation and on a consistent basis thereafter on workplace safety and emergency preparedness for all potential disasters/emergency situations.
- Identify and assign individual responsibilities for staff during and following an emergency (including accounting for and evacuating program participants/children, injury control, and damage assessment).
- Inspect the center for potential safety issues and report to immediate Supervisor, Program Director, Facilities Manager, and/or S.A.F.E. Committee.

### **During:**

- Call your immediate Supervisor and/or Program Director about the emergency or evacuation and provide the following information:

- Name of Center
- Your Name
- If evacuation is ordered, where you are evacuating to (location name)
- Estimate the time of arrival at the evacuation location
- The following items should be gathered:
  - Roster of program participants
  - Visitor & staff sign-In/sign-Out sheets and verify to accuracy
  - Emergency disaster kit
  - First Aid Kit(s)

**Following:**

- Executive Director (or designee), Program Directors, Facilities coordinator(s) and Emergency Coordinator will collaborate to restore services to the work location.
  - Assess damage
  - If needed and possible, determine alternate location to restore services
  - Determine staffing requirements to restart services
  - Provide resource recommendations for families
- Complete Accident and First Aid Form for HS/EHS children and the Staff Accident Report for HS/EHS staff.

## **ONSITE EVACUATION**

Evacuation is to be used when locations outside of the work site/location are safer than inside the work site/location. Evacuation should be used for a range of hazardous situations, such as a fire or a gas leak. Evacuation may also occur prior to the onset of severe weather.

- Staff will be trained on and informed of procedures prior to any drill or event through orientation and routine training.
- The site’s Emergency Coordinator, Program Director (or designee), and/or Facilities Manager will be in charge of the evacuation.
- The Emergency Coordinator and program management will determine the day and time of drill.

- If an emergency is for a single building at a site, staff and program participants will be moved a safe distance.
- If entire site/center is to evacuate, staff and children will be moved to a predetermined evacuation area on-site or short distance away from the site.
- Staff and program participants (visitors) will be accounted for at the beginning of the evacuation and at the completion.

## **OFFSITE EVACUATION**

When evacuation is at a site away from the center, evacuation route logistics are implemented.

- The Emergency Coordinator, Program Director (or designee), and/or Facilities Manager will be in charge of the evacuation.
- Program management and Agency administrators will determine day of time of drill.
- Staff, Agency participants, and children will leave the center location and walk to a pre-designated area.
- Transportation is determined, if necessary, under extreme conditions and will be provided by CAPCO.
- Emergency Contact Information must go with HS/EHS staff.
- A sign is placed on the site front door/visible window indicating the site has been evacuated and location of staff and children with appropriate contact information.
- HS/EHS staff member must grab appropriate clothing/coats, dependent on weather.
- Staff, Agency participants, and children will be accounted for at the beginning of the evacuation and the completion of the emergency.

## **SHELTER-IN-PLACE: (HS/EHS Specific)**

‘Shelter-in-Place’ means that the staff and the children at the site will remain in the center building. “Shelter-in-Place” can be used in emergencies such as severe storms.

- The Emergency Coordinator, Program Director (or designee), and/or Facilities Manager will be in charge of the Shelter-in-Place.
- The Emergency Coordinator (or other designated personnel) notifies the Program Director and other Program Management of potential Shelter-in-Place and a decision is made.
- Any children and staff that are outside will be brought in, accounted for, and put in their assigned rooms.
- Windows and doors will be firmly closed and checked for soundness.
- Participating children and staff will be moved into interior rooms and hallways.

Shelter-in-Place may also be used in the event of a hazardous chemical incident.

- Windows and doors will be shut and all fans, air conditioners, and ventilators will be turned off.
- Cloths and clothing will be stuffed in gaps at the bottom of doors
- The center will stay in Shelter-in-Place mode until the Emergency Coordinator, Program Director (or designee), and/or Facilities Manager gives the “all-clear” signal.

## **LOCKDOWN**

A lockdown is used when there is an immediate threat of violence in or around the worksite/center. All exterior doors are locked if it is safe to do so, although consideration should be given to entry of buildings by emergency personnel. A lockdown is a center-wide event that will restrict access to the center.

HS/EHS Parents/guardians will be notified during a lockdown, including the fact that they will not be able to come into the center until the center has been secured and the lockdown has been lifted. HS/EHS families will be notified via family Facebook page, childplus texts, etc.

- The Emergency Coordinator or designated staff will be in charge of the lockdown dependent on location.
- The Emergency Coordinator and/or Program Director (or designee) with emergency personnel will determine the need for a lockdown.

- All outside doors of the center/building will be locked.
- All windows are closed, blinds are closed (if applicable)
- HS/EHS Children are gathered together, reassured, and kept as quiet as possible
- Email or texting is used to keep Program and Agency management informed of the emergency conditions. Phone call usage should be kept to a minimum to ensure silence during the lockdown.
- The Emergency Coordinator or designated staff will wait for the “all clear” signal from the emergency personnel, such as police for fire department, prior to allowing movement within the center.
- HS/EHS Special Needs children will follow the same rules above. There may be a therapist with the child on any certain day. Please advise him/her on directions.

## **FIRE**

Although a fire disaster need not necessarily reach catastrophic proportions, it will present some of the characteristic aspects of a disaster because of the highly destructive action of fire. Injuries can be serious and extensive, requiring immediate rescue procedures that cannot always be provided by local resources.

A fire of vast proportions can cause damage to the surrounding environment by the massive production of heat and the creation of fumes, smoke and gas. Because of their suffocating effect and their direct action on the airways, they represent other specific danger elements. The danger of smoke and gas is generally underestimated.

### **In Preparation:**

- **Smoke Alarms/Fire Extinguishers**
  - Know where smoke alarms are installed
  - Smoke alarms will be maintained on a regular basis
  - Fire extinguishers are tested consistently. Check date last tested.
  - Staff will be trained on proper Fire Extinguisher usage on an annual basis

- **Escaping the Fire**

- Train and document all staff at new hire orientation and on a consistent basis thereafter on workplace fire safety and evacuation procedures.
- Review escape routes with all HS/EHS staff and children.
- Routine fire drills at all locations to practice escaping each room through all escape routes.
- Keep hallways, passageways, and storage areas clean. Do not let clutter or trash accumulate.

- **Flammable Items**

- Flammable liquids should be kept closed and stored in a separate and designated cabinet/bin that is labeled with a Flammable Liquids sign and/or symbol.
- The flammable liquids should be stored separately from other dangerous substances that may enhance the risk of fire or compromise the integrity of the container or cabinet/bin.

- **Matches and Smoking**

- Keep matches and lighters up high and away from children; if possible, lighters and matches should be kept in a locked cabinet.
- Smoking is not permitted on any CAPCO-owned or rented property and smoking off site needs to be at least twenty (20) feet away from any facility entrance.

- **Electrical**

- Do not overload extension cords or outlets. If you need to plug in two or more machines (computers, printers, appliances, etc.), consult with your supervisor and/or the Facilities coordinator for your specific work-site.

**During:**

- To escape a fire:
- **If your clothes catch on fire:**
  - Stop, drop, and roll until the fire is extinguished. Do not run—running may cause the fire to burn faster.

- **Evacuation from the Site: CALL 911 First**
  - Evacuate the site when it is necessary to do so and/or you are directed to do so by emergency personnel, your site's Emergency Coordinator, Supervisor, or program management.
  - Follow designated evacuation route, as posted by the doorway in every room, classroom, and office at each CAPCO site.
  - Providing transportation for HS/EHS children away from the site will be provided by emergency personnel or school district personnel, unless you are directed to do so by emergency personnel on-site.

**Following:**

- Do not return inside the site until you are directed to do so by emergency personnel.
- If you are with injured victims (including burn victims) or you yourself are injured, call 9-1-1 or get the immediate attention of emergency personnel on-site.
- Do not attempt to handle medical conditions/injuries beyond first aide. Authorized emergency personnel are the only ones who should be caring for an injured and/or burned victim.
- Agency managers, program supervisors, and facilities coordinators will collaborate to restore services to site.
  - Assess damage
  - Determine staffing requirements to restart services
  - If needed and possible, determine alternate location to restore services
  - Provide recommendations for families
- HS/EHS Reunification
  - The Emergency Coordinator or designated staff will meet parents to check identification.
  - A staff member will retrieve the child.
  - Parent will wait in designated area for the child.
  - Parent initials the daily sign-in/sign-out sheet (blank one) stating the child was reunited.
- Complete Accident and First Aid Form for HS/EHS children and the Staff Accident Report for HS/EHS staff, if necessary. Utilize internal forms; shelter in place log must be completed documenting the incident on the OCFS form, fire log must be completed (if necessary), and record of evacuation drills (LDSS 4439).

# FLOOD

There are 2 types of flood conditions:

- 1.) **Local Area Flooding:** streets and drainage systems/ditches are not able to contain flowing or standing water.
- 2.) **Body of Water Flooding:** rivers, lakes, dams, and other bodies of water overflow their levels.

These conditions are not necessarily exclusive and can be dependent on one another, sometimes occurring at the same time during or after an excessive rainstorm.

## In Preparation:

- Familiarize yourself with and practice the off-site evacuation route for the CAPCO site(s).
- Be prepared to turn off electrical and gas power when there is standing water or fallen power lines.

## During: **CALL 911 First**

- Expect the need to evacuate.
- Contact program management and/or the Executive Director to get permission to close the site (if you have not already been directed to do so).
- Bring in all outdoor equipment that is not secured to the ground or property.
- Assemble emergency disaster kits next to a central near an exit.
- Listen for disaster sirens and warning signals—if possible, stay tuned to local news. Agency supervisors will keep frontline staff informed who are not able to view news outlets or use cell phone per job and situational requirements.
- HS/EHS: Ready children for possible evacuation. Contact parents or guardians to inform them that a flood watch or warning has been issued for the site. Inform parents of the evacuation procedures with the understanding that parents or guardians may not immediately be able to pick up their children. Parents or guardians should not risk their

own safety or interfere with the CAPCO disaster and/or evacuation procedure in any way that may jeopardize their own safety, the safety of the children, or staff.

- HS/EHS: Contact the regional office and NYS Daycare (OCFS) to inform them of the situation.
- **If you are directed to evacuate:**
  - Never ignore an emergency evacuation order from emergency personnel, your site's Emergency Coordinator, your supervisor, or Agency management.
  - Follow your site's emergency evacuation procedures and routes.
  - If possible and trained, turn off all utilities (including gas and electric) before evacuating. Do not attempt to turn off utilities if you do not have sufficient knowledge and/or training on how to do so.

**Following:**

- Agency managers, program supervisors, and facilities coordinators will collaborate to restore services to site.
  - Assess damage
  - Determine staffing requirements to restart services
  - If needed and possible, determine alternate location to restore services
  - Provide recommendations for families
- HS/EHS Reunification
  - The Emergency Coordinator or designated staff will meet parents to check identification.
  - A staff member will retrieve the child.
  - Parent will wait in designated area for the child.
  - Parent initials form stating the child was reunited.
- Complete Accident and First Aid Form for HS/EHS children and the Staff Accident Report for HS/EHS staff, if necessary. Utilize internal forms; shelter in place log must be completed documenting the incident on the OCFS form, fire log must be completed (if necessary), and record of evacuation drills (LDSS 4439).

# EARTHQUAKE

## In Preparation:

- Eliminate potential hazards throughout the work site(s).
- Store heavy items on low shelves, keep storage and work areas neat and orderly.
- Limit stacking items, including stacks and piles of paper.
- HS/EHS: Move children's activities and play areas away from windows.
- Establish a coordinates response plan involving the following:
  - Train all staff members on earthquake safety, including location and procedure for turning off utilities.
  - Practice "duck, cover, and hold" drills under sturdy tables and/or desk.
  - HS/EHS: Teach children about earthquakes and what to do.

## During:

- **If Indoors**
  - Drop to the ground and take cover by getting under a sturdy desk/table or other piece of furniture. Hold on until shaking stops.
    - If there is not a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
  - Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures or furniture.
  - Stay inside until shaking stops and it is safe to go outside.
    - Injuries may occur if you try to leave the building or move to an alternate location inside the building
  - Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.
- **If Outdoors**
  - Stay outdoors
  - Move from buildings, streetlights, and utility wires
  - Once in the open, stay there until the shaking stops

- The greatest danger exists directly outside buildings, at exits, and alongside exterior walls. Injuries can result from collapsing walls, flying glass, and falling objects.
- **If in a moving vehicle**
  - Stop as quickly as safety permits and stay in the vehicle. Avoid stopping near or under buildings, trees, overpasses, and utility wires
  - Proceed cautiously once the earthquake has stopped. Avoid roads, bridges, or ramps that may have been damaged in the earthquake
  - Contact your supervisor or Program Director if possible
- **If trapped under debris**
  - Do not light a match
  - Do not move about or kick up dust
  - Cover your mouth with clothing or a handkerchief
  - Tap on a pipe or wall so Emergency Personnel can hear you. Use a whistle if one is available
    - Shout only as a last resort. Shouting can cause you to inhale dangerous amounts of dust
- **Aftershocks**
  - These are secondary shockwaves that are usually less violent than the main quake but can be equally as dangerous
    - Aftershocks may occur hours, days, weeks or even months after the initial quake
- **Utilities if unable to evacuate following quake**
  - Check for gas leaks
    - If you smell gas or hear a blowing or hissing noise, open a window and quickly leave the building
    - If you turn off the gas for any reason, it must be turned back on by a professional
  - Do not turn on or off any light switch or appliance
  - Do not use a cell phone inside or within 25 feet of the center
  - Look for electrical damage
    - If you see sparks or frayed wires, or if you smell hot insulation, turn off the main fuse box or circuit breaker.

- Do not turn off the electricity if you have to step in water to get to the fuse box or circuit breaker
- Do not touch, pickup, or go near any down electrical power lines
- Check for sewage and water line damage
  - If you suspect sewage lines are damaged, avoid using the toilets
  - If water pipes are damaged, avoid using water from the tap.
  - Facilities will restore services when conditions are safe.

## Following

- Open cabinets cautiously. Beware of objects that can fall off shelves
- Evacuation from center (only when necessary or by direction)
- HS/EHS: Ready children for possible evacuation. Contact parents or guardians to inform them that an earthquake or warning has been issued for the site. Inform parents of the evacuation procedures with the understanding that parents or guardians may not immediately be able to pick up their children. Parents or guardians should not risk their own safety or interfere with the CAPCO disaster and/or evacuation procedure in any way that may jeopardize their own safety, the safety of the children, or staff.
- HS/EHS: Contact the regional office and NYS Daycare (OCFS) to inform them of the situation.
- Program Directors, leadership, and facilities/emergency coordinators will collaborate to restore services to the center and families
  - Damage assessment
  - Staffing requirements to restart services
  - Resource recommendations for families
  - HS/EHS Specific:
    - Changes in the classroom curriculum and daily activities
    - Changes in serving meals
- HS/EHS Reunification
  - The Emergency Coordinator or designated staff will meet parents to check identification.
  - A staff member will retrieve the child.
  - Parent will wait in designated area for the child.
  - Parent initials form stating the child was reunited.
- Complete Accident and First Aid Form for HS/EHS children and the Staff Accident Report for HS/EHS staff, if necessary. Utilize internal forms; shelter in place log must be

completed documenting the incident on the OCFS form, fire log must be completed (if necessary), and record of evacuation drills (LDSS 4439).

## **EXTREME HEAT**

During extreme heat, adults and children can experience physical discomfort, some which can be dangerous and need treatment.

- Sunburn
- Heat cramps
- Heat exhaustion
- Heat stroke

### **In Preparation:**

- Facilities staff will inspect and maintain air conditioning system regularly
- HS/EHS Specific: The classroom staff will ensure available water and shade for children and staff.

### **During:**

- Stay indoors as much as possible and limit exposure to sun
  - High temperatures can result in poor air quality and physical activities should be limited
- Drink plenty of water
- Staff at each center will call notify their supervisor and/or Program Director about heat conditions

### **Following:**

- Assess service needs of cooling and electrical systems
- Replace emergency supplies such as water
- Complete Accident and First Aid Form for HS/EHS children and the Staff Accident Report for HS/EHS staff, if necessary. Utilize internal forms; shelter in place log must be completed documenting the incident on the OCFS form, fire log must be completed (if necessary), and record of evacuation drills (LDSS 4439).

# THUNDER & LIGHTNING STORM

Thunderstorms can occur individually, in clusters, or in lines. Some of the most severe thunderstorms occur when a single thunderstorm affects one location for an extended period of time, approximately 10 percent thunderstorms are classified as severe. Thunderstorms typically produce heavy rain for a brief period, anywhere from 30 minutes to an hour or longer. Warm, humid conditions are highly favorable for thunderstorm development. Lightning often strikes outside of heavy rain and may occur as far as 10 miles away from any rainfall. Lightning's unpredictability increases the risk to individuals and property.

## In Preparation:

- If you see lightning, go indoors. Stay indoors for at least 30 minutes after hearing the last clap of thunder.
- The following are guidelines if a thunderstorm is likely in your area:
  - Postpone outdoor activities
  - Go inside center
  - Secure outdoor objects that could blow away or cause damage
  - Secure doors and windows (including blinds and shades)
  - Avoid using plumbing
  - Limit corded telephone use
  - Unplug appliances other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage
- Avoid the following:
  - Natural lightning rods, such as a tall tree
  - Isolated sheds and other small structures
  - Anything metal—including equipment

## During:

- If you are inside a building:
  - Close windows and blinds
  - Do not stand near windows or doors
- If you are outside:
  - Go inside the center
  - If unable to seek shelter:
    - Go to a low place such as a ravine or valley
    - Squat low on the ground on the balls of your feet
    - Place your hands over your ears and place your head between your knees
    - Do not lay flat on the ground

### **Following:**

- Check for visible damage to windows, doors, fence, play and playground structures and report damage to Emergency Coordinator/facilities staff.
- Check for areas of flooding surrounding the center and contact the Emergency Coordinator/facilities staff
- If needed, **call 911** for medical assistance as soon as possible
- **Always CALL 911 First:** CPR/First Aid should only be performed if staff conducting is certified and trained and the situation calls for it per training
- Contact your supervisor and/or the Program Director and inform her/him about what has occurred prior to, during, and following the situation.
- HS/EHS Specific: If necessary, use child emergency contact info to contact the responsible adult.
- Complete Accident and First Aid Form for HS/EHS children and the Staff Accident Report for HS/EHS staff, if necessary. Utilize internal forms; shelter in place log must be completed documenting the incident on the OCFS form, fire log must be completed (if necessary), and record of evacuation drills (LDSS 4439).

### **TERRORIST EVENT/RANDOM ACT OF VIOLENCE/INTRUDER**

#### **In Preparation:**

- Create a safe and comfortable area to Shelter-in-Place if an immediate threat of violence occurs
- Regularly administer drills to instill cooperation and confidence in the staff and participants served
- HS/EHS Specific: Coordinate appropriate mental health resources for children, parents, and staff in the Program.

#### **During:**

- Announce **“This is a lockdown”**. If the situation does not permit making an announcement, use an alternate lockdown signal.

- Staff, volunteers, and participants are to go into the designated room for the lockdown.
- If movement to a designated room is not possible or safe, remain in the current room/office you are in.
- Before locking doors:
  - Check hallways/bathrooms/common areas/child play areas
  - Quickly bring participants, staff, and volunteers into the designated lockdown area within a **one-minute period**.
- Lock all doors and windows
- Pull drapes or close blinds and/or window coverings
- Once doors are locked, no one should be allowed to go in or out
- Once in the designated room/office/classroom, everyone must remain quiet and try to stay out sight, keeping away from windows and doors.
- A designated staff member will contact Program Leadership (an immediate Supervisor, Program Director and/or site Emergency Coordinator) to report a “**Lockdown**” has occurred that all staff, participants, and children are accounted for.
- Everyone is to obey the directions of the designated supervisor/Emergency Coordinator/lead teacher (whichever is applicable) in the room.
- Staff will limit communication using phones and not travel between rooms unless necessary.
- HS/EHS Specific: The Emergency Coordinator, dependent on location, will begin to notify all parents that a “Lockdown” is in progress and the status of their child.
  - Inform the parent that they will be notified immediately when it is safe for them to pick up their child.
- The announcement “The lockdown has been lifted” will signal the end of the Lockdown.
  - HS/EHS Specific: Notify the Program Director or designated staff that the Lockdown is over and that it’s safe for parents to pick up their children.
    - The Program Director will provide a letter to all parents explaining the reason for the lockdown and provide a copy to the Main Office.
- Complete a Disaster/Emergency Incident Report with the following information:
  - Time of lockdown

- Time notification was given to Program leadership (immediate Supervisor, Program Director and/or site Emergency Coordinator) and who received the notice
- Classrooms and staff involved in the lockdown
- Reason for the lockdown
- HS/EHS Specific Time notification to parents started
- Time lockdown was lifted, and notification was provided to Program Leadership

**Following:**

Violence can leave staff, volunteers, participants, and children feeling frightened, confused, and insecure.

- Be aware of staff demonstrating stress and provide support and resources
- Clarify misunderstandings by listening to concerns and answering questions
- Maintain a sense of calm
- Discuss concrete plans for safety
- HS/EHS Specific:
  - Encourage children to share their thoughts
  - Allow children to draw pictures
  - Re-establish the center routine as quickly as possible
  - Talk to the children about community helpers and heroes
  - If a child exhibits stress, access mental health care assistance and referrals for the parents.
- Complete Accident and First Aid Form for HS/EHS children and the Staff Accident Report for HS/EHS staff, if necessary. Utilize internal forms; shelter in place log must be completed documenting the incident on the OCFS form, fire log must be completed (if necessary), and record of evacuation drills (LDSS 4439).

## **CHEMICAL/TOXIC SPILL**

Hazardous materials come in the form of explosives, flammable and combustible substances, poisons, and radioactive materials. These substances are most often released as a result of transportation accidents or because of chemical accidents.

There are potentially hazardous materials throughout each center/worksite. All staff are expected to know the location of these items, check the label and take the necessary steps to ensure they

are using, storing, and disposing of the material according to the manufacturer's directions. It is critical to store all hazard material/chemicals in places where children cannot access them. Hazardous items not only include batteries, cleaning and disinfectant items, but also may include other items such as paint, glue, toothpaste, shaving cream, hand soap, etc.)

### **In Preparation:**

- Familiarize yourself and know location of your center/worksites' Safety Data Sheets (SDS) and Personal Protective Equipment (PPE):
  - Main Office: Utility closet in main hallway
  - South Main Facility (Front Building-Includes Johnson Classrooms): Upstairs prep kitchen
  - South Main (Back Building): South Main 1 classroom on shelf
  - Elm Tree: In classroom on shelf.
  - YMCA: In YMCA 1 classroom on desk in corner
  - Cosimo's: Nutrition Services Office
  - Randall 1 Classroom: In classroom in cupboard
  - Randall 2 Classroom: In classroom in cupboard
  - Smith 1 Classroom: In classroom in cupboard with children's files
  - Energy Services: In auditor's office.
  
- Staff are not allowed to purchase or bring in chemicals at any time
  
- Keep products containing hazardous materials in their original containers and never remove the labels unless the container is damaged. Contact the Emergency Coordinator for instructions on replacing or repackaging and labeling damaged containers.
  
- Never store hazardous products in food containers
  
- Never mix hazardous chemicals or waste with other products.
  
- Follow manufacturer's instructions for the proper use of hazardous chemical. Refer to SDS binder for each item.

### **During:**

- Small Chemical Spill:
  - Notify the Emergency Coordinator
  - If toxic fumes are present, secure the area (with caution tape or cones) to prevent personnel and/or participants from entering
  - Deal with the spill in accordance with the instructions described on the SDS
  - Small spills must be handled in a safe manner while wearing the proper PPE
  
- Large Chemical Spill:

- Immediately notify the designated Emergency Coordinator
- If safe to do so, contain the spill with available equipment (e.g., pads, brooms, absorbent powder, etc.)
- DO NOT attempt to clean spill
- Secure the area and alert site personnel
- Call a local spill cleanup company and/or the Fire Department
- Attend to injured personnel and call the medical emergency number, if required.
- Evacuate the building as necessary.

→ Spill Cleanup Company: **National Response Center Oil and Toxic Chemical Spill**  
**1-800-424-8802**

- Danger of Fire or Explosion
  - Evacuate the center/worksites
    - Do so immediately (do not waste time calling Emergency Personnel until you have safely evacuated)
    - Follow the center/worksites' evacuation procedures
    - Do not waste time collecting items
    - Call 911 from outside
    - Notify the Emergency Coordinator
    - Stay upwind and way from the center/worksites to avoid breathing toxic fumes
  - Do not re-enter the center/worksites until authorized by Emergency Personnel
  - Remember to take attendance and account for staff and participants you are responsible for
  - Inform immediate Supervisor and/or Program Director by phone of what is occurring and what action steps have been taken
  
- Recognize and Respond to Toxic Poisoning
  - Signs/Symptoms:
    - Difficulty breathing
    - Irritation of the eyes, skin, throat, or respiratory tract
    - Changes in skin color
    - Headache or blurred vision
    - Dizziness
    - Lack of coordination
    - Cramps or diarrhea
  - Response:
    - Call 911
      - Indicate the following information:
        - Time poisoning occurred
        - Name of product
        - Manufacturer of product
        - What First Aid treatment has been given (if any)
        - SDS information (time permitting)

### **Following:**

- Return to the center/worksite only when the authorities say it is safe to do so.
- Open windows and vents and turn on fans to provide ventilation
- Act quickly if you have come into contact with or have been exposed to hazardous chemicals:
  - Follow decontamination instructions from local authorities
  - Coordinate with Emergency Coordinator and facilities staff on how to clean up the center/worksite
  - Report any lingering vapors or others hazards to the Emergency Coordinator, your immediate Supervisor, your Program Director, or local authorities.
- Restarting Services:
  - Supervisors, Program Directors, and facilities staff will collaborate to restore services to the center/worksite and families
    - Damage assessment
    - Staffing requirements to restart services
    - Resource announcement for families
    - HS/EHS Specific: Changes in classroom curriculum and daily activities
    - HS/EHS Specific: Changes in serving meals

## **PANDEMIC FLU**

The Flu can spread quickly and easily across all demographics. Education and prevention are the greatest tools in preventing and stopping the spread of the Flu. Daily health checks, hand washing, and proper sanitation can be very effective in preventing the spread of the Flu as well as many other illnesses.

### **In Preparation:**

- Identify and assign individual responsibilities for staff during and following pandemic flu.
  - [HEAD START SPECIFIC]: Accounting for and caring for sick children, contacting parents, and health agencies.
- Staff members will be familiar with teaching and modeling proper disease prevention techniques (hand washing, covering cough).
- Staff member should know symptoms and treatment for pandemic flu.

- Offer opportunity for flu vaccination for all staff
- Encourage staff members to stay home if they are feeling ill.
- [HEAD START SPECIFIC]:
  - Practice proper handwashing techniques and coughing into sleeve/arm instead of arms.
  - Teach children about proper hygiene and how they can stay healthy
  - Make sure that parents understand to keep their children home if they are feeling ill
  - Determine all special needs for children (disabilities, medication, food, and transportation).
  - Contact Program health/nutrition supervisor to determine if any children who have special needs will require any sort of additional specialized care or services during a pandemic.
  - Identify and designate a separate area, preferably another room
    - Room for children to lay down
    - Area should be well ventilated

**During:**

- Isolation and sanitization are the most important things during a pandemic flu outbreak.
- Anyone showing symptoms should be isolated to the extent possible and sanitization efforts should be increased immediately.
- Staff showing flu symptoms will be sent home immediately.
- Staff should wash hands more frequently and sanitize offices, common areas, and equipment as often as possible
- If necessary, staff may need to wear surgical masks-will be provided and available to staff.
- Depending on the severity of the situation, a determination may be made to temporarily close a center/worksite.
- [HEAD START SPECIFIC]:
  - Encourage parents to keep their child home if the child or other members of the family are experiencing flu symptoms

- Any children showing symptoms will be moved to a separate area and the Classroom Supervisor and Health Services component of the Program will be contacted
- If determined necessary, contact the parent(s) to pick up the child(ren).
- Staff caring for ill children will limit their contact with other staff and children as best they can.
- The Classroom Supervisor will notify the Program Director or designee of children and staff showing fly symptoms
- Depending on the severity of the situation, a determination may be made on the temporary closure of a center/worksite.

**Following:**

- Facilities staff, staff and/or contract cleaning service will thoroughly clean the center/worksite. All equipment, toys, doorknobs, cabinets, tables, chairs, and bathrooms must be cleaned with disinfectant.
- Re-stock supplies of all disaster/first aid equipment used during an emergency.
- [HEAD START SPECIFIC]:
  - Continue to be observant and question arriving children in regard to their health
  - Continue to have information available for families that encourage healthy habits.
  - If restoring services:
    - Program leadership and facilities staff will collaborate on restoring services to the center/worksite and families
      - Staffing requirements to restart services
      - Changes in classroom curriculum and daily activities
      - Changes in serving meals
      - What referrals can be provided to families

## **WINTER STORM/EXTREME COLD**

Heavy snowfall/ice storm and extreme cold can immobilize an entire community and region. Winter storms can result in flooding, storm surge, closed roads/highways, blocked roads, downed power lines, and hypothermia. Extreme cold may lead to serious health problems and can bring on health emergencies for susceptible people, such as those without shelter or who are stranded, or who live in a home that is poorly insulated or without heat.

- **Freezing Rain:** Rain that freezes when it hits the ground, creating a coating of ice on roads, walkways, trees, and power lines.

- **Sleet:** Rain that turns to ice pellets before reaching the ground. Sleet also causes moisture on roads to freeze and become slippery.
- **Winter Storm Watch:** A winter storm is possible in the area. Tune in to local news and weather stations (radio, television, and internet) for more information.
- **Winter Storm Warning:** A winter storm is occurring or will soon occur in the area
- **Blizzard Warning:** Sustained winds or frequent gusts to 35 miles per hour or greater and considerable amounts of falling or blowing snow (reducing visibility to less than a quarter mile) are expected to prevail for a period of three hours or longer.
- **Frost/Freeze Warning:** Below freezing temperatures are expected.

### **In Preparation:**

- Be aware of current weather conditions
  - Tune in to local news and weather stations (radio, television, and internet)
- Confirm Human Resources and Program Leadership has your proper Emergency Contact Information
  - CAPCO has a Dial My Calls system that sends notification of emergencies and center/worksites closures to indicated contact numbers.
- Have available Program Leadership's contact information for updates
- HS/EHS Specific:
  - Know procedure for notifying families of center/worksites closure or delay due to weather conditions
  - Be prepared for children to have their jackets and warm clothing available. Use Agency resources and items if necessary.

### **During:**

- Watch/listen/view weather reports and emergency information
- Wait for notice from Program Leadership for instructions on operations (Dial My Calls, Facebook posts, emails)
  - Center/worksites closures, delays, and/or early dismissals
- If Indoors During Work Hours:
  - Stay calm and await instructions from Emergency Coordinator, Program/Agency Leadership, or designee
  - Stay Indoors!
  - If there is no heat:
    - Close off unneeded rooms or areas

- Stuff towels or rags in cracks under doors
    - Cover windows during the nighttime
  - Eat and drink. Food provides the body with energy and heat. Fluids prevent dehydration
  - Wear layers or loose-fitting, lightweight, warm clothing, if available.
  - If necessary, conserve fuel by keeping the center/worksite cooler than normal. Temporarily close off heat to unoccupied rooms.
  - Watch for signs of hypothermia
    - Shivering
    - Memory loss
    - Disorientation, incoherence, slurred speech
    - Drowsiness
    - Apparent exhaustion
  - If symptoms of hypothermia are detected, get the victim to a warm location, remove wet clothing, warm the center of the body first, and provide warm beverages, if possible.
  - If determined necessary, call 911
- If Outdoors During Work Hours:
  - Find a dry shelter. Cover all exposed parts of the body
  - Avoid overexertion
  - Cover your mouth to protect your lungs from extremely cold air
  - Keep dry
  - If shelter is not available:
    - Prepare a lean-to, wind break, or snow case for protection from the wind
    - Build a fire for heat and to attract attention. Place rocks around the fire to absorb and reflect heat.
    - Do not eat snow, it will lower your body temperature. If necessary, melt the snow first.
- If stranded in a motor vehicle:
  - Stay in the vehicle
  - Run the motor about ten (10) minutes each hour, Open the windows slightly for fresh air to avoid carbon monoxide poisoning. Make sure exhaust pipes are not blocked.
  - Make yourself visible to rescuers
    - Turn on dome light at night when running the engine.
    - Tie a colored cloth to your antenna or door
    - Raise the hood *after* the snow stops falling
  - Exercise to keep blood circulating and to keep warm

## HEALTH/MEDICAL EMERGENCY

- Call medical emergency phone number: 911
  - Paramedics
  - Ambulance
  - Fire Department
  - Other
- Provide the following information:
  - a: Nature of medical emergency,
  - b: Location of the emergency (address, building, room number), and
  - c: Your name and phone number from which you are calling.
- Do not move victim unless absolutely necessary.
- Contact the following personnel trained in CPR and First Aid to provide the required assistance prior to the arrival of the professional medical help:

**Mimi Thomas, RN/Nurse**

**Phone: 607-844-7164/607-423-9884**

**Mmselle Sonnachio, Health Coordinator**

**Phone: 607-844-7163/607-745-5136**

**Bethann Fischer, Head Start**

**Phone: 607-753-6781/607-218-6813**

**Kristi Coye, Head Start**

**Phone: 607-753-6781/607-543-0710**

If personnel trained in First Aid are not available, as a minimum, attempt to provide the following assistance:

1. Stop the bleeding with firm pressure on the wounds (note: avoid contact with blood or other bodily fluids).
2. If trained to do so, clear the air passages using the Heimlich Maneuver in case of choking.

In case of rendering assistance to personnel exposed to hazardous materials consult the Safety Data Sheet (SDS) and wear the appropriate personal protective equipment. Attempt first aid/CPR ONLY if trained and qualified.

## UTILITY OUTAGE/BLACKOUT

- In the event of extended power loss to a center/worksite, certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment.
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.
  - Fire sprinkler system
  - Standpipes
  - Potable water lines
  - Toilets
- Add propylene-glycol to drains to prevent traps from freezing
- Equipment that contains fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

Upon Restoration of heat and power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensate from forming on circuitry.
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

## **LOST CHILD/CODE PINK PROCEDURES**

To ensure the safety of all children, the following procedures will take place if a child becomes lost or wanders away from the family members or agency staff member.

**Step 1:** A “Code Pink” announcement will be broadcast over the intercom system to begin the missing child procedure. The announcement should include a brief description of the child. If there is not an intercom system-make announcement to all rooms in the building by going room to room.

**Step 2:** During the “Code Pink”, all doors will be covered by agency staff to ensure no one is allowed in or out of the building during the search for the missing child.

The following staff will cover these exits:

- Back Door-WIC Staff
- Side Door-Family Development

- Front Door-Reception staff
- Energy Service Door-Energy Services staff

**Step 3:** -All areas will be searched by designated departments as soon as the CODE PINK is given:

- WIC area and assist with basement-WIC staff
- All Head Start Areas-Head Start staff
- Fiscal offices and Family Essentials-Fiscal office Staff
- Energy Services, Energy Services storeroom and basement area-Energy Services
- All offices and rooms off reception area-Executive Director, Assistant Director
- Family Development offices, small conference room, bathrooms-Family Development Staff

**Step 4:** Within 10 minutes of the CODE PINK being called, if the child is not found, the Executive Director, Assistant Director or Senior staff member will notify the police (\*see note)

**Step 5:** An announcement will be made when the CODE PINK is completed.

Each program will be responsible of the training of their staff and to designate the staff people to cover the procedures.

\*Note-if there is any reason to believe that the situation is suspicious and does not involve a wandering child, the police should be notified immediately.

HS/EHS Specific:

## **EDUCATION**

**Policy ID: ED 14 (HS/EHS)**

**Subject: Active Supervision of Children**

**Performance Objective:** Education staff will practice active supervision of children at all times to ensure safety.

### **Operational Procedures:**

- 1) All children will be within the view of a staff member at all times.
- 2) Proper child: staff ratios will be maintained at all times, as required by New York State Office of Children and Family Services regulations and Head Start Program Performance Standards.
- 3) Teaching staff are prohibited from using cell phones for personal reasons during work hours. Cell phones may be used during a staff member's break time.

- 4) Shelves and other pieces of furniture can obstruct the view of the children while they are in centers. During classroom activities, staff will position themselves around the classroom to ensure all children are within the view of a staff member.
- 5) Staff will disperse themselves among the children during mealtime. This is to ensure supervision and to engage children in appropriate mealtime conversation.
- 6) During rest time staff should be able to easily monitor all children. This will require staff to position themselves throughout the classroom.
- 7) While on the playground, staff are expected to actively engage with children. Staff should be positioned strategically around the playground to ensure proper supervision of all play areas.
- 8) Whenever transitioning the group from one room/area to another room/area, staff will position themselves at the front and the end of the line. The staff member walking at the end of the line should be positioned behind all the children so that all children are within the view of a teacher.
  
- 9) Children should not be left unsupervised in the hallway or bathroom. Children will need privacy while in their stall, but staff will need to listen for problems as they assist other children with toileting, diapering, at the sink or lining up.
- 10) Arrival and departure is a crucial time to maintain active supervision. All children must be within the view of a staff member at all times and areas must be actively monitored so children do not wander away. If a parent needs to engage in a lengthy conversation, arrange a time when they can meet privately to speak with you.
- 11) Accurate attendance must be maintained at all times.
- 12) All staff must know the exact count of children at all times.
- 13) If a staff member must leave the room or playground, he/she must make certain to notify other staff in the room to ensure proper coverage.
- 14) Staff must remain alert for potential problems and be observant of every child in their class.
- 15) Only staff that have the appropriate clearances shall be left alone with children.

**NOTE: In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy, based on the guidance of the state/local health department, OCFS, OHS or any other regulatory agency. When there is no longer a concern, or it has been recommended/deemed safe by the appropriate regulatory agency, normal policy and procedure will be reinstated.**

## **INFECTIOUS DISEASE CONTROL PLAN (NYS HERO ACT)**





The purpose of this plan is to protect employees against exposure and disease during an airborne infectious disease outbreak. This plan goes into effect when an airborne infectious disease is designated by the New York State Commissioner of Health as a highly contagious communicable disease that presents a serious risk of harm to the public health. This plan is subject to any additional or greater requirements arising from a declaration of a state of emergency due to an airborne infectious disease, as well as any applicable federal standards.

*Employees should report any questions or concerns with the implementation this plan to the designated contact.*

This plan applies to all “employees” as defined by the New York State HERO Act, which means any person providing labor or services for remuneration for a private entity or business within the state, without regard to an individual’s immigration status, and shall include part-time workers, independent contractors, domestic workers, home care and personal care workers, day laborers, farmworkers and other temporary and seasonal workers. The term also includes individuals working for digital applications or platforms, staffing agencies, contractors or subcontractors on behalf of the employer at any individual work site, as well as any individual delivering goods or transporting people at, to or from the work site on behalf of the employer, regardless of whether delivery or transport is conducted by an individual or entity that would otherwise be deemed an employer under this chapter. The term does not include employees or independent contractors of the state, any political subdivision of the state, a public authority, or any other governmental agency or instrumentality.

As of the date of the publication of this document, while the State continues to deal with COVID-19 and a risk still exists, no designation is in effect at this time. Please check the websites of Departments of Health and Labor for up to date information on whether a designation has been put into effect, as any such designation will be prominently displayed. No employer is required to put a plan into effect absent such a designation by the Commissioner of Health.

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## I. RESPONSIBILITIES

This plan applies to all employees of \_\_\_\_\_, and [all]/[the following work sites]:


This plan requires commitment to ensure compliance with all plan elements aimed at preventing the spread of infectious disease. The following supervisory employee(s) are designated to enforce compliance with the plan. Additionally, these supervisory employees will act as the designated contacts unless otherwise noted in this plan:

Name	Title	Location	Phone

## II. EXPOSURE CONTROLS DURING A DESIGNATED OUTBREAK

### A. MINIMUM CONTROLS DURING AN OUTBREAK

During an airborne infectious disease outbreak, the following minimum controls will be used in all areas of the worksite:

- General Awareness:** Individuals may not be aware that they have the infectious disease and can spread it to others. Employees should remember to:
  - Maintain physical distancing;
  - Exercise coughing/sneezing etiquette;
  - Wear face coverings, gloves, and personal protective equipment (PPE), as appropriate;
  - Individuals limit what they touch;
  - Stop social etiquette behaviors such as hugging and hand shaking, and
  - Wash hands properly and often.
- “Stay at Home Policy”:** If an employee develops symptoms of the infectious disease, the employee should not be in the workplace. The employee should inform the designated contact and follow New York State Department of Health (NYSDOH) and Centers for Disease Control and Prevention (CDC) guidance regarding obtaining medical care and isolating.
- Health Screening:** Employees will be screened for symptoms of the infectious disease at the beginning of their shift. Employees are to self-monitor throughout their shift and report any new or emerging signs or symptoms of the infectious disease to the designated contact. An employee showing signs or symptoms of the infectious disease should be removed from the workplace and should contact a healthcare professional for instructions. The health screening elements will follow guidance from NYSDOH and CDC guidance, if available.

4. **Face Coverings:** To protect your coworkers, employees will wear face coverings throughout the workday to the greatest extent possible. Face coverings and physical distancing should be used together whenever possible. The face covering must cover the nose and mouth, and fit snugly, but comfortably, against the face. The face covering itself must not create a hazard, e.g. have features could get caught in machinery or cause severe fogging of eyewear. The face coverings must be kept clean and sanitary and changed when soiled, contaminated, or damaged.
5. **Physical Distancing:** Physical distancing will be followed as much as feasible. Avoid unnecessary gatherings and maintain a distance of at least six feet (or as recommended by the NYSDOH/CDC for the infectious agent) from each other. Use a face covering when physical distance cannot be maintained.

*In situations where prolonged close contact with other individuals is likely, use the following control methods: (Note to employer: Check off the controls you intend to use and add any additional controls not listed here.)*

- restricting or limiting customer or visitor entry;
- limiting occupancy;
- allowing only one person at a time inside small enclosed spaces with poor ventilation;
- reconfiguring workspaces;
- physical barriers;
- signage;
- floor markings;
- telecommuting;
- remote meetings;
- preventing gatherings;
- restricting travel;
- creating new work shifts and/or staggering work hours;
- adjusting break times and lunch periods;
- delivering services remotely or through curbside pickup;
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

6. **Hand Hygiene:** To prevent the spread of infection, employees should wash hands with soap and water for at least 20 seconds or use a hand sanitizer with at least 60% alcohol to clean hands BEFORE and AFTER:
  - Touching your eyes, nose, or mouth;
  - Touching your mask;
  - Entering and leaving a public place; and
  - Touching an item or surface that may be frequently touched by other people, such as door handles, tables, gas pumps, shopping carts, or electronic cashier registers/screens.

Because hand sanitizers are less effective on soiled hands, wash hands rather than using hand sanitizer when your hands are soiled.

7. **Cleaning and Disinfection:** See Section V of this plan.
8. **“Respiratory Etiquette”:** Because infectious diseases can be spread by droplets expelled from the mouth and nose, employees should exercise appropriate respiratory etiquette by covering nose and mouth when sneezing, coughing or yawning.
9. **Special Accommodations for Individuals with Added Risk Factors:** Some employees, due to age, underlying health condition, or other factors, may be at increased risk of severe illness if infected. Please inform your supervisor or the HR department if you fall within this group and need an accommodation.

## B. ADVANCED CONTROLS DURING AN OUTBREAK

For activities where the Minimum Controls alone will not provide sufficient protection for employees, additional controls from the following hierarchy may be necessary. Employers should determine if the following are necessary:

1. Elimination: Employers should consider the temporary suspension or elimination of risky activities where adequate controls could not provide sufficient protection for employees.
2. Engineering Controls: Employers should consider appropriate controls to contain and/or remove the infectious agent, prevent the agent from being spread, or isolate the worker from the infectious agent. Examples of engineering controls include:
  - i. Mechanical Ventilation:
    - a. Local Exhaust Ventilation, for example:
      - Ventilated booths (lab hoods);
      - Kitchen Vents; and
      - Vented biosafety cabinets.
    - b. General Ventilation, for example:
      - Dedicated ventilation systems for cooking areas, malls, atriums, surgical suites, manufacturing, welding, indoor painting, laboratories, negative pressure isolation rooms;
      - Increasing the percentage of fresh air introduced into air handling systems;
      - Avoiding air recirculation;
      - Using higher-efficiency air filters in the air handling system;
      - If fans are used in the facility, arrange them so that air does not blow directly from one worker to another; and
  - ii. Natural Ventilation, for example:
    - Opening outside windows and doors to create natural ventilation; and
    - Opening windows on one side of the room to let fresh air in and installing window exhaust fans on the opposite side of the room so that they exhaust air outdoors. *(Note: This method is appropriate only if air will not blow from one person to another.)*
  - iii. Install automatic disinfection systems (e.g., ultraviolet light disinfection systems).
  - iv. Install cleanable barriers such as partitions and/or clear plastic sneeze/cough guards.
  - v. Change layout to avoid points or areas where employees may congregate (e.g., install additional timeclocks).

Subject to changes based on operations and circumstances surrounding the infectious disease, engineering controls that are anticipated to be used are listed in the following table:

Engineering Controls Utilized/Location:

*Note to Employer: One of the best ways to reduce exposure to infectious agents is to improve ventilation. The aim is to deliver more “clean air” into an occupied area and exhaust the contaminated air to a safe location. In some cases, the air may have to be filtered before it enters the work area and/or before it is exhausted. Direct the contaminated air away from other individuals and from the building’s fresh air intake ports. Consult your ventilation system’s manufacturer or service company to determine if improvements are possible for your system.*

3. “Administrative Controls” are policies and work rules used to prevent exposure. Examples include:

- Increasing the space between workers;
- Slowing production speed to accommodate fewer workers at a time;
- Disinfecting procedures for specific operations;
- Not shaking out soiled laundry;
- Employee training;
- Identify and prioritize job functions that are essential for continuous operations;
- Cross-train employees to ensure critical operations can continue during worker absence;
- Limit the use of shared workstations;
- Post signs reminding employees of respiratory etiquette, masks, handwashing;
- Rearrange traffic flow to allow for one-way walking paths;
- Provide clearly designated entrance and exits;
- Provide additional short breaks for handwashing and cleaning;
- Establishing pods or cohorts working on same shift;

Subject to changes based on operations and circumstances surrounding the infectious disease, the following specific administrative controls are anticipated to be used:

Administrative Controls Utilized/Location:

4. 10. Personal Protective Equipment (PPE) are devices like eye protection, face shields, respirators , , and gloves that protect the wearer from infection. PPE will be provided, used and maintained in a sanitary and reliable condition at no cost to the employee. The PPE provided to an employee will be based on a hazard assessment for the workplace.

PPE Required - Activity Involved/Location:

*1 The use of respiratory protection, e.g. an N95 filtering facepiece respirator, requires compliance with the OSHA Respiratory Protection Standard 29 CFR 1910.134 or temporary respiratory protection requirements OSHA allows for during the infectious disease outbreak.*

*2 Respirators with exhalation valves will release exhaled droplets from the respirators. Respirators are designed to protect the wearer. Surgical masks and face coverings, which are not respirators, are designed to protect others, not the wearer.*

**C. EXPOSURE CONTROL READINESS, MAINTENANCE AND STORAGE:**

The controls we have selected will be obtained, properly stored, and maintained so that they are ready for immediate use in the event of an infectious disease outbreak and any applicable expiration dates will be properly considered.

### III. HOUSEKEEPING DURING A DESIGNATED OUTBREAK

#### A. Disinfection Methods and Schedules

Objects that are touched repeatedly by multiple individuals, such as door handles, light switches, control buttons/levers, dials, levers, water faucet handles, computers, phones, or handrails must be cleaned frequently with an appropriate disinfectant. Surfaces that are handled less often, or by fewer individuals, may require less frequent disinfection.

The disinfection methods and schedules selected are based on specific workplace conditions.

The New York State Department of Environmental Conservation (NYSDEC) and the Environmental Protection Agency (EPA) have compiled lists of approved disinfectants that are effective against many infectious agents (see [dec.ny.gov](http://dec.ny.gov) and [epa.gov/pesticide-registration/selected-epa-registered-disinfectants](http://epa.gov/pesticide-registration/selected-epa-registered-disinfectants)). Select disinfectants based on NYSDOH and CDC guidance and follow manufacturer guidance for methods, dilution, use, and contact time.

#### B. Adjustments to Normal Housekeeping Procedures

Normal housekeeping duties and schedules should continue to be followed during an infectious disease outbreak, to the extent practicable and appropriate consistent with NYSDOH and/or CDC guidance in effect at the time. However, routine procedures may need to be adjusted and additional cleaning and disinfecting may be required.

Housekeeping staff may be at increased risk because they may be cleaning many potentially contaminated surfaces. Some housekeeping activities, like dry sweeping, vacuuming, and dusting, can resuspend into the air particles that are contaminated with the infectious agent. For that reason, alternative methods and/or increased levels of protection may be needed.

Rather than dusting, for example, the CDC recommends cleaning surfaces with soap and water before disinfecting them. Conducting housekeeping during “off” hours may also reduce other workers’ exposures to the infectious agent. Best practice dictates that housekeepers should wear respiratory protection. See [cdc.gov](http://cdc.gov) for more guidance.

C. If an employee develops symptoms of the infectious disease at work, it is ideal to isolate the area in accordance with guidance issued by NYSDOH or the CDC, before cleaning and disinfecting the sick employee’s work area. This delay will allow contaminated droplets to settle out of the air and the space to be ventilated.

D. As feasible, liners should be used in trash containers. Empty the containers often enough to prevent overfilling. Do not forcefully squeeze the air out of the trash bags before tying them closed. Trash containers may contain soiled tissue or face coverings.

### IV. INFECTION RESPONSE DURING A DESIGNATED OUTBREAK

If an actual, or suspected, infectious disease case occurs at work, take the following actions:

- Instruct the sick individual to wear a face covering and leave the worksite and follow NYSDOH/CDC guidance.
- Follow local and state authority guidance to inform impacted individuals.

### V. TRAINING AND INFORMATION DURING A DESIGNATED OUTBREAK

A. \_\_\_\_\_ will verbally inform all employees of the existence and location of this Plan, the circumstances it can be activated, the infectious disease standard, employer policies, and employee rights under the HERO Act. (Note: training need not be provided to the following individuals: any individuals working for staffing agencies, contractors or subcontractors on behalf of the employer at any individual work site, as well as any individual delivering goods or transporting people at, to or from the work site on behalf of the employer, where delivery or transport is conducted by an individual or entity that would otherwise be deemed an employer under this chapter)



## **VII. RETALIATION PROTECTIONS AND REPORTING OF ANY VIOLATIONS**

No employer, or his or her agent, or person, , acting as or on behalf of a hiring entity, or the officer or agent of any entity, business, corporation, partnership, or limited liability company, shall discriminate, threaten, retaliate against, or take adverse action against any employee for exercising their rights under this plan, including reporting conduct the employee reasonably believes in good faith violates the plan or airborne infectious disease concerns to their employer, government agencies or officials or for refusing to work where an employee reasonably believes in good faith that such work exposes him or her, other workers, or the public to an unreasonable risk of exposure, provided the employee, another employee, or representative has notified the employer verbally or in writing, including electronic communication, of the inconsistent working conditions and the employer's failure to cure or if the employer knew or should have known of the consistent working conditions.

Notification of a violation by an employee may be made verbally or in writing, and without limitation to format including electronic communications. To the extent that communications between the employer and employee regarding a potential risk of exposure are in writing, they shall be maintained by the employer for two years after the conclusion of the designation of a high risk disease from the Commissioner of Health, or two years after the conclusion of the Governor's emergency declaration of a high risk disease. Employer should include contact information to report violations of this plan and retaliation during regular business hours and for weekends/other non-regular business hours when employees may be working.

**WE ARE YOUR DOL**



*Resolution of the Board of Directors*

*Of*

*Cortland County Community Action Program, Inc.*

**Resolution No. 21-50**

**WHEREAS**, the Cortland County Community Action Program, Inc. Executive Committee has reviewed the proposed Variable Employee proposal for Lindy Glennon January-May 2022 and ,

**WHEREAS**, the Cortland County Community Action Program, Inc. Board of Directors has reviewed the proposed Variable Employee proposal for Lindy Glennon January-May 2022,

**IT IS HEREBY RESOLVED** that on December 16, 2021, the CAPCO Board of Directors approves the Variable Employee proposal for Lindy Glennon January-May 2022.

*Shelley Warnow*  
Board President

*12/16/2021*  
Date

Meeting called to order at 8:35 a.m. Members present: Larry Woolheater, Jeanette Dippo, Mary Beth Mathey. Members excused: Mary Bliss. Absent: April Dennison. Staff: Greg Richards, Lindy Glennon.

Lindy presented application from Interim Mayor Scott Chamberlin and his letter requesting that Shelley Warnow continue on the CAPCO Board of Directors to represent him. Shelley is currently on the Board as the representative of Mayor William McGovern. Mayor McGovern resigned effective 11/1/2021 and Scott Chamberlin is now Interim Mayor. Motion to accept Mayor Chamberlin's application and approval of Shelley Warnow to represent him on the Board made by Jeanette Dippo, 2<sup>nd</sup> Mary Beth Mathey. Motion carried.

Committee reviewed the CAPCO Board survey materials and began to look at the areas specific to Board Development and identify priority areas. Committee will continue this in January. Each committee has a binder with the materials needed to support this planning – Fiscal and Personnel Policies and Procedures, Bylaws, TRACS and Organizational Standards information. Lindy highlighted Category 5 Board Governance in the Organizational Standards as area of Board focus.

Committee discussed recommendation of using some time in the Board meeting to review again the Board Section of the website to make sure all Board members know the materials and resources there.

Meeting adjourned at 9:30 a.m. Next meeting scheduled for January 18.

*Resolution of the Board of Directors*

*Of*

*Cortland County Community Action Program, Inc.*

**Resolution No. 21-51**

**WHEREAS**, the Cortland County Community Action Program, Inc. Board Development Committee has reviewed the proposed seating of Mayor Scott Chamberlin to be represented on the CAPCO Board of Directors by Shelley Warnow,

**WHEREAS**, the Cortland County Community Action Program, Inc. Board of Directors has reviewed the proposed seating of Mayor Scott Chamberlin to be represented on the CAPCO Board of Directors by Shelley Warnow,

**IT IS HEREBY RESOLVED** that on December 16, 2021, the CAPCO Board of Directors approves the seating of Mayor Scott Chamberlin to be represented on the CAPCO Board of Directors by Shelley Warnow.

*Shelley Warnow*  
\_\_\_\_\_  
Board President

*12/16/2021*  
\_\_\_\_\_  
Date



# Cortland County Community Action Program, Inc. (CAPCO)

32 North Main Street ❖ Cortland, NY 13045

Phone: (607) 753-6781 ❖ Fax: (607) 758-3620 ❖ [www.capco.org](http://www.capco.org)

Head Start ❖ Early Head Start ❖ Energy Services ❖ WIC ❖ Consumer Directed Personal Assistance ❖ Family Development

## Board Member Application For Elected Public Official Representation

Name: Scott Chamberlain Date: 11/8/21

Home Address: 48 Front St, Marathon, NY

Home Phone: \_\_\_\_\_ Cell Phone: 607-725-2900

Business Name: Village of Marathon

Business Address: 18 Tenney St, Marathon, NY

Business Phone: 607-849-3812 Business Fax: \_\_\_\_\_

Business Fax: \_\_\_\_\_ E-mail Address: marathonmayor@stny.ny.com

If you are representing an Elected Public Official, name of the Elected Public Official you will be representing: The Village of Marathon

Office and District (if representing a specific District): \_\_\_\_\_

Term of Office \_\_\_\_\_ Preferred Communication:  
 Mail to Home  Mail to Business  E-mail  Fax

Occupation (You May List More than One Occupation, Please List Primary Occupation First) Mayor

Do you have any relationship professionally or personally that may impede your duties to serve CAPCO Board of Directors? NO

Affiliations (Please List Civic, Fraternal, Professional, and Voluntary Agency Activities. List Any Offices Held and Provide Dates.)  
\_\_\_\_\_

I, Scott Chamberlain, accept the invitation to serve on the Board of Directors and agree to adhere to the conditions of membership.

Signature

**Village Office**  
18 Tannery Street  
P.O. Box 519  
Marathon, NY 13803  
Phone: 607-849-3812  
Fax: 607-849-4233



**Electric Dept.**  
Phone: 607-849-6795  
**Water/Wastewater Dept.**  
Phone: 607-849-3958  
**Street Dept.**  
Phone: 607-849-6988

November 4, 2021

Lindy Glennon  
Cortland County Community Action Program, Inc.  
32 North Main Street  
Cortland, NY 13045

Dear Ms. Glennon,

Thank you for inviting me to be a member of the Cortland County Community Action Program, Inc. (CAPCO) Board of Directors. Unfortunately, I am unable to personally serve on the board due to other commitments I have in the community. Therefore, I would like to appoint Shelley Warnow to serve on my behalf during tenure as Mayor of the Village of Marathon.

Shelley has served in this capacity for two terms with the CAPCA Board of Directors and would be my choice for a third term. Her Background and experience will continue to be a benefit to your Board.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Chamberlin".

Scott Chamberlin  
Mayor, Village of Marathon

Meeting called to order at 12:00 noon. Members present: Patty Schaap, Lynne Sypher, Doug Bentley, Liz Haskins. Excused: Billie MacNabb. Staff: Greg Richards, Bethann Wieder, Kristi Coye, Brandy Strauf, Lindy Glennon.

Committee reviewed the HS/EHS 2021 Self Assessment (See attached). Kristi walked the committee through the report, highlighted the areas of strengths/weaknesses. This self-assessment is done annually. It usually involves staff, Board and Policy Council members and parents. This year, it was more difficult to include all of the groups at the desired level due to COVID. Identified the goals and objectives for the year 3 period. Motion to accept the report as presented made by Doug Bentley, 2<sup>nd</sup> Liz Haskins. Motion carried.

Committee reviewed the HS/EHS proposed Policy changes/updates for Education/Special Needs, Health and Family services (see attached). These are in response to earlier required changes due to COVID-19 protocols. These current changes address the new expectations for service provision. Bethann reviewed the specifics with the committee. Motion to approve all Policy updates made by Liz Haskins, 2<sup>nd</sup> Doug Bentley. Motion carried.

Committee reviewed the Program Information Report (PIR) (See attached). This is an extensive report in 2 sections (one for HS and one for EHS). It included all of the data collected in the database in the specific categories as required by HS. It is an annualized report that collects all of the monthly HS/EHS reports that are reviewed by the Board. It includes extensive data re: enrollment, child/family data, ethnicity, education, employment, income levels, staff data re: education, training, etc. Motion to receive the PIR as presented made by Lynne Sypher, 2<sup>nd</sup> Patty Schaap. Motion carried.

Brandy reviewed the CSBG 4<sup>th</sup> quarter Periodic Program Report (PPR) and the COVID CARES 4<sup>th</sup> quarter PPR. COVID CARES funding goes through September 2022. Numbers are still relatively low as we have been utilizing other funding options available for a number of responses included child care assistance and rental assistance. The rental assistance (ERAP) ended 11/15, so we anticipate seeing an increase in these requests. The 20% expense voucher was submitted earlier this week. We will have the COVID CARES budget for the Finance committee to review at the next meeting and we are ready to submit that to DOS.

Committee reviewed the CSBG 4<sup>th</sup> quarter PPR for the Entitlement grant. Made significant resources available to the community even with COVID challenges. Motion to approve both PPR's as presented made by Lynne Sypher, 2<sup>nd</sup> Doug Bentley. Motion carried.

No further business. Meeting adjourned at 1:00 p.m. Next meeting will be January 13 at noon.

***Resolution of the Board of Directors***

***Of***

***Cortland County Community Action Program, Inc.***

**Resolution No. 21-52**

**WHEREAS**, the Cortland County Community Action Program, Inc. Program Planning and Evaluation Committee has reviewed the 2021 HS/EHS Self-Assessment and,

**WHEREAS**, the Cortland County Community Action Program, Inc. Board of Directors has reviewed the 2021 HS/EHS Self-Assessment,

**IT IS HEREBY RESOLVED** that on December 16, 2021, the CAPCO Board of Directors approves the 2021 HS/EHS Self-Assessment.

Shelley Warnow  
Board President

12/16/2021  
Date

# CAPCO Head Start/Early Head Start



## SELF-ASSESSMENT

PROGRAM YEAR 2020-2021

DECEMBER 2021

Policy Council Approval:

CAPCO Board of Director's Approval:

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# **CAPCO Head Start/Early Head Start Program Self-Assessment**

## **for**

### **Program Year 2020-2021**

#### **CAPCO Mission Statement:**

CAPCO is dedicated to providing and advocating for community-wide actions and program that increase individuals' dignity and self-reliance and improve community conditions, engaging all sectors of the community in Cortland County's fight against poverty.

#### **Head Start/Early Head Start Mission Statement:**

To enhance the sense of dignity and self-worth of all enrolled children and their families through a comprehensive program which will help them adapt responsibility to present and future environment and life changes.

#### ***Cortland County Community Action Program, Inc.***

#### ***Background***

The Cortland County Community Action Program, Inc. (CAPCO), our grantee agency is a community based, not-for-profit 501c3 Corporation located in Cortland, New York and is the second largest human services provider in the county. CAPCO was incorporated in 1974 and designated as a Community Action Agency under the provisions of the Economic Opportunity Act of 1964 signed by President Lyndon Johnson in his declaration of the "War on Poverty". For more than 40 years, CAPCO has worked intensely with low-income people in our community. Through a broad range of programs and resources, CAPCO provides assistance to over 3500 participants annually. CAPCO is governed by a 15-member tripartite board. One third of the members of the board are elected public officials or their representatives. At least one third of the members are representatives of the low-income community with the remainder of the seats being representatives from the private sector to be chosen from "business, industry, and labor, religious, law enforcement, education or other major groups and interests in the community served." The board structure reflects and promotes the unique anti-poverty leadership, action, and mobilization responsibilities assigned by law to community action agencies. CAPCO's board is responsible for assuring the agency continues to assess and respond to the causes and conditions of poverty in our community, achieves anticipated family and community outcomes, and remains administratively and fiscally sound.

#### **Program Description**

**Head Start:** Head Start is a comprehensive program designed to foster the healthy development of pre-school aged children from ages 3 to 5 years old from low-income families. Head Start provides children with daily nutritious meals and many opportunities for social, emotional, and intellectual

growth which can prepare them for success in school and life. The CAPCO Head Start Program is funded for 200 children and their families throughout Cortland County. The program also connects children to a health care source and provides services, transportation (if eligible), disabilities services, Individual Education Program and Individual Family Service Plan, as well as mental health, nutrition services, and family engagement. The cornerstone of the program is parent and community involvement which has made it one of the most successful preschool programs.

**Early Head Start:** The Early Head Start Program is for low-income infants and toddlers, and their families. The CAPCO Early Head Start Program is funded for 72 children and their families through the center-based program option, as well as the home-based program option. This program has been with the agency and operating since 2010. The Early Head Start Program enhances the children's physical, social, emotional, and intellectual development; assists and supports parents' efforts to fulfill their parent's roles and help parents move towards self-sufficiency.

### **Self-Assessment as the Internal Program Evaluation**

Program Evaluation is the use of social research methods to systematically investigate the effectiveness of social intervention programs. It draws on the techniques and concepts of social science disciplines and is intended to be useful for improving programs and informing social action aimed at ameliorating social problems. The need for program evaluation is undiminished in the current era and may even be expected to grow. Indeed, contemporary concern over the allocation of scarce resources makes it more essential than ever to evaluate the effectiveness of social interventions. Evaluation requires an accurate description of the program performance or characteristics at issue and assessment of them against relevant standards or criteria.

### **Self-Assessment Process and Timeframe:**

The Self-Assessment participants included the HS/EHS Management Team with the Leadership Team. This year, our program was unable to utilize our HS/EHS staff as originally planned due to the COVID-19 pandemic. Due to this terrible time in our nation, we had to re-adjust the process to ensure a completed Self-Assessment was done. With that, the HS/EHS Leadership team worked together in an analysis program data and dialogue to assess the progress which the program is making towards achieving its program goals and objectives. The Self-Assessment will be submitted to the Policy Council and Board of Director's to review and approve.

Our program focuses on the process throughout the program year and takes advantage of the data being collected. Throughout the year, the effectiveness of program operations and progress made towards program goals is tracked through the on-going monitoring system. Our program has weekly HS/EHS Management meetings, and these are essential part of our organization to run effective meetings and to categorize topics according to the functional areas. When the COVID-19 pandemic leave occurred, we continued our meetings through the zoom application.

This process has changed the conversation from what are we doing right to are we doing the right things for our children and families.

**Introduction:**

The CAPCO Head Start/Early Head Start Program has continued to provide a comprehensive, high-quality early childhood service to low-income families residing in Cortland County. CAPCO Head Start/Early Head Start is funded to provide 150 children center-based Head Start services five (5) days per week, 64 children center-based in Early Head Start, and 24 children in Home Based.

For the 2020-2021 school year, the program did not serve its funded enrollment. In Head Start, we served 130 children and their families and in Early Head Start, we served 42 children and their families. Due to COVID-19 restrictions and safeguards, all sites operated Monday through Friday from 9-3 (6 hours per day). The program did not allow any visitors or families into the buildings to ensure people were not crossing thresholds and to minimize the spread of COVID-19. We had one classroom for HS/EHS which was considered our remote classroom located at Elm Tree. The remote instruction was a choice by the families and was implemented to also minimize the spread of COVID-19.

Although the structure of the program was different due to COVID-19, Cortland County continued to make progress towards achieving program goals. Data to assess progress was continued to be obtained from a number of sources which included the following:

- Ongoing Monitoring
- Child and Family outcomes
- Health and Family information
- Parent Feedback
- Staff Feedback

During this project period, efforts have been made to address the challenges brought about by COVID-19. It was a difficult year because of low enrollment, staff shortages, and lack of Policy Council membership. However, staff continued to provide services to families across content areas to support their child's school readiness and their self-sufficiency.

**The CAPCO Head Start Program has established the following goals for our five-year grant:**

Updates to the goals are completed each program year twice. Once by the end of December and once during the summer. These updates are reported in the continuation grant each program year which is due to the Office of Head Start March 1<sup>st</sup> of every program year.

**Program Goal 1:** The CAPCO Head Start/Early Head Start Program will become a trauma informed care program.

**Program Goal 2:** The CAPCO Head Start/Early Head Start Program will incorporate key strategies to improve employee retention.

**Program Goal 3:** The CAPCO Head Start/Early Head Start Program will provide social/emotional learning opportunities through the Conscious Discipline approach to create positive relationships, partner with families on goals for their children, and receive and provide on-going support.

**Context for the Self-Assessment and Progress to PY 19-20 Improvement Plans:**

Prior to the 20-21 Self-Assessment, our management team began by reviewing the 2019-2020 Self-Assessment and Program Improvement Plans. Last year's Self-Assessment had the following recommendations and we have included the progress on these recommendations to show the growth and quality improvement within our program, as well as whether this plan needs to continue.

- Offering the best time for families to recruit and maintain parent involvement in Policy Council. In 2019-2020, the parents on Policy Council wanted to go back to evening meetings which was completed that year through February 2020. Dinner and daycare were provided to the families. Effective March 2020 went to noon zoom meetings due to the pandemic. Zoom Policy Council meeting continue to date.
- Train parents on the performance standards. In the past, we would send a monthly newsletter, but that went to the wayside. We would like to start this concept up again. In addition, we have a Policy Council link on the CAPCO website, but we need to get a staff person trained to download materials to this link. This would also be a training tool to have parents and PC members review information via the website. Will need to have the management team re-visit this weakness to address how we will move forward. This needs to be revisited down the road. With daily COVID-19 crisis mode, it is difficult to accomplish program improvements when you are operating in a pandemic.
- Update the fiscal policies and procedures. This remains to be a program improvement plan to be met. The Finance Director is aware it needs to be completed.
- Staff turnover is high, and it is difficult to offer consistency to the children and the families of HS/EHS when we are losing staff on a consistent basis. In September 2019, we began the program fully staffed for the first time in many years. Through advertisements to the local newspaper, local colleges, indeed.com, and in-person hiring events throughout the year, we were able to have staff in place to begin the year. In mid-March 2020, the pandemic began and after a while, we did lose some staff due to personal reasons and their own personal circumstances.

**Program Strengths and Weaknesses for PY 20-21:**

The following were found to be strengths within the CAPCO Head Start/Early Head Start Program:

**Education and Special Needs Strengths:**

1. Professional Development Opportunities
2. Book Clubs
3. CDA Classes completed
4. 3<sup>rd</sup> Person in every classroom
5. Operated in-person for entire year
6. Parents got children to evaluations
7. Laura (Special Needs Assistant) met/phone conferenced w/teachers on PLEPS-(?)
8. Teachers had good communication w/Laura (Special Needs Assistant)

**Education and Special Needs Weaknesses:**

1. Not meeting w/parents to fill out referral paperwork (less relationship building)
2. Screening were not all completed. (Speech)
3. Coach was less able to support teachers practices in person
4. Lack of oversight & communication w/supervisors not being able to visit all classrooms
5. Recruitment for open positions was difficult w/not many qualified/quality applications

**ERSEA/HB Strengths:**

1. Offer in-person classes
2. Child Plus was huge for monitoring-since we couldn't go to classes
3. Met w/every single family

**ERSEA/HB Strengths:**

1. Wasn't able to open three (3) EHS classrooms & low / numbers (due to staff) from Covid
2. Recruitment suffered-couldn't get out in the community
3. No Home-Based option due to no staff – No in-home visits
4. Limited Family Services Staff
5. Disconnection w/Family Advocates-Leadership-Classroom Staff & families

**Family Services Strengths:**

1. Established new system for tracking documentation and family notes in Child Plus
2. Established new timeline for tracking attendance & attendance notes

**Family Services Weaknesses:**

1. Other than the # of withdrawals – overall program numbers decreased in all areas.
2. Staffing Challenges:
  - a) No Home Visitors
  - b) Started the Program Year short two (2) staff members
  - c) Maternity leave staff person – accepted new job at DSS
  - d) Family Services staff accepted new job within the Agency

**Health Services Strengths:**

1. Strengthened relationship w/local health department
2. Strengthened relationship w/local health providers
3. Minimal spread/closures through COVID

4. Improved current policies/procedures
5. Adjusted staff responsibilities (ie. Health checks onsite)
6. Improved Daily Health Check monitoring
7. Built stronger relationships with classroom staff

#### **Health Services Weaknesses:**

1. Hearing/vision screenings not completed within 45 days (were completed in Spring 20-21 program year)
2. Health/Safety checklists not completed monthly
3. Frustrated families due to exclusion criteria due to COVID symptoms

#### **Nutrition Strengths:**

1. Started virtual cooking class via YouTube for families
2. 2<sup>nd</sup> year we had a CAPCO garden
3. Delivered food bags to families affected by COVID
4. Delivered diapers/wipes to families affected by COVID
5. Three (3) rounds of food/diaper giveaways
6. Nutrition team worked as a team to make changes
7. Took on cooking for four (4) extra classrooms (Randall & Smith)
8. Served 99 children, 44 children (school district) that we created ourselves (Food production records, daily delivery sheets, sets of menus)
9. Teachers, TA's, FA's, kitchen aides working together as a team

#### **Nutrition Weaknesses:**

1. Communication between staff
2. Not checking in w/staff bi-weekly
3. Zoom CACFP monitoring
4. Not knowing if a classroom will be closed due to COVID
5. Beginning of the year-school district lunches-not temp correct (cold, prepackaged)
6. Food inventory- not knowing what kitchens have (plan to have kitchen aids completing inventory list weekly)

#### **Recommendations: Areas of focus and recommendations for Quality Improvement:**

The following were noted as areas which could be enhanced for continuous quality improvement. Recommendations have been formulated based on the data collected by the management team through the Self-Assessment process. These recommendations will be shared with staff, the Policy Council, and the Board of Director's. Recommendations will be included as part of the on-going monitoring process and will be used as part of program planning.

- Finalize and train staff on the Emergency Preparedness Plan.
- Policy Council membership and maintaining membership throughout the program year.
- Recruitment of HS/EHS staff.

**Progress on Program Goals (5-Year):**

The CAPCO Head Start/Early Head Start Program began the process of establishing the five-year program goals in December of 2018. Once completed, the Policy Council approved the original goals on February 26, 2019. After the establishment of the five-year program goals, we update the progress for each year. Year one was completed last program year and approved by Policy Council on February 25, 2020. Year two was completed this program year and will be submitted in February of 2021. These mid-year reviews will be part of the grant application process due to the period of our grant award. We will continue to track the progress of our goals and adjust and adapt as needed, to meet the needs of the program.

**02CH010916  
PROGRAM GOALS  
UPDATES TO YEAR 2**

**Program Goal 1: The CAPCO Head Start/Early Head Start Program will become a trauma informed care program.**

<b>Objectives</b>	<b>Year 1 (June 1, 19-May 31, 20)</b>	<b>Year 2 (June 1, 20-May 31, 21)</b>	<b>Challenges (Year 1-5, if applicable)</b>
<p>1-Staff will be educated and begin to understand the effects of trauma on the children and families through staff trainings.</p>	<p>Provided Trauma Informed Care Practices for Early Learning Success (4 hours) at staff orientation on August 22, 2019. Kelly Burt from OCM BOCES provided this introductory level workshop. Provided Conscious Discipline (Loving Guidance) training at staff orientation on August 26, 2019 (6.5 hours) by Kim Hughes, CD Master Instructor, on innovative social-emotional learning.</p>	<p>Provided Conscious Discipline 3-part Trauma Series webinar on April 13, 2020, to all staff (3 hours). Provided Trust Based Relational Intervention (TBRI) webinars from Care Compass Network in June 2020 (4 hours). A total of 28 staff participated in a Conscious Discipline book club.</p>	<p>Year 1-Staff Turnover from program year to program year. The buy in from staff and families on this concept and what it entails, and program shut down due to COVID-19. Year 2- COVID restrictions hindered the ability to conduct in-person trainings. Turnover continues to be a challenge. Lack of family/teacher connections due to families not being present in the classrooms.</p>

<b>Objectives</b>	<b>Year 1 (June 1, 19-May 31, 20)</b>	<b>Year 2 (June 1, 20-May 31, 21)</b>	<b>Challenges (Year 1-5, if applicable)</b>
	<p>We served a total of 234 families throughout the program year. The number of families which completed the FSA was 192. Number of families which did not complete the FSA was 42. Number of families with areas of family trauma &amp; identified needs was 116. Number of families setting goals around areas of family trauma &amp; identified needs was 15.</p>	<p>Total number of families served throughout the program year was 147. Number of families that completed an FSA was 117. Number of families that did not complete the FSA was 30. Number of families with areas of family trauma and identified needs was 85 and number of families setting goals around areas of family trauma and identified needs was 14.</p>	<p>Year 1-Families that chose not to participate and complete the FS because they do not want to open about personal issues. Beginning of program shut down due to COVID-19 Year 2- Not fully enrolled due to COVID-19, but staff doing excellent in updates through the current year.</p>

<b>Objectives</b>	<b>Year 1 (June 1, 19-May 31, 20)</b>	<b>Year 2 (June 1, 20-May 31, 21)</b>	<b>Challenges (Year 1-5, if applicable)</b>
<p>3-Resources will be sent to families monthly for them to receive continued information on Trauma Informed Care.</p>	<p>Program sent home "Building Your Child's Self-Esteem" on January 14, 2020. 25 Ways to Praise went home to families on February 24, 2020, and child Advocacy Center Flyers went home to families on March 9, 2020.</p>	<p>On December 18, 2021, Feeling Good About Yourself as a Parent was distributed. On January 29, 2021, What is a good parent was sent home. On February 26, 2021, The importance of play for young children was distributed. On March 19, 2021, Child Advocacy flyers went out. On April 9, 2021, Important of Routines went to families, and on June 21, 2021, the Discipline for your Child was distributed.</p>	

<b>Objectives</b>	<b>Year 1 (June 1, 19-May 31, 20)</b>	<b>Year 2 (June 1, 20-May 31, 21)</b>	<b>Challenges (Year 1-5, if applicable)</b>
<p>4-Devise a tracking system to correlate children with challenging behaviors whose families have experienced homelessness, substance abuse, foster/kinship care, child abuse/neglect, and arrests.</p>	<p>Tracking system created in February 2020. This system was intended to be reviewed and updated every other month by Family Services staff. Procedures still need to be created.</p>	<p>Total number of children served throughout the program year was 172. This is through December of 2020. total number of children experiencing at least one trauma experience listed before is 61, and of these, the total number of children with documented behavior concerns in the classroom is 21.</p>	<p>Year 1-Staying on track with monitoring and tracking because of new issues which may arise, and the program shut down due to COVID-19. Year 2-Program shut down in mid-March 2020 due to COVID-19 Pandemic which led to decreased monitoring of challenging behaviors. Only part year documentation because year 2 doesn't end until May 31, 2021.</p>
<p>5-The program will implement case conferencing two times per year.</p>	<p>First case conferencing was completed on December 19, 2019, and the Family Advocates and Leadership team was present for case conferencing. Second case conferencing did not occur.</p>	<p>Scheduled for February 2021 via zoom case conferencing with appropriate staff. Date 2 was not completed due to staffing issues. Each teaching team will receive all re-enrollment paperwork and guidance to review logistics of each incoming child/family.</p>	<p>Year 1-Staff schedules and shut down because of COVID-19. Year 2-Second case conferencing was not completed due to COVID-19 and program shut down. Starting case conferencing with zoom.</p>

**Program Goal 2: CAPCO HS/EHS will incorporate key strategies to improve employee retention.**

<b>Objectives</b>	<b>Year 1 (June 1, 19-May 31, 20)</b>	<b>Year 2 (June 1, 20-May 31, 21)</b>	<b>Challenges (Year 1-5, if applicable)</b>
1-The program will review and analyze the annual staff turnover report to determine percentage of staff who have left the program.	The HR Department completed the last turnover report in the Fall of 2019. This report was from 2015-2018 In 2018, our turnover rate was 22.5% with 30% leaving because of pay. Our program has met the 75% of staff in the first year.	The HR Department completed a turnover report from September 2019-August 2020. Turnover rate we 23.6% with 17 resignations. Our program has met the 78% of retaining staff in the 2nd year.	Year 1-Offering higher pay to staff and the NYS increase of minimum wage every year. Program Shutdown due to COVID-19.
2-The program will create an employee satisfaction committee.	Not completed. Would like to form this committee in the Spring of 2020 with HR's assistance. See challenges	Not completed. See challenges.	Year 1-Staff Schedules and Program Shut down in March 2020 due to COVID-19 in mid-March 2020. Year 2: Staff schedules and not being able to meet in person due to COVID-19.
3-The Agency will upgrade the Complete Payroll System to incorporate effective Human Resources tracking.	Completed May 2019	N/A	N/A

<b>Objectives</b>	<b>Year 1 (June 1, 19-May 31, 20)</b>	<b>Year 2 (June 1, 20-May 31, 21)</b>	<b>Challenges (Year 1-5, if applicable)</b>
<p>4-The Mental Health Specialist and the Coach will track the number of staff who seek their guidance for personal and professional reasons. The Coach and the Mental Health Specialist will support, mentor, and assist staff in times of need.</p>	<p>Both staff persons are working on.</p>	<p>The Mental Health Specialist had five staff contact her from June 17, 2019 to April 13, 2020 and the Coach had three staff members contact her from August 23, 2019 through January 17, 2020. The Mental Health Specialist had 5 staff contact her and the coach had 1 staff member contact her in year 2.</p>	<p>Year 1-Staff not feeling comfortable asking for assistance. Staff feeling, they do not need assistance to learn more and be positively supported and the program shut down in mid-March 2020. Year 2-The pandemic continued and cannot meet in person.</p>
<p>5-Identify space to create a staff wellness location (gym, yoga, meditation area, mindfulness).</p>	<p>Not completed. See challenges.</p>	<p>Not completed. See challenges.</p>	<p>Year 1-Lack of space and the pandemic. Year 2-Continued lack of space and the pandemic.</p>

<b>Objectives</b>	<b>Year 1 (June 1, 19-May 31, 20)</b>	<b>Year 2 (June 1, 20-May 31, 21)</b>	<b>Challenges (Year 1-5, if applicable)</b>
6-Offer walk-in interviews for vacant positions.	In 2019, we offered the community three walk-interviews on June 11, 2019, June 12, 2019, and June 18, 2019 for educational positions. We also offered two more walk in interviews on August 21, 2019 and October 24, 2019 for various education positions. In 2020, we offered two more walk-in interviews on February 4 and 5, 2020 for substitutes in the kitchen, as well as in the classrooms.	Not completed. See challenges.	Year 1-No challenges. Year 2- Unable to recruit new staff for vacant positions during COVID-19 pandemic. No additional walk-in interviews were scheduled due to program shutdown.
7-Offer more trainings to front line staff in furthering their professional development.	Staff are offered a serious of trainings in August of every program year. Staff are invited to participate in local and statewide trainings through the T&TA Plans created by our program.	Weekly trainings and professional development opportunities were offered to staff from mid-March 2020 through June 2020 during classroom shutdowns. Many professional development opportunities were created when classrooms shut down and staff were quarantined.	Year 1-No challenges. Year 2- COVID-19 shutdown continued through summer. Any and all trainings are virtual due to the pandemic.

<b>Objectives</b>	<b>Year 1 (June 1, 19-May 31, 20)</b>	<b>Year 2 (June 1, 20-May 31, 21)</b>	<b>Challenges (Year 1-5, if applicable)</b>
<p>8-Offer incentive monies to current staff who recommend a person as a new hire. (Person will need to be hired for incentive to be completed).</p>	<p>We had two staff recommend individuals for positions and the Agency paid them each \$50.00 for the referral which led to their hires.</p>	<p>Not completed. See challenges.</p>	<p>Year 1-No challenges. Year 2- Unable to recruit during the pandemic which meant no incentive pay was distributed in 2020.</p>

**Program Goal 3: CAPCO HS/EHS will provide social/emotional learning opportunities through the Conscious Discipline approach to create positive relationships, partner with families on goals for their children, and receive and provide on-going support.**

<b>Objectives</b>	<b>Year 1 (June 1, 19-May 31, 20)</b>	<b>Year 2 (June 1, 20-May 31, 21)</b>	<b>Challenges (Year 1-5, if applicable)</b>
<p>1-The program will purchase Conscious Discipline materials annually for classrooms implementing the Conscious Discipline approach.</p>	<p>On May 16, 2019, our program purchased the Baby Dolls-Ethnic pack of 4. These 14” multi-ethnic dolls help bring delight and fun to our baby doll circle time. This pack included an African American, Asian, Caucasian, and Hispanic baby dolls.</p> <p>On October 1, 2019, our program ordered the I Love You Ritual books for building connection with kids, as well as the Star Breathing Tool to help little ones learn how to take deep breaths.</p> <p>The HS/EHS Director ordered the Premium Resources Membership on February 11, 2020 for 1 year. This on-line toolkit includes products and resources and is designed for active practitioners of Conscious Discipline in school or home environments.</p>	<p>I Love You Ritual books and CDs were purchased in January 2020 to assist classrooms in further developing rituals in the classroom to build connections.</p> <p>Wish You Well Boards purchased in January 2020 for classrooms to begin implementing a Wish You Well morning ritual.</p> <p>Materials create an inviting calm down area were also purchased in January 2020 (breathing tools, sensory tools, and books).</p> <p>Activity bags were sent home with EHS.</p>	<p>Year 1 and 2-Start of the pandemic so we were not able to practice the rituals in person. Year 2- Difficult to do hands-on trainings virtually.</p>

<b>Objectives</b>	<b>Year 1 (June 1, 19-May 31, 20)</b>	<b>Year 2 (June 1, 20-May 31, 21)</b>	<b>Challenges (Year 1-5, if applicable)</b>
2-The program will introduce staff at the annual fall staff orientation.	Provided Conscious Discipline (Loving Guidance) training at staff orientation on August 26, 2019 (6.5 hours). Provided by Kim Hughes, CD Master Instructor, on innovative social/emotional learning.	Provided all staff the Building Resilient Classrooms book at the beginning of the program year. Book Clubs formed and ran to enhance professional development on this topic.	Year 1-Staff Turnover and reintroducing and training new staff members and COVID-19 pandemic. Year 2-Pandemic continued and there was no in-person August staff orientation in 2020.
3-The program will offer two positive solution classes to enrolled families twice per year.	The dates these were offered to families was November 13, 2019 and December 5, 2019. Out of the 3 sessions, 7 parents participated.	Dates offered were November 10, 2020 and December 22, 2020. 4 families attended at least one class and 4 families completed the series. Dates offered were February 11, 2021 and March 25, 2021. 7 families attended at least one class and 5 families completed the series.	Year 1-Recruiting families to participate and program shut down due to COVID-19. Year 2-No classes offered due to program shut down because of COVID-19 pandemic and the restrictions because of COVID-19.

<b>Objectives</b>	<b>Year 1 (June 1, 19-May 31, 20)</b>	<b>Year 2 (June 1, 20-May 31, 21)</b>	<b>Challenges (Year 1-5, if applicable)</b>
<p>4-The program will create and implement a monthly monitoring system for Conscious Discipline, which will include staff feedback.</p>	<p>Created a monitoring system which is updated monthly. Track who reads the Conscious Discipline book and who participates in monthly zoom, giving feedback on progress, both challenges and successes in implementing conscious discipline in classrooms.</p>	<p>Had 14 EHS Teachers read the entire Conscious Discipline book and 10 participated in monthly feedback zooms. In HS, 6 staff finished chapters 1-6, 7 staff finished chapters 1-3 and HS Supervisor completed entire book.</p>	<p>Year 1-Staff schedules and time and COVID-19 shutdown. Year 2- HS staff haven't participated in monthly feedback zooms because they haven't finished book yet.</p>
<p>5-Family Engagement staff will set goals with families regarding behavior concerns or discipline methods.</p>	<p>Number of goals set around behavior concerns or discipline methods was 5; number of goals met was 2. 2 goals continue to be worked on by parents. 1 goal was discontinued due to the parent being unable to attend parenting classes.</p>	<p>Number of families throughout the program year is 147. Number of goals set around behavior concerns or discipline methods is 7 and 2 goals have been met and 5 goals were not met.</p>	<p>Year 1-Families wanting to participate and set goals regarding behavior concerns and discipline methods and program shut down due to COVID-19. Year 2-Program shut down continued. However, families continue to work on the goals they set.</p>

<b>Objectives</b>	<b>Year 1 (June 1, 19-May 31, 20)</b>	<b>Year 2 (June 1, 20-May 31, 21)</b>	<b>Challenges (Year 1-5, if applicable)</b>
6-The program will complete monthly observations in classrooms implementing the Conscious Discipline approach.	This is completed by the Classroom Supervisors monthly.	See challenges.	Year 1-Program shut down occurred in mid-March 2020. Year 2-Program shutdown continued and no in-person visiting due to COVID-19.
7-Pyramid Team will meet once per week and discuss behavior concerns in all the classrooms and review Behavioral Incidental Reports.	This is completed every Friday for two hours. The Pyramid Team consists of the Education/Special Needs Coordinator, the Special Needs Assistant, the Mental Health Specialist, and the three Classroom Supervisors for Head Start and Early Head Start.	Is being completed when staff schedules allow because it must be virtual. Was consistently completed virtually and in-person.	Year 1-N/A. Year 2-Program shutdown continued and the fact it can't be in-person.
8-Reflect, review, and revise on the Conscious Discipline approach.	This has not occurred to date.	Still has not occurred to date.	Year 1-Staff schedules and Program shutdown due to COVID-19 pandemic. Year 2-Shutdown continued through summer.

Objectives	Year 1 (June 1, 19-May 31, 20)	Year 2 (June 1, 20-May 31, 21)	Challenges (Year 1-5, if applicable)
9-Provide further professional development, as needed, based on the reflections and reviews.	On February 18, 2020, a 1.5-hour training will be occurring on Conscious Discipline for all staff. This will be scattered throughout the day to offer this training at various times due to staff size. The HS/EHS Director, Education/Special Needs Coordinator, the Coach, and Classroom Supervisors will be sharing the lead on this training.	Some staff assigned to watch Conscious Discipline webinars and videos during any quarantines, but that is it regarding further professional development. 28 staff completed Conscious Discipline book club. Education/SN Coordinator offered a wish you well mini training to education staff in Oct/Nov 2020.	Year 1-Start of program shut-down in mid-March 2020/ Year 2-Program Shutdown continued and the fact everything needs to be virtual. Difficult because of the rules of gathering in a group.

**Program Improvement Plans for PY 20-21:**

Result Sited: Finalize and train staff on the Emergency Preparedness Plan			
Goal/Desired Outcome: Complete the Emergency Preparedness Plan and train staff			
Action Step(s)	Person(s) Responsible	Timeline	Fiscal Responsibility
At this time, there is a partial Emergency Preparedness Plan that needs to be updated.	Assistant Director HR Director	October 2021	N/A
When completed, submit to Policy Council and the Board of Director's to review and approve.	Assistant Director	PC: December 2021 Board: January 2022	N/A
Once approved, train staff on the Emergency Preparedness Plan	HS/EHS Management	Spring to August 2022	\$100 for copies

Result Sited: Policy Council Membership: Maintaining throughout the Program Year			
Goal/Desired Outcome: To retain parents on Policy Council and the PC Rep to the Board			
Action Step(s)	Person(s) Responsible	Timeline	Fiscal Responsibility
Find out what time best fits the schedules for the parents	HS/EHS Director	December 2021	N/A
Review each month the attendance of the PC members and the rep to the Board	HS/EHS Assistant Director	Monthly	N/A
Review and analyze attendance and how we can motivate parents to attend the Policy Council Meetings	HS/EHS Management Family Advocates Teachers	Monthly	N/A
Continue to review the “why” they may not be attending and revisit quarterly	HS/EHS Management	Every 3 months	N/A
Video from HS/EHS Director	HS/EHS Director	Annually	N/A
Create a store for families to earn tokens to be used at the HS/EHS Store.	FS Coordinator	On-Going	\$1000 (program year)

**Program Information Summary/Final Recommendations:**

The following recommendations were developed once the analysis of the data was concluded. It was determined that these contact areas and topics would make the most significant impact on CAPCO Head Start/Early Head Start.

1. Closures and Cancellations: With the COVID-19 crisis and Cortland County numbers are not good. The conversation has begun to plan for potential extended staff absences due to quarantine situations, backup plans will be developed, and succession planning will begin this program year.
2. Begin to look at new hires in the spring of each program year to determine where we need staff, can the budget hold them to come back a week early for HS education staff. Will continue to take this on a case-to-case basis.
3. Determine the best program options that should be offered to our families and ensure services are not being duplicated within the community.

As our program moves through these tough times and fights to reduce the outbreak of COVID-19, we would like to recognize our CAPCO HS/EHS staff. They are all working diligently to continue to provide services (in creative ways) to our children and the families. We continue to utilize our family Facebook page which allows staff to post activities and resources to families.

*Resolution of the Board of Directors*

*Of*

*Cortland County Community Action Program, Inc.*

**Resolution No. 21-53**

**WHEREAS**, the Cortland County Community Action Program, Inc. Program Planning and Evaluation Committee has reviewed the 2021 HS/EHS Program Information Report (PIR) and,

**WHEREAS**, the Cortland County Community Action Program, Inc. Board of Directors has reviewed the 2021 HS/EHS Program Information Report (PIR),

**IT IS HEREBY RESOLVED** that on December 16, 2021, the CAPCO Board of Directors approves the 2021 HS/EHS Program Information Report (PIR).

*Shelley Warnow*  
Board President

*12/16/2021*

Date



2020-2021 HEAD START PROGRAM INFORMATION REPORT  
02CH010916-000 Cortland County Communication Action Program, Inc.

**A. PROGRAM INFORMATION**

**GENERAL INFORMATION**

Grant Number	02CH010916
Program Number	000
Program Type	Head Start
Program Name	Cortland County Communication Action Program, Inc.
Program Address	32 North Main Street
Program City, State, Zip Code (5+4)	Cortland, NY, 13045-2122
Program Phone Number	(607) 753 6781 - 105
Head Start or Early Head Start Director Name	Ms. Bethann Wieder
Head Start or Early Head Start Director Email	bethannf@capco.org
Agency Email	bethannf@capco.org
Agency Web Site Address	http://www.capco.org
Name and Title of Approving Official	Mrs. Shelley Warnow, President of the Board of Directors
DUNS Number	038360160
Agency Type	Community Action Agency (CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates

**FUNDED ENROLLMENT**

**Funded enrollment by funding source**

	<i># of children</i>
A.1 Funded Enrollment:	150
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	150
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

**Funded enrollment by program option**

	<i># of slots</i>
A.2 Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	150
1. Of these, the number that are available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for 3.5 hours per day for 128 days	0
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	0
A.4 Family child care option	0
A.5 Locally designed option	0

## Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	150
a. Of these, the total number of slots at a child care partner	0
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	0

## CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	10
a. Of these, the number of double session classes	0

## CUMULATIVE ENROLLMENT

### Children by age

	# of children at enrollment
A.10 Children by age:	
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	54
e. 4 years old	76
f. 5 years and older	0
g. Total cumulative enrollment of children	130

### Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	130

### Primary type of eligibility

	# of children
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	86
b. Public assistance such as TANF and SSI	11
c. Foster care	1
d. Homeless	1
e. Eligibility based on other type of need, but not counted in A.13.a through d	11
	# of children
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	20

A.14 If the program serves enrollees under A.13.f, specify how the program has demonstrated that all income-eligible children in their area are being served.
Income eligible children are selected first, once all income eligible children are selected, then over income children will be selected

### Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	43
b. Three or more years	54

### Transition and turnover

	# of children
A.16 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	11
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	2
	# of preschool children
A.17 Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	70

### Child care subsidy

	# of children
A.24 The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	0

### Ethnicity and race

	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
A.25 Race and ethnicity		
a. American Indian or Alaska Native	0	1
b. Asian	0	0
c. Black or African American	1	7
d. Native Hawaiian or other Pacific Islander	0	0
e. White	2	95
f. Bi-racial/Multi-racial	7	17
g. Other	0	0
h. Unspecified	0	0

## Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	130
1. Of these, the number of children acquiring/learning another language in addition to English	0
b. Spanish	0
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	0
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
j. African Languages (e.g., Swahili, Wolof)	0
k. American Sign Language	0
l. Other (e.g., American Sign Language)	0
m. Unspecified (language is not known or parents declined identifying the home language)	0

## Dual language learners

	# of children
A.27 Total number of Dual Language Learners	0

## Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	0

## RECORD KEEPING

### Management Information Systems

A.29 List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, families, and program staff.
<i>Name/title</i>
ChildPlus

## B. PROGRAM STAFF & QUALIFICATIONS

### TOTAL STAFF

#### Staff by type

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	89	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	20	0

### TOTAL VOLUNTEERS

#### Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	0

### EDUCATION AND CHILD DEVELOPMENT STAFF

#### Preschool classroom and assistant teachers (HS and Migrant programs)

	(1) # of classroom teachers	(2) # of assistant teachers
B.3 Total number of preschool education and child development staff by position	14	11

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
a. An advanced degree in:		
1. Early childhood education		
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	4	1

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
b. A baccalaureate degree in one of the following:		
1. Early childhood education		
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or		
3. Any field and is part of the Teach for America program and passed a rigorous early childhood content exam	5	0

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
c. An associate degree in:		
1. Early childhood education		
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	4	1

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0	2
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	1

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
e. None of the qualifications listed in B.3.a through B.3.d	1	7

### Preschool classroom teachers program enrollment

	# of classroom teachers
B.4 Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	5
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b	1

### Preschool classroom assistant teachers program enrollment

	# of assistant teachers
B.5 Total number of preschool assistant teachers that do not have any qualifications listed in B.3.a through B.3.d	7
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.3.a through B.3.d.	4

### Home visitors and family child care provider staff qualifications

	# of home visitors
B.8 Total number of home visitors	0
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, baccalaureate, or advanced degree	0
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0

	# of home visitors
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a.	0
	# of family child care providers
B.9 Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a.	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0
	# of child development specialists
B.10 Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a.	0

## Ethnicity and race

	# of non-supervisory education and child development staff	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
B.13 Race and Ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	1
d. Native Hawaiian or other Pacific Islander	0	0
e. White	1	23
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

## Language

	# of non-supervisory education and child development staff
B.14 The number who are proficient in a language(s) other than English.	1
a. Of these, the number who are proficient in more than one language other than English	0

# of non-supervisory  
education and child  
development staff

B.15 Language groups in which staff are proficient:	
a. Spanish	1
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern and South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European and Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. American Sign Language	0
k. Other	0
l. Unspecified (language is not known or parents declined identifying the language)	0

## STAFF TURNOVER

### All staff turnover

	(1) # of Head Start staff	(2) # of contracted staff
B.16 Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g. summer months)	11	0
a. Of these, the number who were replaced	7	0

### Education and child development staff turnover

	# of staff
B.17 The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g. during summer months)	6
a. Of these, the number who were replaced	4
b. Of these, the number who left while classes and home visits were in session	2

	# of staff
B.18 Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	0
c. Involuntary separation	0
d. Other (e.g. change in job field, reason not provided)	6

1. Specify:	Change in job field	
B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer		0

## C. CHILD AND HEALTH SERVICES

### HEALTH SERVICES

#### Health insurance – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	130	130
a. Of these, the number enrolled in Medicaid and/or CHIP	123	123
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	7	7
C.2 Number of children with no health insurance	0	0

#### Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	130	130
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	0

#### Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to the relevant state's EPSDT schedule for well child care	0	8
		# of children
a. Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed		0
1. Of these, the number who received medical treatment for their diagnosed chronic health condition		0
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:		# of children
1. No medical treatment needed		0
2. No health insurance		0
3. Parents did not keep/make appointment		0
4. Children left the program before their appointment date		0
5. Appointment is scheduled for future date		0
6. Other		0

C.8 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	# of children
a. Autism spectrum disorder (ASD)	0
b. Attention deficit hyperactivity disorder (ADHD)	0
c. Asthma	1
d. Seizures	0
e. Life-threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	7
f. Hearing Problems	8
g. Vision Problems	7
h. Blood lead level test with elevated lead levels >5 g/dL	1
i. Diabetes	0

### Body Mass Index (BMI) – children (HS and Migrant programs)

	# of children at enrollment
C.9 Number of children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	4
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	80
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	23
d. Obese (BMI at or above 95th percentile for child's age and sex)	23

### Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.10 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	124	116
C.11 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	6	14
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	0	0

### Accessible dental care – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	86	87

## Preschool dental services (HS and Migrant programs)

	# of children at end of enrollment
C.17 Number of children who received preventive care during the program year	33
C.18 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	33
a. Of these, the number of children diagnosed as needing dental treatment during the program year - at end of enrollment	11
1. Of these, the number of children who have received or are receiving dental treatment - at end of enrollment	5
b. Specify the primary reason that children who needed dental treatment did not receive it:	# of children
1. Health insurance doesn't cover dental treatment	0
2. No dental care available in local area	0
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3 – 5 year old children	0
5. Parents did not keep/make appointment	0
6. Children left the program before their appointment date	0
7. Appointment is scheduled for future date	1
8. No transportation	0
9. Other	0

## Mental health consultation

	# of staff
C.20 Total number of classroom teachers, home visitors, and family child care providers	14
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	11

## DISABILITIES SERVICES

### IDEA eligibility determination

	# of children
C.21 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	26
a. Of these, the number who received an evaluation to determine IDEA eligibility	24
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	23
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	1
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	1
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	2

	# of children
C.22 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	1
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	1
1. Specify:                      No parental follow through	

### Preschool disabilities services (HS and Migrant programs)

	# of children
C.23 Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA	42
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	31
2. During this enrollment year	11
b. Of these, the number who have not received special education and related services	2

### Preschool primary disabilities (HS and Migrant programs)

	(1) # of children determined to have this disability	(2) # of children receiving special services
C.25 Diagnosed primary disability:		
a. Health impairment (i.e. meeting IDEA definition of "other health impairment")	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	13	0
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	0	0
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	12	2
l. Multiple disabilities (excluding deaf-blind)	17	0
m. Deaf-blind	0	0

## EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

### Screening

	# of children
C.26 Number of all newly enrolled children since last year's PIR was reported	70
C.27 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	38
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	25
C.28 The instrument(s) used by the program for developmental screening	
<i>Name/title</i>	
ASQ (all editions)	
Brigance (all editions)	

### Assessment

C.29 Approach or tool(s) used by the program to support ongoing child assessment
<i>Name/title</i>
Teaching Strategies GOLD Online

### Curriculum

C.30 Curriculum used by the program:
a. For center-based services
<i>Name/title</i>
Creative Curriculum (PreSchool)

### Classroom and home visit observation tools

	Yes (Y) / No (N)
C.31 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes
C.32 If yes, classroom and home visit observation tool(s) used by the program:	
a. Center-based settings	
<i>Name/title</i>	
Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)	
Teaching Pyramid Observation Tool (TPOT)	

## FAMILY AND COMMUNITY PARTNERSHIPS

### Number of families

	# of families at enrollment
C.33 Total number of families:	120
a. Of these, the number of two-parent families	57
b. Of these, the number of single-parent families	63
C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g. biological, adoptive, stepparents)	113
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	56
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	4
b. Grandparents	4
c. Relative(s) other than grandparents	3
d. Foster parent(s) not including relatives	0
e. Other	0

### Parent/guardian education

	# of families at enrollment
C.35 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced degree or baccalaureate degree	39
b. An associate degree, vocational school, or some college	13
c. A high school graduate or GED	50
d. Less than high school graduate	16

### Employment, Job Training, and School

	# of families at enrollment
C.36 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	85
1. Of these families, the number in which one or more parent/guardian is employed	85
2. Of these families, the number in which one or more parent/guardian is in job training (e.g. job training program, professional certificate, apprenticeship, or occupational license)	2
3. Of these families, the number in which one or more parent/guardian is in school (e.g. GED, associate degree, baccalaureate, or advanced degree)	0
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g. unemployed, retired, or disabled)	35

	<i># of families at end of enrollment</i>
<b>C.37 Total number of families in which:</b>	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	80
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	73
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	7
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g. unemployed, retired, or disabled)	40
1. Of these families, the number of families that were also counted in C.36.a	12
2. Of these families, the number of families that were also counted in C.36.b	28

	<i># of families at enrollment</i>
<b>C.38 Total number of families in which:</b>	
a. At least one parent/guardian is a member of the United States military on active duty	1
b. At least one parent/guardian is a veteran of the United States military	4

## Federal or other assistance

	<i># of families at enrollment</i>	<i># of families at end of enrollment</i>
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	14	10
C.40 Total number of families receiving Supplemental Security Income (SSI)	20	20
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	70	63
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	70	66

## Family services

	# of families
C.43 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g. meeting immediate needs for food, clothing, or shelter)	37
b. Housing assistance (e.g. subsidies, utilities, repairs)	18
c. Asset building services (e.g. financial education, debt counseling)	0
d. Mental health services	2
e. Substance misuse prevention	1
f. Substance misuse treatment	1
g. English as a Second Language (ESL) training	0
h. Assistance in enrolling into an education or job training program	9
i. Research-based parenting curriculum	10
j. Involvement in discussing their child's screening and assessment results and their child's progress	7
k. Supporting transitions between programs (i.e. EHS to HS, HS to kindergarten)	2
l. Education on preventive medical and oral health	2
m. Education on health and developmental consequences of tobacco product use	3
n. Education on nutrition	0
o. Education on postpartum care (e.g. breastfeeding support)	0
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	3
C.44 Of these, the number of families who were counted in at least one of the services listed above	50

## Father engagement

	# of father/ father figures
C.45 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	26
b. Family goal setting	8
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	34
d. Head Start program governance, such as participation in the Policy Council or policy committees	3
e. Parenting education workshops	3

## Homelessness services

	# of families
C.46 Total number of families experiencing homelessness that were served during the enrollment year	4
	# of children
C.47 Total number of children experiencing homelessness that were served during the enrollment year	4

	<i># of families</i>
C.48 Total number of families experiencing homelessness that acquired housing during the enrollment year	2

### **Foster care and child welfare**

	<i># of children</i>
C.49 Total number of enrolled children who were in foster care at any point during the program year	1
C.50 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	1

## D. GRANT LEVEL QUESTIONS

### INTENSIVE COACHING

	<i># of education and child development staff</i>
D.1 The number of education and child development staff (i.e. teachers, preschool assistant teachers, home visitors, FFC providers) that received intensive coaching	4
	<i># of coaches</i>
D.2 The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	1

### FAMILY SERVICES STAFF QUALIFICATIONS

	<i># of family services staff</i>
D.5 Total number of family services staff:	5
a. Of these, the number that have a credential, certification, associate, baccalaureate, or advanced degree in social work, human services, family services, counseling, or a related field	5
b. Of these, the number that do not meet one of the qualifications described in D.5.a	0
1. Of the family services staff in D.5.b, the number enrolled in a degree or credential program that would meet a qualification described in D.5.a.	0
2. Of the family services staff in D.5.b, the number hired before November 7, 2016	0

### FORMAL AGREEMENTS FOR COLLABORATION

	<i># of formal agreements</i>
D.6 Total number of formal agreements with child care partners	1
D.7 Total number of LEAs in the service area	8
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	8
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	8

### REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	21082548647
Last Update Date	08/25/2021



2020-2021 EARLY HEAD START PROGRAM INFORMATION REPORT  
02CH010916-200 Cortland County Communication Action Program, Inc.

**A. PROGRAM INFORMATION**

**GENERAL INFORMATION**

Grant Number	02CH010916
Program Number	200
Program Type	Early Head Start
Program Name	Cortland County Communication Action Program, Inc.
Program Address	32 North Main Street
Program City, State, Zip Code (5+4)	Cortland, NY, 13045
Program Phone Number	(607) 753 6781 - 105
Head Start or Early Head Start Director Name	Ms. Bethann Wieder
Head Start or Early Head Start Director Email	bethannf@capco.org
Agency Email	bethannf@capco.org
Agency Web Site Address	www.capco.org
Name and Title of Approving Official	Mrs. Shelley Warnow, President of the Board of Directors
DUNS Number	038360160
Agency Type	Community Action Agency (CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates

**FUNDED ENROLLMENT**

**Funded enrollment by funding source**

	<i># of children / pregnant women</i>
A.1 Funded Enrollment:	88
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	88
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program using the Early Head Start home visiting model	0

**Funded enrollment by program option**

	<i># of slots</i>
A.2 Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	64
1. Of these, the number that are available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for 3.5 hours per day for 128 days	0
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	24
A.4 Family child care option	0
A.5 Locally designed option	0

	# of pregnant women slots
A.6 Pregnant women slots	0

### Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	64
a. Of these, the total number of slots at a child care partner	0
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	0

### CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	6
a. Of these, the number of double session classes	0

### CUMULATIVE ENROLLMENT

#### Children by age

	# of children at enrollment
A.10 Children by age:	
a. Under 1 year	1
b. 1 year old	13
c. 2 years old	28
d. 3 years old	0
g. Total cumulative enrollment of children	42

#### Pregnant women (EHS programs)

	# of pregnant women
A.11 Cumulative enrollment of pregnant women	0

#### Total cumulative enrollment

	# of children / pregnant women
A.12 Total cumulative enrollment	42

#### Primary type of eligibility

	# of children / pregnant women
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	36
b. Public assistance such as TANF and SSI	4
c. Foster care	2
d. Homeless	0
e. Eligibility based on other type of need, but not counted in A.13.a through d	0

	# of children / pregnant women
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	0

## Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	29
b. Three or more years	2

## Transition and turnover

	# of children
A.18 Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	8
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	5
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	0
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	0
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	0
3. Of the infants and toddlers who aged out of Early Head Start, the number who did not enter another early childhood program	0

	# of pregnant women
A.19 Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	0
A.20 Number of pregnant women receiving Early Head Start services at the time their infant was born	0
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in the program	0
b. Of the pregnant women enrolled when their infant was born, the number whose infant was not subsequently enrolled in the program	0

## Child care subsidy

	# of children
A.24 The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	0

## Ethnicity and race

# of children / pregnant women	
(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin

A.25 Race and ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	2
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	33
f. Bi-racial/Multi-racial	1	6
g. Other	0	0
h. Unspecified	0	0

### Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	42
1. Of these, the number of children acquiring/learning another language in addition to English	0
b. Spanish	0
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	0
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
j. African Languages (e.g., Swahili, Wolof)	0
k. American Sign Language	0
l. Other (e.g., American Sign Language)	0
m. Unspecified (language is not known or parents declined identifying the home language)	0

### Dual language learners

	# of children
A.27 Total number of Dual Language Learners	0

### Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	0

## RECORD KEEPING

### Management Information Systems

A.29 List the management information system(s) your program uses to support tracking, maintaining, and using data on enrollees, program services, families, and program staff.

*Name/title*

ChildPlus

## B. PROGRAM STAFF & QUALIFICATIONS

### TOTAL STAFF

#### Staff by type

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	89	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	20	0

### TOTAL VOLUNTEERS

#### Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	0

### EDUCATION AND CHILD DEVELOPMENT STAFF

#### Infant and toddler classroom teachers (EHS and Migrant programs)

	# of classroom teachers
B.6 Total number of infant and toddler classroom teachers	15

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
a. An advanced degree in:	
1. Early childhood education with a focus on infant and toddler development or 2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	0

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
b. A baccalaureate degree in:	
1. Early childhood education with a focus on infant and toddler development or 2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	5

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
c. An associate degree in:	
1. Early childhood education with a focus on infant and toddler development or 2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	5

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	1
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	1

	# of classroom teachers
Of the number of infant and toddler classroom teachers, the number with the following:	
e. None of the qualifications listed in B.6.a through B.6.d	4

	# of classroom teachers
B.7 Total number of infant and toddler classroom teachers that do not have any qualifications listed in B.6.a through B.6.d	4
a. Of these infant and toddler classroom teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.6.a through B.6.d.	4

## Home visitors and family child care provider staff qualifications

	# of home visitors
B.8 Total number of home visitors	4
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, baccalaureate, or advanced degree	4
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a.	0

	# of family child care providers
B.9 Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a.	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0

	# of child development specialists
B.10 Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a.	0

## Ethnicity and race

	# of non-supervisory education and child development staff	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
<b>B.13 Race and Ethnicity</b>		
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	17
f. Biracial/Multi-racial	0	2
g. Other	0	0
h. Unspecified	0	0

## Language

	# of non-supervisory education and child development staff
<b>B.14 The number who are proficient in a language(s) other than English.</b>	0
a. Of these, the number who are proficient in more than one language other than English	0

	# of non-supervisory education and child development staff
<b>B.15 Language groups in which staff are proficient:</b>	
a. Spanish	0
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern and South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European and Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. American Sign Language	0
k. Other	0
l. Unspecified (language is not known or parents declined identifying the language)	0

## STAFF TURNOVER

### All staff turnover

	(1) # of Early Head Start staff	(2) # of contracted staff
B.16 Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g. summer months)	10	0
a. Of these, the number who were replaced	8	0

### Education and child development staff turnover

	# of staff
B.17 The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g. during summer months)	6
a. Of these, the number who were replaced	5
b. Of these, the number who left while classes and home visits were in session	3

	# of staff
B.18 Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	0
c. Involuntary separation	2
d. Other (e.g. change in job field, reason not provided)	4
1. Specify: Change in job field.	
B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	0

## C. CHILD AND HEALTH SERVICES

### HEALTH SERVICES

#### Health insurance – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	42	42
a. Of these, the number enrolled in Medicaid and/or CHIP	41	41
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	1	1
C.2 Number of children with no health insurance	0	0

#### Health insurance - pregnant women (EHS programs)

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.3 Number of pregnant women with at least one type of health insurance	0	0
a. Of these, the number enrolled in Medicaid	0	0
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	0	0
C.4 Number of pregnant women with no health insurance	0	0

#### Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	42	42
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	0

#### Accessible health care - pregnant women (EHS Programs)

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.6 Number of pregnant women with an ongoing source of continuous, accessible health care provided by a health care professional that maintains their ongoing health record and is not primarily a source of emergency or urgent care	0	0

## Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to the relevant state's EPSDT schedule for well child care	37	26

	# of children
a. Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	1
1. Of these, the number who received medical treatment for their diagnosed chronic health condition	0
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:	# of children
1. No medical treatment needed	0
2. No health insurance	0
3. Parents did not keep/make appointment	0
4. Children left the program before their appointment date	0
5. Appointment is scheduled for future date	0
6. Other	0

C.8 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	# of children
a. Autism spectrum disorder (ASD)	0
b. Attention deficit hyperactivity disorder (ADHD)	0
c. Asthma	0
d. Seizures	0
e. Life-threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	2
f. Hearing Problems	0
g. Vision Problems	1
h. Blood lead level test with elevated lead levels >5 g/dL	0
i. Diabetes	0

## Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.10 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	41	37
C.11 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	0	4
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	0	0

## Medical services – pregnant women (EHS programs)

	# of pregnant women
C.13 Indicate the number of pregnant women who received the following services while enrolled in EHS:	
a. Prenatal health care	0
b. Postpartum health care	0
c. A professional oral health assessment, examination, and/or treatment	0
d. Mental health interventions and follow-up	0
e. Education on fetal development	0
f. Education on the benefits of breastfeeding	0
g. Education on the importance of nutrition	0
h. Education on infant care and safe sleep practices	0
i. Education on the risks of alcohol, drugs, and/or smoking	0
j. Facilitating access to substance abuse treatment (i.e. alcohol, drugs, and/or smoking)	0

## Prenatal health – pregnant women (EHS programs)

	# of pregnant women
C.14 Trimester of pregnancy in which the pregnant women served were enrolled:	
a. 1st trimester (0-3 months)	0
b. 2nd trimester (3-6 months)	0
c. 3rd trimester (6-9 months)	0
C.15 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	0

## Accessible dental care – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	17	15

## Infant and toddler preventive dental services (EHS and Migrant programs)

	# of children at end of enrollment
C.19 Number of all children who are up-to-date according to the dental periodicity schedule in the relevant state's EPSDT schedule	32

## Mental health consultation

	# of staff
C.20 Total number of classroom teachers, home visitors, and family child care providers	19
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	9

## DISABILITIES SERVICES

### IDEA eligibility determination

	# of children
C.21 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	1
a. Of these, the number who received an evaluation to determine IDEA eligibility	1
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	1
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	0
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	0

	# of children
C.22 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	0
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	0

### Infant and toddler Part C early intervention services (EHS and Migrant programs)

	# of children
C.24 Number of children enrolled in the program who had an Individualized Family Service Plan (IFSP), at any time during the program year, indicating they were determined eligible by the Part C Agency to receive early intervention services under the IDEA	11
a. Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to this program year	11
2. During this enrollment year	0
b. Of these, the number who have not received early intervention services under IDEA	0

## EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

### Screening

	# of children
C.26 Number of all newly enrolled children since last year's PIR was reported	11
C.27 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	11
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	0

C.28 The instrument(s) used by the program for developmental screening
<i>Name/title</i>
ASQ (all editions)

## Assessment

C.29 Approach or tool(s) used by the program to support ongoing child assessment
<i>Name/title</i>
Teaching Strategies GOLD Online

## Curriculum

C.30 Curriculum used by the program:
a. For center-based services
<i>Name/title</i>
Creative Curriculum for Infants, Toddlers, and Twos
c. For home-based services
<i>Name/title</i>
Partners For A Healthy Baby (Florida State University)

## Classroom and home visit observation tools

	Yes (Y) / No (N)
C.31 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes

C.32 If yes, classroom and home visit observation tool(s) used by the program:
a. Center-based settings
<i>Name/title</i>
Other (Please Specify)
b. Home-based settings
<i>Name/title</i>
Other (Please Specify)

## FAMILY AND COMMUNITY PARTNERSHIPS

### Number of families

	<i># of families at enrollment</i>
C.33 Total number of families:	40
a. Of these, the number of two-parent families	14
b. Of these, the number of single-parent families	26
C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g. biological, adoptive, stepparents)	36
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	22
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	1
b. Grandparents	3
c. Relative(s) other than grandparents	0
d. Foster parent(s) not including relatives	1

	# of families at enrollment
e. Other	0

## Parent/guardian education

	# of families at enrollment
C.35 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced degree or baccalaureate degree	12
b. An associate degree, vocational school, or some college	1
c. A high school graduate or GED	20
d. Less than high school graduate	7

## Employment, Job Training, and School

	# of families at enrollment
C.36 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	24
1. Of these families, the number in which one or more parent/guardian is employed	24
2. Of these families, the number in which one or more parent/guardian is in job training (e.g. job training program, professional certificate, apprenticeship, or occupational license)	6
3. Of these families, the number in which one or more parent/guardian is in school (e.g. GED, associate degree, baccalaureate, or advanced degree)	1
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g. unemployed, retired, or disabled)	16

	# of families at end of enrollment
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	18
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	16
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	2
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g. unemployed, retired, or disabled)	22
1. Of these families, the number of families that were also counted in C.36.a	8
2. Of these families, the number of families that were also counted in C.36.b	14

	# of families at enrollment
C.38 Total number of families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	0
b. At least one parent/guardian is a veteran of the United States military	1

## Federal or other assistance

	# of families at enrollment	# of families at end of enrollment
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	8	8
C.40 Total number of families receiving Supplemental Security Income (SSI)	6	6
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	32	32
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	25	21

## Family services

	# of families
C.43 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g. meeting immediate needs for food, clothing, or shelter)	1
b. Housing assistance (e.g. subsidies, utilities, repairs)	1
c. Asset building services (e.g. financial education, debt counseling)	2
d. Mental health services	0
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	0
h. Assistance in enrolling into an education or job training program	4
i. Research-based parenting curriculum	4
j. Involvement in discussing their child's screening and assessment results and their child's progress	2
k. Supporting transitions between programs (i.e. EHS to HS, HS to kindergarten)	0
l. Education on preventive medical and oral health	0
m. Education on health and developmental consequences of tobacco product use	3
n. Education on nutrition	8
o. Education on postpartum care (e.g. breastfeeding support)	1
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	0
C.44 Of these, the number of families who were counted in at least one of the services listed above	15

## Father engagement

	# of father/ father figures
C.45 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	5
b. Family goal setting	5
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	11
d. Head Start program governance, such as participation in the Policy Council or policy committees	0

	# of father/ father figures
e. Parenting education workshops	0

### Homelessness services

	# of families
C.46 Total number of families experiencing homelessness that were served during the enrollment year	0

	# of children
C.47 Total number of children experiencing homelessness that were served during the enrollment year	0

	# of families
C.48 Total number of families experiencing homelessness that acquired housing during the enrollment year	0

### Foster care and child welfare

	# of children
C.49 Total number of enrolled children who were in foster care at any point during the program year	4

C.50 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	2
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### REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	21082548691
Last Update Date	08/25/2021

*Resolution of the Board of Directors*

*Of*

*Cortland County Community Action Program, Inc.*

**Resolution No. 21-54**

**WHEREAS**, the Cortland County Community Action Program, Inc. Program Planning and Evaluation Committee has reviewed the proposed HS/EHS Program Area Policies for Education/Special Needs, Family Services and Health Services and,

**WHEREAS**, the Cortland County Community Action Program, Inc. Board of Directors has reviewed the proposed HS/EHS Program Area Policies for Education/Special Needs, Family Services and Health Services),

**IT IS HEREBY RESOLVED** that on December 16, 2021, the CAPCO Board of Directors approves the HS/EHS Program Area Policies for Education/Special Needs, Family Services and Health Services.

*Shelley Warnow*  
\_\_\_\_\_  
Board President

*12/26/2021*  
\_\_\_\_\_  
Date

## Education/Special Needs/Mental Health Policy Changes

Program Year 2021-2022

Policy ID	Policy Name	Changes
ED 01	Individualization	No changes
ED 02	Child Assessment Process	<p><b>Removed:</b> If the program must switch to its virtual learning plan, the program will modify the policy to include seeking input from parents during winter and spring checkpoint periods and provide support and/or training to parents on how to observe their child during at-home learning activities.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 03	Child Outcomes	<p><b>Removed:</b> If the program must switch to its virtual learning plan, children will continue to be assessed, monitored and tracked to the best of the program's ability through remote means.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 04	Monitoring	<p><b>Removed:</b> Education monitoring (file checks) will be completed by the designated support person in each center to minimize the footprint in classrooms. In the event the program shuts down, the monitoring schedule will be modified.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 05	Observation of Classroom Staff	<p><b>Removed:</b> In order to minimize the footprint in classrooms, formal monthly observations cannot be completed by supervisors in all classrooms. Supervisors will check in regularly with classroom staff in other locations through virtual means or in a designated location outside the classroom. Visits by leadership and random monitoring of videotape will be eliminated due to minimized footprints in classrooms.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer</p>

## Education/Special Needs/Mental Health Policy Changes

Program Year 2021-2022

		a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.
ED 06	Curriculum	<p><b>Removed:</b> If the program must switch to its virtual learning plan, curriculum will still be followed. More specific information regarding the virtual learning plan can be found in the newly created policy, ED 17 Virtual Learning.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 07	Developmentally Appropriate Materials, Equipment, Furniture and Activities	<p><b>Removed:</b> The physical environment will be modified to include less furniture and soft materials, as well as less toys/manipulatives on shelves. Toys and other materials from home will not be allowed in the classroom.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 08	Promoting Physical Development	<p><b>Removed:</b> Outdoor activities will be planned with social distancing in mind. The use of playgrounds not on CAPCO owned/leased property (i.e. public parks, school district buildings) will not be allowed.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 09	Education Home Visits and Parent Teacher Conferences	<p><b>Removed:</b> Home visits can be conducted outside of the home based on the comfort level of the family. Parent teacher conferences will be conducted in an alternate location.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 10	Child Development and Education Approach for All Children (HS)	<p><b>Removed:</b> Some specific modifications to this policy include restricting visitors, including parents, from entering the classroom.</p>

## Education/Special Needs/Mental Health Policy Changes

Program Year 2021-2022

		<p><b>Removed:</b> The use of family style meals.</p> <p><b>Added:</b> Cots arranged head to toe.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 11	Child Development and Education Approach for All Children (EHS)	<p><b>Removed:</b> Some specific modifications to this policy include restricting visitors, including parents, from entering the classroom.</p> <p><b>Removed:</b> The use of family style meals.</p> <p><b>Added:</b> Cots arranged head to toe.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 12	Coaching	<p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 13	Physical Environment and Facilities	<p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 14	Active Supervision of Children	<p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 15	Visitors in the Classroom	<p><b>Removed:</b> Visitors, other than those considered essential, will be restricted from entering the classroom.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
ED 16	Using Face to Name Recognition Checks	No changes

## Education/Special Needs/Mental Health Policy Changes

Program Year 2021-2022

ED 17	Virtual Learning	No changes
ED 18	Professional Development	<b>Added:</b> Adverse childhood experiences focused on understanding trauma and nurturing resiliency added as an OCFS training topic.
SN 01	Developmental Screenings (HS)	<b>Removed:</b> Screenings in both the first 45 days and spring will be completed to the best of the program's ability. <b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.
SN 02	Speech Screening (HS)	<b>Removed:</b> To minimize the footprint in classrooms, SUNY Cortland will not be utilized for speech screenings, but instead the special needs specialist will conduct screenings for new enrollees to the best of her ability. <b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.
SN 03	Social Emotional Assessment	<b>Removed:</b> The program will attempt to complete the ASQ-SE for newly enrolled children over the phone during the initial screening appointment. <b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.
SN 04	Social Emotional Screening (HS)	<b>Removed:</b> Screenings in both the first 45 days and spring will be completed to the best of the program's ability. <b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.
SN 05	Screening Follow Up	No changes
SN 06	Pyramid Team Classroom Observations	<b>Removed:</b>

## Education/Special Needs/Mental Health Policy Changes

Program Year 2021-2022

		<p>To minimize the footprint in classrooms, observations will not be able to occur in all situations. Other communication means will need to be taken into consideration when developing a plan to put additional supports in place to address any special needs or mental health concerns.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
SN 07	CPSE Referral, Evaluation and Meeting Process (HS)	No changes
SN 08	Adapting Special Needs Goals for Individualization	No changes
SN 09	Developmental Screenings (EHS)	<p><b>Removed:</b> Screenings in both the first 45 days and spring will be completed to the best of the program's ability.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
SN 10	Speech Screening (EHS)	<p><b>Removed:</b> Screenings in both the first 45 days and spring will be completed to the best of the program's ability.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
SN 11	Referral and Evaluation Process	No changes
SN 12	Social Emotional Screening (EHS)	<p><b>Removed:</b> Screenings in both the first 45 days and spring will be completed to the best of the program's ability.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
MH 01	Parent Education (HSEHS)	No changes

## Education/Special Needs/Mental Health Policy Changes

Program Year 2021-2022

MH 02	Mental Health Professional for Head Start and Early Head Start	No changes
MH 03	Mental Health Support Services for Head Start and Early Head Start	No changes
MH 04	Procedure for Tracking Challenging Behavior	No changes
MH 05	Positive Behavior Support Policy	No changes
MH 06	Procedure for Behavior Support Plan	<p><b>Removed:</b> To minimize the footprint in classrooms, Pyramid Team observations will be limited. A limited number of staff involved in the planning process will be able to attend in-person meetings with families. Virtual options will be considered on a case by case basis.</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
MH 07	Procedure for Unsafe Behavior	<p><b>Removed:</b> This policy must be modified to minimize the footprint in classrooms. Steps 2 b-c, 3 and 4 will be eliminated from the procedure. If, with additional supports in place with existing classroom staff and the child continues to engage in unsafe behaviors, the child's parent will be called to come pick up the child (modification of steps 5 and 6).</p> <p><b>Revised/Added:</b> In the event of a public health emergency, concern, and/or outbreak of a communicable disease, Head Start/Early Head Start has the right to modify this policy. When there is no longer a concern or it has been recommended/deemed safe by the appropriate regulatory agency, the policy will be reinstated.</p>
MH 08	Procedure for Building Staff Resiliency (Tap Out Policy)	No changes

## Family Service Policy Changes

Program Year 2021-2022

<b><u>The following changes are to the original Family Services policies that were utilized before the pandemic. Most policies incorporate some aspect of both the original and pandemic policies of 2020/2021.</u></b>		
Policy ID	Policy Name	Changes
ER 01	Community Assessment	No changes
ER 02	Eligibility	<p><b>Sentence change:</b> If a child is determined to be eligible due to homelessness, the program will allow the child to attend <del>with</del> without the following records:</p> <p><b>Added:</b> Training for Policy Council and Governing Body will be documented in the meeting minutes for each, and a tracking form is kept with the Family Services Assistant.</p>
ER 03	Recruitment of Children	<p><b>Date changes:</b> Intensive recruitment efforts will begin in <del>October</del> December for next program year enrollment.</p> <p><del>February-March</del> Re-enrollment selection (both EHS &amp; HS) Continue intake visits. Report Recruitment/Selection Process to Policy Council.</p> <p><del>March-April</del> Waiting list selection (both EHS &amp; HS) Continue intake visits. Continue to canvass current families for possible referrals.</p> <p><del>April</del> moved this info to combine with May/June Mass selection (New Applicants) for next program year. <del>Continue intake visits.</del></p>
ER 04	Selection Process	<p><b>Date changes:</b> In <del>February</del> March, selection will occur for all children that will be re-enrolling.</p> <p>In <del>March-April</del>, eligible children on the waiting list that re-verified income will be selected.</p> <p>In <del>April</del> May, a mass selection of all other eligible children on the waitlist will be selected.</p>

## Family Service Policy Changes

Program Year 2021-2022

		<p><b>Added:</b> Selection of 130% children and over income children from the master waitlist will occur in August if slots are available.</p> <p><b>Removed:</b> <del>Eligible applicants will be selected to fill any vacant slots as we receive the applications each year and July will be the month that over income waitlist children will be selected.</del></p> <p><del>In the case of a combination (3-4 yr.) classroom, priority is given to a 4 yr. old eligible child before a 3 yr. old eligible child. In the case where a publicly funded preschool program is available for 4 yr. old children selection differs slightly. In collaboration with the school districts, if the school district does not have any 4 yr. old slots available, 4 yr. old eligible children will be given priority. If the school district has slots available, 3 yr. old eligible children are given priority before 4 yr. old income eligible children. If two eligible children both live in the same school district and have the same criteria points, intake date will be utilized.</del></p>
ER 05	Enrollment	<p><b>Sentence change:</b></p> <p><del>Enrollment Notification Form to Family Services Assistant (FSA)</del> Completed enrollment screenings will be documented in calendar function of Child Plus and entered in Enrollment Checklist (2000) (FSA) Office Assistant/FSA</p> <p><b>Added:</b> Enrollment dates will be entered into Child Plus.</p>
ER 06	Attendance	No changes
ER 07	Suspension & Expulsion	No changes
ER 08	Policy on Fees	No changes
FS 01	Home Based Visiting	<p><b>Sentence change:</b> supplemented with Creative Curriculum and Incredible Years curricula. <b>Conscious Discipline Curricula.</b></p> <p><b>Added:</b> All adult participants must wear a face mask for the duration of the home visit.</p> <p>Children over the age of 2 will be encouraged to wear a face mask.</p> <p><b>Sentence change:</b> Parent observations will be documented <del>in their observation notebook</del> <b>on the parent observation form</b></p>

## Family Service Policy Changes

Program Year 2021-2022

		HV's will take a picture of that week's observation and upload it into child plus in the education attachment tab <b>or obtain a physical copy to place in the child's file.</b>
FS 02	Group Socialization	<p><b>Sentence change:</b> These opportunities will utilize <del>both Early Head Start classrooms and</del> community facilities.</p> <p><b>Removed:</b> <del>Group socialization will consist of Early Head Start Classroom visits and community groups.</del></p> <p><del>EHS classroom visits:</del></p> <ul style="list-style-type: none"> <li><del>• Each enrolled HB child will be offered a socialization group in an Early Head Start classroom closest to their age group, 1x per month.</del></li> <li><del>• These classroom visits will take place for 1 hour.</del></li> <li><del>• The Home Visitor will be in attendance with the family to provide role modeling and guidance for the family/child.</del></li> <li><del>• Each child will be assigned a day/time for their classroom visits.</del></li> <li><del>• For scheduling purposes each family will have an option of a specific day/time that works best for them.</del></li> </ul> <p><b>Added:</b> Home Visitors and all participating family members will be required to wear a mask.</p>
FS 03	Family Engagement in Home Visits	<p><b>Added:</b> Face masks are required to be worn by both the staff member and all participating family members.</p>
FS 04	Home Visiting Safety	<p><b>Added:</b> Must wear a face covering when engaging with families and their children.</p> <p>Prior to arriving at the home visit, staff must ask families whether they are exhibiting symptoms of COVID or have been exposed to any one with COVID.</p> <p>Each vehicle will have a COVID kit that includes appropriate PPE to protect staff and families.</p>
FS 05	Assessment & Goal Setting	No changes
FS 06	Accessing Community Services & Resources	No changes

## Family Service Policy Changes

Program Year 2021-2022

FS 07	Referrals & Referral Tracking	No changes
FS 08	Family Engagement in Program Governance	<p><b>Added:</b> Information regarding Policy Council will be shared at the program orientation each year.</p> <p><b>Removed:</b> <del>CAPCO Head Start/Early Head Start has 3 Parent Committees: Head Start, Early Head Start, &amp; Home Based.</del></p> <p><b>Sentence change:</b> The first Parent Committee meetings will be offered every other month. Meetings can occur more frequently per parent request. <del>occur in September with a focus on planning the initial program wide Family Engagement events for each program option.</del></p>
FS 09	Family Engagement in Program & Community	No changes
FS 10	Family Engagement Activities	<p><b>Sentence change:</b> Program wide Family Engagement events will be provided twice per program year. <del>during the months of October, February, &amp; May.</del></p> <p><b>Added:</b> <b>Classroom Activities:</b></p> <ul style="list-style-type: none"> <li>• Teaching staff are responsible for planning and facilitating all classroom activities.</li> <li>• Invitations will be sent home to all families at least 1 week prior to each scheduled event-</li> <li>• Reminders will be posted on the family Facebook page.</li> <li>• Classroom staff will complete a Family Engagement Tracking form and submit it along with the sign in sheets to the Family Services Coordinator by the 5th of each month.</li> </ul> <p><b>Added:</b> This Parent Committee will be asked to provide input in planning all Family Engagement events.</p> <p>Parent Committee meetings can be held more frequently per parent's request.</p> <p>Family Advocates/Home Visitors will complete a Parent Committee Meeting/Family Event Report and submit it along with the sign in sheets to the Family Services Coordinator within 5 days of the meeting.</p>

## Family Service Policy Changes

Program Year 2021-2022

		<p><b>Sentence change:</b></p> <p>Invitations will be sent home to all families <b>at least 1 week prior to each scheduled event</b>. <del>in early September.</del></p> <p><b>Removed:</b></p> <p><del>All members of the Parent Committee will receive notification of the time, date, and location of the meetings.</del></p>
FS 11	Parenting Curriculum	No changes
FS 12	Transition	<p><b>Added:</b></p> <p>FA/HV will review the OCFS policy that considers a child a Pre-schooler once they turn 36 months. The family will then sign a form that have received notification.</p>
FS 13	Documentation	No changes
FS 14	Team Conferencing	No changes
FS 15	Notice of Changes	No changes
FS 16	Mandated Reporting	No changes
FS 17	On-going Communication	No changes
FS 18	Registered Sex Offenders	No changes
FS 19	Monthly Reports	No changes
FS 20	On-going Monitoring	No changes
FS 21	Tracking behaviors/trauma	<b>**new policy**</b>

## Family Service Policy Changes

Program Year 2021-2022

### FAMILY SERVICES

**\*\*NEW POLICY\*\***

**Policy ID: FS 21**

**Subject: Trauma and Child Behavior Tracking**

**Performance Objective:** The program will utilize a tracking system to correlate children with challenging behaviors whose families have experienced homelessness, substance abuse, foster/kinship care, child abuse/neglect, and arrests.

#### **Operational Procedures:**

The Traumatic Experiences and Challenging Behaviors form will be utilized to track the information listed above.

- Family Advocates/Home Visitors will complete the Traumatic Family Experience(s) section for each child enrolled to their assigned caseload by November of each year.
- Updates to the form can be added by contacting the Family Services Coordinator.
- Family Advocates will review the form with each of their classroom teachers during a team conferencing session to gather any additional information.
- After completion, the form will be forwarded to the Family Services Coordinator for review.
- The Family Services Coordinator will complete the Challenging Behaviors in Classroom column based on information from the weekly Pyramid notes.
- This form will be forwarded to the Pyramid Team for review.
- All information gathered will be utilized towards implementation of the 5year Program Goals.

Policy Council Approval Date:

# Family Service Policy Changes

Program Year 2021-2022

Health Services Policy Changes  
Program Year 2021-2022

Policy ID	Policy Name	Changes
HS 01	Health Services Advisory Committee	No changes
HS 02	Parent Engagement and Communication in Regard to Health and Related Services	No Changes
HS 03	Child Health Status and Care	No Changes
HS 04	Sensory Screening	No Changes
HS 05	Toothbrushing	No Changes
HS 06	Tobacco Use	No Changes
HS 07	Lead Screening	No changes
HS 08	Hemoglobin Screening	<b>Added:</b> If these results are still not obtained, Health Services staff will use the Maximo Pronto Pulse CO-Oximeter, to obtain child's screening.
HS 09	Daily Health Checks	<p><b>Sentence Change:</b> Each classroom <b>MUST</b> maintain a <b>Daily Health Check Form</b> for each child that is currently enrolled in the HS/EHS Program, in the Child Plus database and on the <b>Daily Health Check Form as needed.</b></p> <p>Daily temperature checks will be completed on all children in attendance <b>at the end of the classroom's scheduled lunch time</b> for at least 2 hours, before pick-up and as needed due to symptoms of illness.</p> <p><b>Daily Health Check Forms</b> are monitored by the Health Services Assistant while completing the monthly <b>Health &amp; Safety Checklist</b>, the Classroom Supervisor and licensing personnel. <b>These forms will only be used if the Child Plus database is unavailable to classroom staff.</b></p>
HS 10	Allergy & Anaphylaxis	<b>** New Policy: Will be sent @ a later date**</b>
SP 01	Health & Safety Checklist	No Changes
SP 02	Playground Safety	<p><b>Sentence Change:</b> Staff will use the provided Fogger to sanitize the playground equipment and gross motor equipment (hoola, hoops, balls, bikes, riding toys, etc.) <b>if necessary due to illness</b> before and after using the outside area. (See Cleaning Sanitizing &amp; Disinfecting Policy).</p>
SP 03	Classroom Safety	No Changes
SP 04	Handwashing	No Changes
SP 05	Diapering & Toileting	No Changes
SP 06	First Aid Kits	No Changes
SP 07	Sleeping Practices	No Changes

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Health Services Policy Changes  
Program Year 2021-2022

SP 08	Health Emergency Procedure	No Changes
SP 09	Emergency Preparedness	No Changes
SP 10	Injury Prevention & Reporting	No Changes
SP 11	Short Term Exclusion	<b>Sentence Change:</b> Fever above <del>100.4°</del> 100 F/101 F:
SP 12	Head Lice	No Changes
SP 13	Medications	No Changes
SP 14	Vector Control & Pesticide Use	No Changes
SP 15	Animals in the Classroom	No Changes
SP 16	Personal Protective Equipment (PPE)	<p><b>Sentence Change:</b> Staff <del>and children</del> will wear masks/face coverings at all times <del>in classrooms</del>; <del>in classrooms when children are present, in common areas and/or if maintaining social distancing (6 feet) is not possible.</del></p> <p><del>Children located in a school district building or the YMCA will be required to wear face coverings when leaving the classroom to walk to a playground or another location within the building.</del> All children, at all locations, will be required to wear face coverings when taking a walking field trip in the community, if age appropriate (<i>2 years and older</i>).</p> <p><b>Classroom (Teachers and Children)</b></p> <ol style="list-style-type: none"> <li>1. Masks/Face Coverings</li> <li>2. <del>Blue</del> Aprons <del>(Teachers ONLY and optional)</del></li> <li>3. Hand Sanitizer</li> </ol> <p><b>Diapering/Toileting (Teachers)</b></p> <ol style="list-style-type: none"> <li>1. <del>Blue</del> Aprons are to be removed and hung outside changing area and/or bathroom, <del>if staff have decided to use them.</del></li> <li>1-2. <del>Red</del> Aprons <b>MUST</b> be worn while aiding with toileting and diapering <b>ONLY.</b></li> <li>2-3. Gloves</li> <li>3-4. Masks/Face Coverings</li> <li>4-5. Shields/Safety Glasses</li> <li>5-6. Disposable Gowns</li> </ol> <p><b>Walking Field Trips/Community (Teachers and Children)</b></p> <ol style="list-style-type: none"> <li>1. Masks/Face Coverings</li> <li>2. <del>Blue</del> Aprons (Teachers ONLY <del>and optional</del>)</li> <li>3. Hand Sanitizer</li> <li>4. Disinfecting Wipes</li> </ol>

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Health Services Policy Changes  
Program Year 2021-2022

SP 17	Cleaning, Sanitizing or Disinfecting	<p><b>Sentence Change:</b> Classroom toys that cannot easily be cleaned, sanitized and/or disinfected, will be permitted in the classroom <b>and will be washed per classroom's laundry schedule.</b> <del>on a rotating weekly schedule.</del> This will ensure they can be cleaned, sanitized and/or disinfected appropriately.</p> <p><del>Books and puzzles must be changed on a daily basis.</del></p> <p><del>Materials such as doll clothes and dress up clothes must be changed daily and cleaned between uses.</del></p> <p><del>These items, listed above, will be rotated on a weekly basis. Monday to Monday, etc.</del></p>
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**HEAD START/EARLY HEAD START PROGRAM OF CORTLAND COUNTY**  
 ...a service of the Cortland County  
 Community Action Program, Inc.

**MONTHLY FAMILY SERVICES REPORT (HEAD START)**

Employee Name: Trudy Happel

Month: September

*2021*

Center	Enrolled	Accepted (but not enrolled)	Withdrawn	% of Daily Attendance	# of Over Income	# of Under 130%	# of Home Visits Scheduled	# of Home Visits Completed	# of Goals that have been formalized	# of Goals that have been achieved	# of Homeless Children
YMCA 1	9	5	1	91	2	3	1	1	0	0	0
YMCA 2	13	3	0	92	1	1	5	3	0	0	0
YMCA 3	12	2	1	82	0	0	3	3	1	0	0
Randall 1	13	3	0	79	2	4	6	2	0	0	0
Randall 2	15	1	0	83	3	1	7	1	1	0	0
Smith 1	12	0	1	83	1	3	11	5	1	0	0
Smith 2	11	1	0	76	3	3	8	5	0	0	0
Johnson 1	14	3	0	84	0	2	4	2	0	0	0
Johnson 2	16	1	0	82	1	2	5	1	0	0	0
<b>ELCA 8</b>											
<b>TOTAL</b>	<b>115</b>	<b>19</b>	<b>3</b>	<b>84%</b>	<b>13</b>	<b>19</b>	<b>50</b>	<b>23</b>	<b>3</b>	<b>0</b>	<b>0</b>

4 Year Olds	3
Over Income	0
Under 130%	0
Under 100%	0

3 Year Olds	22
Over Income	2
Under 130%	1
Under 100%	1

# of Children on the Waiting List:

Comments: \_\_\_\_\_

HEADSTART / EARLY HEADSTART PROGRAM OF CORTLAND COUNTY  
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 Community Action Program , Inc.

## HS/EHSMonthly Family Engagement Report

Month: September 2021

Staff: Trudy Happel

Center	Scheduled Activities	Date of Activity	# of Families	# of People	# of Males	# of Families in Center	% of Families Involved
YMCA 1	Open House	9/7/2021	8	20	3	12	67%
YMCA 2	Open House	9/7/2021	6	12	1	14	43%
YMCA 3	Open House	9/7/2021	10	34	5	14	71%
Randall 1	Open House	9/7/2021	4	5	2	16	25%
Randall 2	Open House	9/7/2021	0	0	0	16	0%
Smith 1	Open House	9/7/2021	2	2	0	13	15%
Smith 2							
Johnson 1	Open House	9/7/2021	6	8	2	17	35%
Johnson 2	Open House	9/7/2021	12	16	6	16	75%
ELC 4							

**MONTHLY POLICY COUNCIL REPORT HS**  
**Health Services- Incident/Accident Report**

Month: September 2021

Employee Name: Mmselle Sonnacchio

Center	# of Children Enrolled	# of Incident/Accidents in the BATHROOM	# of Incident/Accidents in the CLASSROOM	# of Incident/Accidents in the GROSS MOTOR	# of Incident/Accidents in the HALLWAY	# of Incident/Accidents in the PLAYGROUND	# of Incident/Accidents in the OTHER	# of TOTAL Incident/Accidents
ELC 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Johnson 1	14					1		1
Johnson 2	16		1					1
Randall 1	13							0
Randall 2	15		2			1		3
Smith 1	12		3			1	2	6
Smith 2	11							0
YMCA 1	9					2		2
YMCA 2	13					1		1
YMCA 3	12					2		2
<b>TOTALS</b>	<b>115</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>2</b>	<b>16</b>

Comments: No incidents/accidents were reported to OCFs in September.

**HEAD START/ EARLY HEAD START PROGRAM OF CORTLAND COUNTY**  
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**MONTHLY POLICY COUNCIL REPORT HS**

Health Services- Dental

Employee Name: Mmselle Sonnacchio

Month: September 2021

Center	# of Children Enrolled	# of 30 Day Dental Letters Sent		# of 60 Day Dental Letters Sent		# of 90 Day Dental Letters Sent		# of 90+ Day Dental Letters Sent		# of Dental Exams Received	# of Children Dental Treatment Needed	# of Children Dental Treatment NOT Started	# of Children Dental Treatment Started	# of Children Dental Treatment Completed	# of Dental Waivers/ Refusals Sent	# of Dental Waivers/ Refusals Received
		Sent	Sent	Sent	Sent	Sent	Sent	Sent	Sent							
ELC 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Johnson 1	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Johnson 2	16	0	0	0	0	0	0	0	0	3	2	0	0	2	0	0
Randall 1	13	0	0	0	0	0	0	0	0	3	2	0	0	2	0	0
Randall 2	15	0	0	0	0	0	0	0	0	5	2	0	0	2	0	0
Smith 1	12	0	0	0	0	0	0	0	0	2	1	0	1	0	0	0
Smith 2	11	0	0	0	0	0	0	0	0	4	2	0	0	2	0	0
YMCA 1	9	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
YMCA 2	13	0	0	0	0	0	0	0	0	4	2	2	0	0	0	0
YMCA 3	12	0	0	0	0	0	0	0	0	6	2	2	0	0	0	0
<b>TOTALS</b>	<b>115</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>13</b>	<b>4</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>0</b>
										<b>24%</b>	<b>46%</b>	<b>31%</b>	<b>8%</b>	<b>7%</b>		

Comments:

**HEAD START/ EARLY HEAD START PROGRAM OF CORTLAND COUNTY**  
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 Community Action Program, Inc.

**MONTHLY POLICY COUNCIL REPORT HS**

Special Needs

Employee Name: Jennifer Geibel

Month: September 2021

	# of Children Receiving Services	# of Children Receiving more than one service	Speech	OT Fine Motor	PT Gross Motor	SEIS Special Ed Itinerant Services	Couns. Play Therapy	1;1 Aide	# of Evals	# of Children CPSE Mtg	# of Children Declassified	Refused Referral
YMCA I	1	1	1	1	0	0	0	0	0	1	0	0
YMCA II	2	2	2	0	1	1	1	0	0	1	0	0
YMCA III	3	2	3	0	1	0	1	1	0	2	0	0
Smith I	6	4	4	4	1	1	2	0	0	0	0	0
Smith II	2	2	1	2	0	0	1	0	0	0	0	0
Randall I	2	2	2	2	0	0	1	0	0	1	0	0
Randall II	2	2	2	1	0	0	0	0	0	1	0	0
Johnson I	5	3	5	1	1	1	2	0	0	1	0	0
Johnson II	4	1	3	1	0	1	0	0	1	2	0	0
ELC IV												
<b>TOTALS</b>	<b>27</b>	<b>19</b>	<b>23</b>	<b>12</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>9</b>	<b>0</b>	<b>0</b>

23% of 115 enrolled HS children receiving services

**HEAD START/EARLY HEAD START PROGRAM OF CORTLAND COUNTY**  
 ...a service of the Cortland County  
 Community Action Program, Inc.

**MONTHLY MENTAL HEALTH REPORT HS**

Employee Name: Nicole Humphrey

Month: September 2021

	Behavior Concerns observed by Mental Health Consultant	SOS Calls	# Children Receiving Counseling By MH Consultant	Meeting with Classroom Staff Regarding Behavior Concerns	Referral to Mental Health Agency	Total # of Behavior Plans in Place	Behavior Plans Implemented this Month	# of Meetings with Family or HV		Curriculum
								Face to Face	Telephone	
YMCA 1	1	0	0	0	0	0	0	0	0	0
YMCA 2	4	0	1	0	1	0	0	0	1	0
YMCA 3	3	0	1	0	0	0	0	0	1	0
Smith 1	3	0	2	0	0	0	0	0	2	0
Smith 2	3	0	1	0	0	0	0	0	1	0
Randall 1	3	0	1	0	0	0	0	0	2	0
Randall 2	2	0	0	0	0	0	0	0	0	0
Johnson 1	2	0	2	0	0	0	0	0	2	0
Johnson 2	5	0	0	0	0	0	0	0	0	0
ELC 4	0	0	0	0	0	0	0	0	0	0
<b>TOTALS</b>	26	0	8	0	1	0	0	0	9	0

No children enrolled in ELC 4

# HEAD START CLASSROOM HAPPENINGS SEPTEMBER 2021

## Johnson 1

- Worked on Dina pictures.
- Did center exploration.
- Went over color identification.
- Made a color art project.
- Introduce MyPlate to the class.
- Played the name game in class this month.
- Worked on mixing different colors together to make new colors.
- Learning about sharing, taking turns and classroom rules with Dina.
- Learning how to paint with watercolors.
- Played a color sorting game, sorting colors, red, green, yellow, and blue.
- Also played a fruit and vegetable sorting game.
- We made playdough pictures this month in class.
- We did a circle art project as well.
- Played a shape identification game.
- Did a toothbrush activity in class.
- Went over classroom rules.

## Johnson 2

- We learned the classroom rules.
- Met Dina too.
- Learned about our classroom schedule and classroom jobs.
- We reviewed our body parts.
- Read books on feelings and the season of fall.
- We did some fall crafts: autumn wreaths, pumpkins art work, fall trees, apples.
- Made pictures of ourselves and colored them and colored Dina pictures.
- We have played with water beads and sea creatures in the sensory table.
- Did many sponge paintings this past month, the children love to paint.
- We went on many walks and played on the playground most days.

- We danced a lot because the children love music and dancing.
- We have learned about kind words and the use of gentle touches.
- They keep their masks on quite well too.
- They love building trains with Legos and anything else they can find to build with.
- They also enjoy playing with cars.
- We sent home the apple family activity and got some participation.
- It's been a great first month.

### Randall 1

- We have started learning our rules and routines this month.
- We started "All about" unit.
- We have created a family board so our kids can see their families.
- Dina has come to class and taught us how to listen and wait.

### Randall 2

- We got to know our new friends and learned about our classroom routines and expectations.
- Learned about the importance of wearing masks to stay safe and healthy.
- Learned about our fire drill procedures.
- We got to explore new materials: glue, paint, markers and crayons.
- Worked on opening our own milk cartons.

### Smith 1

- Our first day of school was on September 8<sup>th</sup>.
- We introduced Dina and Wally to the children in our class.
- Enjoyed exploring the playground.
- For an art project we created a self-portrait.
- We are learning how to clean up during work time.
- Practiced following direction and listening.
- Explored and reviewed classroom/school rules.
- We completed a few fire-drills this month.
- Practiced names (teachers, friends) and worked on friendships skills.

## Smith 2

- September started off different again this year with us wearing face masks all day.
- The beginning started with an introduction about face coverings (masks) and why we need to keep them on.
- The children learned about germs and they “are not to be shared”.
- We also learned the importance of hand washing.
- Dina came out for the 1<sup>st</sup> time to talk about her new school and all the new friends she has made. She also talked about the school rules and the playground rules.
- We also learned how different our families are and how special we all are.
- We learned how “helpful” our hands can be.
- We also learned about “My Plate” and how important it is to try foods we “think we may not like”.
- We also learned about toothbrushing and Journal writing.
- We learned, each other names and how important using our listening ears are where ever we may go.

## YMCA 1

- Went on an ID walking trip in our community.
- Had an apple tasting day this month.
- We went over our classroom rules and walking safety rules as well.
- The children got a chance to learn about themselves this month.
- Our shape for the month was a circle and the children ID many circles in the classroom.
- Colors for the month were red and orange. Children ID these colors in the classroom as well.
- We are learning our friends name this month.
- For health lesson we learned about toothbrushing.
- In class we have gone over taken turns and sharing.
- For an art project we did some feather paintings, as well as leaf painting.
- Our letter for the month was the letter “U”.
- We drew pictures of ourselves.
- We played friendship games.

## YMCA2

- We had an open house on September 7<sup>th</sup>.
- Dina came to class and went over classroom rules.
- The children played with water in the sensory table, as well as kinetic sand and then water beads in the sensory table.
- In the dramatic play area, we had “Buzzin Bee BBQ” set up.
- Read the book, “Kissing Hand” and gave heart stickers “kisses” on the children’s hands after wards.
- Wally and Dina came to class to play and interact with children during worktime.
- We had our first fire drill this month.
- IHV’s prior to school.
- Toothbrushing activities- make a toothbrush big mouth, sang new toothbrushing songs.

## YMCA 3

- This month we worked on social/emotional.
- We went over our classroom rules and routines.
- We worked on making friends in class.
- Our color for the month was red and our shape was a circle.
- For Nutrition, we worked on the following:
- Introduced My Plate and the food groups.
- We played a food sort game.
- Read the book “The ABC’s of Health”
- For Health this month, went over the following:
- Learning about tooth brushing
- Painted teeth with tooth brushes.
- Read book “Why I should brush my teeth”
- Introduced tooth brushing.
- For ACELERO “All About Me”
- We talked about what makes us special and different from each other
- Talked about our body’s and the parts of our body’s.

HEAD START/EARLY HEAD START PROGRAM OF CORTLAND COUNTY  
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 Community Action Program, Inc.

**MONTHLY FAMILY SERVICES REPORT (EARLY HEAD START)**

Employee Name: Trudy Happel Month: September 2021

Center	Enrolled	Accepted (but not enrolled)	Withdrawn	% of Daily Attendance	# of Over Income	# of Under 130%	# of Home Visits Scheduled	# of Home Visits Completed	# of Goals that have been formalized	# of Goals that have been achieved	# of Homeless Children
Cosimo 1	7	1	0	82	0	0	6	3	0	0	0
Cosimo 2	5	2	1	63	0	2	7	3	0	0	0
Cosimo 3	5	2	0	73	0	4	5	2	0	0	0
<b>ELC 1</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>88</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>
ELC 2	6	1	0	88	0	2	6	4	0	0	0
ELC 3	5	3	0	66	0	1	2	2	0	0	0
South Main 1	8	0	0	78	0	1	0	0	0	0	0
South Main 2	7	1	0	73	0	1	0	0	0	0	0
Home Based 1	12	1	0	33	0	1	9	9	0	0	0
Home Based 2	12	1	0	17	0	1	13	9	0	0	0
<b>TOTAL</b>	<b>47</b>	<b>12</b>	<b>1</b>	<b>75%</b>	<b>0</b>	<b>13</b>	<b>48</b>	<b>32</b>	<b>0</b>	<b>0</b>	<b>0</b>

Children Over Income	25
Under 130%	3
Under 100%	16

# of Children on the Waiting List:

Comments: \_\_\_\_\_

HEADSTART / EARLY HEADSTAT PROGRAM OF CORTLAND COUNTY  
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 Community Action Program , Inc.

## EHS Monthly Family Engagement Report

Month: September 2021

Staff: Trudy Happel

Center	Scheduled Activities	Date of Activity	# of Families	# of People	# of Males	# of families in center	% of families involved
Cosimo 1	Open House	9/7/2021	2	4	0	8	25%
Cosimo 2	Open House	9/7/2021	4	4	0	8	50%
Cosimo 3							
ELC 1							
ELC 2							
ELC 3							
South Main 1	Open House	9/7/2021	5	5	1	8	63%
South Main 2							

**MONTHLY POLICY COUNCIL REPORT EHS**  
**Health Services- Physical/Immunization Report**

Month: September 2021

Employee Name: Mimselle Sonnacchio

Center	# of Children Enrolled	# of Current Physicals Received	# of Current Immunizations Received	# of 12 Month Lead Results Received	# of 24 Month Lead Results Received
Cosimo 1	7	7	7	0	N/A
Cosimo 2	5	5	5	5	N/A
Cosimo 3	5	5	5	4	N/A
ELC 2	5	5	5	2	0
ELC 3	4	4	4	0	2
Home Base 1	3	3	3	1	1
Home Base 2	3	3	3	2	0
South Main 1	8	8	8	3	5
South Main 2	7	7	7	0	6
<b>TOTALS</b>	<b>47</b>	<b>47</b>	<b>47</b>	<b>17</b>	<b>14</b>
		<b>100%</b>	<b>100%</b>		

Comments: \_\_\_\_\_

**MONTHLY POLICY COUNCIL REPORT EHS**  
**Health Services- Incident/Accident Report**

**Employee Name: Mimselle Sonnacchio**

**Month: September 2021**

Center	# of Children Enrolled	# of Incident/Accidents in the BATHROOM	# of Incident/Accidents in the CLASSROOM	# of Incident/Accidents in the GROSS MOTOR	# of Incident/Accidents in the HALLWAY	# of Incident/Accidents in the PLAYGROUND	# of Incident/Accidents in the OTHER	# of TOTAL Incident/Accidents
Cosimo 1	7		1					1
Cosimo 2	5							0
Cosimo 3	5		3			1		4
ELC 2	5			1				1
ELC 3	4							0
Home Base 1	3							0
Home Base 2	3							0
South Main 1	8		1					1
South Main 2	7					2		2
<b>TOTALS</b>	<b>47</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>9</b>

**Comments:** No incidents/accidents were reported to OCFS in September  
 Lower number of incidents/accidents due to classroom closures and low attendance

**MONTHLY POLICY COUNCIL REPORT EHS**  
**Health Services- Dental Report**

Employee Name: Mimselle Sonnacchio

Month: September 2021

Center	# of Children Enrolled	# of Children Enrolled Age 1 Year and Older	# of Dental Screenings Received	# of Children w/ Dental Concerns Noted	# of Dental Exams Received	# of Children w/ Dental Treatment Needed	# of Children w/ Dental Treatment NOT Started	# of Children w/ Dental Treatment Started	# of Children w/ Dental Treatment Completed	# of Dental Waivers/ Refusals Received
Cosimo 1	7	4	0	0	0	0	0	0	0	0
Cosimos 2	5	5	1	0	2	0	0	0	0	0
Cosimo 3	5	5	1	0	2	0	0	0	0	0
ELC 2	5	5	0	0	1	0	0	0	0	0
ELC 3	4	4	0	0	2	0	0	0	0	0
Home Base 1	3	1	0	0	0	0	0	0	0	0
Home Base 2	3	3	0	0	1	0	0	0	0	0
SM 1	8	8	1	0	2	0	0	0	0	0
SM 2	7	7	3	0	3	1	1	0	0	0
<b>TOTALS</b>	<b>47</b>	<b>42</b>	<b>6</b>	<b>0</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
			<b>14%</b>		<b>31%</b>	<b>8%</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	

**Comments:** Dental Screenings are completed by a Doctor during child's Physical Exam. Dental Exams are completed by a Dentist. Due to a lack of Pediatric Dental Care in Cortland County, we track children's screenings to assess Dental Treatment Needs.

**HEAD START/ EARLY HEAD START PROGRAM OF CORTLAND COUNTY**  
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**MONTHLY POLICY COUNCIL REPORT EHS**

Special Needs

Employee Name: Jennifer Geibel

Month: September 2021

	# of Children Receiving Services	# of Children Receiving more than one service	Speech	OT Fine Motor	PT Gross Motor	SEIS Special Ed Itinerant Services	Couns. Play Therapy	1:1 Aide	# of Evals	# of CPSE Mtg	# of Children Declassified	Refused Referral
ELC I												
ELC II	0	0	0	0	0	0	0	0	0	0	0	0
ELC III	0	0	0	0	0	0	0	0	0	0	0	0
Cosimo I	0	0	0	0	0	0	0	0	0	0	0	0
Cosimo II	0	0	0	0	0	0	0	0	0	0	0	0
Cosimo III	0	0	0	0	0	0	0	0	0	0	0	0
South Main I	2	2	2	1	0	1	0	0	0	0	0	0
South Main II	1	1	1	1	0	1	0	0	0	0	0	0
Home Based I	1	1	1	0	0	1	0	0	1	1	0	0
Home Based II	2	1	1	0	0	2	0	0	0	0	0	0
<b>TOTALS</b>	<b>6</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>

SM 1-1 child receives teacher of the deaf services  
 13% of 47 enrolled EHS children receiving services

**HEAD START/ EARLY HEAD START PROGRAM OF CORTLAND COUNTY**  
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**MONTHLY MENTAL HEALTH REPORT EHS**

Employee Name: Nicole Humphrey

Month: September 2021

	Behavior Concerns observed by Mental Health Consultant	SOS Calls	# Children Receiving Counseling By MH Consultant	Meeting with Classroom Staff Regarding Behavior Concerns	Referral to Mental Health Agency	Total # of Behavior Plans in Place	Behavior Plans Implemented this Month	# of Meetings with Family or HV		Curriculum
								Face to Face	Telephone	
ELC 1	0	0	0	0	0	0	0	0	0	0
ELC 2	1	0	0	0	0	0	0	0	0	0
ELC 3	1	0	0	0	0	0	0	0	0	0
Cosimo 1	1	0	0	0	0	0	0	0	0	0
Cosimo 2	2	0	0	0	0	0	0	0	0	0
Cosimo 3	1	0	0	0	0	0	0	0	0	0
South Main 1	2	0	0	0	0	0	0	0	0	0
South Main 2	2	0	0	1	0	0	0	0	1	0
<b>TOTALS</b>	10	0	0	1	0	0	0	0	1	0

No children enrolled in ELC 1

# EARLY HEAD START

## CLASSROOM HAPPENINGS

### SEPTEMBER 2021

#### Cosimos 1

- We are up to 7 children who have started.
- We have enjoyed class walks outside.
- The children love their climbers and looking at themselves in the mirror.
- We are learning to brush our teeth.
- We have tried many new foods.
- We are learning about spacial awareness, gentle touches, and adjust to our friends and teachers and the classroom environments.
- We love music.
- We have 3 children walking and 3 who are very close to walking.
- We like to explore with sounds by banging, shaking, and tapping.
- We are learning to keep our feet on the floor.
- We love to sing and put pictures on the wish you well plate.
- We love to pull the pictures off the sign in/out board and feeling faces board.
- We are learning names with faces.

#### Cosimos 2

- We started the school year off with 4 children, then gradually went to 6, but unfortunately one of our children had moved, leaving us with 5 children. 2 more are slated to start soon.
- We have made great growth with the children transitioning into the classroom settings.
- We have been enjoying our time outside on the playground and going for walks.
- We are also making progress with our daily routine (hand washing, toothbrushing, breakfast, etc.)

#### Cosimos 3

- For the month of September, we focused on the color orange.
- We had a theme of “My Family and Friends”.
- We went for walks daily and got to play on the playground.
- We tried coloring with crayons, markers, and chalk.

- We closed for the last week for the month.

### Elm Tree 1/ELC2

- We have been getting acquainted with our new friends.
- We are getting our daily routine down.
- The children really enjoy the “Wish You Well” morning circle routine and song.
- They enjoy signing themselves in using their pictures.
- We have been talking a lot about our families and carrying our family pictures around because we miss them so much during the day.
- The children have been engaged with the feelings board and we talk a lot about our feelings.
- We also have been talking about the breathing techniques (star & balloon) to use when we are sad, mad, frustrated or overly excited need to calm our bodies.
- Our new friends care about each other so much and offer hugs, toys when they see one another upset.
- They enjoy taking walks, riding cars/bikes, kicking and bouncing balls and love to play in the kitchen play area.
- We drew pictures using crayons and markers and painted with Bingo Dabbers.

### Elm Tree 2/ELC3

- This (short) month in the Elm tree 2 ELC) classroom we:
- Played with many new toys.
- Are still learning our daily routine.
- Colored with crayons and bingo dabbers.
- We played with riding toys in the big room
- Getting to know new friends.

### South Main 1

- This month in South Main 1 we:
- Got to know our new friends.
- Played with playdough
- Used Bingo dabbers to make pictures.
- Played outside as much as possible.
- Walked around the parking lot
- Tried wearing masks.

- Played with cars in the classroom.

### South Main 2

- Played fishing with our friends.
- We drew pictures of our families.
- Played with playdough making different shapes with cookie cutters.
- We made self-portrait plates.
- Played with balls and tunnel outside/inside.
- Went for neighborhood walks
- Had a fire drill.
- Made personalized sensory bottles
- Built with family blocks.
- Played a color matching game.
- Read many books.
- Learned about different feelings.
- Worked on sharing and how to ask for a turn.
- Played in the sensory table with leaves and yarn.
- Learning about our classroom rules.

**Meeting called to order at 8:31 am.**

**Members present:** Shelley Warnow, Helen Spaulding, Ella Dilorio, Sarah Beshar. Excused was Penny Prignon. **Staff:** Martha Allen, Greg Richards, Danielle Treacy.

The committee reviewed and approved the financials presented (see attached). Motion to receive Financials as presented made by Shelley Warnow, 2nd Helen Spaulding. Motion carried.

There is still no word on when the new FI's will have contracts in place for the CDPA Program. We are continuing discussions with 3-4 FI's re: opportunities to subcontract with them to support consumers in Cortland County with CDPAP. We have spoken with all of the current MLTC's that we are contracted with and are no longer accepting new CDPAP referrals, continuing to serve those that we have as we work to make transitions plans. We are also talking of possibly transitioning without the Department of Health. We still have not received any plans for the DOH but do have plans to move ourselves.

We are continuing efforts to grow and expand the Volunteer Transportation Program. Recruiting drivers continues to be a big obstacle with ongoing COVID concerns for volunteers and participants. Nicki is working to find creative ways to engage volunteers. She has had several new volunteer drivers complete the application process in the past month.

The Lease for Learning Adventures (YWCA) is fully executed. Working with YWCA staff now for completion of work so we can do the walkthrough to get the keys. Bethann did a walk through of the building last Thursday (12/2/2021) and the building is still not ready. Some finishing work and a bathroom is not complete. December rent has not been paid for, and the YWCA will work with CAPCO to pro-rate this rent. We are hopeful by the end of the month we will be in, with a reduced, pro-rated rent.

Bethann applied for and has been approved for \$300,000+ child care stabilization funding. This funding can be used for a number of different things including site improvements including fencing, roofing, painting, etc. We will be able to use this at all our HS.EHS sites. She will be working with Denise and Benjamin to develop a work scope.

Work is going well for Energy Services in Cortland and Tompkins Counties. Denise is struggling with some staffing issues (COVID vaccine mandate) but is continuing to move along. Additional funding through ARPA to be used for electrification is anticipated by the end of this contract period for WAP and will carry through December 2022. There remains no word on the anticipated funding allotment; however, Denise & Greg attended a training on the anticipated ARPA funds to find out more information about money coming down the pipeline.

Work continues steadily for the CSBG and CSBG CARES contracts. CSBG finished and finalized the old contract. Committee reviewed the COVID CARES amendment. Motion to approve CSBG Cares Amendment made by Ella Dilorio, 2<sup>nd</sup> Sarah Beshler. Motion approved.

The Healthy Families contract was approved prior to the start of the new contract period 12/1/2021. Brandy was able to find a new vehicle, a van, and purchase that with the COVID CARES money. Healthy Families was also able to buy out 2 Rogues leases as well.

We received the RFA for WIC on December 7, 2021. Working to combine Cortland County with Chenango county. Contract and vouchers are on schedule.

Greg discussed the Marathon resource center briefly and how we are losing Lydia Philips, our Marathon Resource Center Coordinator. Due to personal reasons, Lydia had to resign but did have 2 strong candidates to possibly take her position. The job has been posted and recruitment will hopefully happen by the beginning of the new year.

Greg and Martha also discussed a proposed plan for Consumer Directed Services program for minimum wage. The plan was not available for this meeting but would be available for the full board meeting.

No further business – meeting adjourned at 9:10 a.m.

FINANCE COMMITTEE REPORT  
SUMMARY of September 2021 FINANCIAL STATEMENTS  
PRESENTED BY Martha Allen  
December 9, 2021

AGENCY

Accounts Payable and Accounts Receivable are current except for Medicaid receivables.

CONSUMER DIRECTED SERVICES

CDPAP billing submitted for payment through the payroll ending 11/05/2021.

There is still not word on the new FI contracts. We are continuing discussions with 3-4 FI's re: opportunities to subcontract with them to support consumers in Cortland County with CDPAP. We have spoken with all of the current MLTC's that we are contracted with and are no longer accepting new CDPAP referrals, continuing to serve those that we have as we work to make transitions plans. We are continuing efforts to grow and expand the Volunteer Transportation Program. Recruiting drivers continues to be a big obstacle with ongoing COVID concerns for volunteers and participants. Nicki is working to find creative ways to engage volunteers. She has had several new volunteer drivers complete the application process in the past month.

EARLY CHILDHOOD DEVELOPMENT

The Lease for Learning Adventures (YWCA) is fully executed. Working with YWCA staff now for completion of work so we can do the walkthrough to get the keys. Bethann applied for and has been approved for \$300,000+ child care stabilization funding. This funding can be used for a number of different things including site improvements including fencing, roofing, painting, etc. She will be working with Denise and Benjamin to develop a work scope.

ENERGY SERVICES DEPARTMENT

Denise is working to get bid packages together for purchase of the vehicles as approved in the contract. Work is going well in Cortland and Tompkins Counties

FAMILY DEVELOPMENT DEPARTMENT

Work continues steadily for the CSBG and CSBG CARES contracts. We have the COVID CARES amendment for review for the Finance Committee and Board for December. The Healthy Families contract was approved prior to the start of the new contract period 12/1/2021.

WIC

We received the RFA for WIC on December 7, 2021.  
Contract and vouchers are on schedule.

**CORTLAND COUNTY COMMUNITY ACTION PROGRAM, INC.**  
**FINANCE DIRECTOR MONTHLY CHECKLIST**  
**FOR THE MONTH SEPTEMBER 2021**

*Submitted by Martha Allen on December 09, 2021*

ITEM/REPORT	DUE	DATE FILED
Subsidiary ledgers in balance for the month?	N/A	yes
Bank accounts have been reconciled through?	N/A	October
Accounts receivable over 90 days past due	N/A	yes - Medicaid
Accounts payable over 90 days past due	N/A	none
NYS Sales and Use Tax Filing	3/22/2021	3/8/2021
NYS Vendor Responsibility NFP Form	expires 6 months	9/14/2021
U.S. Government's System for Award Management (SAM).	Annually	9/13/2021
FT-500 Application for Refund of Sales Tax Paid on Petroleum Products	Annually	
Federal Audit Clearinghouse	3/31/2022	11/15/2021
Coporate Tax Returns - IRS 990 & CHAR 500 (auto-approved 6 months extension)	11/15/2021	11/15/2021
Coporate Tax Returns - IRS 5500 (Retirement) (auto-approved 6 month extension)	10/15/2021	10/6/2021
Quarterly payroll tax returns filed by complete payroll	qtrly	yes
US Dept of Labor - Bureau of Labor Statistics - Multiple Worksite (MWR)	qtrly	10/31/2021
Form 1099's	2/1/2021	2/1/2021
<b>Program Reports</b>		
<b>CSBG 2021 -2022 py</b>		
20% Expenditure report		7/23/2021
45% Expenditure report		7/23/2021
70% Expenditure report		8/30/2021
1st QTR Program/Fiscal Attestation Forms	1/31/2021	1/31/2021
2nd QTR Program/Fiscal Attestation Forms	4/30/2021	4/29/2021
3rd Qtr Program/Fiscal Attestation Forms	7/31/2021	7/26/2021
4th Qtr Program/Fiscal Attestation Forms	10/31/2021	10/28/2021
<b>MWBE Reports</b>		
3rd qtr (Oct-Dec)	1/10/2021	1/10/2021
4th QTR (Jan-Mar)	4/10/2021	4/9/2021
1st qtr MWBE Reports (Apr-Jun)	7/10/2021	7/9/2021
2nd qtr MWBE Reports (Jul-Sep)	10/10/2021	10/15/2021
Unaudited Financial Statements - 19.20 Contract	11/30/2020	11/30/2020
<b>Energy Services</b>		
<b>WAP 21-22 PY</b>		
Monthly Voucher to Energy Services for presentation to DHCR	May	6/16/2021
1st qtr MWBE Reports (April-June)	7/10/2021	7/9/2021
2nd qtr MWBE Reports (July-September)	10/10/2021	10/10/2021
3rd qtr MWBE Reports (October-December)	1/10/2022	
4th qtr MWBE Reports (January-March)	4/10/2022	
Unaudited Financial Statements - 20.21WAP	5/31/2022	
<b>Head Start &amp; Early Head Start</b>		
Quarterly Form 425: Enter in Payment Management System (PMS)		
1ST QTR (January - March)	4/30/2021	4/30/2021
2ND QTR (April-June)	7/30/2021	7/30/2021
3RD QTR (July-September)	10/30/2021	10/30/2021
4TH QTR (October-December)	1/30/2021	1/30/2021
Form 425 due: Enter in Payment Manaemant Systems - 20-21 py		
semi-annual (June-November)	1/30/2021	1/30/2021
annual (June-May)	7/30/2021	7/30/2021
final (June-May)	10/30/2021	10/30/2021
Form 429A due: Enter in Grant Solutions - 20-21 py	7/30/2021	10/27/2021
<b>WIC 20-210py</b>		
<b>Monthly Voucher</b> (due 45 days after month end)	September	12/3/2021
<b>MWBE Reports</b>		
1st qtr MWBE Reports (January-March)	4/10/2021	4/9/2021
2nd qtr MWBE Reports (April to June)	7/10/2021	7/1/2021
3rd qtr MWBE Reports (July to September)	10/10/2021	10/10/2021
4th qtr MWBE Reports (October to December)	1/10/2021	1/10/2021
Final Voucher 20-21PY - Line Item Interchange approved by NYS	11/16/2021	12/3/2021

**CAPCO**

**Income Statement**

1/1/21-12/31/21 CAPCO ADMINISTRATION

LINE ITEM	BUDGET		ACTUAL		YTD BUDGET		YTD ACTUAL		FORECAST	TOTAL CONTRACT	REMAINING
	TOTAL BUDGET	9/1/2021 9/30/2021	9/1/2021 9/30/2021	1/1/2021 9/30/2021	1/1/2021 9/30/2021						
<b>ADM - ADMINISTRATIVE CHARGES EXPENSES</b>											
PERSONNEL											
SALARIES/WAGES											
SALARY/WAGE EXPENSE	348,270	29,023	31,739	261,203	267,400	111,086	378,485	-30,215			
NEW ACCRUED BENEFIT TIME	29,430	2,453	2,541	22,073	23,449	8,894	32,343	-2,913			
Total SALARIES/WAGES	377,700	31,475	34,280	283,275	290,849	119,980	410,829	-33,129			
FRINGES											
FICA EXPENSE	28,444	2,370	2,350	21,333	19,920	8,275	28,196	248			
UNEMPLOYMENT INSURANCE EXPENSE	8,124	677	1,173	6,093	10,209	4,107	14,316	-6,192			
WORKERS COMP EXPENSE	392	33	29	294	255	106	360	32			
DISABILITY INSURANCE EXPENSE	593	49	54	445	439	154	593	0			
GROUP INSURANCE EXPENSE	34,230	2,853	2,027	25,673	17,346	6,082	23,427	10,803			
401-K EXPENSE	9,653	804	738	7,240	6,712	2,583	9,296	357			
Fringes on Accrued Leave Earned	3,747	312	356	2,810	3,283	1,245	4,528	-781			
Total FRINGES	85,183	7,099	6,728	63,887	58,163	22,552	80,716	4,467			
Total PERSONNEL	462,883	38,574	41,008	347,162	349,012	142,532	491,544	-28,661			
OTHER THAN PERSONNEL											
PROGRAM MATERIALS							0	0			
PROGRAM SUPPLIES	0	0	0	0	84	0	84	-84			
OFFICE SUPPLIES	8,000	667	795	6,000	6,819	2,000	8,819	-819			
FOOD & FOOD SUPPLIES	400	33	0	300	182	0	182	218			
COMMERCIAL INSURANCE	11,981	998	1,098	8,986	9,882	3,294	13,176	-1,195			
PARKING LOT RENTAL	869	72	0	652	398	133	530	339			
POSTAGE	1,000	83	92	750	916	305	1,222	-222			
DUPLICATING & PRINTING	1,500	125	284	1,125	1,376	459	1,835	-335			
INTERNET SERVICE	900	75	87	675	706	260	967	-67			
TELEPHONE	300	25	22	225	193	67	260	40			
Computer & Software Expense	31,416	2,618	1,924	23,562	31,856	5,772	37,628	-6,212			
MEETING EXPENSE	1,100	92	0	825	178	59	237	863			
CONFERENCE EXPENSE	1,400	117	139	1,050	164	0	164	1,236			
TRAINING & TECHNICAL AST	1,600	133	0	1,200	457	152	610	990			
Staff Development	0	0	0	0	99	220	319	-319			
LOCAL TRAVEL	400	33	0	300	27	0	27	373			
OUT OF TOWN TRAVEL	300	25	0	225	2,454	0	2,454	-2,154			
DUES & SUBSCRIPTIONS	400	33	117	300	2,575	351	2,926	-2,526			
BACKGROUND CHECKS	2,500	208	0	1,875	44	50	94	2,406			
PERMITS, FEES, & RENTALS	500	42	0	375	50	300	350	150			
ADVERTISING	500	42	0	375	409	500	909	-409			
BUILDING ALLOCATION	14,430	1,203	1,864	10,823	14,099	5,591	19,690	-5,260			
	79,496	6,625	6,421	59,622	72,968	19,514	92,481	-12,985			
CONTRACTUAL											
CONTRACTUAL SERVICES-OTHER	2,000	167	0	1,500	0	0	0	2,000			
Total CONTRACTUAL	2,000	167	0	1,500	0	0	0	2,000			
ADMINISTRATION											
FINANCIAL AUDIT	0	0	0	0	0	0	0	0			
PAYROLL PROCESSING	3,000	250	157	2,250	1,479	548	2,027	973			
EAP SERVICES	10,480	873	777	7,860	6,997	2,332	9,329	1,151			
EQUIPMENT DEPRECIATION	1,515	126		1,136		1,515	1,515	0			
ADMINISTRATIVE ALLOCATION	-559,374	-46,615	-48,363	-419,531	-430,473	-166,424	-596,897	37,523			
Total ADMINISTRATION	-544,379	-45,365	-47,429	-408,284	-421,996	-162,029	-584,025	39,646			
Total EXPENSES	0	0	0	0	-16	16	0	0			
<b>NET SURPLUS/(DEFICIT)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>-16</b>	<b>-16</b>	<b>0</b>	<b>0</b>			

**CAPCO**

**Income Statement**

1/1/21-12/31/21 CAPCO FACILITY

LINE ITEM	TOT BUDGET	BUDGET	ACTUAL		YTD ACTUAL		FORECAST	TOT CONTRACT	REMAINING
			9/1/2021 9/30/2021	YTD BUDGET	1/1/2021 9/30/2021				
OTHER THAN PERSONNEL									
OFFICE SUPPLIES	0	0	0	0	215	0	\$ 215	(215)	
COMMERCIAL INSURANCE	14,064	1,172	915	10,548	8,235	2,745	\$ 10,979	3,085	
PARKING LOT RENTAL	0	0	0	0	0	0	\$ -	0	
OFFICE UTILITIES	24,825	2,069	1,478	18,619	15,890	4,500	\$ 20,390	4,435	
JANITORIAL MAINTENANCE	28,004	2,334	580	21,003	2,642	881	\$ 3,523	24,481	
BUILDING MAINTENANCE	40,328	3,361	-321	30,246	9,238	25,986	\$ 35,223	5,105	
TRASH REMOVAL	2,528	211	196	1,896	1,705	589	\$ 2,294	234	
Computer & Software Expense	0	0	0	0	2,006	0	\$ 2,006	(2,006)	
BUILDING ALLOCATION	(117,496)	(9,791)	-7,266	(88,122)	-66,280	(42,262)	\$ (108,541)	(8,955)	
MAINTENANCE ALLOCATION	5,097	425	3,618	3,823	25,433	8,478	\$ 33,911	(28,814)	
Total OTHER THAN PERSONNEL	(2,650)	(221)	-800	(1,987)	-916	916	0	(2,650)	
CONTRACTUAL									
CONTRACTUAL SERVICES-OTHER	2,650	221	0	1,988	0	0	0	2,650	
Total CONTRACTUAL	2,650	221	0	1,988	0	0	0	2,650	
Total EXPENSES	0	0	(800)	0	(916)	916	0	0	
<b>NET SURPLUS/(DEFICIT)</b>	<b>(0)</b>	<b>(0)</b>	<b>800</b>	<b>(0)</b>	<b>916</b>	<b>(916)</b>	<b>0</b>	<b>(0)</b>	

**CAPCO**

**Income Statement**

1/1/21-12/31/21 CDPAP-MEDICAID

LINE ITEM	TOT BUDGET	BUDGET	ACTUAL		YTD ACTUAL		FORECAST	TOTAL CONTRACT	REMAINING
			9/1/2021 9/30/2021	YTD BUDGET	1/1/2021 9/30/2021				
<b>MEDICAID - MEDICAID</b>									
REVENUE									
OTHER REVENUE									
MEDICAID REVENUE	\$ 4,025,893	335,491	292,234	3,019,420	3,058,596	967,297	4,025,893	0	
OTHER INCOME	\$ -	0	0	0	0	0	0	0	0
Total OTHER REVENUE	\$ 4,025,893	335,491	292,234	3,019,420	3,058,596	967,297	4,025,893	0	
Total REVENUE	\$ 4,025,893	335,491	292,234	3,019,420	3,058,596	967,297	4,025,893	0	
EXPENSES									
PERSONNEL									
SALARIES/WAGES									
SALARY/WAGE EXPENSE	\$ 2,863,976	238,665	201,272	2,147,982	2,015,143	774,898	2,790,041	73,935	
NEW ACCRUED BENEFIT TIME	\$ 4,408	367	502	3,306	4,206	1,757	5,963	(1,555)	
Total SALARIES/WAGES	2,868,384	239,032	201,774	2,151,288	2,019,349	776,655	2,796,003	72,381	
FRINGES									
FICA EXPENSE	\$ 211,699	17,642	15,211	158,774	153,526	59,280	212,806	(1,107)	
UNEMPLOYMENT INSURANCE EXPENSE	\$ 60,032	5,003	7,441	45,024	78,548	28,648	107,195	(47,163)	
WORKERS COMP EXPENSE	\$ 78,599	6,550	4,671	58,949	49,644	17,803	67,447	11,152	
DISABILITY INSURANCE EXPENSE	\$ 12,467	1,039	1,032	9,350	9,492	2,975	12,467	0	
GROUP INSURANCE EXPENSE	\$ 57,075	4,756	6,208	42,806	45,300	18,623	63,923	(6,848)	
401-K EXPENSE	\$ 30,274	2,523	2,055	22,706	20,725	7,913	28,638	1,636	
Fringes on Accrued Leave Earned	\$ 617	51	70	463	589	246	835	(218)	
Total FRINGES	450,763	37,564	36,689	338,072	357,823	135,488	493,310	(42,547)	
Total PERSONNEL	3,319,147	276,596	238,464	2,489,360	2,377,171	912,143	3,289,314	29,833	
OTHER THAN PERSONNEL									
OFFICE SUPPLIES	\$ 914	76	0	686	457	457	914	0	
PARKING LOT RENTAL	\$ 107	9	0	80	77	105	182	(75)	
POSTAGE	\$ 4,819	402	395	3,614	3,773	2,000	5,773	(954)	
DUPLICATING & PRINTING	\$ 2,957	246	256	2,218	1,473	491	1,965	992	
INTERNET SERVICE	\$ 183	15	19	137	133	58	191	(8)	
TELEPHONE	\$ 454	38	4	341	25	11	36	418	
Computer & Software Expense	\$ 1,710	143	1,295	1,283	10,046	3,884	13,930	(12,220)	
MEETING EXPENSE	\$ 2,225	185	0	1,669	67	22	89	2,136	
CONFERENCE EXPENSE	\$ 655	55	491	491	0	0	655		
TRAINING & TECHNICAL AST	\$ -	0	0	0	50	0	50	(50)	
Staff Development	\$ -	0	0	0	5	0	5	(5)	
LOCAL TRAVEL	\$ 26,413	2,201	675	19,810	10,252	2,026	12,278	14,135	
OUT OF TOWN TRAVEL	\$ 484	40	363	363	0	0	484		
STAFF IMMUNIZATIONS	\$ 1,841	153	0	1,381	4,407	4,000	8,407	(6,566)	
DUES & SUBSCRIPTIONS	\$ 201	17	0	151	0	201	201	0	
BACKGROUND CHECKS	\$ 5,297	441	39	3,973	3,504	1,168	4,672	625	
PERMITS, FEES, & RENTALS	\$ 13,203	1,100	958	9,902	9,765	3,255	13,020	183	
ADVERTISING	\$ 378	32	0	284	721	600	1,321	(943)	
BUILDING ALLOCATION	\$ 6,000	500	429	4,500	5,115	1,705	6,820	(819)	
Total OTHER THAN PERSONNEL	67,841	5,653	4,069	50,881	49,870	19,984	69,854	(2,012)	
CONTRACTUAL									
CONTRACTUAL SERVICES-OTHER	\$ 14,500	1,208	222	10,875	2,449	665	3,114	11,386	
Total INKIND	14,500	1,208	222	10,875	2,449	665	3,114	11,386	
ADMINISTRATION									
FINANCIAL AUDIT	\$ 13,000	1,083	1,854	9,750	2,424	4,000	6,424	6,576	
PAYROLL PROCESSING	\$ 18,790	1,566	1,168	14,093	14,834	4,945	19,779	(989)	
ADMINISTRATIVE ALLOCATION	\$ 215,026	17,919	16,468	161,270	169,861	65,378	235,239	(20,213)	
Total ADMINISTRATION	246,816	20,568	19,491	185,112	187,119	74,323	261,442	(14,626)	
Total EXPENSES	3,648,305	304,025	262,245	2,736,229	2,616,609	1,007,114	3,623,723	24,582	
NET SURPLUS/(DEFICIT)	377,588	31,466	29,990	283,191	441,987	(39,817)	402,170	(24,582)	

# CAPCO

## Income Statement

6/1/2021 - 5/31/2022 ECD GRANTS

LINE ITEM	BUDGET		ACTUAL		YTD BUDGET	YTD ACTUAL	FORECAST	TOTAL CONTRACT	REMAINING
	TOTAL BUDGET	9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	9/30/2021				
<b>HSP - Head Start</b>									
REVENUE									
GRANT REVENUE									
GRANT REVENUE	1,450,936	120,911	95,311	483,645	280,486	1,170,450	1,450,936	0	
TOTAL GRANT REVENUE	1,450,936	120,911	95,311	483,645	280,486	1,170,450	1,450,936	0	
OTHER REVENUE									
SPECIAL NEEDS SERVICE REIMBURSEMENT	0	0	0	0	1,485	0	1,485	-1,485	
OTHER INCOME	0	0	0	0	0	0	0	0	
CASH DONATIONS	0	0	0	0	0	0	0	0	
INKIND DONATIONS	590,566	49,214	0	196,855	21,015	569,551	590,566	0	
TOTAL OTHER REVENUE	590,566	49,214	0	196,855	22,500	569,551	592,051	-1,485	
Total REVENUE	2,041,502	170,125	95,311	680,501	302,987	1,740,000	2,042,987	-1,485	
EXPENSES									
PERSONELL									
WAGES/SALARIES									
SALARY/WAGE EXPENSE	1,020,820	85,068	42,609	340,273	160,366	860,454	1,020,820	0	
NEW ACCRUED BENEFIT TIME	26,023	2,169	2,278	8,674	7,629	18,394	26,023	0	
Total WAGES/SALARIES	1,046,843	87,237	44,887	348,948	167,995	878,848	1,046,843	0	
FRINGES									
FICA EXPENSE	79,984	6,665	3,067	26,661	11,453	68,531	79,984	0	
UNEMPLOYMENT INSURANCE EXPENSE	38,654	3,221	1,575	12,885	5,929	32,725	38,654	0	
WORKERS COMP EXPENSE	7,508	626	354	2,503	1,420	6,088	7,508	0	
DISABILITY INSURANCE EXPENSE	2,687	224	239	896	678	2,009	2,687	0	
GROUP INSURANCE EXPENSE	49,789	4,149	10,228	16,596	30,686	19,103	49,789	0	
401-K EXPENSE	22,116	1,843	896	7,372	3,490	18,626	22,116	0	
Fringes on Accrued Leave Earned	394	33	319	131	1,068	-674	394	0	
Total FRINGES	201,132	16,761	16,677	67,044	54,724	146,408	201,132	0	
Total PERSONELL	1,247,975	103,998	61,564	415,992	222,719	1,025,256	1,247,975	0	
MATERIALS									
PROGRAM MATERIALS	0	0				0	0	0	
PROGRAM SUPPLIES	6,076	506	2,695	2,025	3,377	2,699	6,076	0	
MEDICAL SUPPLIES	1,500	125	0	500	0	1,500	1,500	0	
DISABILITY SUPPLIES	1,000	83	0	333	0	1,000	1,000	0	
EDUCATIONAL SUPPLIES	7,500	625	1,179	2,500	1,552	5,948	7,500	0	
Total MATERIALS	16,076	1,340	3,874	5,359	4,929	11,147	16,076	0	
OTHER THAN PERSONELL									
FOOD & FOOD SUPPLIES	12,827	1,069	113	4,276	2,861	7,645	10,506	2,321	
SPEECH SERVICES	500	42		167		500	500	0	
DENTAL SERVICES	500	42		167		500	500	0	
MENTAL HEALTH SERVICES	0	0		0		0	0	0	
PARENT SERVICES	2,000	167	338	667	339	1,252	1,591	409	
FAMILY EMPOWERMENT	0	0		0		0	0	0	
CHILD ACCIDENT INSURANCE	700	58	46	233	139	561	700	0	
VEHICLE INSURANCE	2,600	217	192	867	577	2,023	2,600	0	
VEHICLE MAINTENANCE	1,500	125		500		1,500	1,500	0	
VEHICLE FUEL	1,500	125	154	500	191	1,309	1,500	0	
VEHICLE REGISTRATION	200	17		67		200	200	0	
INTERNET SERVICE	3,500	292	282	1,167	845	2,655	3,500	0	
CENTER TELEPHONE	5,000	417	391	1,667	1,282	3,718	5,000	0	
Computer & Software Expense	5,000	417	1,494	1,667	1,908	3,092	5,000	0	

LINE ITEM	BUDGET		ACTUAL		YTD BUDGET		YTD ACTUAL		FORECAST	TOTAL CONTRACT	REMAINING
	TOTAL BUDGET	9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	9/30/2021						
<b>HSP - Head Start</b>											
MEETING EXPENSE	0	0	0	0	821	0	821	-821			
CONFERENCE EXPENSE	1,000	83		333		1,000	1,000	0			
TRAINING & TECHNICAL AST	1,000	83	360	333	895	105	1,000	0			
TEACHER TRAININGS	1,500	125		500		1,500	1,500	0			
Staff Development	500	42	0	167	268	232	500	0			
LOCAL TRAVEL	1,000	83	24	333	42	958	1,000	0			
OUT OF TOWN TRAVEL	1,000	83		333		1,000	1,000	0			
POLICY COUNCIL EXPENSE	1,000	83		333		1,000	1,000	0			
STAFF IMMUNIZATIONS	500	42		167		500	500	0			
DUES & SUBSCRIPTIONS	9,000	750	0	3,000	95	6,906	7,000	2,000			
BACKGROUND CHECKS	1,200	100	50	400	100	1,100	1,200	0			
PERMITS, FEES, & RENTALS	3,000	250	2	1,000	649	2,351	3,000	0			
EQUIPMENT MAINTENANCE	500	42		167		500	500	0			
EQUIPMENT PURCHASE	0	0		0		0	0	0			
Total OTHER THAN PERSONELL	57,027	4,752	3,447	19,009	11,011	42,107	53,118	3,909			
<b>CONTRACTUAL</b>											
CONTRACTUAL SERVICES-OTHER	4,100	342	9,862	1,367	10,096	2,733	12,829	-8,729			
Total CONTRACTUAL	4,100	342	9,862	1,367	10,096	2,733	12,829	-8,729			
<b>INKIND</b>											
VOLUNTEERS/INTERNS	0	0	0	0	926	0	926	-926			
VOLUNTEERS-PROFESSIONALS	59,057	4,921	0	19,686	16,731	41,400	58,131	926			
INKIND DONATIONS	477,151	39,763	0	159,050	0	477,151	477,151	0			
INKIND TRANSPORTATION	0	0	0	0	0	0	0	0			
INKIND DONATED SPACE	54,358	4,530	0	18,119	3,358	51,000	54,358	0			
Total INKIND	590,566	49,214	0	196,855	21,015	569,551	590,566	0			
<b>SPACE</b>											
PROGRAM RENT	54,358	4,530	2,363	18,119	9,090	45,268	54,358	0			
PROGRAM UTILITIES	2,500	208	329	833	654	1,846	2,500	0			
SMAIN DEPRECIATION	6,300	525		2,100		6,300	6,300	0			
SMAIN BLG ALLOCATION	30,000	2,500	11,749	10,000	18,323	11,677	30,000	0			
MAINTENANCE ALLOCATION	2,000	167	279	667	279	1,721	2,000	0			
Total Space	95,158	7,930	14,720	31,719	28,345	66,813	95,158	0			
<b>ADMINISTRATION</b>											
OFFICE SUPPLIES	4,000	333	161	1,333	833	2,167	3,000	1,000			
COMMERCIAL INSURANCE	500	42	13	167	38	463	500	0			
PARKING LOT RENTAL	200	17	20	67	40	160	200	0			
TRASH REMOVAL	0	0	96	0	283	0	283	-283			
JANITORIAL MAINTENANCE	1,000	83	121	333	121	597	717	283			
BUILDING MAINTENANCE	0	0		0		0	0	0			
FINANCIAL AUDIT	3,500	292		1,167		3,500	3,500	0			
PAYROLL PROCESSING	4,500	375	326	1,500	966	3,534	4,500	0			
POSTAGE	1,200	100	105	400	271	929	1,200	0			
DUPLICATING & PRINTING	5,000	417	291	1,667	598	2,902	3,500	1,500			
TELEPHONE	1,200	100	28	400	83	281	364	836			
ADVERTISING	1,500	125	0	500	248	1,252	1,500	0			
OTHER EXPENDITURES	0	0	0	0	0	0	0	0			
BUILDING ALLOCATION	8,000	667	685	2,667	1,392	6,608	8,000	0			
Total ADMINISTRATION	30,600	2,550	1,845	10,200	4,872	22,392	27,264	3,336			
Total EXPENSES	2,041,502	170,125	95,311	680,501	302,987	1,740,000	2,042,987	-1,485			
<b>NET SURPLUS/(DEFICIT)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>			

# CAPCO

## Income Statement

6/1/2021 - 5/31/2022 ECD GRANTS

LINE ITEM	TOTAL BUDGET	BUDGET		ACTUAL		YTD BUDGET 9/30/2021	YTD ACTUAL 9/30/2021	FORECAST	TOTAL CONTRACT	REMAINING
		9/1/2021 9/30/2021	9/1/2021 9/30/2021							
<b>TTA - HEAD START TRAINING &amp; TECH ASST</b>										
REVENUE										
GRANT REVENUE										
GRANT REVENUE	13,645	1,137	0	4,548	3,781	9,864	13,645	0		
TOTAL GRANT REVENUE	13,645	1,137	0	4,548	3,781	9,864	13,645	0		
Total REVENUE	13,645	1,137	0	4,548	3,781	9,864	13,645	0		
EXPENSES										
MATERIALS										
PROGRAM SUPPLIES	2,450	204	0	817	0	2,450	2,450	0		
Total MATERIALS	2,450	204	0	817	0	2,450	2,450	0		
OTHER THAN PERSONELL										
MEETING EXPENSE	0	0	0	0	0	0	0	0		
CONFERENCE EXPENSE	0	0	0	0	3,100	3,100	3,100	-3,100		
TRAINING & TECHNICAL AST	3,000	250	0	1,000	509	2,491	3,000	0		
OUT OF TOWN TRAVEL	6,195	516	0	2,065	172	2,923	3,095	3,100		
Total OTHER THAN PERSONELL	9,195	766	0	3,065	3,781	5,414	9,195	0		
CONTRACTUAL										
CONTRACTUAL SERVICES-OTHER	2,000	167	0	667	0	2,000	2,000	0		
Total CONTRACTUAL	2,000	167	0	667	0	2,000	2,000	0		
Total EXPENSES	13,645	1,137	0	4,548	3,781	9,864	13,645	0		
<b>NET SURPLUS/(DEFICIT)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

# CAPCO

## Income Statement

6/1/2021 - 5/31/2022 ECD GRANTS

LINE ITEM	BUDGET		ACTUAL		YTD BUDGET		YTD ACTUAL		FORECAST	TOTAL CONTRACT	REMAINING
	TOTAL BUDGET	9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	9/30/2021	9/30/2021	9/30/2021				
<b>EHS - Early Head Start</b>											
REVENUE											
GRANT REVENUE											
GRANT REVENUE	1,342,309	111,859	116,746	447,436	404,658	937,651	1,342,309	0			
TOTAL GRANT REVENUE	1,342,309	111,859	116,746	447,436	404,658	937,651	1,342,309	0			
OTHER REVENUE											
OTHER INCOME											
OTHER INCOME	0	0	0	0	0	0	0	0			
INKIND DONATIONS	165,384	13,782	9,461	55,128	21,636	143,748	165,384	0			
TOTAL OTHER REVENUE	165,384	13,782	9,461	55,128	21,636	143,748	165,384	0			
Total REVENUE	1,507,693	125,641	126,207	502,564	426,293	1,081,400	1,507,693	0			
EXPENSES											
PERSONELL											
WAGES/SALARIES											
SALARY/WAGE EXPENSE	932,325	77,694	70,462	310,775	245,604	678,969	924,573	7,752			
NEW ACCRUED BENEFIT TIME	58,004	4,834	4,360	19,335	18,468	39,536	58,004	0			
Total WAGES/SALARIES	990,329	82,527	74,822	330,110	264,072	718,505	982,577	7,752			
FRINGES											
FICA EXPENSE	75,539	6,295	5,119	25,180	17,780	57,759	75,539	0			
UNEMPLOYMENT INSURANCE EXPENSE	36,505	3,042	2,605	12,168	9,080	27,425	36,505	0			
WORKERS COMP EXPENSE	6,752	563	562	2,251	1,983	4,769	6,752	0			
DISABILITY INSURANCE EXPENSE	2,336	195	170	779	623	1,714	2,336	0			
GROUP INSURANCE EXPENSE	33,100	2,758	7,263	11,033	28,591	4,509	33,100	0			
401-K EXPENSE	15,649	1,304	1,187	5,216	4,466	11,183	15,649	0			
Fringes on Accrued Leave Earned	301	25	610	100	2,586	5,467	8,053	-7,752			
Total FRINGES	170,182	14,182	17,516	56,727	65,108	112,826	177,934	-7,752			
Total PERSONELL	1,160,511	96,709	92,338	386,837	329,180	831,331	1,160,511	0			
MATERIALS											
PROGRAM MATERIALS	0	0	0	0	0	0	0	0			
PROGRAM SUPPLIES	9,021	752	3,431	3,007	8,030	991	9,021	0			
MEDICAL SUPPLIES	750	63	0	250	0	750	750	0			
DISABILITY SUPPLIES	500	42	0	167	15	485	500	0			
EDUCATIONAL SUPPLIES	3,000	250	0	1,000	714	2,286	3,000	0			
Total MATERIALS	13,271	1,106	3,431	4,424	8,759	4,512	13,271	0			
OTHER THAN PERSONELL											
FOOD & FOOD SUPPLIES	27,034	2,253	2,773	9,011	6,231	1,797	8,028	19,006			
SPEECH SERVICES	250	21	0	83	0	250	250	0			
DENTAL SERVICES	250	21	0	83	0	250	250	0			
MENTAL HEALTH SERVICES	0	0	0	0	0	0	0	0			
PARENT SERVICES	750	63	51	250	215	535	750	0			
FAMILY EMPOWERMENT	0	0	0	0	0	0	0	0			
CHILD ACCIDENT INSURANCE	230	19	27	77	109	121	230	0			
VEHICLE INSURANCE	2,600	217	267	867	1,067	1,533	2,600	0			
VEHICLE MAINTENANCE	1,000	83	0	333	271	729	1,000	0			
VEHICLE FUEL	2,000	167	0	667	89	1,911	2,000	0			
VEHICLE REGISTRATION	200	17	0	67	0	200	200	0			
INTERNET SERVICE	3,300	275	289	1,100	1,156	2,144	3,300	0			
CENTER TELEPHONE	1,200	100	328	400	1,094	106	1,200	0			
Computer & Software Expense	2,000	167	765	667	1,790	210	2,000	0			
MEETING EXPENSE	0	0	0	0	422	0	422	-422			
CONFERENCE EXPENSE	500	42	0	167	0	500	500	0			
TRAINING & TECHNICAL AST	750	63	1,587	250	1,677	0	1,677	-927			
TEACHER TRAININGS	750	63	0	250	0	750	750	0			
Staff Development	0	0	0	0	137	0	137	-137			

LINE ITEM	BUDGET		ACTUAL		YTD BUDGET		YTD ACTUAL		FORECAST	TOTAL CONTRACT	REMAINING
	TOTAL BUDGET	9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	9/30/2021	9/30/2021					
<b>EHS - Early Head Start</b>											
LOCAL TRAVEL	750	63	127	250	153	597	750	0			
OUT OF TOWN TRAVEL	500	42		167		500	500	0			
POLICY COUNCIL EXPENSE	500	42		167		500	500	0			
STAFF IMMUNIZATIONS	250	21	0	83	124	126	250	0			
DUES & SUBSCRIPTIONS	3,000	250	0	1,000	56	2,945	3,000	0			
BACKGROUND CHECKS	750	63	100	250	150	600	750	0			
PERMITS, FEES, & RENTALS	3,500	292	519	1,167	1,602	1,898	3,500	0			
EQUIPMENT MAINTENANCE	100	8		33		100	100	0			
EQUIPMENT PURCHASE	0	0		0		0	0	0			
Total OTHER THAN PERSONELL	52,164	4,347	6,832	17,388	16,342	18,302	34,644	17,520			
<b>CONTRACTUAL</b>											
CONTRACTUAL SERVICES-OTHER	5,000	417	0	1,667	6,671	0	6,671	-1,671			
Total CONTRACTUAL	5,000	417	0	1,667	6,671	0	6,671	-1,671			
<b>INKIND</b>											
VOLUNTEERS/INTERNS	0	0	1,070	0	1,459		1,459	-1,459			
VOLUNTEERS-PROFESSIONALS	115,388	9,616	601	38,463	601	113,328	113,929	1,459			
INKIND DONATIONS	7,396	616	4,240	2,465	5,376	2,021	7,396	0			
INKIND DONATED SPACE	42,600	3,550	3,550	14,200	14,200	28,400	42,600	0			
Total INKIND	165,384	13,782	9,461	55,128	21,636	143,748	165,384	0			
<b>SPACE</b>											
PROGRAM RENT	61,645	5,137	4,917	20,548	16,578	45,067	61,645	0			
PROGRAM UTILITIES	18,000	1,500	928	6,000	3,102	14,898	18,000	0			
SMAIN DEPRECIATION	4,400	367		1,467		4,400	4,400	0			
SMAIN BLG ALLOCATION	7,000	583	927	2,333	2,743	4,257	7,000	0			
MAINTENANCE ALLOCATION	2,000	167	2,226	667	10,930	0	10,930	-8,930			
Total SPACE	93,045	7,754	8,997	31,015	33,353	68,622	101,975	-8,930			
<b>ADMINISTRATION</b>											
OFFICE SUPPLIES	2,000	167	10	667	495	1,505	2,000	0			
COMMERCIAL INSURANCE	537	45	116	179	463	74	537	0			
PARKING LOT RENTAL	131	11	0	44	31	100	131	0			
JANITORIAL MAINTENANCE	1,000	83	844	333	1,329	2,658	3,987	-2,987			
BUILDING MAINTENANCE	0	0	2,201	0	3,933	0	3,933	-3,933			
TRASH REMOVAL	1,400	117	56	467	222	1,178	1,400	0			
FINANCIAL AUDIT	2,700	225	1,099	900	1,099	1,601	2,700	0			
PAYROLL PROCESSING	2,800	233	255	933	955	1,845	2,800	0			
POSTAGE	500	42	10	167	127	373	500	0			
DUPLICATING & PRINTING	2,000	167	344	667	724	1,276	2,000	0			
TELEPHONE	1,000	83	21	333	85	915	1,000	0			
ADVERTISING	250	21	0	83	178	73	250	0			
OTHER EXPENDITURES	0	0		0		0	0	0			
BUILDING DEPRECIATION	0	0		0		0	0	0			
BUILDING ALLOCATION	4,000	333	192	1,333	714	3,286	4,000	0			
Total ADMINISTRATION	18,318	1,527	5,148	6,106	10,354	14,884	25,237	-6,919			
Total EXPENSES	1,507,693	125,641	126,207	502,564	426,293	1,081,400	1,507,693	0			
<b>NET SURPLUS/(DEFICIT)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>			

**CAPCO**

**Income Statement**

6/1/2021 - 5/31/2022 ECD GRANTS

LINE ITEM	TOTAL BUDGET	BUDGET 9/1/2021 9/30/2021	ACTUAL 9/1/2021 9/30/2021	YTD BUDGET 9/30/2021	YTD ACTUAL 9/30/2021	FORECAST	TOTAL CONTRACT	REMAINING
<b>ETA - EARLY HS TRAINING &amp; TECH. ASST</b>								
REVENUE								
GRANT REVENUE								
GRANT REVENUE	32,755	2,730	0	10,918	6,334	26,421	32,755	0
TOTAL GRANT REVENUE	32,755	2,730	0	10,918	6,334	26,421	32,755	0
Total REVENUE	32,755	2,730	0	10,918	6,334	26,421	32,755	0
EXPENSES								
MATERIALS								
PROGRAM SUPPLIES	3,600	300		1,200		3,600	3,600	0
Total MATERIALS	3,600	300		1,200		3,600	3,600	0
OTHER THAN PERSONELL								
MEETING EXPENSE	0	0		0		0	0	0
CONFERENCE EXPENSE	0	0	0	0	4,938	-4,938	0	0
TRAINING & TECHNICAL AST	6,800	567	0	2,267	930	5,870	6,800	0
OUT OF TOWN TRAVEL	17,355	1,446	0	5,785	465	16,890	17,355	0
Total OTHER THAN PERSONELL	24,155	2,013	0	8,052	6,334	17,821	24,155	0
CONTRACTUAL								
CONTRACTUAL SERVICES-OTHER	5,000	417		1,667		5,000	5,000	0
Total CONTRACTUAL	5,000	417		1,667		5,000	5,000	0
Total EXPENSES	32,755	2,730	0	10,918	6,334	26,421	32,755	0
<b>NET SURPLUS/(DEFICIT)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

# CAPCO

## Income Statement

6/1/2021 - 5/31/2022 ECD GRANTS

LINE ITEM	BUDGET		ACTUAL		YTD BUDGET	YTD ACTUAL	FORECAST	TOTAL CONTRACT	REMAINING
	TOTAL BUDGET	9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	9/30/2021				
<b>MAG - Management and General</b>									
REVENUE									
GRANT REVENUE									
GRANT REVENUE	220,481	18,373	14,293	73,494	40,689	179,792	220,481	0	
TOTAL GRANT REVENUE	220,481	18,373	14,293	73,494	40,689	179,792	220,481	0	
Total REVENUE	220,481	18,373	14,293	73,494	40,689	179,792	220,481	0	
ADMINISTRATION									
ADMINISTRATIVE ALLOCATION	220,481	18,373	14,293	73,494	40,689	179,792	220,481	0	
Total ADMINISTRATION	220,481	18,373	14,293	73,494	40,689	179,792	220,481	0	
Total EXPENSES	220,481	18,373	14,293	73,494	40,689	179,792	220,481	0	
NET SURPLUS/(DEFICIT)	0	0	0	0	0	0	0	0	

# CAPCO

## Income Statement

04/01/2021 to 03/31/2023 ECD-ARP

### American Rescue Plan

LINE ITEM	ACTUAL 9/1/2021 9/30/2021	YTD ACTUAL 9/30/2021
<b>COVID</b>		
REVENUE		
GRANT REVENUE		
GRANT REVENUE	8,297	61,119
TOTAL GRANT REVENUE	8,297	61,119
Total REVENUE	8,297	61,119
EXPENSES		
PERSONELL		
WAGES/SALARIES		
SALARY/WAGE EXPENSE	0	27,319
NEW ACCRUED BENEFIT TIME	0	0
Total WAGES/SALARIES	0	27,319
FRINGES		
FICA EXPENSE	0	2,076
UNEMPLOYMENT INSURANCE EXPENSE	0	1,010
WORKERS COMP EXPENSE	0	184
DISABILITY INSURANCE EXPENSE	0	0
GROUP INSURANCE EXPENSE	0	0
401-K EXPENSE	0	575
Fringes on Accrued Leave Earned	0	0
Total FRINGES	0	3,845
Total PERSONELL	0	31,164
MATERIALS		
PROGRAM SUPPLIES	5,360	9,998
EDUCATIONAL SUPPLIES	0	1,252
Total MATERIALS	5,360	11,250
OTHER THAN PERSONELL		
FOOD & FOOD SUPPLIES	0	15
PARENT SERVICES	1,396	2,921
INTERNET SERVICE	0	0
CENTER TELEPHONE	0	0
Computer & Software Expense	0	0
DUES & SUBSCRIPTIONS	0	0
PERMITS, FEES, & RENTALS	0	0
Total OTHER THAN PERSONELL	1,396	2,935
SPACE		
PROGRAM RENT	750	2,250
MAINTENANCE ALLOCATION	0	133
Total MATERIALS	750	2,383
ADMINISTRATION		
OFFICE SUPPLIES	0	3,466
DUPLICATING & PRINTING	157	564
TELEPHONE	113	5,205
JANITORIAL MAINTENANCE	0	0
PAYROLL PROCESSING	0	0
ADMINISTRATIVE ALLOCATION	522	4,151
Total ADMINISTRATION	792	13,386
Total EXPENSES	8,297	61,119
NET SURPLUS/(DEFICIT)	0	0

**CAPCO**

**Income Statement**

6/1/2021 - 5/31/2022 ECD GRANTS

LINE ITEM	BUDGET		ACTUAL		YTD BUDGET		YTD ACTUAL		FORECAST	TOTAL CONTRACT	REMAINING
	TOTAL BUDGET	9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	9/30/2021						
<b>UPK - Universal Pre-K</b>											
REVENUE											
GRANT REVENUE											
GRANT REVENUE	250,800	20,900		83,600	20,130	230,670		250,800		0	
TOTAL GRANT REVENUE	250,800	20,900		83,600	20,130	230,670		250,800		0	
OTHER REVENUE											
SERVICE FEES	0	0		0		0		0		0	
SALARY REIMBURSEMENTS	0	0		0		0		0		0	
OTHER INCOME						0		0		0	
TOTAL OTHER REVENUE	0	0	0	0	0	0	0	0	0	0	
Total REVENUE	250,800	20,900	0	83,600	20,130	230,670		250,800		0	
EXPENSES											
PERSONELL											
WAGES/SALARIES											
SALARY/WAGE EXPENSE	153,268	12,772	5,266	51,089	21,159	132,109		153,268		0	
NEW ACCRUED BENEFIT TIME	3,186	266	248	1,062	867	2,319		3,186		0	
Total WAGES/SALARIES	156,454	13,038	5,515	52,151	22,027	134,427		156,454		0	
FRINGES											
FICA EXPENSE	11,957	996	383	3,986	1,490	10,467		11,957		0	
UNEMPLOYMENT INSURANCE EXPENSE	5,778	482	195	1,926	782	4,996		5,778		0	
WORKERS COMP EXPENSE	950	79	32	317	131	819		950		0	
DISABILITY INSURANCE EXPENSE	306	26	24	102	73	233		306		0	
GROUP INSURANCE EXPENSE	9,630	803	1,907	3,210	5,720	3,910		9,630		0	
401-K EXPENSE	3,420	285	129	1,140	506	2,914		3,420		0	
Fringes on Accrued Leave Earned	382	32	35	127	121	261		382		0	
Total FRINGES	32,423	2,702	2,705	10,808	8,823	23,600		32,423		0	
Total PERSONELL	188,877	15,740	8,219	62,959	30,850	158,027		188,877		0	
MATERIALS											
PROGRAM SUPPLIES	7,500	625		2,500		7,500		7,500		0	
EDUCATIONAL SUPPLIES	0	0		0		0		0		0	
Total MATERIALS	7,500	625	0	2,500		7,500		7,500		0	
OTHER THAN PERSONELL											
FOOD & FOOD SUPPLIES	0	0		0		0		0		0	
INTERNET SERVICE	50	4	4	17	12	38		50		0	
CENTER TELEPHONE	0	0	0	0	11	-11		0		0	
CONFERENCE EXPENSE	0	0		0		0		0		0	
TRAINING & TECHNICAL AST	400	33		133		400		400		0	
TEACHER TRAININGS	2,000	167		667		2,000		2,000		0	
Staff Development	0	0		0		0		0		0	
LOCAL TRAVEL	1,000	83	4	333	5	995		1,000		0	
Out of Town Travel	2,000	167		667		2,000		2,000		0	
DUES & SUBSCRIPTIONS	1,100	92		367		1,100		1,100		0	
Total OTHER THAN PERSONELL	6,550	546	8	2,183	28	6,522		6,550		0	
CONTRACTUAL											
CONTRACTUAL SERVICES-OTHER	0	0	0	0	0	0		0		0	
Total CONTRACTUAL	0	0	0	0	0	0		0		0	
SPACE											
PROGRAM RENT	18,000	1,500	1,167	6,000	4,500	13,500		18,000		0	
SMAIN BLG ALLOCATION	0	0	209	0	326	-326		0		0	
Total SPACE	18,000	1,500	1,376	6,000	4,826	13,174		18,000		0	
ADMINISTRATION											
OFFICE SUPPLIES	0	0	45	0	45	-45		0		0	
COMMERCIAL INSURANCE	400	33	5	133	16	384		400		0	
PARKING LOT RENTAL	25	2		8		25		25		0	
BUILDING MAINTENANCE						0		0		0	
FINANCIAL AUDIT	700	58		233		700		700		0	
PAYROLL PROCESSING	500	42	32	167	105	395		500		0	
POSTAGE						0		0		0	
TELEPHONE	100	8		33	1	99		100		0	
ADVERTISING	0	0		0		0		0		0	
BUILDING DEPRECIATION	0	0		0		0		0		0	
ADMINISTRATIVE ALLOCATION	18,287	1,524	735	6,096	2,516	15,771		18,287		0	
BUILDING ALLOCATION	1,500	125	47	500	95	1,405		1,500		0	
Total ADMINISTRATION	21,512	1,793	864	7,171	2,778	18,734		21,512		0	
Total EXPENSES	242,439	20,203	10,467	80,813	38,482	203,957		242,439		0	
<b>NET SURPLUS/(DEFICIT)</b>	<b>8,361</b>	<b>697</b>	<b>-10,467</b>	<b>2,787</b>	<b>-18,352</b>	<b>26,713</b>		<b>8,361</b>		<b>0</b>	

# CAPCO

## Income Statement

4/1/21 to 3/31/22 WAP

LINE ITEM	TOTAL BUDGET	BUDGET	ACTUAL	YTD BUDGET	YTD ACTUAL	FORECAST	TOTAL CONTRACT	REMAINING
		9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	8/31/2021			
<b>21.22WAP - 2021-2022 WAP</b>								
<b>REVENUE</b>								
GRANTS								
GRANT REVENUE	942,818	78,568	63,378	471,409	314,331	628,487	942,818	0
Total Grants	942,818	78,568	63,378	471,409	314,331	628,487	942,818	0
Total Revenue	942,818	78,568	63,378	471,409	314,331	628,487	942,818	0
<b>EXPENSES</b>								
Materials								
PROGRAM MATERIALS	91,500	7,625	11,335	45,750	39,832	51,668	91,500	0
SUBCONTRACT MATERIALS	8,500	708	922	4,250	3,113	5,387	8,500	0
Total	100,000	8,333	12,257	50,000	42,945	57,055	100,000	0
	100,000	8,333	12,257	50,000	42,945	57,055	100,000	0
Personnel								
Agency Labor								
Agency Salaries								
SALARY/WAGE EXPENSE	380,726	31,727	24,969	190,363	119,421	258,905	378,326	2,400
NEW ACCRUED BENEFIT TIME	8,951	746	1,947	4,476	9,012	9,012	18,024	-9,073
Total Agency Salaries	389,677	32,473	26,916	194,839	128,433	267,916	396,350	-6,673
FICA EXPENSE	29,126	2,427	1,990	14,563	9,191	19,806	28,997	129
UNEMPLOYMENT INSURANCE EXPENSE	14,075	1,173	992	7,038	4,597	9,572	14,169	-93
WORKERS COMP EXPENSE	20,051	1,671	1,187	10,025	4,988	13,002	17,990	2,061
DISABILITY INSURANCE EXPENSE	932	78	54	466	215	466	680	252
GROUP INSURANCE EXPENSE	34,994	2,916	1,584	17,497	8,225	19,013	27,238	7,756
401-K EXPENSE	9,518	793	630	4,759	3,331	7,221	10,552	-1,034
Fringes on Accrued Leave Earned	4,186	349	273	2,093	1,262	1,262	2,523	1,663
	112,882	9,407	6,710	56,441	31,808	70,341	102,149	10,733
Total Agency Labor	502,559	41,880	33,626	251,280	160,241	338,258	498,499	4,060
Subcontracted Labor								
SUBCONTRACT LABOR	4,444	370	0	2,222	1,425	3,019	4,444	0
Total Subcontracted Labor	4,444	370	0	2,222	1,425	3,019	4,444	0
Total Personnel	507,003	42,250	33,626	253,502	161,666	341,277	502,943	4,060
Program Support								
PROGRAM SUPPLIES	5,000	417	352	2,500	1,996	3,004	5,000	0
OFFICE SUPPLIES	20,500	1,708	719	10,250	11,708	8,792	20,500	0
VEHICLE INSURANCE	6,500	542	320	3,250	1,918	4,582	6,500	0
VEHICLE MAINTENANCE	3,350	279	2,433	1,675	12,579	0	12,579	-9,229
VEHICLE FUEL	8,500	708	1,168	4,250	3,400	5,100	8,500	0
VEHICLE REGISTRATION	0	0	0	0	150	0	150	-150
PROGRAM RENT	29,500	2,458	1,226	14,750	4,675	7,357	12,033	17,467

LINE ITEM	BUDGET		ACTUAL		YTD BUDGET		YTD ACTUAL		TOTAL CONTRACT	REMAINING
	TOTAL BUDGET	9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	8/31/2021	FORECAST				
PARKING LOT RENTAL	100	8	0	50	86	14	100	0		
PROGRAM UTILITIES			232		469	1,423	1,892	-1,892		
JANITORIAL MAINTENANCE			0		115	0	115	-115		
BUILDING MAINTENANCE	0	0	0	0	176	0	176	-176		
TRASH REMOVAL			166		497	994	1,491	-1,491		
POSTAGE	1,200	100	80	600	439	761	1,200	0		
DUPLICATING & PRINTING	450	38	3	225	11	439	450	0		
INTERNET SERVICE	25,000	2,083	54	12,500	328	324	653	24,347		
TELEPHONE	0	0	161	0	11,088	963	12,051	-12,051		
Computer & Software Expense	0	0	272	0	8,410	0	8,410	-8,410		
Staff Development	1,100	92	0	550	204	896	1,100	0		
LOCAL TRAVEL	1,500	125	0	750	154	154	308	1,192		
OUT OF TOWN TRAVEL	0	0	0	0	0	0	0	0		
TOOLS EXPENSE	12,500	1,042	498	6,250	8,253	4,247	12,500	0		
DUES & SUBSCRIPTIONS	1,500	125	0	750	430	1,070	1,500	0		
BACKGROUND CHECKS	0	0	59	0	160	0	160	-160		
PERMITS, FEES, & RENTALS	0	0	152	0	817	0	817	-817		
ADVERTISING	1,500	125	0	750	255	1,245	1,500	0		
EQUIPMENT MAINTENANCE	0	0	0	0	1,351	1,780	3,131	-3,131		
EQUIPMENT EXPENSE	8,500	708		4,250		8,500	8,500	0		
BUILDING ALLOCATION	1,500	125	0	750	1,427	73	1,500	0		
MAINTENANCE ALLOCATION	0	0	865	0	4,256	5,189	9,446	-9,446		
Total Program Support	128,200	10,683	8,759	64,100	75,353	56,907	132,260	-4,060		
Audit										
FINANCIAL AUDIT	1,804	150	699	902	914	890	1,804	0		
Total Audit	1,804	150	699	902	914	890	1,804	0		
T & TA										
TRAINING & TECHNICAL AST	10,000	833	1,999	5,000	3,839	6,161	10,000	0		
Total T & TA	10,000	833	1,999	5,000	3,839	6,161	10,000	0		
HEALTH AND SAFETY										
HEALTH AND SAFETY WAGES	0	0	1,864	0	4,918		4,918	-4,918		
HEALTH AND SAFETY	40,000	3,333	263	20,000	4,310	30,772	35,082	4,918		
HEALTH & SAFETY-SUBMATERIAL	0	0	0	0	0	0	0	0		
HEALTH & SAFETY SUBLABOR	0	0	0	0	0	0	0	0		
Total Health and Safety	40,000	3,333	2,126	20,000	9,228	30,772	40,000	0		
LIABILITY INSURANCE	100	8	0	50	0	100	100	0		
EQUIPMENT PURCHASE	85,000	7,083	0	42,500	0	85,000	85,000	0		
Administration										
PAYROLL PROCESSING	1,000	83	83	500	343	657	1,000	0		
ADMINISTRATIVE ALLOCATION	69,711	5,809	3,830	34,856	20,042	49,669	69,711	0		
Total Administration	70,711	5,893	3,912	35,356	20,385	50,326	70,711	0		
Total Expenses	942,818	78,568	63,378	471,409	314,331	628,487	942,818	0		
<b>NET SURPLUS/(DEFICIT)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		

# CAPCO

## Income Statement

4/1/21 to 3/31/22 PI

LINE ITEM	ACTUAL 9/1/2021 9/30/2021	YTD ACTUAL 8/31/2021	FORECAST	TOTAL CONTRACT
<b>21.22PI - 2021-2022 Program Income</b>				
<b>REVENUE</b>				
GRANTS				
Current PY Program Income				0
Total Grants	0	0	0	0
Other Revenue				
Prior Year Revenue		12,048	0	12,048
Total Other Revenue	0	12,048	0	12,048
Total Revenue	0	12,048	0	12,048
<b>EXPENSES</b>				
Materials				
PROGRAM MATERIALS				
				0
SUBCONTRACT MATERIALS				
Total	0	0	0	0
Total	0	0	0	0
Personnel				
Agency Labor				
Agency Salaries				
SALARY/WAGE EXPENSE	0	0		0
NEW ACCRUED BENEFIT TIME	0	0		0
Total Agency Salaries	0	0	0	0
Fringes				
FICA EXPENSE	0	0		0
UNEMPLOYMENT INSURANCE EXPENSE	0	0		0
WORKERS COMP EXPENSE	0	0		0
DISABILITY INSURANCE EXPENSE	0	0		0
GROUP INSURANCE EXPENSE	0	0		0
401-K EXPENSE	0	0		0
Fringes on Accrued Leave Earned	0	0		0
Total Fringes	0	0	0	0
Total Agency Labor	0	0	0	0
Subcontracted Labor				
SUBCONTRACT LABOR				
Total Subcontracted Labor	0	0	0	0
Total Personnel	0	0	0	0
Program Support				
PROGRAM SUPPLIES				
	0	0		0
VEHICLE MAINTENANCE				
	0	0		0
Total Program Support	0	0	0	0
HEALTH AND SAFETY				
HEALTH AND SAFETY				
	0	0	0	0
Total Expenses	0	0	0	0
<b>NET SURPLUS/(DEFICIT)</b>	<b>0</b>	<b>12,048</b>	<b>0</b>	<b>12,048</b>

# CAPCO

## Income Statement

### 10/1/20-9/30/21 FAMILY DEVELOPMENT CSBG GRANTS

LINE ITEM	TOT BUDGET	BUDGET	ACTUAL	YTD BUDGET	YTD ACTUAL	FORECAST	TOTAL CONTRACT	REMAINING
		9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	9/30/2021			
<b>20.21CSBG - 2020 -2021 CSBG</b>								
REVENUE								
GRANT REVENUE								
GRANT REVENUE	239,940	19,995	18,604	199,950	225,397	18,749	244,146	-4,206
Prior Year Revenue	33,481	2,790	0	27,901	33,481	0	33,481	0
Total GRANT REVENUE	273,421	22,785	18,604	227,851	258,878	18,749	277,627	-4,206
OTHER REVENUE								
OTHER INCOME	0	0	0	0	0	0	0	0
CASH DONATIONS	0	0	0	0	0	0	0	0
INKIND DONATIONS	68,355	5,696	29,572	56,963	153,598	0	153,598	-85,243
Total OTHER REVENUE	68,355	5,696	29,572	56,963	153,598	0	153,598	-85,243
Total REVENUE	341,776	28,481	48,176	284,813	412,476	18,749	431,225	-89,449
EXPENSES								
PERSONNEL								
SALARIES/WAGES								
SALARY/WAGE EXPENSE	127,030	10,586	9,079	105,858	132,099	2,133	134,232	-7,202
NEW ACCRUED BENEFIT TIME	9,339	778	1,036	7,783	11,961	0	11,961	-2,622
Total SALARIES/WAGES	136,369	11,364	10,115	113,641	144,060	2,133	146,193	-9,824
FRINGES								
FICA EXPENSE	10,363	864	801	8,636	10,812	211	11,022	-659
UNEMPLOYMENT INSURANCE EXPENSE	5,008	417	394	4,173	4,934	79	5,013	-5
WORKERS COMP EXPENSE	340	28	73	283	403	21	425	-85
DISABILITY INSURANCE EXPENSE	297	25	32	248	364	0	364	-67
GROUP INSURANCE EXPENSE	8,340	695	723	6,950	7,809	0	7,809	531
401-K EXPENSE	3,606	301	261	3,005	3,692	66	3,759	-153
Fringes on Accrued Leave Earned	908	76	145	757	1,675	0	1,675	-767
Total FRINGES	28,862	2,405	2,429	24,052	29,689	377	30,066	-1,204
Total PERSONNEL	165,231	13,769	12,544	137,693	173,749	2,511	176,259	-11,028
OTHER THAN PERSONNEL								
PROGRAM MATERIALS	3,100	258	0	2,583	177	0	177	2,923
PROGRAM SUPPLIES	0	0	158	0	1,837	0	1,837	-1,837
OFFICE SUPPLIES	1,200	100	41	1,000	1,290	0	1,290	-90
Direct Beneficiary Costs	2,000	167	103	1,667	1,682	0	1,682	318
FOOD & FOOD SUPPLIES	300	25	0	250	129	0	129	171
COMMERCIAL INSURANCE	0	0	4	0	46	0	46	-46
VEHICLE INSURANCE	2,064	172	140	1,720	1,692	0	1,692	372
VEHICLE MAINTENANCE	2,500	208	0	2,083	1,849	0	1,849	651
VEHICLE FUEL	90	8	-483	75	-353	0	-353	443
VEHICLE REGISTRATION	261	22	0	218	0	0	0	261
PARKING LOT RENTAL	900	75	0	750	397	51	448	452
BOARD EXPENDITURES	1,000	83	-519	833	189	19	208	792
LEGAL FEES	1,352	113	0	1,127	1,352	0	1,352	1
POSTAGE	1,100	92	49	917	732	0	732	368
DUPLICATING & PRINTING	1,825	152	216	1,521	1,521	0	1,521	304
INTERNET SERVICE	1,000	83	78	833	902	0	902	98
TELEPHONE	1,000	83	17	833	306	2	308	692
Computer & Software Expense	12,000	1,000	738	10,000	13,133	387	13,520	-1,520
MEETING EXPENSE	1,000	83	0	833	466	0	466	534
CONFERENCE EXPENSE	4,000	333	80	3,333	5,305	-360	4,945	-945

LINE ITEM	TOT BUDGET	BUDGET	ACTUAL	YTD BUDGET	YTD ACTUAL	FORECAST	TOTAL CONTRACT	REMAINING
		9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	9/30/2021			
TRAINING & TECHNICAL AST	2,500	208	396	2,083	3,250	0	3,250	-750
Staff Development	500	42	-121	417	167	0	167	333
LOCAL TRAVEL	1,400	117	93	1,167	1,181	8	1,189	211
OUT OF TOWN TRAVEL	5,000	417	1,016	4,167	1,901	0	1,901	3,099
DUES & SUBSCRIPTIONS	2,250	188	100	1,875	3,903	0	3,903	-1,653
BACKGROUND CHECKS	0	0	114	0	114	0	114	-114
PERMITS, FEES, & RENTALS	0		0		68	0	68	-68
ADVERTISING	200	17	0	167	144	144	287	-87
EQUIPMENT PURCHASE	0	0		0		0	0	0
BUILDING ALLOCATION	28,554	2,380	1,705	23,795	19,562	0	19,562	8,992
MAINTENANCE ALLOCATION	0		0		259	0	259	-259
	77,096	6,425	3,925	64,247	63,201	251	63,452	13,644
CONTRACTUAL								
CONTRACTUAL SERVICES-OTHER	3,000	250	0	2,500	0	0	0	3,000
Total CONTRACTUAL	3,000	250	0	2,500	0	0	0	3,000
INKIND								
FARMERS MARKET EBT EXPENSE	0	0	0	0		0	0	0
VOLUNTEERS/INTERNS	0	0	2,408	0	14,691	0	14,691	-14,691
INKIND DONATIONS	68,355	5,696	27,164	56,963	138,907	0	138,907	-70,552
Total INKIND	68,355	5,696	29,572	56,963	153,598	0	153,598	-85,243
ADMINISTRATION								
FINANCIAL AUDIT	1,400	117	226	1,167	674	0	674	726
PAYROLL PROCESSING	1,100	92	53	917	653	4	657	443
ADMINISTRATIVE ALLOCATION	25,594	2,133	1,856	21,328	20,601	253	20,855	4,739
Total ADMINISTRATION	28,094	2,341	2,135	23,412	21,928	258	22,186	5,908
Total EXPENSES	341,776	28,481	48,176	284,813	412,476	3,019	415,495	-73,719
NET SURPLUS/(DEFICIT)	0	0	0	0	0	15,730	15,730	-15,730

# Income Statement

10/1/20-9/30/21 WIC GRANT

LINE ITEM	TOT BUDGET	BUDGET	ACTUAL	YTD BUDGET	YTD ACTUAL	FORECAST	TOT CONTRACT	REMAINING
		9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	9/30/2021			
<b>WIC - WOMEN, INFANTS &amp; CHILDREN</b>								
<b>REVENUE</b>								
GRANTS								
GRANT REVENUE	375,808	31,317	36,836	375,808	337,887	16,465	354,352	21,456
Total Grants	375,808	31,317	36,836	375,808	337,887	16,465	354,352	21,456
Other Revenue								
PASS THROUGH FUNDS-wic VOUCHERS	0	0		0	158,037	0	158,037	-158,037
INKIND DONATIONS	0	0		0		0	0	0
Total Other Revenue	0	0	0	0	158,037	0	158,037	-158,037
Total Revenue	375,808	31,317	36,836	375,808	495,924	16,465	512,389	-136,581
<b>EXPENSES</b>								
Personnel								
Agency Salaries								
SALARY/WAGE EXPENSE	222,477	18,540	23,348	222,477	203,201	5,064	208,265	14,212
NEW ACCRUED BENEFIT TIME	14,918	1,243	1,268	14,918	15,066	0	15,066	-148
Total Agency Salaries	237,395	19,783	24,616	237,395	218,267	5,064	223,331	14,064
Fringes								
FICA EXPENSE	17,094	1,425	1,747	17,094	15,122	380	15,501	1,593
UNEMPLOYMENT INSURANCE EXPENSE	4,862	405	863	4,862	7,047	187	7,234	-2,372
WORKERS COMP EXPENSE	756	63	79	756	696	17	713	43
DISABILITY INSURANCE EXPENSE	340	28	28	340	319	0	319	21
GROUP INSURANCE EXPENSE	28,705	2,392	1,561	28,705	17,037	0	17,037	11,668
401-K EXPENSE	5,904	492	486	5,904	4,377	109	4,486	1,418
Fringes on Accrued Leave Earned	0	0	178	0	2,109	0	2,109	-2,109
Total Fringes	57,661	4,805	4,942	57,661	46,707	692	47,400	10,261
Total Personnel	295,056	24,588	29,558	295,056	264,974	5,756	270,730	24,326
OTPS								
Space								
PROGRAM RENT	1,020	85	0	1,020	0	0	0	1,020
PARKING LOT RENTAL		0	0	0	427	50	477	-477
BUILDING ALLOCATION	32,668	2,722	2,407	32,668	26,946	0	26,946	5,722
Total	33,688	2,807	2,407	33,688	27,374	50	27,423	6,265
Program Operations								
PROGRAM MATERIALS	2,600	217		2,600		0	0	2,600
PROGRAM SUPPLIES		0		0		0	0	0
OFFICE SUPPLIES	3,100	258	0	3,100	912	1,494	2,407	693
MEDICAL SUPPLIES	2,500	208		2,500		109	109	2,391
EDUCATIONAL SUPPLIES	1,075	90		1,075	198	2,844	3,042	-1,967
POSTAGE	1,700	142	214	1,700	3,354	0	3,354	-1,654
DUPLICATING & PRINTING	250	21	101	250	538	0	538	-288
INTERNET SERVICE	2,160	180	48	2,160	574	0	574	1,586
TELEPHONE	2,120	177	154	2,120	2,854	0	2,854	-734
MEETING EXPENSE	0	0		0		0	0	0
DUES & SUBSCRIPTIONS	0	0	0	0	300	0	300	-300
PERMITS, FEES, & RENTALS	0	0	0	0	66	0	66	-66
WIC VOUCHER EXPENSE	0	0		0	158,037	0	158,037	-158,037
INKIND DONATIONS	0	0		0		0	0	0

LINE ITEM	TOT BUDGET	BUDGET	ACTUAL	YTD BUDGET	YTD ACTUAL	FORECAST	TOT CONTRACT	REMAINING
		9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	9/30/2021			
<b>WIC - WOMEN, INFANTS &amp; CHILDREN</b>								
Total Program Operations	15,505	1,292	517	15,505	166,834	4,447	171,281	-155,776
Total OTPS	49,193	4,099	2,924	49,193	194,207	4,497	198,704	-149,511
Travel								
VEHICLE INSURANCE	900	75	71	900	850	0	850	50
VEHICLE MAINTENANCE		0	0	0	119	0	119	-119
VEHICLE FUEL	200	17	0	200	34	0	34	166
VEHICLE REGISTRATION		0	0	0	99	0	99	-99
CONFERENCE EXPENSE		0	0	0	565	0	565	-565
LOCAL TRAVEL	400	33	0	400	0	0	0	400
OUT OF TOWN TRAVEL	625	52	0	625	0	0	0	625
Total Travel	2,125	177	71	2,125	1,667	0	1,667	458
Equipment								
BREAST PUMPS EXPENSE	0	0	0	0	0	1,927	1,927	-1,927
Total Equipment	0	0	0	0	0	1,927	1,927	-1,927
Audit								
FINANCIAL AUDIT	1,419	118	739	1,419	1,621	0	1,621	-202
Total Audit	1,419	118	739	1,419	1,621	0	1,621	-202
Other								
CONTRACTUAL SERVICES-OTHER	1,100	92	810	1,100	9,016	56	9,072	-7,972
Computer & Software Expense	700	58	322	700	1,651	3	1,654	-954
TRAINING & TECHNICAL AST		0	0	0	30	0	30	-30
PAYROLL PROCESSING	960	80	68	960	842	6	848	112
Memberships	350	29	0	350		0	0	350
ADVERTISING	1,500	125	0	1,500	107	3,107	3,214	-1,714
Total Other	4,610	384	1,200	4,610	11,646	3,172	14,818	-10,208
Administration								
ADMINISTRATIVE ALLOCATION	23,405	1,950	2,343	23,405	21,808	1,114	22,922	483
Total Administration	23,405	1,950	2,343	23,405	21,808	1,114	22,922	483
Total Expenses	375,808	31,317	36,836	375,808	495,924	16,465	512,389	-136,581
<b>NET SURPLUS/(DEFICIT)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

# CAPCO

## Income Statement

10/1/20-9/30/21 WIC GRANT

LINE ITEM	BUDGET		ACTUAL		YTD BUDGET		YTD ACTUAL		FORECAST	TOT CONTRACT	REMAINING
	TOT BUDGET	9/1/2021 9/30/2021	9/1/2021 9/30/2021	9/30/2021	9/30/2021						
<b>EPC - Enhanced Peer Counseling</b>											
<b>REVENUE</b>											
GRANTS											
GRANT REVENUE	16,000	1,333	1,664	16,000	14,686	368	15,053	947			
Total Grants	16,000	1,333	1,664	16,000	14,686	368	15,053	947			
Total Revenue	16,000	1,333	1,664	16,000	14,686	368	15,053	947			
<b>EXPENSES</b>											
Personnel											
Agency Salaries											
SALARY/WAGE EXPENSE	13,000	1,083	1,342	13,000	11,875	250	12,125	875			
Total Agency Salaries	13,000	1,083	1,342	13,000	11,875	250	12,125	875			
Fringes											
FICA EXPENSE	995	83	103	995	908	19	928	67			
UNEMPLOYMENT INSURANCE EXPENSE	284	24	50	284	413	0	413	-129			
WORKERS COMP EXPENSE	62	5	5	62	42	0	42	20			
DISABILITY INSURANCE EXPENSE	135	11	17	135	154	0	154	-19			
Total Fringes	1,475	123	173	1,475	1,518	19	1,537	-62			
Total Personnel	14,475	1,206	1,515	14,475	13,393	269	13,662	814			
OTPS											
Program Operations											
Computers	0	0	0	0	0	0	0	0			
DUPLICATING & PRINTING	0	0	1	0	14	0	14	-14			
INTERNET SERVICE	240	20	10	240	115	0	115	125			
TELEPHONE	1,248	104	138	1,248	1,164	99	1,262	-14			
Total Program Operations	1,488	124	149	1,488	1,292	99	1,391	97			
Total OTPS	1,488	124	149	1,488	1,292	99	1,391	97			
Travel											
LOCAL TRAVEL	0	0	0	0	0	0	0	0			
OUT OF TOWN TRAVEL	37	3	0	37	0	0	0	37			
Total Travel	37	3	0	37	0	0	0	37			
Other											
PAYROLL PROCESSING	0	0	0	0	0	0	0	0			
Total Other	0	0	0	0	0	0	0	0			
Total Expenses	16,000	1,333	1,664	16,000	14,686	368	15,053	947			
<b>NET SURPLUS/(DEFICIT)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>			

*Resolution of the Board of Directors*

*Of*

*Cortland County Community Action Program, Inc.*

**Resolution No. 21-55**

**WHEREAS**, the Cortland County Community Action Program, Inc. Finance Committee has reviewed the proposed CSBG COVID CARES amendment and,

**WHEREAS**, the Cortland County Community Action Program, Inc. Board of Directors has reviewed the proposed CSBG COVID CARES amendment,

**IT IS HEREBY RESOLVED** that on December 16, 2021, the CAPCO Board of Directors approves the CSBG COVID CARES amendment.

Shelley Warnow  
Board President

12/16/2021  
Date

**ATTACHMENT B**  
 COMMUNITY SERVICES BLOCK GRANT  
**BUDGET AMENDMENT JUSTIFICATION**  
 CARES Supplemental Funding

**Contractor** Cortland County Community Action Program, Inc.

**FFY** 2020-2022

**Budget Period** 4/1/20 to 9/30/22

**Contract #** C1001793

Cost Category	PRESENT BUDGET AMOUNTS (Based on the most recent approved budget)		CHANGES (Indicate + or -)		REVISED BUDGET AMOUNTS	
	Federal Funds	Prior Year	Federal Funds	Prior Year	Federal Funds	Prior Year
1	87,931	This column is N/A for this Budget Period	4,266	This column is N/A for this Budget Period	\$92,197	This column is N/A for this Budget Period
2					\$0	
3	2,673		-353		\$2,320	
4	37,000		42,000		\$79,000	
5	201,274		-45,913		\$155,361	
6					\$0	
<b>TOTAL</b>	<b>\$328,878</b>				<b>\$0</b>	

**Description or reason for Budget Amendment:**

**ATTACHMENT B**  
**COMMUNITY SERVICES BLOCK GRANT - CARES**  
**B-1 Budget Summary**

**Contractor** Cortland County Community Action Program, Inc. **FFY** 2020-2022  
**Budget Period** 4/1/20 to 9/30/22 **Contract #** C1001793  
**(a) TOTAL CSBG ALLOCATION OF GRANT FUNDS (FEDERAL)** **\$** 328,878

Cost Categories	CSBG CARES Grant Funds
1. Personnel Services (from Attachment B-2)	\$ 92,197
2. Delegate Agencies (Subcontractors)	\$
3. Contractual Services/Audit	\$ 2,320
4. Equipment Purchase/Lease	\$ 79,000
5. Other Costs (from Attachment B-3)	\$ 155,361
6. Administrative Costs	
Indirect Rate _____ %	\$
De Minimis Rate _____ %	\$
Admin. Cost/Rate _____ %	\$
<b>TOTAL</b>	<b>\$ 328,878</b>

**Descriptions and amounts of Contractual Services/Audit and Equipment Purchase/Lease expenses included in Cost Categories 3 and 4:**

**3. Contractual Services/Audit**

CSBG CARES Grant Funds this FY	
<b>DIRECT:</b> \$	-
<b>Description:</b>	
<b>ADMIN:</b> \$	2,320
<b>Description:</b>	\$384 EAP Services, \$486 Payroll Processing, \$950 Financial Audit, \$500 NYSCAA Compensation Study

**4. Equipment Purchase/Lease**

CSBG CARES Grant Funds this FY	
<b>DIRECT:</b> \$	79,000
<b>Description:</b>	Purchase 3 Vehicles: \$49K 1 New Van, \$30K 2 Nissan Rogues to be used by Family Development and Family Essentials- Vehicles will be used for household goods that will be maintained at the newly rented facility to supply clients with household goods and minor appliances.
<b>ADMIN:</b> \$	-
<b>Description:</b>	

**TO AVOID ROUNDING ERRORS ON THESE DOCUMENTS, PLEASE ROUND UP. ENTER WHOLE NUMBERS ONLY.  
 DO NOT INCLUDE DECIMALS OR ANY CALCULATIONS!**

<i>[These figures should auto-fill from the MWBE Goals Calculation page; please verify accuracy of the numbers]</i>			
MWBE Goal %	30%	MBE Goal Amount \$	0
		MBE Goal %	15%
MWBE Goal Amt \$	0	WBE Goal Amount \$	0
		WBE Goal %	15%
<b>The MWBE Goal is applied to qualified purchases made during the period specified within this contract.</b>			

*CSBG funds must be used in accordance with the cost principles of 2 CFR Part 200, codified by HHS at 45 CFR Part 75. Grantees must comply with the limitations and prohibitions as stated in federal CSBG statute (42 U.S.C. 9901 et seq.) Public Law 105-285, and any subsequent amendments.*

November/December 2021

- It is hard to believe that this is my last Monthly Board report after almost 16 years. I want to say a heartfelt thank you! Thank you to the Board for the constant support for the efforts and resources we have worked to make available to our community for the past 16 years that I've had the opportunity to serve as the Executive Director of CAPCO. Thank you for your support of our plans, programs, new opportunities to serve our community. Your commitment to the community and work of CAPCO and the community supported my decision to make this change at this time. I am excited about the future of the organization and the opportunities for growth in the future.

Greg is going to do an amazing job as the Executive Director of CAPCO. His commitment and dedication to the mission of CAPCO is unapparelled. I am so excited for where CAPCO is heading in the coming months and years and am so proud to have been part of that process. With the support of this Board of Directors and the Management Team, the future of CAPCO and the community is very bright.

Thank you so much for the Retirement Celebration on Dec. 2, 2021. It was very humbling to have the opportunity to talk with so many people that have been so important in the work I've had the privilege to be involved with over the past 16 years. I really appreciate the gifts that will encourage me to rest and relax as I move into retirement.

- I want to say thank you to the Management Team. This is truly an amazing group of people that I have been fortunate to work with while at CAPCO. They are dedicated and committed to the mission and work we do at CAPCO. This community is in good hands with these folks as we move forward. I appreciate their support and guidance over the last 16 years. They are definitely professionals at the top of their field and we are so fortunate to have them at CAPCO and in our community. I will miss working with them every day!
- The plans for Parker are moving forward. The County seems ready to approve the funding request for \$200,000 to hire two part time project managers for a two year period to move the project forward. The City of Cortland is working towards the agreement to purchase Parker ES from the Cortland City Schools. Greg, Kelly Tobin and I have a meeting with Scott Steve, newly elected Mayor of Cortland to look at next steps and plans for moving the project forward.

## **November/December Consumer-Directed Care:**

- Current billing is up-to-date per the billing schedule, through payroll ending 11/5/2021
- There is still not word on the new FI contracts. We are continuing discussions with 3-4 FI's re: opportunities to subcontract with them to support consumers in Cortland County with CDPAP. We have spoken with all of the current MLTC's that we are contracted with and are no longer accepting new CDPAP referrals, continuing to serve those that we have as we work to make transitions plans.
- We are continuing efforts to grow and expand the Volunteer Transportation Program. Recruiting drivers continues to be a big obstacle with ongoing COVID concerns for volunteers and participants. Nicki is working to find creative ways to engage volunteers. She has had several new volunteer drivers complete the application process in the past month.



## Energy Services Update November & December 2021

### **Weatherization Assistance Program- PY2021- 2022**

- Cortland -Tompkins County-
  - 18 WAP jobs completed and production is NOT on schedule. Delay of materials is still a problem.
  - 2 Staff resigned, one getting vaccinated, and 2 still uncertain about vaccination status. Current staff are making future plans and scenarios on how to keep running the program.
  - We currently have a healthy waiting list and jobs ready for auditing.

### **EmPower NY**

4- jobs have been completed. (Cortland and Tompkins Counties)

### **HEAP**

9 - Clean & Tunes and 2- replacements of a heating system. (Cortland Co. only)

### **Energy Savers**

2- Blower Door tests for new construction. (Cortland & Tompkins County)

### **CAPCO Building Maintenance-**

- North Main- Large Conference room is completed- fresh paint and new carpet. HR office has a new wall separating this office into two offices.
- Ben is taking vacation and keeping up with maintenance requests.
- Plowing contracts have been signed for NMain, SMain, Elm Tree, and 5 Huntington.

### Adult Education

- Staff have been preparing for the transition of the NYS High School Equivalency Exam from TASC back to GED January 1, 2022.
- We are recruiting the next round of CNA participants. The class will begin in January and CAPCO is able to help pay for tuition and other barriers to attendance.
- We are preparing for the next round of Getting Ahead class.

### Emergency Assistance

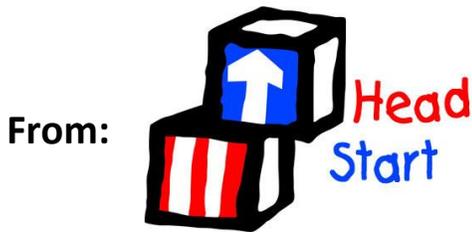
- We have scheduled an in-person Holiday Giveaway for December 15 with safety protocols in place.
- The NYS rental assistance program ERAP has exhausted funds and no longer accepting applications.
- NYS is offering a water assistance program WAP for those who are behind on municipal water and sewer bills. We have been sharing this resource with families.
- We are currently recruiting for a Marathon Family Success Center Coordinator. Lydia Philipp has resigned from this position for personal reasons. Lydia has helped to make the transition to the high school, and we hope to fill the position quickly to keep the momentum going.
- We are seeing an increase in emergency assistance needs through CARES funding as other start programs are ending.

### NOEP

- Jessica shared information with staff and families about holiday meal assistance for Thanksgiving.
- Continues to do outreach to share information and enroll individuals and families in SNAP.

### Healthy Families

- We welcome Brittany Wilcox to our team, our newest Family Support Specialist.
- We still have one position open for a Family Support specialist and will be recruiting for this position.
- Our 2020/2021 contract ended November 30, 2021 and we have just started our 2021/2022 contract.
- We are happy to report that we ended 2020 at 38% capacity and have now ended 2021 at 60% capacity.
- We continue to recruit new and expectant mom to the program.



From:

**Directors Monthly Board Report  
HS/EHS Management Team  
Month: November / December 2021**

**I. Enrollment.**

- A. We are in full swing of our 2021-2022 program year.
- B. We have 8 out of 10 Head Start classrooms open. We have 6 out of 8 classrooms open.
- C. We currently have a wait list of five - 4yo (3 are over income), Thirty-one 3yo (23 are over income) fifty-one EHS (26 are over income).
- D. Due to the vaccination mandate by the President of the United States we are currently not enrolling children until we see what our classroom staffing will look like.

**II. Staffing**

- A. We continue to actively recruit new staff for multiple positions.
- B. Due to lack of staff, we currently have 2 HS classroom not open (YMCA #3 closed on November 24) and 2 EHS classroom not open ( Elm Tree 1 & 2 combined due to lack of staffing)
- C. Our Nutrition Manager has left her position. We have several people working to pick up the slack.

**III. Center/Office Updates/Policy Council/ Professional Development**

- A. Learning Adventure renovations are almost complete. We anticipate being able to be in the building to get ready for licensing Jan 1<sup>st</sup>.

**IV. Old Business**

- A. Parker Building project will have been voted on by the time you are reading this, so we will surely have an update for everyone at the next meeting.
- B. COVID is still disrupting staffing situations and classroom shutdowns. To date we have had 7 staff test positive and multiple children, all in different rooms.

**V. New Business**

- A. We have applied for the Child Care Stabilization Grant. This is funding through OCFS for all child care centers. We were able to apply for funding under all of our child care licenses. We received \$311,000.
- B. Our program is due for a Federal monitoring review in 2022. We are actively working on each area and responses to what they will be requesting. They will provide us with a 45 day letter before their expected arrival.



## November/December: Human Resources Board Report



- HR is the midst of the Open Enrollment periods for our Flexible Spending Account (FSA) renewals through AmeriFlex as well as our voluntary/supplemental Vision Insurance through the Business Council of New York (BCNY). These insurance offerings run on a calendar-year opposed to our Health and Dental Insurance offerings that run off-calendar year from September 1<sup>st</sup>-August 31<sup>st</sup>. Our Agency sees active participation in the FSA offerings while our supplemental Vision offerings are garnering increased interest as this is the 3<sup>rd</sup> year of offering this coverage.
- HR coordinates efforts for our Agency's United Way campaign. CAPCO has begun the campaign for 2022 with out staff. Each year, our staff's participation in the campaign has increased, and we are hopeful that more staff will continue to contribute to the causes of United Way, particularly as CAPCO received United Way funding for our Adult Literacy component of Family Development.
- With the Executive Director transition pending, we have a number of key administrative positions that we are looking to fill. We have 3 interviews scheduled for the Human Resources Coordinator the week of December 13<sup>th</sup> with the Deputy Director interview scheduled for December 16<sup>th</sup>. It is anticipated that a new Deputy Director will be named before the end of 2021 with 2<sup>nd</sup> interviews for the Human Resources Coordinator being finalized the first week of January 2022. We are currently recruiting for an Accountant for our Fiscal Department with 2 interviews currently scheduled for December 29<sup>th</sup>. We have been pleasantly surprised with the quantity and quality of applicants during our most recent posting and are hopeful to have all key Administrative positions filled no later than the end of January 2022.
- CAPCO rolled out our COVID-19 Vaccination Policy in early November 2021 with a deadline for all staff to be fully vaccinated against COVID-19 no later than January 2, 2021. Thus far, we have only had 1 staff member request Religious Exemption. There have been no other exemption requests (Religious or Medical). We have seen a number of staff turn in their resignations due to the mandate, all of which we anticipated. The HS/EHS Program is working with HR to post positions during the Holiday season. In analyzing these recruitment efforts, we have seen an increase in the quantity and quality of applicants for our education positions in HS/EHS and are hopeful heading into 2022 that we will fill a number of open positions in the HS/EHS component. We have seen minimal turnover in other Program-areas due to the upcoming mandate.

***Resolution of the Board of Directors***

***Of***

***Cortland County Community Action Program, Inc.***

**Resolution No. 21.56**

**WHEREAS**, the Cortland County Community Action Program, Inc. Board of Directors has reviewed the proposal to rename the CAPCO Main Office at 32 N. Main Street, Cortland, NY, after Lindy Glennon.

**IT IS HEREBY RESOLVED** that on December 16, 2021 the Cortland County Community Action Program, Inc. Board of Directors accepts as presented the proposal to rename the CAPCO Main Office at 32 N. Main Street, Cortland, NY, to The Lindy Glennon Center for Community Action.

Shelley Warnow  
Board President

12/16/2021  
Date

*Resolution of the Board of Directors*

*Of*

*Cortland County Community Action Program, Inc.*

**Resolution No. 21.57**

**WHEREAS**, the Cortland County Community Action Program, Inc. Board of Directors has reviewed the proposed 2022 minimum wage pay rate adjustments for the Consumer-Directed Personal Assistance Program (CDPAP) and the EISEP Consumer-Directed In-Home Services Program (CDIS),

**IT IS HEREBY RESOLVED** that on December 16, 2021 the Cortland County Community Action Program, Inc. Board of Directors accepts as presented the proposed 2022 minimum wage pay rate adjustments for the Consumer-Directed Personal Assistance Program (CDPAP) and the EISEP Consumer-Directed In-Home Services Program (CDIS).

*Shelley Warnow*  
\_\_\_\_\_  
Board President

*12/16/2021*  
\_\_\_\_\_  
Date

## CDPAP Proposed Changes in Staff Wages:

1. **Increase staff to 2022 Minimum Wage \$13.20 (2021=\$12.50)**
2. **Adjust staff wage to New Hire Rate**
3. **Longevity Increase - Hire Date:**
  - 2020 = 0.25% increase
  - 2019 = 0.50% increase
  - 2018 and prior = 0.75% increase

<b>CDPAP - Current Hiring Ranges</b>	
<b>Personal Assistant</b>	
<b>Tier 1</b>	\$ 12.60
<b>Tier 2</b>	\$ 13.00
<b>Tier 3</b>	\$ 13.00
<b>Enhanced</b>	\$ 13.25

<b>CDPAP - Proposed Hiring Rate</b>	
<b>Personal Assistant</b>	
<b>Tier 1</b>	\$ 13.20
<b>Tier 2</b>	\$ 13.20
<b>Tier 3</b>	\$ 13.20
<b>Enhanced</b>	\$ 13.30

**Effective Date of Proposed Changes 12/18/2021**

**Estimated Impact to 2022 Budget**

Proposed Staff Increases	\$	44,322
Fringe	\$	8,421
<b>Total 2020 Cost (includes Fringe)</b>	<b>\$</b>	<b>52,743</b>

NOTE: Forecasted 2021 Net Surplus \$ 300,000