

- A. CALL TO ORDER
- B. PUBLIC COMMENT
- C. INTRODUCTIONS
- D. ADDITIONS TO AGENDA
- E. READING OF MINUTES

- I. June Board Minutes

Documents:

[JUNE BOARD MINUTES.PDF](#)

- F. OLD BUSINESS

- I. Board Evaluation

Documents:

[CHECKLIST.PDF](#)

- G. NEW BUSINESS

- H. Region XIII Preschool Developmental Disabilities Services

- I. FERPA Policy

Documents:

[FERPA POLICY.PDF](#)

- II. Part C - FFY2018 Report Card

Documents:

[PART C - FFY2018 REPORT CARD.PDF](#)

- III. Part C 2018 Determination Letter

Documents:

[PART C 2018 DETERMINATION LETTER.PDF](#)

- I. Early Education/Child Care

- I. Brain Architect Game
 - Brain Architect Game

- II. Early Childhood COVID-19 Funds

Documents:

[EARLY CHILDHOOD COVID-19 FUNDS.PDF](#)

III. Update Annual Staff Training
Update Annual Staff Training

J. Early Head Start

I. EHS Acf-Im-Hs-20-04

Documents:

[EHS ACF-IM-HS-20-04.PDF](#)

II. OHS Monitoring Review Report - EHS

Documents:

[OHS MONITORING REVIEW REPORT - EHS.PDF](#)

K. BUDGET

L. OTHER NEW BUSINESS

M. DIRECTOR'S REPORT

I. Director's Report - July

Documents:

[DIRECTOR REPORT JULY 2020 .PDF](#)

N. TREASURER'S REPORT

I. June Financial Report

Documents:

[JUNE FINANCIAL REPORT.PDF](#)

II. EHS Federal Financial Report

Documents:

[EHS FEDERAL FINANCIAL REPORT \(003\).PDF](#)

O. STATISTICAL REPORT

I. June Statistical Report

Documents:

[JUNE STATISTICAL REPORT.PDF](#)

P. NEXT MEETING DATE:

August 26, 2020

Q. ADJOURN

Children's Developmental Services of Campbell County
Board of Director's Meeting
June 24, 2020

1801 South 4-J Road
Gillette, WY 82718
phone 307.682.2392
fax 307.682.8463
<http://www.ccgov.net/cds>

MEETING PLACE:

The Children's Developmental Services of Campbell County Board of Directors met in a regular meeting via Microsoft Teams, April 29, 2020.

CALL TO ORDER:

The meeting was called to order by Chairwoman Wendy Balo at 7:02p.m.

PUBLIC COMMENT:

There was no Public Comment.

INTRODUCTIONS:

Board members present Wendy Balo, Carol Yonkee, Cindy Reardon, via Microsoft Teams, Bertine Bahige, Director Bob Tranas, Early Head Start Coordinator Stephanie Stevens, Early Childhood Coordinator Tausha Edmonds, Early Intervention Coordinator Trena Bauder, and Senior Administrative Assistant Melissa Kline.

ADDITIONS TO AGENDA:

There were no additions to the agenda.

READING OF MINUTES:

Carol Yonkee made a motion to approve the May 2020 minutes as written. Cindy Reardon seconded. With a unanimous vote, the motion carried.

OLD BUSINESS:

Board Checklist:

The Board Checklist needs to be completed and ready for discussion during the July Board meeting.



NEW BUSINESS:

REGION XIII PDDS:

Update Community Screening:

Trena Bauder shared that screening numbers have had a significant drop. The drop is due to families not wanting to participate via telescreen. Public health has approved procedures for face to face screening appointments with safety precautions in place. Vision and hearing testing will be added back to screening as of July 10, 2020.

Update State EIEP Contracts:

Bob Tranas provided an update on potential budget reductions.

EARLY CHILDHOOD EDUCATION:

Nothing reported for Early Childhood Education.

EARLY HEAD START:

COVID Funds Update:

Stephanie Stevens provided an update on funding available for EHS. The amount that will be available for supplies to respond to COVID-19 will be \$31,637.00.

EHS Federal Review Summary:

Stephanie Stevens reported that Phase 1 of the Federal review is complete. The review was through a series of phone calls. The result of the review was that there is no area of concern.

BUDGET:

Final-Approved Budget 2020-2021:

Bob Tranas presented the Budget that was approved in June with 2% reductions.

OTHER NEW BUSINESS:

There was no new business.

DIRECTOR'S REPORT:

June Director's Report:

Bob Tranas provided a written directors report for June.

TREASURER'S REPORT:

May Treasurer's Report:

Carol Curtis provided the May Treasurer's Report.
92% of the year expended 92% of income received 89% expended

STATISTICAL REPORT:

The April statistical reports were reviewed.

ADJOURN:

There being no further business, Cindy Reardon made a motion to adjourn. Carol Yonkee seconded. With a unanimous vote, the motion carried. Meeting adjourned at 7:38pm.

NEXT MEETING DATE:

The next scheduled meeting for Children's Developmental Services of Campbell County Board of Directors is July 29, 2020 7:00 P.M. at the Children's Developmental Services of Campbell County.

Respectfully Submitted,

Cindy Reardon, Secretary
CDS -CC Board of Directors

Wendy Balo, Chairwoman
CDS -CC Board of Directors

Checklist to Evaluate a nonprofit Board of Directors

(certain sections of the following may be specific to the U.S.)

Edited by Carter McNamara, MBA. PhD

(Be sure to read How to Use this Tool and Disclaimers before using information in this document.)

Also see

Related Library Topics

Rating *	Indicator	Met	Needs Work	N/A
E	1. The roles of the Board and the Executive Director are defined and respected, with the Executive Director delegated as the manager of the organization's operations and the board focused on policy and planning.			
R	2. The Executive Director is recruited, selected, and employed by the Board of Directors. The board provides clearly written expectations and qualifications for the position, as well as reasonable compensation.			
R	3. The Board of Directors acts a governing trustee of the organization on behalf of the community at large and contributors while carrying out the organization's mission and goals. To fully meet this goal, the Board of Directors must actively participate in the planning process as outlined in planning sections of this checklist.			
R	4. The board's nominating process ensures the board remains appropriately diverse with respect to gender, ethnicity, culture, economic status, disabilities, and skills and/or expertise.			
E	5. The board members receive regular training and information about their responsibilities.			
E	6. New board members are oriented to the organization, including the organization's mission, by laws, policies, and programs, as well as their roles and responsibilities as board members.			
A	7. Board organization is documented with a description of the board and board committee responsibilities.			
A	8. Each board has a board operations manual.			
E	9. If the organization has any related party transactions between board members or their family, they are disclosed to the board of directors, the Internal Revenue Service and the auditor.			
E	10. The organization has at least the minimum number of members on the Board of Directors as required by their by laws or state statute.			
R	11. If the organization has adopted by laws, they conform to state statute and have been reviewed by legal counsel.			
R	12. The by laws should include: a) how and when notices for board meetings are made; b) how members are elected/appointed by the board; c) what the terms of office are for officers/members; d) how board members are rotated; e) how ineffective board members are removed from the board; f) a stated number of board members to make up a quorum which is required for all policy decisions.			
R	13. The board of directors review the by-laws.			

INDIVIDUAL BOARD MEMBER SELF-EVALUATION FORM

Use the following questions for individual board member evaluation. Board members answering yes to these questions are likely to be fulfilling their responsibilities as board members.

		Yes	No	Not Sure
1.	Do I understand and support the mission of the organization?			
2.	Am I sufficiently knowledgeable about the organization's programs and services.			
3.	Do I follow trends and important developments related to this organization?			
4.	Do I assist with fundraising and/or give a significant annual gift to the organization?			
5.	Do I stay informed about the organization's financial health?			
6.	Do I have a good working relationship with the chief executive?			
7.	Do I recommend individuals for service to this board?			
8.	Do I prepare for and participate in board meetings and committee meetings?			
9.	Do I act as a good-will ambassador for the organization?			
10.	Do I find serving on the board to be a satisfying and rewarding experience?			
11.	Do I attend at least 75% of board meetings during the year?			

All organizations should take note: All responses to indicators should be reviewed carefully to see if they could improve management operations. Indicators checked "N/A" due to uncertain applicability to the organization must be further reviewed to determine if they should become a part of "doing business." If the assessors simply do not know what the indicator means, further information may be needed to accurately assess the feasibility of its application. Indicators marked "N/A" because they have not been met but that apply to the organization, may require immediate attention. Technical assistance, consulting, or training may be required to implement these indicators.

The indicators in this checklist should be informative and thought provoking. The checklist can be used to achieve not only a beginning level of good management but improve existing management to provide the organization with greater stability, reliability and success in the nonprofit community. It is also a useful tool if an organization is experiencing management problems, to help pinpoint any weaknesses so action can be taken, or assistance sought to improve the organization's health. All organizations should use the checklist to re-assess themselves periodically to ensure compliance with established rules and regulations, and to continue improving administrative health through the indicator's helpful suggestions.

Disclaimer

This checklist is designed to provide accurate and authoritative information regarding the topics covered. Legal requirements and non-legal administrative practice standards reflected herein are capable of change due to new legislation, regulatory and judicial pronouncements, and updated and evolving guidelines. All stated legal requirements are in effect as of September 1, 1995. The same are utilized with the understanding that the provision of this checklist does not constitute the rendering of legal, tax or other professional services.

If the organization requires professional assistance on these or other nonprofit tax, management, or accounting issues, please contact your own professional advisors.

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A	14. The board has a process for handling urgent matters between meetings.			
E	15. Board members serve without payment unless the agency has a policy identifying reimbursable out-of-pocket expenses.			
R	16. The organization maintains a conflict-of-interest policy and all board members and executive staff review and/or sign to acknowledge and comply with the policy			
R	17. The board has an annual calendar of meetings. The board also has an attendance policy such that a quorum of the organization's board meets at least quarterly.			
A	18. Meetings have written agendas and materials relating to significant decisions are given to the board in advance of the meeting.			
A	19. The board has a written policy prohibiting employees and members of employees' immediate families from serving as board chair or treasurer.			
Indicators ratings: E=essential; R=recommended; A=additional to strengthen organizational activities				

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How to Use the Tool

The checklist indicators represent what is needed to have a healthy, well-managed organization. Since it is a self-assessment tool, organizations should evaluate themselves honestly against each issue and use the response to change or strengthen its administrative operations.

Ratings:

Each indicator is rated based on its importance to the operation and effectiveness of any nonprofit organization. The ratings are:

E: Indicators with an "E" are essential or basic requirements to the operations of *all* nonprofit organizations. Organizations which do not meet the requirements of these indicators could place their organizations in jeopardy.

R: An "R" rating signifies that these indicators are recommended as standard practice for effective nonprofit organizations.

A: Additional indicators which organizations can implement to enhance and strengthen their management operations and activities are rated with an "A".

Checklist Responses:

Organizations can respond in one of three ways to each indicator used:

- Needs work-** An indicator that is marked as "Needs Work" implies that work has been done towards achieving this goal. The organization is aware of the need for this indicator and is working towards attaining it.
- Met-** All indicators marked as "Met" demonstrate the organization has fulfilled an essential management need. However, the organization should review these indicators in the future to be sure their management remains healthy in view of the many internal and external changes which constantly occur in all organizations.
- N/A-** Indicators marked as "N/A" can mean several things, including:
 - the indicator is not applicable to the management operations of this organization
 - the organization is not sure of the need to meet the requirements of this indicator
 - the organization has not met, nor is working on this indicator presently, but may address it in the future

CHILDREN'S DEVELOPMENTAL SERVICES OF CAMPBELL COUNTY
POLICY AND PROCEDURE ON NOTIFICATION OF PRIVACY RIGHTS
UNDER THE ~~HEALTH INSURANCE PORTABILITY~~
~~AND ACCOUNTABILITY ACT~~ FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Policy: It is the policy of Children's Developmental Services of Campbell County that families will understand their right to privacy under the ~~Health Insurance Portability and Accountability Act (HIPAA)~~ Family Educational Rights and Privacy Act

Purpose:

To ensure each ~~staff and~~ family members right to privacy under ~~HIPAA FERPA~~.

Procedure:

The following steps are to be followed to inform ~~employees and~~ families concerning their child's privacy rights under ~~HIPAA FERPA~~:

1. Upon ~~intake enrollment~~ of a ~~student or family~~ ~~or employment of a new staff member~~, provision of a Notice of Privacy Rights under the ~~Health Insurance Portability and Privacy Act (HIPAA)~~ Family Educational Rights and Privacy Act (FERPA) will be provided. ~~Signed acknowledgment of receipt of privacy rights will be obtained.~~(Strike??)
2. ~~Present Current employees and~~ families will be provided with the Notice of Privacy Rights under ~~HIPAA FERPA~~ which will ~~also~~ include signed acknowledgment of receipt of these Rights.
3. Signed acknowledgment will be maintained in each ~~employees personnel file~~ ~~student's Permanent Special Education File file~~ of all enrolled ~~children~~. (Strike this paragraph if not requiring signed acknowledgement)
4. Children's Developmental Services of Campbell County will continue to follow current practices of confidentiality as outlined in the Policies and Procedures for maintaining confidentiality and the Release of Confidential Information.

Wyoming Part C Trend Report

Region 13

Indic. #	Indicator	# Children 2018-19	2018-19 Target	2015-16	2016-17	2017-18	2018-19	Met 2018-19 Target?
1	Percent of infants and toddlers with IFSPs who receive early intervention services on their IFSPs in a timely manner.	14	100.00%	100.00%	100.00%	100.00%	100.00%	Yes
2	Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.	83	96.00%	100.00%	100.00%	100.00%	100.00%	Yes
3	<i>Percent of infants and toddlers with IFSPs who demonstrate increased rates of growth (SS1) and percent who exit at age level (SS2).</i>							
3A	Social-Emotional SS1	13	45.05%	78.13%	72.73%	64.71%	30.77%	No
	Social-Emotional SS2	28	52.98%	50.00%	66.67%	79.49%	67.86%	Yes
3B	Knowledge and Skills SS1	24	49.17%	84.62%	65.79%	54.84%	37.50%	No
	Knowledge and Skills SS2	28	55.00%	45.24%	48.89%	53.85%	39.29%	No
3C	Taking Action SS1	23	56.34%	87.80%	88.37%	100.00%	47.83%	No
	Taking Action SS2	28	56.16%	38.10%	48.89%	71.79%	53.57%	No
4	<i>Percent of families participating in Part C who report that early intervention services have helped the family.</i>							
4A	Know their rights.	38	97.26%	96.55%	96.49%	94.12%	97.37%	Yes
4B	Effectively communicate child's needs.	38	96.42%	96.55%	96.49%	100.00%	100.00%	Yes
4C	Help their children develop and learn.	38	96.42%	96.55%	96.49%	100.00%	100.00%	Yes
5	Percent of infants and toddlers birth to 1 with IFSPs.	609	2.04%	-	2.06%	1.45%	2.79%	Yes
6	Percent of infants and toddlers birth to 3 with IFSPs.	2056	5.00%	-	3.76%	3.36%	4.04%	No
7	Percent of eligible infants, toddlers with IFSPs for whom an evaluation and assessment and an initial IFSP meeting were conducted within 45-day timeline.	56	100.00%	100.00%	100.00%	100.00%	100.00%	Yes
8	<i>Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday.</i>							
8A	IFSPs with transition steps and services.	28	100.00%	100.00%	100.00%	100.00%	100.00%	Yes
8B	Notification to Local Education Agency (LEA), if child potentially eligible for Part B.	24	100.00%	100.00%	100.00%	100.00%	100.00%	Yes
8C	Transition conference, if child potentially eligible for Part B.	24	100.00%	100.00%	100.00%	100.00%	100.00%	Yes



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Fax (307) 777-7439 • www.health.wyo.gov



Michael A. Ceballos
Director

Mark Gordon
Governor

June 24, 2020

Ref. CD-2020-14

Robert Tranas, Executive Director
Children's Developmental Services
Of Campbell County
1801 4-J Road
Gillette, WY 82718

Dear Bob:

The Early Intervention and Education Program (EIEP) of the Wyoming Department of Health, Behavioral Health Division, has reviewed the information provided through self-assessments, monitoring visits and other public information, and has determined that Children's Developmental Services of Campbell County (R13) **Meets Requirements** of Part C of the IDEA 2004 performance for Federal Fiscal Year (FFY) 2018 (July 1, 2018 to June 30, 2019). Region 13, Children's Developmental Services of Campbell County has met all indicators that required a performance of 100%. This is the reason the Region 13 was given the determination of meets requirements for FFY2018.

The EIEP's determinations were based on the totality of the region's information including any compliance issues. The factors that affected the determinations were whether the region: (1) provided valid and reliable data, (2) demonstrated compliance or timely corrected noncompliance, and (3) in instances where it did not demonstrate compliance, had made progress in ensuring compliance over prior performance in that area.

The EIEP is committed to supporting the regions' efforts to improve results for infants and toddlers with disabilities and their families and looks forward to working with your region over the next year to improve any performance that did not meet the targets. If you have any questions, or want to request technical assistance, please do not hesitate to call Christine DeMers, Part C Coordinator, at 307-777-5246 or Kathy Escobedo, EIEP Program Manager, at 307-777-6972.

Sincerely,

Kathy Escobedo, Manager
Early Intervention and Education Program
Behavioral Health Division
Wyoming Department of Health

Christine DeMers, Part C Coordinator
Early Intervention and Education Program
Behavioral Health Division
Wyoming Department of Health



RECEIVED

JUL 13 2020

June 2020

Dear Early Childhood Program Leaders,

The enclosed check is an investment in your work with young children and families from the 2020 CARES Act Child Care Development Block Grant supplemental funding allocation administered by the Wyoming Department of Family Services. Pending federal guidance, these dollars are taxable and are subject to an audit. Please consult with your accountant to ensure to document receipt and use of the funds.

We know that some of you have accessed and plan to access other grant, loan and/or stipend opportunities. You may continue to access these other funding opportunities if you have needs that remain unmet, but be advised that you may not “double dip” and use this payment for expenses already funded by other programs (Paycheck Protection Program, Economic Injury Disaster Loan, Business Council Business Relief Stipend) or requested from subsequent programs (Child Care Response, Stabilization and Recovery Grants via Wyoming Kids First, subsequent Wyoming Business Council relief programs).

Perhaps now more than ever, we recognize and value early childhood care and education institutions in our communities – so many of us depend on you to foster our young children’s learning, growth and enrichment. You not only enrich children’s lives, but all of our lives. You are pillars for families and communities, and critical supports that many of us will need in spades in order to get back to work and other activities that have become meaningful and appreciated parts of daily life.

You have endured this crisis first as members of your own families and communities. Your bravery and dedication manifest daily as you continue to ensure the wellbeing of the children entrusted to your care. Please accept our profound gratitude for the sacrifices that you have made and continue to make – you are noticed and deeply appreciated!

Please stay in touch with questions, concerns, challenges, and successes.

A handwritten signature in black ink that reads "Becca Steinhoff". The signature is written in a cursive, flowing style.

Becca Steinhoff
Executive Director
307-575-2443
director@wyokidsfirst.org



ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-20-04	2. Issuance Date: 06/22/2020
	3. Originating Office: Office of Head Start	
	4. Key Words: Transportation Services; Vehicles; COVID-19 Pandemic	

INFORMATION MEMORANDUM

TO: All Head Start and Early Head Start Agencies and Delegate Agencies

SUBJECT: Head Start Transportation Services and Vehicles During the COVID-19 Pandemic

INFORMATION:

School buses and allowable alternate vehicles are generally the safest mode of transportation for children. They are also necessary for many children and families to participate in Head Start programs. Implementing safe practices is essential when providing transportation services during the coronavirus disease 2019 (COVID-19) pandemic.

When making decisions about transporting children, programs should consult local health officials and other state and local authorities, to the extent feasible. These authorities can help assess the current level of mitigation needed based on levels of COVID-19 community transmission and the capacities of local public healthcare systems. Staff should take steps to ensure they mitigate the risk with respect to school buses and allowable alternate vehicles. The steps Head Start programs take to reduce risk should be the same whether the program is providing its own transportation or relying on contracted or school district-provided transportation.

Support Transportation Staff Safety

- Strongly encourage staff members who are sick to stay home, particularly those who have tested positive or are showing COVID-19 symptoms. Sick staff members should not return to work until the criteria to discontinue home isolation are met, in consultation with healthcare providers and state and local health departments. Staff who have recently had close contact with a person with COVID-19 should also stay home and monitor their health. The U.S. Centers for Disease Control and Prevention (CDC) has [recommendations sick people should follow](#).

- Send home staff experiencing symptoms during work hours.
- Assign [vulnerable workers](#) alternate duties that minimize their contact with children, families, and other employees, if possible.
- Make available and ensure the use of [cloth face coverings](#) per CDC recommendations. Vehicle operators should wear a cloth face covering only if it will not interfere with safe driving. Cloth face coverings [should not be placed on](#) children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance.
- Make available and ensure the use of [hand hygiene supplies](#) per CDC recommendations. Proper [hand hygiene](#) is an important infection control measure. Staff and children should wash their hands regularly with soap and water for at least 20 seconds. If soap and water are not readily available, use an alcohol-based hand sanitizer containing at least 60% alcohol. Supervise children when they use hand sanitizer to prevent ingestion.

Key times to clean hands:

- Before and after eating, preparing, or handling food and drinks
- After using the toilet
- After coming in contact with bodily fluid
- After blowing your nose, coughing, or sneezing
- After handling garbage

Additional times to clean hands:

- Before and after work shifts and breaks
- After touching frequently touched surfaces, such as handrails
- After putting on, touching, or removing cloth face coverings

Use of Head Start Vehicles During Periods of Service Interruption

Based on public health guidance, programs may temporarily stop regular program operations, including center-based, family child care, and home-based services. During this time, to the extent possible, employees should continue to engage families and deliver critical services remotely. Programs should continue to provide children with supplies they would receive normally through the program, such as diapers, formula, snacks, meals, and learning supplies.

When programs use agency vehicles to transport food and supplies, they should:

- Minimize contact between vehicle operators and other staff, children, and families as they load and deliver supplies.
- Make available and ensure the use of cloth face coverings and hand hygiene supplies, as described above. Ensure staff maintain at least 6 feet (about two adult arms' length) between each other and families receiving supplies.

Use of Head Start Vehicles to Provide Transportation Services for Children

For programs that are currently operating:

- Minimize contact between vehicle operators and other staff. If possible, stay at least 6 feet from other people.
- Make available and ensure the use of cloth face coverings and hand hygiene supplies as described above.
- Conduct a [health check](#) of all children and staff before they board the vehicle. Do not transport individuals with a fever of 100.4°F (38°C) or above or who show other signs of illness. Do not transport individuals who have been in close contact (within 6 feet) of someone who has tested positive for, or is showing symptoms of, COVID-19. Consider training and equipping bus monitors to use a non-contact thermometer.
- Position children as far apart as possible, preferably 6 feet apart, with one child per bench and no consecutive rows. If children are coming from the same home, they may sit together. If possible, ensure children sit 6 feet away from the vehicle operator.
- Reroute or stagger bus runs, as needed, to keep group size small and minimize potential exposure between children.
- If possible, keep class groups together on bus runs to minimize potential exposure between different groups of children.
- Use visible cues, such as stickers on the floors, to guide children and offer gentle prompts to help them understand the new protocols. Remember that young children do not understand the need for physical distancing. They rely on adults for their safety and care.
- Vehicle operators should avoid touching surfaces often touched by bus passengers, to the extent possible. Staff should use gloves if touching surfaces contaminated by body fluids.

Fluctuating Service

Programs should check state and local health department notices daily about COVID-19 transmission and mitigation levels in the area and adjust operations accordingly. As community conditions continue to change, some programs may need to adjust their program operations and services.

Based on local data and guidance or directives, programs should be prepared to stagger routes, reduce bus runs, or end bus runs temporarily. Programs should engage staff and families when making changes to transportation policies.

Clean Vehicles Between Each Use

Programs should [clean and disinfect](#) vehicles between each use pursuant to CDC's recommended process using [products that are U.S. Environmental Protection Agency-approved for use against the virus that causes COVID-19](#). Be sure to thoroughly clean and disinfect commonly touched surfaces. Ensure [safe and correct use](#) of cleaning and disinfection products, including storing products securely away from children. Cleaning products should not be used near children. Staff should ensure there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic vapors.

- For hard and non-porous surfaces inside the vehicle (e.g., hard seats, arm rests, door handles, light and air controls, doors, windows), clean with detergent or soap and water if the surfaces are visibly dirty, prior to disinfectant application.

- For seatbelts, and other child safety restraints, programs must employ methods and products that are effective on COVID-19 and safe for use with the restraint system, particularly seatbelt webbing. Chlorine- or ammonia-based solutions may cause deterioration of safety restraint components and cannot be used. For cleaning guidelines, consult the vehicle or restraint system manufacturer.
- For soft or porous surfaces (e.g., fabric seats), remove any visible contamination and clean with appropriate cleaners indicated for use on these surfaces.

Refer to the [CDC](#) for additional information, particularly:

- [Interim Guidance for Administrators of US K–12 Schools and Child Care Programs](#)
- [Guidance for Child Care Programs That Remain Open](#)
- [Child Care Decision Tool](#)
- [Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#)
- [What Bus Transit Operators Need to Know About COVID-19](#)

Please stay in touch with your program specialist as you plan and provide program services.

Thank you for your work on behalf of children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start
Office of Early Childhood Development



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Mr. DG Reardon

Children's Developmental Services of Campbell County

1801 South 4-J Road

Gillette, WY 82718 - 5201

From: Responsible HHS Official

Date: 07/01/2020

Dr. Deborah Bergeron

Director, Office of Head Start

From June 8, 2020 to June 12, 2020, the Administration for Children and Families (ACF) conducted a Focus Area One (FA1) monitoring review of the Children's Developmental Services of Campbell County Early Head Start program. This report contains information about the grantee's performance and compliance with the requirements of the Head Start Program Performance Standards (HSPPS) or Public Law 110-134, Improving Head Start for School Readiness Act of 2007.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. The FA1 review allows the OHS to understand how programs are progressing in providing services in the 5-year grant cycle. The report includes the performance measures used to understand grantee progress towards program goals. You can use this report to identify where your program was able to describe progress toward implementing program services that promote quality outcomes for children and families. Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Ms. Cheryl Lutz, Regional Program Manager

Mr. Robert Tranas, Chief Executive Officer/Executive Director

Mrs. Stephanie Stevens, Early Head Start Director

Glossary of Terms

Opportunity for Continuous Improvement (OCI)	An OCI is identified when the grantee is determined compliant in an area; however, through intentional, continuous improvement strategies, the agency has the opportunity to enhance overall program quality.
Area of Concern (AOC)	An area for which the agency needs to improve performance. These issues should be discussed with the grantee's Regional Office of Head Start for possible technical assistance.
Area of Noncompliance (ANC)	An area for which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the grantee's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>



Program Design and Management

Program Design

The grantee's program design and structure takes into account community strengths and needs.

Program Management

The grantee has an approach for providing effective management and oversight of all program areas and fiduciary responsibilities.

Program Governance

The grantee maintains a formal structure for program governance that includes a governing body, a policy council (or policy committee for delegates), and parent committees.

Program Design and Management Summary

Children's Developmental Services of Campbell County's Early Head Start (EHS) program met the needs of its rural community dependent on the economy of coal mining, quarrying, and oil and gas extraction. The Community Assessment and Self-Assessment data showed overwhelming support for home-based services provided by staff trained to build trusting and culturally sensitive relationships. Most of the enrolled families lived in Gillette, Wyoming, with the remaining families residing outside the city, in the 5,000 square mile service area. The families self-described as conservative and preferred to care for themselves. The program reported all families spoke English. However, the program maintained culturally appropriate materials and had dual language learner strategies such as contracts with interpreters when needed for enrollment interviews, home visits, and discovery events (socialization). The program provided targeted services to eligible children and families based on the rural community's needs.

Working together, committees with staff, parents, the board of directors, and the policy council members developed the school readiness goals, program goals, and used data to monitor the program's progress. Data from the Self-Assessment, family surveys, community surveys, Community Assessment, and the Head Start Program Performance Standards (HSPPS) were used to inform the goal content. The ongoing monitoring process assessed the goals' relevance to the program's and the community's current needs. Locally designed tools were used to monitor ongoing services, and staff recorded the results in the ProCare data management system. Staff collected and aggregated data from the Self-Assessment, Teaching Strategies GOLD (TSG), child files, enrollment, attendance, lesson plans, ongoing observations and monitoring, and surveys to inform improvement. The three home visitors used the Life Skills Progression (LSP) tools when working with families. The LSP data was used to guide practice, work with individual families, enhance community partnerships, and identify additional resources. The Management Team met weekly to identify trends for the whole organization and the impact on individual programs. The Management Team used reflective supervision at least monthly with staff. They used information from observed home visits to determine professional development. The EHS Director and Executive Director reviewed the program's data, the budget status, and provided regular program information and financial reports to the parents, staff, the board, and the policy council. The program's use of data for effective planning and oversight resulted in continuous improvement in providing services to children and families.

The Children's Developmental Services seamlessly continued services during the COVID-19 pandemic. The home visitors continued weekly home visits virtually. They shared information electronically and gave parents packets to support the families in making progress toward their goals. They individualized how often they checked in with each family. They called vulnerable families at the beginning and end of each week to find out if they needed support or resources. The Executive Director and EHS Director said that the biggest challenge was the effective technology use. They worked to provide services by phone as effectively as possible. They expanded their technology to use videotaping during virtual home visits. They reported it also challenged staff to improve their coaching skills during virtual meetings with families. The board member reported the staff's ability to provide support and to identify and provide needed resources were above and beyond their expectations. The EHS Director said providing remote education helped home visitors expand their competencies in meeting families where they are. They reported that this experience has also helped them expand their use of technology during the crisis and for ongoing continuous quality improvement. They conducted board and policy council meetings through Microsoft Teams and sent out informational packets before the meetings, and had the reports online. The program's efforts to support children and families during the pandemic ensured family well-being.

The program maintained a process for leveraging the expertise of the Board of Directors and the Policy Council. The County

Board of Commissioners appointed the Children's Developmental Services of Campbell County's Board of Directors for the children's services. The 5-member, the 3-term board included a banker, a member with a health background, an elementary school principal, another educator, and a community member. The county's attorney provided legal counsel. The Parent Committee's elected the policy council members. The five members included three parents and two community members, a liaison to the board, and the community's Head Start Director. The policy council discussed the program's operations and financial information. One example was the need to change the program's curriculum because of its impact on the budget and the curriculum tools did not meet the program or parent expectations. The policy council provided their expertise in the choice of the new curriculum. The program provided training for the board and the policy council through orientation, annual training, and a thumb drive with roles and responsibilities, by-laws, regulatory responsibilities, and program summaries. The program provided training using videos, resources from Early Childhood Learning and Knowledge Center, during regular monthly meetings, external resources, and through the provision of data and other information. The board and the policy council members understood their roles and responsibilities for providing oversight for the EHS grant funds.



Designing Quality Education and Child Development Program Services

Alignment with School Readiness

The grantee's approach to school readiness aligns with the expectations of receiving schools, the Head Start Early Learning Outcomes Framework (HSELOF), and state early learning standards.

Effective and Intentional Teaching Practices

The grantee has strategies to ensure teaching practices promote progress toward school readiness.

Supporting Teachers in Promoting School Readiness

The grantee has an approach for ensuring teachers are prepared to implement the curriculum and support children's progress toward school readiness.

Home-based Program Services

The grantee has strategies to ensure home-based program services help parents to provide high-quality learning experiences.

Designing Quality Education and Child Development Program Services Highlight

Children's Developmental Services of Campbell County EHS prepared parents to be lifelong educators and to advocate for their children when transitioning to receiving programs. The program developed its school readiness goals through an Early Childhood Committee comprised of staff from EHS, Head Start, and other early childhood programs to lay a solid foundation for school preparedness. The committee developed the goals in alignment with the Head Start Early Learning Outcomes Framework (HSELOF), the Wyoming early learning standards, and the school district. The program provided the draft school readiness goals to all families for their feedback. Based on the parent's input, they changed some unfamiliar wording such as emergent literacy to more common verbiage. They also educated families on developmental terminologies, such as gross and fine motor skills. The program planned transitions collaboratively with the receiving programs, the parents, and the Early Intervention staff for children with an Individualized Family Service Plan (IFSP). The home visitors helped families to determine their next setting, while also educating them on what to look for in a quality preschool program. They reviewed the child's developmental progress and their educational goals so that parents felt confident in understanding their child's needs and could advocate for their child in the new setting. All transition plans included supporting the parents to proactively share TSG data, the child's individual needs, learning goals, and successful strategies at home with the new program. The program engaged parents in selecting a curriculum. They piloted several curricula models with families and used their feedback to choose Partners for a Healthy Baby. The staff and parents agreed it was comprehensive, user-friendly, and focused on many issues faced by families such as substance abuse, mental health, and father engagement. Together, these efforts together enhanced their strategies in strengthening families and supporting them as informed advocates for their child's education.

The program developed its home-based services with clear strategies to provide high-quality services and partnerships that ensured each child and family could reach their goals. Home visitors supported parents in understanding their child's progress by color-coding their child's goals aligned with the TSG assessment. They helped parents create a nurturing and responsive learning environment in the home by reviewing daily routines and using the Partners for a Healthy Baby curriculum to build activities from them. They used the HSELOF with parents to identify their child's current developmental level to plan learning activities. The home visitors worked collaboratively with the agency's Early Intervention Specialists and Mental Health Consultant (MHC) to provide services jointly for children with IFSPs and those with identified concerns. Home visitors focused on the relationships between parents and their children and began each visit with a warm greeting. Parents led the activities using materials found in the home with home visitors modeling how to expand their child's skills. They observed the parent and child and provided feedback using Parents Interacting with Infants supplemental curriculum and acknowledged the parent's successes and frustrations. Staff and parents planned discoveries with a focus on parent education and enhancing the parent-child relationship. Parents had a question to think about during the discovery activity and shared their thoughts during the follow-up discussion. They talked about what they observed about their child's learning and used the information to plan at-home activities. Each month there was an awareness topic discussed during parent group meetings. They linked the parent education during discoveries to the awareness topic. Home visitors worked in partnership with parents to provide individualized educational services for their children and support the parent's educator role.



Designing Quality Health Program Services

Child Health Status and Care

The grantee has an approach for ensuring the delivery of high-quality health services.

Safety Practices

The grantee implements a process for monitoring and maintaining healthy and safe environments and ensuring all staff have complete background checks.

Designing Quality Health Program Services Summary

Children's Developmental Services of Campbell County ensured children's ongoing health care through parent education, support, and community partnerships. The Partners for a Healthy Baby curriculum included health education and home visitors discussing a health aspect during each home visit. The program also included health-focused activities in discovery events. A partnership with the University of Wyoming Cent\$ible Nutrition program provided families with education through onsite classes to support nutrition and health goals. The county's Health Department and the Women, Infants, and Children program collaborated with the staff to provide nutrition and blood lead level screenings and assessments. The agencies also could work with individual families and consult with program staff. The program's Health Services Advisory Committee helped it develop partnerships with various health agencies and providers. The MHC participated in discovery events to build relationships with families and to consult with parents and staff. Home visitors supported parents with specific strategies to ensure ongoing and follow-up care, including a calendar for health and dental-related appointments and timelines, phone reminders, and a chart of health requirements by age. Home visitors engaged parents in planning and follow-through by helping them make appointments, compose questions for providers, debriefing after health visits, and providing referrals, transportation, and education. The program used data from the ProCare database to track health and dental requirements, missed and rescheduled appointments, and to analyze root causes to develop strategies to support parents in meeting children's health care needs. Specific strategies ensured children's ongoing health care in parent education and support and collaborations with community stakeholders.

The program ensured the safety of children, families, and staff with comprehensive preventative strategies. Staff completed checklists before and after discoveries events. A Safety Lead conducted a thorough monthly inspection that included the facility, carbon dioxide, fire extinguishers, first aid kits, emergency procedures, medication expiration dates, and the solution in eyewash stations. The site had the emergency procedures and allergy information in a binder and posted. A home visitor held first aid trainer certification and trained all staff and interested parents. Home visitors helped families develop home emergency plans. Staff conducted fire drills during home visits with and helped parents complete home exit plans based on fire department training. All staff received thorough training in health and safety, including the Head Start Program Performance Standards requirements and COVID-19 practices. The program used the National Association for the Education of Young Children Code of Conduct, which included accuracy in reporting and fraud. The initial criminal record check included the states the individual lived in over the past 5 years. The agency also completed annual background checks for all staff through the state's central registry with an FBI clearance completed at 5-year intervals. A system of comprehensive preventive strategies ensured the safety of children, families, and staff.



Designing Quality Family and Community Engagement Services

Family Well-being

The grantee has an approach for collaborating with families to support family well-being.

Strengthening Parenting and Parent-Child Supports

The grantee has an approach for providing services that strengthen parenting skills.

Designing Quality Family and Community Engagement Services Highlight

The Children's Developmental Services of Campbell County EHS program had a comprehensive approach to family engagement focused on strengthening families and empowering them to make informed decisions for themselves and their children. Building a productive relationship with families based on trust was the foremost strategy used by home visitors. The program developed a family assessment aligned with the Parent, Family, and Community Engagement Framework. Home visitors used the routines-based conversation process to identify areas within family routines that posed challenges for the family and child while also identifying strengths. They established individualized goals and used the LSP to support the family's development and their dreams. The home visitors gathered information from the families about services they received to effectively leverage community resources and identify the gaps based on the family needs. They also talked to families about their strengths and what they had, such as a checking or savings account, a reliable support system, or consistent routines. They followed up on goals at least once a month and completed the LSP and Ages and Stages Questionnaire: Social Emotional (ASQ-SE) every 6 months. They discussed the alignment of the LSP and the ASQ-SE with the family and the impact on the parent and child relationship. Community partnerships provided workshops during discovery events and individual services for families. A policy council member, a financial literacy trainer, provided training for parents that included how to start buying a house, how to start a savings account, and how to develop a budget. The program partnered with CLIMB Wyoming, a program for low-income single mothers to discover self-sufficiency through career training and placement. Two families completed the program and employed in their trained fields. The program reported 32 of 33 families, one just enrolled, completed a Family Partnership Agreement, and established goals. Two families enrolled after the COVID-19 shelter-in-place regulations developed goals. Thirty families made progress toward their goals. The program reported that many children achieved their educational goals because parents were at home and able to support their child's learning more intentionally, with ongoing virtual support from home visitors.

The program used Partners for a Healthy Baby Prenatal to Three as their parenting curriculum as the primary tool used to plan home visits and support families in strengthening their parenting skills. It was selected because it addressed the multifaceted needs of expectant and parenting families. The curriculum had embedded education on mental health, substance abuse, poverty, and family stability. Topics included improved prenatal health, healthy birth outcomes, bonding and attachment, positive parenting, child health and development, infant mental health, economic self-sufficiency, and family stability. Home visitors met weekly with pregnant moms and supported them through the transition to postnatal. They conducted home visits for up to 2 months after delivery and the transition into EHS. The program partnered with the Health Department to provide a pediatric nurse for the newborn visits and partnered with the Women's Resource Center to support pregnant and new moms. Home visitors engaged fathers and other male caregivers in the goal-setting process whenever possible. They alternated home visits for parents with shared custody arrangements and encouraged mothers to support fathers in being engaged in the program. The program offered parenting classes to parents in all early childhood programs to bridge the gap for home-based families to develop social connections and to expand their parenting skills with other parents. Data indicated mental health was a significant concern, including depression and social anxiety. The program developed its mental health contract to help break down barriers by having the MHC embedded into all activities with families, including facilitating parent groups and being an active participant in discovery events. The program's comprehensive efforts provided relevant and supportive strategies to support parents and strengthen wellness.



Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure

Eligibility, Recruitment, Selection, Enrollment, and Attendance

The grantee enrolls children or pregnant women who are categorically eligible or who meet defined income-eligibility requirements.

At least 10% of the grantee's total funded enrollment is filled by children eligible for services under IDEA or the grantee has received a waiver.

Enrollment Verification

The grantee maintains and tracks full enrollment.

Fiscal Infrastructure, Capacity, and Responsiveness

The grantee's fiscal staff have the qualifications needed to provide oversight of the grant.

The grantee has a budget development and revision process that includes stakeholders and appropriate approvals, and ensures continuous alignment with program design, goals, and objectives.

Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure Highlight

The program had a comprehensive process to ensure eligible children most in need of services, including those with disabilities, were selected to maintain full enrollment. Home visitors met with families in-person to complete the application. They thoroughly reviewed documentation to determine eligibility, including income, public assistance, foster care, and homeless. They followed the McKinney-Vento Act to determine homelessness. If parents lived with another family, staff documented how the families met basic needs and determined if the situation was temporary or permanent. They asked what led to the situation, their employment status, what the sleeping arrangements were, and if they had an alternative for housing. The staff completed and signed the eligibility verification form based on the selection criteria. The policy council and the board reviewed and approved the criteria and based revisions on the community's needs. The EHS Director reported this past year, they increased points for children in foster care and assigned points differently to prioritize homelessness because of an increase in the community. Another home visitor reviewed the documentation and eligibility determination and signed the verification. The EHS Director completed the third verification. The staff reviewed the waitlist and verified the eligibility determination bi-monthly. The program maintained a large percentage of children with an IFSP, in part because the Children's Developmental Services of Campbell County was the Early Intervention agency. Staff determined vacancies after substantial efforts by the home visitors to contact families by placing door hangers, phone calls, emails, and reaching out to emergency contacts and checking court records for parent incarceration. Home visitors reported it was rare for them to lose contact with any families. The program filled vacancies within 1 week of determining a family was not returning. The Children's Developmental Services of Campbell County EHS developed effective and comprehensive systems that ensured continuous full enrollment of eligible children since they first received the grant in 2014. They have also consistently exceeded 10 percent enrollment of children with disabilities, with 18 percent of children with disabilities currently enrolled. The program and its stakeholders used community data to prioritize and select eligible families to maintain full enrollment.

Developing Effective Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) Strategies and Fiscal Infrastructure Summary

Children's Developmental Services of Campbell County developed an effective structure for the EHS grant oversight. The

Chief Financial Officer (CFO) led a department with a Senior Financial Specialist and a financial assistant with experience and training in EHS grant management. They managed various funding sources, including state, Federal, and disabilities, to support the children and families. The CFO developed monthly reports generated from the accounting system for the board and the policy council. The board liaison, the Executive Director, and the EHS Director attended the board and the policy council meetings to review the financial reports. A Budget Committee comprised of program coordinators, Financial Specialist, staff from each program, a policy council member, a board member, and parents from each program began the annual budget development process in January. The Budget Committee met to discuss the overall agency budget, and then sub-committees for each cost center met to develop the program's budget. The policy council and the board approved the final revised draft and submitted it to the Board of Commissioners for approval. The policy council, the board, and the Board of Commissioners approved expenditures over \$1,000. Children's Developmental Services of Campbell County's collaborative efforts between the staff, the board, and the policy council ensured oversight activities and budget development for the Early Head Start award.

----- End of Report -----

Director's Report

July 2020

Early Intervention:

- Budget reductions, we are waiting for Behavioral Health Division – Department of Health to inform us of budget reductions.

Early Childhood:

- Half-day preschool waiting list = 88, 2 vacant spots left to fill. There are an additional 121 children on the waiting list who are too young.
- Full-day preschool waiting list = 181, 1 vacant spot left to fill. There are an additional 135 children on the waiting list who are too young.
- Applied for and received \$3,800 in COVID funds.

Early Head Start:

- COVID funds, \$31,000, have been received.

Financial:

- October 1st is the new schedule for the launch of Tyler Technologies, the new accounting system.
- Carol Seeger, Commissioners Administrative Director, has addressed concerns (segregation of duties, misuse of federal funds, missing policies) over the audit with the auditors. Those concerns should not be tied to CDS in future audits.

Personnel:

- The County will be implementing a new Performance Appraisal system. Training will occur during the month of July and it will be implemented during August.
- We currently have the following positions open: Speech and Language Pathologist, Speech and Language Pathology Assistant, Early Childhood Instructor, Kitchen Assistant, EHS Home Visitor.

Other:

- I have met with three County Commissioner candidates.

Facility:

- We will be scheduling a couple projects that will need to be completed this summer:
 - Kitchen floor issues have been addressed.
 - Roof replacement from last summer's hailstorm will not occur. A new insurance adjuster came in and disagreed with the initial finding.

FOR THE MONTH OF June 2020

REVENUES Received	
Enrollments	\$17,517.04
Over Payment in Child Care	\$261.29
Enrollments DFS	\$1,167.37
Enrollments Preschool	\$3,255.01
Over Payment in 1/2 day Preschool	\$1,786.26
Misc	\$140.00
Sub total Preschool Monies	\$20,031.87
BHD Region XIII Part B State June	\$149,633.55
BHD Region XIII Part B VIB Federal June	\$4,316.60
BHD Region XIII Part B Flow thru Federal June	\$6,456.63
BHD Region XIII Part C State - June	\$60,527.22
BHD Region XIII Part C Federal May & June	\$27,554.97
Child Find -- CCSD	\$0.00
Medicaid Waiver/Title 19	\$0.00
Reimbursement	\$180.00
Early Head Start -May exp & June	\$61,973.50
Early Head Start T & TA Funds	\$180.00
Early Head Start COVID Funds	\$8,762.66
TOTAL RECEIPTS	\$319,585.13

Monies Transferred to Campbell County	
REGION XIII Expenses - DD Expenses May DD Exp	
Including Part C/Title VIB/Medicaid/Flow Thru Expenses	\$230,738.06
REGION XIII Expenses - DD Expenses June DD Exp	\$239,711.28
June Federal Part C monies/transferred on 7-28-2020	\$8,777.69
Early Head Start Expenses - May	\$39,922.01
Early Head Start Expenses - June (7-17-2020)	\$30,994.15
TOTAL Monies transferred	\$550,143.19

Miscellaneous Income	
Collections	\$140.00
Reimbursement for CPR from Preschool Academy	\$180.00
	\$0.00
Total	\$320.00

SUMMARY REPORT

DISBURSEMENTS	
ADMINISTRATION	\$37,405.92
EARLY CHILDHOOD	\$111,794.95
EARLY INTERVENTION	\$217,123.89
EARLY HEAD START	\$27,274.04
TOTAL DISBURSEMENTS	\$393,598.80

Preschool Monies + Transferred Monies - Less Disbursements	
DIFFERENCE = CAMPBELL CO. APPROPRIATION	\$176,576.26

<i>Total Enrollment Accounts Receivable as of 5-31-2020</i>	-\$3,008.87
Child Care/Preschool & DFS -	
Charges and adjustments	\$ 26,609.04
Less payments received	\$ 21,939.42
Balance Accounts Receivable as of 6-30-20	\$ 1,660.75

GRANT FUNDED BANK BALANCES: 1ST NATIONAL BANK	
REGION XIII ACCOUNT	\$0.00
EARLY HEAD START	\$84.37
6/30/2020	\$84.37

CHILDREN'S DEVELOPMENTAL SERVICES OF CAMPBELL COUNTY
 FISCAL YEAR 2019-2020
 FINANCIAL STATEMENT FOR June 2020
 Percentage of Year Expended 100%

	JUNE REVENUES	CURRENT YEAR 2019-2020 BUDGETED	2019-2020 RECEIVED TO DATE	PERCENT OF BUDGET	UNENCUMBERED BALANCE	CHART OF ACCT NUMBER	Explanation
REVENUES EARLY CHILDHOOD EDUCATION							
Enrollments/Full Day Preschool	17,255.75	256,650.00	255,772.37	1.00	877.63	1.4856	Parent's Fees
Enrollments/DFS	1,167.37	40,000.00	26,499.62	0.66	13,500.38	1.4856.1	DFS Clients
Enrollments/ Preschool	1,468.75	199,500.00	126,900.90	0.64	72,599.10	1.4856.2	Preschool
Interest Income & Misc	140.00	1,500.00	2,848.56	1.90	-1,348.56	1.5220.20	Misc Income
Totals Early Childhood Education	20,031.87	497,650.00	412,021.45	0.83	85,628.55		
REVENUES EARLY INTERVENTION							
Grants							
Title VI-B Federal 619 2019-2020	4,316.60	51,799.40	51,799.00	1.00	0.40	1.4493.19	Federal VIB Funding 19-20 205 children @ 252.68
Title VI-B Federal Flow Thru 2019-2020	6,456.63	77,479.75	77,480.00	1.00	-0.25	1.4495.19	Federal Flow Thru Funding 19-20 205 Children @ 377.95
BHD - Region XIII Part B State 2019-2020	149,633.55	1,795,601.00	1,795,600.95	1.00	0.05	1.4523	State Part B Funding includes Social Emotional 207 @ 8674.40
BHD - Region XIII Part C Federal 2019-2020	27,554.97	114,105.00	124,105.08	1.09	-10,000.08	1.4498	Federal Part C funding 19-20 83 children @ 1374.76
BHD - Region XIII Part C State 2019-2020	60,527.22	736,327.00	726,327.09	0.99	9,999.91	1.4497.06	State Part C Funding 19-20 83 children @ 8750.93 includes SE + PD Funds
Child Find	0.00	65,000.00	65,000.00	1.00	0.00	1.4629	school district contract
Medicaid Title 19	0.00	62,000.00	46,205.13	0.75	15,794.87	1.4432.3	reimbursement from State/OT,PT, SPEECH
Reimbursement Income	180.00	5,000.00	1,421.00	0.28	3,579.00	1.5491	in/out unexpected reimbursement
Total Early Intervention	248,668.97	2,907,312.15	2,887,938.25	0.99	19,373.90		
REVENUES EARLY HEAD START							
Early Head Start 2019-2020	70,736.16	319,859.04	335,117.59	1.05	-15,258.55	1.4412.20	EHS Budget FY 19 (Sept-August)
Early Head Start 2019-2020 T & TA Funds	180.00	10,000.00	3,504.07	0.00	6,495.93	1.4412.21	Technical Assistant Funds
Total Early Head Start	70,916.16	329,859.04	338,621.66	1.05	-8,762.62		
Campbell County Appropriation	-176,576.26	2,403,595.81	2,179,173.49	0.91	224,422.32		Income less expenses
TOTAL ALL REVENUE	163,040.74	6,138,417.00	5,817,754.85	0.95	320,662.15		Totals

EXPENDITURES ADMINISTRATION	JUNE	CURRENT YEAR	2019-2020	PERCENT	UNENCUMBERED	Explanation	
	Expenditures	2019-2020 BUDGETED	Expended TO DATE	OF BUDGET	BALANCE		
Wages and Benefits							
Salaries & wages Permanent Emp.							
Regular Earnings	10,048.56	136,681.00	135,081.13	0.99	1,599.87	701.6022	4 full time/ less DD
Regular Earnings Overtime	388.34	6,200.00	4,711.39	0.76	1,488.61	701.6023	Overtime for non-exempt employee
Regular Earnings/part time	1,728.61	23,797.00	24,296.52	1.02	-499.52	701.6024	1 part time less DD
Additional Requested Payroll	0.00	0.00	0.00		0.00	701.6028	
Compensation Adjustment	0.00	10,135.00	10,506.74	1.04	-371.74	701.6039	As per County Commissioners
Employers Contributions							
Empl. Contribution Fica	1,805.29	25,526.00	23,709.19	0.93	1,816.81	701.6041	7.65% Fica Tax
P/R Benefit Expenditures	15,472.39	184,841.00	182,139.90	0.99	2,701.10	701.6042	life/dental/health/17.12% RET
TOTAL WAGES AND BENEFITS	29,443.19	387,180.00	380,444.87	0.98	6,735.13		
Contractual Services							
Communications & Transportation							
Postage & Freight	-121.49	400.00	-55.06	-0.14	455.06	701.6052	postage meter and scale
Telephone - Advertising	0.00	0.00	0.00	#DIV/0!	0.00	701.6053	
Publicity							
Public Relations/Board Expense	0.00	200.00	180.88	0.90	19.12	701.6091	Board/Committee Work
50 Year Anniversary Acitivities		2,500.00	449.77	0.18	2,050.23	701.6091.06	50 year anniversary activites
Dues & Subscriptions							
Periodicals	-133.25	400.00	395.04	0.99	4.96	701.6101	Subscriptions
Collection Agency	259.73	750.00	1,251.49	1.67	-501.49	701.6102	
Utility Service							
Electricity, Water & Sewer	7,408.61	20,000.00	16,365.98	0.82	3,634.02	701.6111	shared exp with EHS DDD
Propane & Natural Gas	-9.93	3,500.00	1,856.07	0.53	1,643.93	701.6114	shared exp with EHS DDD
Garbage Collections	232.75	3,500.00	2,885.00	0.82	615.00	701.6116	shared exp with EHS DDD
Maintenance/Licensing Agreement							
Maintenance Agreement	593.16	8,500.00	5,136.36	0.60	3,363.64	701.6234	copier/fax
Travel Employees							
Tuition & Fees	0.00	1,000.00	477.00	0.48	523.00	701.6517.1	
Conferences/Seminars & Workshops	0.00	750.00	99.75	0.13	650.25	701.6517.3	
Employee Transportation	25.42	300.00	190.83	0.64	109.17	701.6517.4	mileage @ .58
Meals & Lodging	0.00	2,250.00	1,269.06	0.56	980.94	701.6517.5	Leadership WY
TOTAL CONTRACTUAL SERVICES	8,255.00	44,050.00	30,502.17	0.69	13,547.83		
Supplies							
General Office Supplies	-155.59	3,000.00	1,971.33	0.66	1,028.67	701.6531	shared exp with EHS DDD
Paper Supplies	-216.67	1,200.00	1,100.91	0.92	99.09	701.6533	shared exp with EHS + DDD
TOTAL SUPPLIES	-372.26	4,200.00	3,072.24	0.73	1,127.76		
Fixed Charges							
Insurance							
General Liability		150.00	150.00	1.00	0.00	701.6933	surety Bonds for Carol/Emily/Treasurer
TOTAL FIXED CHARGES	0.00	150.00	150.00	1.00	0.00		
Capital Outlay							
Furniture/ Fixtures/Equipment	0.00	1,000.00	697.63	0.70	302.37	701.7202	Replacement of Chairs/items under 1000
Technology/Phone/Pro Care Software	79.99	750.00	229.99	0.31	520.01	701.7214	support Pro Care Software
TOTAL CAPITAL OUTLAY	79.99	1,750.00	927.62	0.53	822.38		
SUB TOTAL ADMINISTRATION	37,405.92	437,330.00	415,096.90	0.95	22,233.10		

EXPENDITURES	JUNE Expenditures	CURRENT YEAR	2019-2020	PERCENT OF BUDGET	UNENCUMBERED BALANCE	Explanation
		2019-2020 BUDGETED	2019-2020 Expended TO DATE			
EARLY EDUCATION/CHILD CARE						
Wages and Benefits						
Salaries & wages Permanent Emp.						
Regular Earnings	55,214.74	752,942.00	730,642.62	0.97	22,299.38	702.6022
Regular Earnings/Part Time	0.00	0.00	0.00	#DIV/0!	0.00	702.6024
Salaries & wages Temp. Emp.						
Regular Earnings/Subs	-2,598.75	32,000.00	15,485.48	0.48	16,514.52	702.6032
Regular Earnings/Class Assistants	0.00	0.00	0.00	#DIV/0!	0.00	702.6034
Additional Requested Payroll	0.00	0.00	0.00	#DIV/0!	0.00	702.6038
Compensation Adjustment	0.00	27,718.00	25,255.38	0.91	2,462.62	702.6039
Employers Contributions						
Empl. Contribution Fica	3,260.56	77,086.00	75,121.07	0.97	1,964.93	702.6041
P/R Benefit Expenditures	49,135.26	595,458.00	577,019.20	0.97	18,438.80	702.6042
TOTAL WAGES AND BENEFITS	105,011.81	1,485,204.00	1,423,523.75	0.96	61,680.25	
Contractual Services						
Printing/Duplicating						
Printing Cartridges	0.00	500.00	500.00	1.00	0.00	702.6072
Dues & Subscriptions						
Periodicals/Curriculum	96.00	9,000.00	8,030.15	0.89	969.85	702.6101
Assoc., Committee Dues	25.00	250.00	75.00	0.30	175.00	702.6102
Hepatitis B Vaccination/CRIML Bckgrnd	0.00	1,200.00	679.00	0.57	521.00	702.6381
Naeyc Accreditation	0.00	1,000.00	1,035.00	1.04	-35.00	702.6383
Family Functions	0.00	500.00	162.82	0.33	337.18	702.6391
Travel Employees						
Tuition & Fees	0.00	2,162.00	1,158.10	0.54	1,003.90	702.6517.1
Conferences/Seminars/Workshops	0.00	4,650.00	3,746.94	0.81	903.06	702.6517.3
Employee Transportation	0.00	250.00	0.00	0.00	250.00	702.6517.4
Meals & Lodging	0.00	500.00	219.07	0.44	280.93	702.6517.5
TOTAL CONTRACTUAL SERVICES	121.00	20,012.00	15,606.08	0.78	4,405.92	
Supplies						
School Supplies	187.94	10,000.00	7,802.72	0.78	2,197.28	702.6554
Classroom Supplies		2,200.00	884.23	0.40	1,315.77	702.671
Food	4,068.46	60,000.00	48,528.70	0.81	11,471.30	702.6665
Kitchen Supplies	2,085.26	10,000.00	4,678.72	0.47	5,321.28	702.669
Medical Supplies	334.73	500.00	599.96	1.20	-99.96	702.6671
Repairs & Maintenance						
Furnishings		1,000.00	659.26	0.66	340.74	702.6762
Kitchen Maintenance		2,850.00	0.00	0.00	2,850.00	702.6762.4
TOTAL SUPPLIES	6,676.39	86,550.00	63,153.59	0.73	23,396.41	
Fixed Charges						
Insurance						
Preschool Accident Insurance	-14.25	4,300.00	3,470.00	0.81	830.00	702.6942
TOTAL FIXED CHARGES	-14.25	4,300.00	3,470.00	0.81	830.00	
Capital Outlay						
Playground Equipment		2,000.00	518.32	0.26	1,481.68	702.7216
TOTAL CAPITAL OUTLAY	0.00	2,000.00	518.32	0.26	1,481.68	
Sub Totals Early Education/Child Care	111,794.95	1,598,066.00	1,506,271.74	0.94	91,794.26	

EXPENDITURES	JUNE	CURRENT YEAR	2019-2020	PERCENT	UNENCUMBERED	Explanation	
	Expenditures	2019-2020 BUDGETED	Expended TO DATE	OF BUDGET	BALANCE		
EARLY INTERVENTION							
Wages and Benefits							
Salaries & wages Permanent Emp.							
Regular Earnings	154,416.26	2,061,600.00	2,032,019.17	0.99	29,580.83	703.6022	28 full time employees + ADM & PRE/EHS DD
Regular Earnings/Part Time	4,049.27	89,540.00	47,181.87	0.53	42,358.13	703.6024	3 part time employees + ADM DD
Temp Part time/Subs	2,598.75	31,185.00	31,185.00	1.00	0.00	703.6032	substitutes on call 10.81
Additional Requested Payroll	0.00	0.00	0.00	#DIV/0!	0.00	703.6038	
Compensation Adjustment	0.00	55,288.00	56,851.29	1.03	-1,563.29	703.6039	as per county commissioners
Employers Contributions							
Empl. Contribution Fica/WC	-36,168.23	171,809.00	155,231.51	0.90	16,577.49	703.6041	7.65% fica + WC
P/R Benefit Expenditures	83,072.85	1,065,403.00	1,012,902.87	0.95	52,500.13	703.6042	health/dental/17.12% ret /Def Com
Flex Benefits	0.00	21,010.00	28,262.50	1.35	-7,252.50	703.6046	100.00 flex + employee/Health Savings Plan included
TOTAL WAGES AND BENEFITS	207,968.90	3,495,835.00	3,363,634.21	0.96	132,200.79		
Contractual Services							
Communications							
Postage & Freight	66.57	800.00	798.84	1.00	1.16	703.6052	
Telephone/Data Plan	371.10	2,500.00	2,722.71	1.09	-222.71	703.6053	Cell Phones + Data Plan for I pads
Publicity							
Advertising	0.00	500.00	0.00	0.00	500.00	703.6092	open positions
Recruitment/Relocation	0.00	2,500.00	0.00	0.00	2,500.00	703.6093.01	open positions
Dues & Subscriptions							
Periodicals	0.00	500.00	456.00	0.91	44.00	703.6101	LRP Publications
Professional Dues	800.00	3,000.00	2,659.00	0.89	341.00	703.6102.2	Certifications/License Fees/Assoc Dues
Utilities	5,142.00	61,700.00	61,704.00	1.00	-4.00	703.6111	DDD portion of utilities.Annex
Professional Services							
Children's Transportation	-133.72	8,830.00	3,085.64	0.35	5,744.36	703.6137	mileage reimbursement/fuel
Consulting	0.00	10,000.00	1,935.00	0.19	8,065.00	703.6146	Outside contracts/Translatros
Infant Inter Agency Council	0.00	500.00	333.84	0.67	166.16	703.6386	Agency acitivites/luncheons ICC
Region XIII Social Emotional	0.00	10,000.00	6,970.65	0.70	3,029.35	703.6393	Trainings/Contracts/Parent classes as per SF34 Social Emotional/Prymid
Travel Employees							
Tuition & Fees	0.00	3,000.00	2,750.39	0.92	249.61	703.6517.1	
State Training and Technical Assistance	1,639.49	15,000.00	19,220.66	1.28	-4,220.66	703.6517.22	state funds for training
Employee Transportation	0.00	500.00	40.58	0.08	459.42	703.6517.4	.545 per mile
Meals & Lodging	0.00	5,000.00	3,354.59	0.67	1,645.41	703.6517.5	
TOTAL CONTRACTUAL SERVICES	7,885.44	124,330.00	106,031.90	0.85	18,298.10		
Supplies							
General Office Supplies	577.48	5,000.00	5,691.72	1.14	-691.72	703.6531	includes shredder expense
Paper Supplies	216.67	3,000.00	2,796.04	0.93	203.96	703.6533	
School Supplies	151.40	8,000.00	4,762.42	0.60	3,237.58	703.6554	Protocols
School Furnishings	0.00	1,000.00	0.00	0.00	1,000.00	703.6771.1	Items under 1,000
School Furnishings/Additional Classroom	0.00	0.00	0.00	#DIV/0!	0.00	703.6771.2	
Part C Supplies	0.00	1,400.00	1,242.37	0.89	157.63	703.6748	Teaching Strategies Gold/Net/Supplies
Repairs & Maintenance							
Vehicle Parts & Repairs	144.00	5,760.00	3,042.70	0.53	2,717.30	703.6751	
TOTAL SUPPLIES	1,089.55	24,160.00	17,535.25	0.73	6,624.75		
Fixed Charges							
Reimbursement Expense	180.00	5,000.00	921.00	0.18	4,079.00	703.7105	in/out expense
Total Fixed Charges	180.00	5,000.00	921.00	0.18	4,079.00		
Capital Outlay							
Office Equipment	0.00	500.00	0.00	0.00	500.00	703.7194	desks/file cabinets
School Equipment	0.00	5,000.00	3,128.36	0.63	1,871.64	703.7217	Equipment Repair and Maintenance
TOTAL CAPITAL OUTLAY	0.00	5,500.00	3,128.36	0.57	2,371.64		
Sub totals for Early Intervention	217,123.89	3,654,825.00	3,491,250.72	0.96	163,574.28		

EXPENDITURES	JUNE	CURRENT YEAR	2019-2020	PERCENT	UNENCUMBERED	Explanation	
	Expenditures	2019-2020 BUDGETED	Expended TO DATE	OF BUDGET	BALANCE		
EARLY HEAD START							
Wages and Benefits							
Salaries & wages Permanent Emp.							
Regular Earnings	17,749.32	251,636.00	230,097.34	0.91	21,538.66	704.6022	5 FULL TIME / 1 PART TIME/less DD
Compensation Adjustment	0.00	6,790.00	5,368.82	0.79	1,421.18	704.6039	As per County Commissioners
Employers Contributions							
Empl. Contribution Fica	-4,381.49	23,560.00	20,260.88	0.86	3,299.12	704.6041	7.65% fica + WC
P/R Benefit Expenditures	11,597.37	131,203.00	125,793.08	0.96	5,409.92	704.6042	health/dental/17.12% ret/Def Comp
Flex Benefits	0.00	2,990.00	3,437.50	1.15	-447.50	704.6046	100.00 per employee flex + health savings plan
TOTAL WAGES AND BENEFITS	24,965.20	416,179.00	384,957.62	0.92	31,221.38		personal services include CDS share
Contractual Services							
Communications							
Postage & Freight/Copies	54.92	700.00	659.04	0.94	40.96	704.6052	Monthly expense to CDS
Printing Special Forms	0.00	600.00	254.00	0.42	346.00	704.6071	Home Visits/lesson plans
Associate Dues	0.00	552.00	72.00	0.13	480.00	704.6102	WYO + Region VIII Dues
Utilities							
Utilities	446.59	5,359.00	5,359.08	1.00	-0.08	704.6111	Monthly expenses to CDS/annex (source gas/garbage/elec)
Travel Employees							
Consulting Training	0.00	300.00	0.00	0.00	300.00	704.6146.01	Nutrition Contract
Technical Assitance (carry over June)	0.00	2,000.00	2,000.00	1.00	0.00	704.6146.07	Require Training Dollars
Technical Assitance (current year)	0.00	8,000.00	2,046.07	0.26	5,953.93	704.6146.09	Require Training Dollars
Vehicle Transportation	208.34	2,500.00	2,500.08	1.00	-0.08	704.6517.4	monthly expense/fuel
Vehicle Maintenance/Repair	0.00	900.00	738.01	0.82	161.99	704.6751	repairs on vehicles
TOTAL CONTRACTUAL SERVICES	709.85	20,911.00	13,628.28	0.65	7,282.72		
Supplies							
General Office Supplies	100.00	1,300.00	1,322.40	1.02	-22.40	704.6531	Monthly expense to CDS
Classroom/Home Base Educational Supplies	1,484.74	1,775.00	10,233.26	5.77	-8,458.26	704.6554	actual for x-tra supplies/mo for CDS supplies/CC Net/GOLD
Preschool Accident Insurance	14.25	171.00	171.00	1.00	0.00	704.6942	Monthly expenses to CDS
TOTAL SUPPLIES	1,598.99	3,246.00	11,726.66	3.61	-8,480.66		
Parent Services							
Parents Books & Resources		150.00	0.00	0.00	150.00	704.6181.01	parents books & supplies
Other Parent Services/Child Care		1,400.00	406.42	0.29	993.58	704.6181.02	child care for classes/interactions/translation
Parents Activities/Travel		250.00	0.00	0.00	250.00	704.6517.9	reimbursement for parents
Family Enrichment Counsel		3,060.00	810.01	0.26	2,249.99	704.6181.03	Contract w/mental health provider
Health Services Contract		3,000.00	2,295.00	0.77	705.00	704.6181.04	contracted nurse
TOTAL PARENT SERVICES	0.00	7,860.00	3,511.43	0.45	4,348.57		
Sub totals for Early Head Start	27,274.04	448,196.00	413,823.99	0.92	34,372.01		
TOTAL EXPENDITURES	393,598.80	6,138,417.00	5,826,443.35	0.95	311,973.65		Totals

CHILDREN'S DEVELOPMENTAL SERVICES OF CAMPBELL COUNTY

EHS Budget for September 2019-August 2020

FY 19-20 \$\$\$314,296.00+ 5563.00 COLA + 10,000. TA = 329,859.00 federal dollars + COVID FUNDS \$31,637.00

FINANCIAL STATEMENT FOR June 2020

Percentage of Year Expanded 84%

Budget Detail

EHS FINANCIAL 19-20

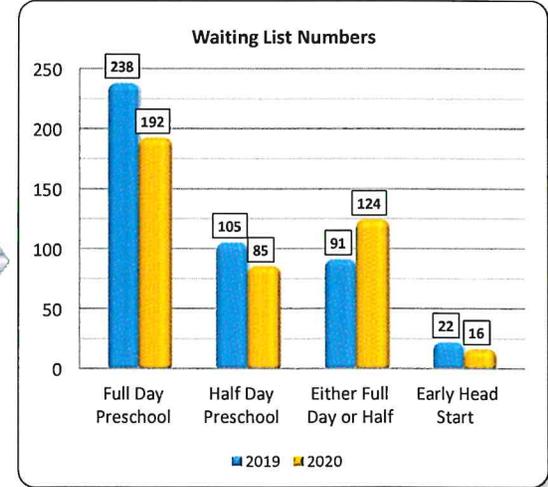
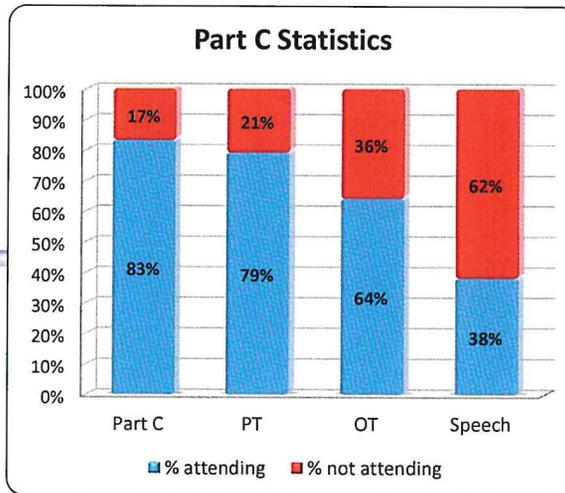
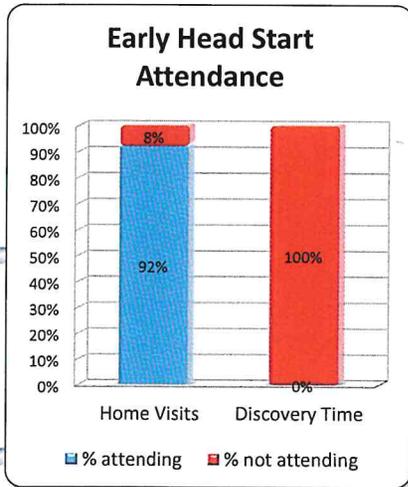
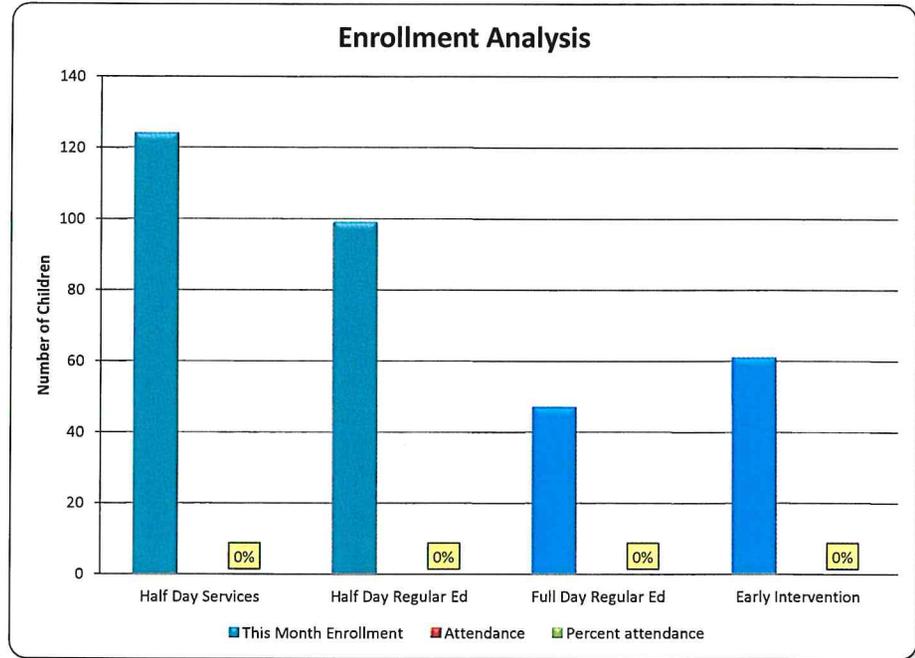
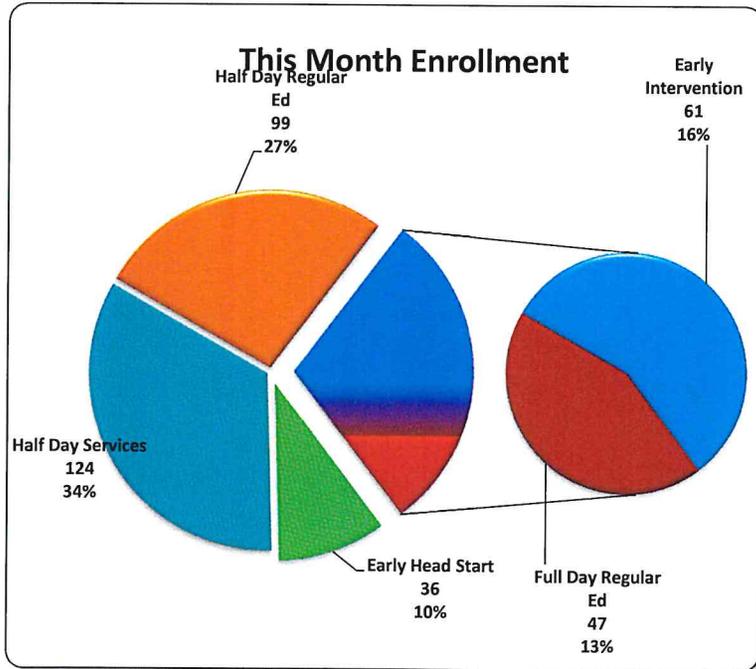
REVENUE:

	JUNE REVENUES	CURRENT YEAR 2019-2020 BUDGETED	2019-2020 RECEIVED TO DATE	PERCENTAGE OF BUDGET	UNENCUMBERED BALANCE	CHART OF ACCT NUMBER	Explanation
Early Head Start 2019-2020	61,973.50	319,859.04	326,354.93	1.02	-6,495.89	704.4412.19	EHS FY16 approved grant 2019-2020
Early Head Start 2019-2020 T & TA FUNDS	180.00	10,000.00	3,504.07	0.35	6,495.93	704.4412.19	EHS FY16 approved grant 2019-2020
Early Head Start 2019-2020 COVID Funds	8,762.66	31,637.00	8,762.66	0.28	22,874.34	704.4412.19	EHS FY16 approved grant 2019-2020/COVID FUNDS
Campbell County Appropriation	11,476.36	118,336.96	11,476.36	0.10	106,860.60	701.5751	County hard dollars

EARLY HEAD START EXPENDITURES EXPEDITURES

	JUNE REVENUES	CURRENT YEAR 2019-2020 BUDGETED	2018-2019 RECEIVED TO DATE	PERCENTAGE OF BUDGET	UNENCUMBERED BALANCE	CHART OF ACCT NUMBER	Explanation
Personal Services							
Salaries & wages Permanent Emp.							
Regular Earnings	17,749.32	251,636.00	192,342.86	0.76	59,293.14	704.6022	5 FULL TIME /
Compensation Adjustment		6,790.00	5,368.82	0.79	1,421.18	704.6039	as per county commissioners
Employers Contributions							
Empl. Contribution Fica	-4,381.49	23,560.00	17,008.89	0.72	6,551.11	704.6041	7.65% fica/WC
P/R Benefit Expenditures	11,597.37	131,203.00	112,599.13	0.86	18,603.87	704.6042	flex/health/dental/reV
P/R Flex Benefit	0.00	2,990.00	2,650.00	0.89	340.00	704.6046	FLex Benefits/Health savings
TOTAL PERSONAL SERVICES	24,965.20	416,179.00	329,969.70	0.79	86,209.30		personal services include CDS share
Contractual Services							
Communications							
Postage & Freight/Copies	54.92	700.00	549.20	0.78	150.80	704.6052	Monthly Exp to CDS
Printing Special Forms		600.00	254.00	0.42	346.00	704.6071	
Associate Dues		552.00	0.00	0.00	552.00	704.6102	
Utilities							
Utilities	446.59	5,359.00	4,465.90	0.83	893.10	704.6111	Monthly Exp to CDS
Travel Employees							
Consulting Training		300.00	0.00	0.00	300.00	704.6146.01	Nutrition
T & TA Expenses		10,000.00	3,354.07	0.34	6,645.93	704.6146.07	Trainings
Vehicle Transportation	208.34	2,500.00	2,083.40	0.83	416.60	704.6517.4	Monthly Exp to CDS
Vehicle Maintenance/Repair		900.00	725.63	0.81	174.37	704.6751	repairs on vehicles
TOTAL CONTRACTUAL SERVICES	709.85	20,911.00	11,432.20	0.55	9,478.80		
Supplies							
General Office Supplies	100.00	1,300.00	1,122.40	0.86	177.60	704.6531	Monthly Exp to CDS
Classroom/Home Base Educational Supplies	1,484.74	1,775.00	9,378.50	5.28	-7,603.50	704.6554	actual for x-tra supplies/mo for CDS supplies
Preschool Accident Insurance	14.25	171.00	142.50	0.83	28.50	704.6942	Monthly Exp to CDS
TOTAL SUPPLIES	1,598.99	3,246.00	10,643.40	3.28	-7,397.40		
Parent Services							
Parents Books & Resources		150.00	0.00	0.00	150.00	704.6181.01	parents books & supplie
Other Parent Services/Child Care		1,400.00	325.29	0.23	1,074.71	704.6181.02	child care for classes/interactions/translations
Parents Activities/Travel		250.00	0.00	0.00	250.00	704.6517.9	reimbursement for parents
Family Enrichment Counsel		3,060.00	506.26	0.17	2,553.74	704.6181.03	counsel/legal parents/Consulting
Health Services Contract		3,000.00	1,769.50	0.59	1,230.50	704.6181.04	public health nurse
TOTAL PARENT SERVICES	0.00	7,860.00	2,601.05	0.33	5,258.95		
Total expenditures for Early Head Start	27,274.04	448,196.00	354,646.35	0.79	93,549.65		

June 2020
 Statistical Report
 COVID - 19



June 2020
Statistical Report
COVID - 19

