

## Head Start Monthly Report August 2018

### **Conduct of Responsibilities –**

Each Head Start agency shall ensure the sharing of accurate and regular information for use by the **Governing Body and Policy Council**, about program planning, policies, and Head Start agency operations, including:

- (A) Monthly financial statements, including credit card expenditures;
- (B) Monthly program information summaries
- (C) Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;
- (D) Monthly reports of meals and snacks provided through programs of the Department of Agriculture;
- (E) The financial audit;
- (F) The annual self-assessment, including any findings related to such assessment;
- (G) The communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates;
- (H) Communication and guidance from the Secretary;

### **In accordance with the New Head Start performance Standards that went into effect on November 7, 2016:**

1301.2 (b) Duties & Responsibilities of the Governing Body -

(1) The governing body is responsible for activities specified at section 642©(1)€ of the Head Start Act.

(2) The governing body must use ongoing monitoring results, data on school readiness goals, and other information described in 1302.102, and information described at section 642(d)(2) of the Act to conduct its responsibilities.

Please see Program Information Summary & attachments to this monthly report for monitoring reports.

#### **A. Monthly Financial Statements including credit card expenditures:**

- August 2018 – Credit Card statement - \$17.90  
6/21/18      \$17.90      Media Temple

#### **B. Program Information Summary**

The month of July was filled with recruitment, enrollment, administrative, & personnel tasks. The Family Engagement staff along with other Head Start staff and families participated in the Lake Festival parade. The HCSM along with other community service providers held the annual required Health Screening Day. The Health Manager and Director have been busy notifying and educating community partners about the new background check requirements by the HSPPS / JFS / ODE.

One teacher retired from the program this year, Bianka Jenkins. Carla Romer was hired and will be the Head Teacher in the Turtle Troop classroom.

The Director continues to work towards completion of the Continuation Grant due September 1<sup>st</sup>. The Program Information Report was submitted ahead of the August 31<sup>st</sup> due date and accompanies this report for review.

The Education Manager developed a training for Education staff with Teaching Strategies. The training will be held in August.

Two teachers, Jill Bell and Carla Romer will be attending Conscious Discipline training for 2 days in August. The training is provided by OHSAL.

The program's Parent Ambassador, Carie Toler will be attending parent training in August as well.

The Director emailed updated MOU to New Horizon's Community Church for the site in Rockford. As of this report, the Pastor of the church has not returned the MOU.

**Education** - no report

**Mental Health** - Updated MOU with Foundations

**Disabilities** - Education Manager collaborates with ESC Preschool Supervisor on combined classroom

**Health** -Over 60 families attended Head Start Health screening day. We continue to serve our highest at-risk population of the summer months supporting them with health needs and follow up services.

**ERSEA** - The program is full with a waiting list.

**Family Engagement** - no report

**C. Enrollment / Attendance**

**No information to report.**

**Enrollment by Program Option:**

Half Day PY Head Start	N/A
Full Day School Year (6 hour day)	N/A

**Attendance by Program Option:**

Half Day PY Head Start	N/A
Full Day School Year	N/A

**D. CACFP report - CACFP claimed meals**

Month Served	July 2017
Total Days Attendance	Rockford - 0 Franklin 0
Total Breakfast	0
Total Lunches	0
Total Snacks	0
Total Meals	0

- E. Financial Audit** – Plan for non-federal match completed per audit requirements.
- F. Annual Self-Assessment**
  - Completed March 2018
- G. Community Assessment**
  - Completed December 2017
- H. Communication and guidance from the Secretary**
  - PIs, IMs none

**Attachments to report:**

PIR

Parent Handbook

Request for approval of the submission of Head Start Continuation grant. Requesting the approval to submit the Continuation grant request for PY 18/19 (December 1, 2018 – November 30, 2019) in the amount of \$1,428,826. The current 5-year grant cycles is scheduled to end June 2019. However, Director Esser is submitting a request along with the grant proposal to extend the budget year to November 30, 2019 to remain on the same fiscal and program schedule. This application asks for the continuation of Head Start services for Mercer County, Ohio serving 158 children. \$1,409,594 is designated for Head Start operations, and \$19,232 is designated for training and technical services.

Request approval for the Mercer County Head Start Family Handbook.

Respectfully submitted,

Amy Esser  
Executive Director

HEAD START - 2018 GRANT

REVENUE

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	1,393,105.00	-	1,393,105.00	725,000.00	668,105.00
CACFP Revenue	-	88,230.00	88,230.00	55,970.45	32,259.55
Other Local	-	-	-	1,000.00	(1,000.00)
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	-	-
<b>Total</b>	<b>1,393,105.00</b>	<b>88,230.00</b>	<b>1,481,335.00</b>	<b>781,970.45</b>	<b>699,364.55</b>

BUS

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE	ANTICIPATED ACCRUAL
Salary	648,869.00	50,400.00	699,269.00	397,975.39	301,293.61	-	301,293.61	
Fringe Benefits	441,333.00	9,100.00	450,433.00	255,176.69	195,256.31	25.00	195,231.31	
Programming	150,800.00	4,230.00	155,030.00	54,476.59	100,553.41	22,494.85	78,058.56	
Supplies	97,090.00	24,500.00	121,590.00	54,838.40	66,751.60	19,131.23	47,620.37	
Capital Outlay	-	-	-	-	-	-	-	
Other Expenditures	10,325.00	-	10,325.00	1,323.00	9,002.00	-	9,002.00	
<b>PA22 subtotal</b>	<b>1,348,417.00</b>	<b>88,230.00</b>	<b>1,436,647.00</b>	<b>763,790.07</b>	<b>672,856.93</b>	<b>41,651.08</b>	<b>631,205.85</b>	

Training & Technical Services

419	22,936.00	-	22,936.00	9,305.00	13,631.00	4,249.00	9,382.00	
439	20,752.00	-	20,752.00	8,261.68	12,490.32	2,285.22	10,205.10	

Subtotal Purch Service

	43,688.00	-	43,688.00	17,566.68	26,121.32	6,534.22	19,587.10	
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Training & Tech Supplies

	1,000.00	-	1,000.00	137.07	862.93	86.26	776.67	
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Subtotal Supplies

	1,000.00	-	1,000.00	137.07	862.93	86.26	776.67	
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T&TA -PA20

	44,688.00	-	44,688.00	17,703.75	26,984.25	6,620.48	20,363.77	
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Return of Board Advance

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TOTALS

	1,393,105.00	88,230.00	1,481,335.00	781,493.82	699,841.18	48,271.56	651,569.62	
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TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES

476.63

07/06	DECKER EQUIPMENT 800-7624859 MI	608.11
07/10	DRAMATICPUBLISHING.COM 815-3387170 IL	706.28
07/11	TRANSPORTATION ACCESSORIE 740-9672522 OH	925.60
07/19	WWW.SPLASHMATH.COM WWW.SPLASHMAT CA CONNIE ROSE TRANSACTIONS THIS CYCLE (CARD 0944) \$16,077.94	3,040.00
06/28	WAL-MART #1433 CELINA OH	32.08
06/28	SUBWAY 03062031 CELINA OH KENNETH SCHMIESING TRANSACTIONS THIS CYCLE (CARD 0969) \$72.07	39.99
06/22	GREAT WOLF MASON MASON OH	-2.10
06/21	DNH*MEDIA TEMPLE INC 877-5784000 CA AMY ESSER TRANSACTIONS THIS CYCLE (CARD 0977) \$17.90	20.00

2018 Totals Year-to-Date	
Total fees charged in 2018	\$0.00
Total interest charged in 2018	\$0.00

Year-to-date totals do not reflect any fee or interest refunds you may have received.

### INTEREST CHARGES

Your Annual Percentage Rate (APR) is the annual interest rate on your account.

Balance Type	Annual Percentage Rate (APR)	Balance Subject To Interest Rate	Interest Charges
<b>PURCHASES</b>			
Purchases	14.99% (v)(d)	-0-	-0-
<b>CASH ADVANCES</b>			
Cash Advances	20.99% (v)(d)	-0-	-0-
<b>BALANCE TRANSFERS</b>			
Balance Transfer	14.99% (v)(d)	-0-	-0-

(v) = Variable Rate

(d) = Daily Balance Method (including new transactions)

(a) = Average Daily Balance Method (including new transactions)

30 Days in Billing Period

Please see Information About Your Account section for the Calculation of Balance Subject to Interest Rate, Annual Renewal Notice, How to Avoid Interest on Purchases, and other important information, as applicable.

Agency: Mercer County Head Start / Site: ALL / Transitions: ALL / Program Model: HS / From: 06-01-2017 To: 05-31-2018

**999 - Head Start Program Information Report****A. Enrollment and Program Options****GENERAL INFORMATION****General Information**

* Grant Number	05CH8467
* Delegate Number	
* Program Type	HS
* Program Name	Mercer County Head Start
* Program Address	585 E. Livingston St
* Program City, State, Zip Code (5+4)	Celina, OH, 45822
* Program Phone Number	(419)-268-0301
* Program Fax Number	(419)-268-0017
* Head Start or Early Head Start Director Name	Mrs. Amy Esser
* Head Start or Early Head Start Director Email	amy.esser@celinaschools.org
* Agency Email	karla.kessler@celinaschools.org
* Agency Web Site Address	http://www.mercerheadstart.org
* Name and Title of Approving Official	Amy Esser
* DUNS Number (if available)	
* Agency Type	B. School system (public or private).
* Agency Affiliation	A. Secular or Non-Religious agency.
* Agency Description	A. Grantee that directly operates program(s) and has no delegates.

**ENROLLMENT YEAR****Enrollment dates (A.1 - A.1.b)**

A.1 Enrollment Year:	<b>Date (mm/dd/yyyy)</b>
a Start Date	06/01/2017
b End Date	05/31/2018

**FUNDED ENROLLMENT****Funded enrollment by funding source (A.2 - A.2.c)**

A.2 Funded Head Start or Early Head Start Enrollment:	<b># of children / pregnant women</b>
a Head Start/Early Head Start Funded Enrollment, as identified on FAA	<u>158</u>
b Funded Enrollment from non-federal sources, i.e. state, local, private	<u>0</u>
c Funded Enrollment from the MIECHV Grant Program, for Early Head Start services	N/A

**Funded enrollment by program option - children (A.3 - A.8)**

A.3 Center-based option - 5 days per week:	<b># of children</b>
a Full-day enrollment	<u>20</u>
1 Of these, the number available as full-working-day enrollment	<u>20</u>
a Of these, the number available for the full-calendar-year	<u>0</u>
b Part-day enrollment	<u>0</u>
1 Of these, the number in double sessions	<u>0</u>
A.4 Center-based option - 4 days per week:	<b># of children</b>
a Full-day enrollment	<u>20</u>
b Part-day enrollment	<u>118</u>
1 Of these, the number in double sessions	<u>118</u>

<u>A.5</u> Home-based option	<u>0</u>
<u>A.6</u> Combination option	<u>0</u>
<u>A.7</u> Family child care option	<u>0</u>
<u>a</u> Of these, the number available as full-working-day enrollment	<u>0</u>
<u>1</u> Of these, the number available for the full-calendar-year	<u>0</u>
<u>A.8</u> Locally designed option	<u>0</u>

**Funded enrollment of pregnant women (EHS programs) (A.9 - A.9)**

	<b># of pregnant women</b>
<u>A.9</u> Total number of pregnant women positions in funded enrollment	N/A

**Funded enrollment at child care partner (A.10 - A.11)**

	<b># of children</b>
<u>A.10</u> Funded enrollment at child care partners in the center-based program option	<u>0</u>
<u>A.11</u> Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	<u>0</u>

**CENTERS AND CLASSES  
Classes (A.12 - A.12.a)**

	<b># of classes</b>
<u>A.12</u> Total number of classes operated	<u>10</u>
<u>a</u> Of these, the number of double session classes	<u>8</u>

**CUMULATIVE ENROLLMENT  
Children by age (A.13 - A.13.f)**

A.13 Children by age:	<b># of children at enrollment</b>
<u>a</u> Under 1 year	<u>0</u>
<u>b</u> 1 year old	<u>0</u>
<u>c</u> 2 years old	<u>12</u>
<u>d</u> 3 years old	<u>70</u>
<u>e</u> 4 years old	<u>69</u>
<u>f</u> 5 years and older	<u>17</u>

**Pregnant women (EHS programs) (A.14 - A.14)**

	<b># of pregnant women</b>
<u>A.14</u> Cumulative enrollment of pregnant women	N/A

**Total cumulative enrollment (A.15 - A.15)**

	<b># of children / pregnant women</b>
<u>A.15</u> Total cumulative enrollment	<u>168</u>

**Type of eligibility (A.16 - A.17)**

A.16 Report each enrollee only once by primary type of eligibility:	<b># of children / pregnant women</b>
<u>a</u> Income below 100% of federal poverty line	<u>56</u>
<u>b</u> Receipt of public assistance such as TANF, SSI	<u>25</u>
<u>c</u> Status as a foster child - # children only	<u>12</u>
<u>d</u> Status as homeless	<u>35</u>
<u>e</u> Over income*	<u>15</u>
	<b># of children</b>
<u>f</u> Number of children exceeding the allowed over income enrollment with family incomes between 100% and 130% of the federal poverty line**	<u>25</u>

A.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.

Specify We look at eligibility points to decide if an over income child is eligible.

**Prior enrollment (A.18 - A.18.b)**

A.18 Enrolled in Head Start or Early Head Start for:	# of children
<u>a</u> The second year	<u>54</u>
<u>b</u> Three or more years	<u>7</u>

**Transition and turnover (HS programs) (A.19 - A.19.b)**

	# of children
<u>A.19</u> Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	<u>23</u>
<u>a</u> Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	<u>11</u>
<u>b</u> 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	<u>69</u>

**Transition and turnover (EHS programs) (A.20 - A.22.b)**

	# of children
<u>A.20</u> Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	N/A
<u>a</u> Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	N/A
<u>b</u> Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	N/A
<u>1</u> Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	N/A
<u>2</u> Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	N/A
<u>3</u> Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	N/A
	# of pregnant women
<u>A.21</u> 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	N/A
<u>A.22</u> Number of pregnant women receiving Early Head Start services at the time their infant was born	N/A
<u>a</u> Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in Early Head Start	N/A
<u>b</u> Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in Early Head Start	N/A

**Transition and turnover (Migrant programs) (A.23 - A.23.b)**

	# of children
<u>A.23</u> Total number of children who left the program any time after classes or home visits began and did not re-enroll	N/A
<u>a</u> Of the children who left the program during the program year, the number of children who were enrolled less than 45 days	N/A
<u>b</u> Of the children who left the program during the program year, the number of preschool children who aged out, i.e. left the program in order to attend kindergarten	N/A

**Child care subsidy (A.24 - A.24)**



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

**Ethnicity & Race (A.25 - A.25.h.1)**

A.25 Race:	# of children / pregnant women	
	Hispanic or Latino origin	Non-Hispanic or Non-Latino origin
a American Indian or Alaska Native	0	2
b Asian	0	2
c Black or African American	0	2
d Native Hawaiian or other Pacific Islander	0	14
e White	2	131
f Biracial/Multi-racial	1	14
g Other	0	0
1 Explain:		
h Unspecified	0	0
1 Explain:		

**Primary language of family at home (A.26 - A.26.l)**

A.26 Primary language of family at home:	# of children / pregnant women
a English	157
b Spanish	0
c Native Central American, South American, and 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)	11
i European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
j African Languages (e.g., Swahili, Wolof)	0
k Other (e.g., American Sign Language)	0
1 Specify: English	
l Unspecified (language is not known or parents declined identifying the home language)	0

**TRANSPORTATION  
Transportation services (A.27 - A.27.a)**

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	Yes (Y) / No (N)
	Yes
	# of children
a Number of children for whom transportation is provided	88

**Buses (A.28 - A.29.a)**

A.28 Total number of buses owned by the program that were purchased with ACF grant funds	# of buses owned
	6

and are currently used to support program operations, regardless of year purchased	
a Of these, the number of buses purchased since last year's PIR was reported	<u>1</u>
	<b>Yes (Y) / No (N)</b>
A.29 Are any of the buses used by the program leased by the program itself?	No
	<b># of buses leased</b>
a Number of buses leased	<u>0</u>

**RECORD KEEPING**  
**Management information systems (A.30 - A.30.c)**

			<b>Yes (Y) / No (N)</b>
A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?			Yes
<b>If yes, list software programs primary tool first.</b>	<b>(1) Name/title</b>	<b>(2) Locally designed Yes (Y) / No (N)</b>	<b>(3) Web-based Yes (Y) / No (N)</b>
a Enter name/title, if locally designed, and if web-based	COPA (Child Outcome, Planning, and Administration/Assessment)	No	Yes
b Enter name/title, if locally designed, and if web-based			
c Enter name/title, if locally designed, and if web-based			

**B. Program Staff and Qualifications**

**TOTAL STAFF**  
**Staff by type (B.1 - B.1.b.1)**

	<b>(1) # of Head Start or Early Head Start staff</b>	<b>(2) # of contracted staff</b>
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	<u>32</u>	<u>1</u>
a Of these, the number who are current or former Head Start or Early Head Start parents	<u>4</u>	<u>0</u>
b Of these, the number who left since last year's PIR was reported	<u>0</u>	<u>0</u>
<u>1</u> Of these, the number who were replaced	<u>0</u>	<u>0</u>

**TOTAL VOLUNTEERS**  
**Volunteers by type (B.2 - B.2.a)**

	<b># of volunteers</b>
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	<u>295</u>
a Of these, the number who are current or former Head Start or Early Head Start parents	<u>173</u>

**MANAGEMENT STAFF**  
**Management staff - salaries (B.3 - B.3.g)**

B.3 Management staff:	<b>(1) Annual salary</b>	<b>(2) % of salary funded by Head Start or Early Head Start</b>
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a Executive Director	0	0
b Head Start or Early Head Start Director	66116.78	100
c Child Development & Education Manager	36662.34	100
d Health Services Manager	41995.12	100
e Family & Community Partnerships Manager	44636.24	100
f Disability Services Manager	0	0
g Fiscal Officer	0	0

**Coordination of services (B.4 - B.4.d)**

B.4 On average, the number of hours per week services managers spend coordinating services:	<b>Average # of hours per week</b>
a Child Development & Education Manager	1:00
b Health Services Manager	1:00
c Family & Community Partnerships Manager	1:00
d Disability Services Manager	0

**CHILD DEVELOPMENT STAFF****Preschool child development staff qualifications: classroom teachers, assistants, and supervisors (HS and Migrant programs) (B.5 - B.7)**

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
<u>B.5</u> Total number of preschool child development staff by position	<u>6</u>	<u>7</u>
a An advanced degree in:		
<u>1</u> Early childhood education	<u>0</u>	<u>0</u>
<u>2</u> Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	<u>0</u>	<u>0</u>
b A baccalaureate degree in:		
<u>1</u> Early childhood education	<u>6</u>	<u>4</u>
<u>2</u> Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	<u>0</u>	<u>0</u>
<u>3</u> Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	<u>0</u>	<u>0</u>
Of the preschool child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:		
<u>4</u> Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education		
c An associate degree in:		
<u>1</u> Early childhood education	<u>0</u>	<u>2</u>
<u>2</u> A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	<u>0</u>	<u>1</u>
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:		
<u>3</u> A baccalaureate degree program in early childhood	<u>0</u>	<u>0</u>

education or in any field and coursework equivalent to a major relating to early childhood education		
Of the number of preschool child development staff by position, the number with the following credentials:		
d A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	0
1 Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:		
2 A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
3 An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0
Of the number of preschool child development staff by position:		
e The number who do not have the qualifications listed in B.5.a through B.5.d	0	0
Of the preschool child development staff in B.5.e above, the number enrolled in:		
1 A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
2 An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0
3 Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
		<b># of classes</b>
B.6 Total number of center-based option classes serving preschool-aged children		10
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam. - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children		10
<b>Infant and toddler child development staff qualifications: classroom teachers, assistants, and supervisors (EHS and Migrant programs) (B.8 - B.8.e.3)</b>		
	(1) # of Classroom	(2) # of Assistant Teachers

	<b>Teachers</b>	
<b>B.8</b> Total number of infant and toddler child development staff by position	N/A	N/A
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
a An advanced degree in:		
1 Early childhood education with a focus on infant and toddler development	N/A	N/A
2 Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	N/A	N/A
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
b A baccalaureate degree in:		
1 Early childhood education with a focus on infant and toddler development	N/A	N/A
2 Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	N/A	N/A
Of the infant and toddler child development staff with a baccalaureate degree in B.8.b.1 through B.8.b.2 above, the number enrolled in:		
3 Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	N/A	N/A
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
c An associate degree in:		
1 Early childhood education with a focus on infant and toddler development	N/A	N/A
2 A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers	N/A	N/A
Of the infant and toddler child development staff with an associate degree in B.8.c.1 and B.8.c.2 above, the number enrolled in:		
3 A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	N/A	N/A
Of the number of infant and toddler child development staff by position, the number with the following credentials:		
d A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	N/A	N/A
1 Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that	N/A	N/A

meets or exceeds CDA requirements and that is appropriate to the option in which they are working		
Of the infant and toddler child development staff with the credentials in B.8.d above, the number enrolled in:		
<u>2</u> A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	N/A	N/A
<u>3</u> An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	N/A	N/A
Of the number of infant and toddler child development staff by position:		
<u>e</u> The number who do not have the qualifications listed in B.8.a through B.8.d	N/A	N/A
Of the infant and toddler child development staff in B.8.e above, the number enrolled in:		
<u>1</u> A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	N/A	N/A
<u>2</u> An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	N/A	N/A
<u>3</u> Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	N/A	N/A

**Child development staff qualifications: home-based and FCC (B.9 - B.9.e.4)**

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care providers	(4) # of Family Child Care specialists
<u>B.9</u> Total number of child development staff by position	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Of the number of child development staff by position, the number with the following degrees and licenses:				
<u>a</u> An advanced degree in / licensed as:				
<u>1</u> Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>2</u> Marriage and family therapy/	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Licensed marriage and family therapist (LMFT)				
<u>3</u> Psychology	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>4</u> Sociology	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>5</u> Human services (include related areas such as child and family services or social services)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>6</u> Nursing plus Nurse Practitioner (NP) license	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>7</u> Early childhood education	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>8</u> Other	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>1</u> Specify:				
Of the number of child development staff by position, the number with the following degrees and licenses:				
b A baccalaureate degree in:				
<u>1</u> Social work	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>2</u> Psychology	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>3</u> Sociology	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>4</u> Human services (include related areas such as child and family services or social services)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>5</u> Nursing plus Registered Nurse (RN) license	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>6</u> Early childhood education	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>7</u> Other	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>1</u> Specify:				

Of the number of child development staff by position, the number with the following degrees and licenses:

<b>c An associate degree in:</b>				
<u>1</u> Social work	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>2</u> Psychology	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>3</u> Sociology	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>4</u> Human services (include related areas such as child and family services or social services)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>5</u> Nursing plus Registered Nurse (RN) license	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>6</u> Early childhood education	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>7</u> Other	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>1</u> Specify:				
Of the number of child development staff by position, the number with the following licenses, certifications, or credentials:				
<b>d License, certification, or credential held:</b>				
<u>1</u> Nursing, non-RN, i.e. LPN, CNA, etc.	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>2</u> Family development credential (FDC)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>3</u> Child development associate credential (CDA)	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>4</u> State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>



<u>5</u> Other	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>1</u> Specify:				
Of the number of child development staff by position:				
<u>e</u> The number who do not have the qualifications listed in B.9.a through B.9.d.	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Of the staff in B.9.e above, the number enrolled in:				
<u>1</u> An advanced degree or license	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>2</u> A baccalaureate degree	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>3</u> An associate degree	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<u>4</u> Studies leading to a non-degree license, certificate, or credential	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

**NON-SUPERVISORY CHILD DEVELOPMENT STAFF****Child development staff - classroom teacher salary by level of education (B.10 - B.10.e)**

B.10 Classroom teacher salary by level of education:	Average annual salary
<u>a</u> Advanced degree in early childhood education or related degree	0
<u>b</u> Baccalaureate degree in early childhood education or related degree	40823
<u>c</u> Associate degree in early childhood education or related degree	0
<u>d</u> A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
<u>e</u> Classroom teachers that do not have the qualifications listed in B.10.a through B.10.d	0

**Child development staff - average salary (B.11 - B.11.d)**

B.11 Average salary:	(1) Average annual salary	(2) Average hourly rate
<u>a</u> Classroom teachers	40823	19.63
<u>b</u> Assistant teachers	29182	14.03
<u>c</u> Home-based visitors	0	
<u>d</u> Family child care providers	0	

**Child development staff - ethnicity and race (B.12 - B.12.h.1)**

B.12 Race:	# of non-supervisory child development staff	
	Hispanic or Latino origin	Non-Hispanic or Non-Latino origin
<u>a</u> American Indian or Alaska Native	<u>0</u>	<u>0</u>
<u>b</u> Asian	<u>0</u>	<u>0</u>
<u>c</u> Black or African American	<u>0</u>	<u>0</u>
<u>d</u> Native Hawaiian or other Pacific Islander	<u>0</u>	<u>0</u>

e White	1	12
f Biracial/Multi-racial	0	0
g Other	0	0
1 Explain:		
h Unspecified	0	0
1 Explain:		

**Child development staff - language (B.13 - B.14.k)**

	# of non-supervisory child development staff
<u>B.13</u> The number who are proficient in a language(s) other than English	0
<u>a</u> Of these, the number who are proficient in more than one language other than English	0
<u>B.14</u> Language groups in which staff are proficient:	<b># of non-supervisory child development staff</b>
<u>a</u> Spanish	0
<u>b</u> Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
<u>c</u> Caribbean Languages (e.g., Haitian-Creole, Patois)	0
<u>d</u> Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
<u>e</u> East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
<u>f</u> Native North American/Alaska Native Languages	0
<u>g</u> Pacific Island Languages (e.g., Palauan, Fijian)	0
<u>h</u> European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
<u>i</u> African Languages (e.g., Swahili, Wolof)	0
<u>j</u> Other (e.g., American Sign Language)	0
1 Specify:	
<u>k</u> Unspecified (language is not known or staff declined identifying the language)	0

**Child development staff - classroom teacher turnover (B.15 - B.18)**

	# of classroom teachers
<u>B.15</u> The number of classroom teachers who left the program during the year	0
<u>B.16</u> Of these, the number who left for the following reasons:	<b># of classroom teachers</b>
<u>a</u> Higher compensation/benefits package in the same field (e.g., teacher left to school system)	0
<u>b</u> Change in job field	0
<u>c</u> Other	0
1 Comments:	
<u>B.17</u> Number of classroom teacher vacancies in the program that remained unfilled for a period of 3 months or longer	
<u>B.18</u> Number of classroom teachers hired during the year due to turnover	

**Child development staff - home-based visitor turnover (B.19 - B.22)**

	# of home-based visitors
<u>B.19</u> The number of home-based visitors who left the program during the year	0
	<b># of home-based</b>

B.20 Of these, the number who left for the following reasons:	<b>visitors</b>
a Higher compensation/benefits package in the same field (e.g., teacher left to school system)	0
b Change in job field	0
c Other	0
1 Comments:	
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	
B.22 Number of home-based visitors hired during the year due to turnover	

**FAMILY AND COMMUNITY PARTNERSHIPS STAFF**  
**Number of family and community partnerships staff (B.23 - B.24)**

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships (FCP) staff	2	0
a Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload	---	0
B.24 Comments on staff shared by Head Start and Early Head Start programs:		

**Family and community partnerships staff qualifications (B.25 - B.26)**

	(1) # of family workers	(2) # of FCP supervisors
B.25 Of the family & community partnerships (FCP) staff, the number with the following as the highest level of education completed:		
a A related advanced degree	0	0
b A related baccalaureate degree	1	0
c A related associate degree	1	0
d A family-development-related credential, certificate, or license	0	0
e None of the qualifications listed in B.25.a through B.25.d above	0	0
Of the staff in B.25.e above, the number enrolled in:		
1 A related degree at the associate, baccalaureate, or advanced level	0	0
2 Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	0	0

**EDUCATION AND CHILD DEVELOPMENT MANAGEMENT STAFF**  
**Education & child development managers/coordinators qualifications (B.27 - B.28)**

	# of ECD managers/ coordinators
B.27 Total number of education & child development managers/coordinators	1
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
a An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1
b A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0

Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
<u>c</u> An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	<u>0</u>
Of the education & child development managers/coordinators preschool child development staff in B.27.c above, the number enrolled in:	
<u>1</u> A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	<u>0</u>
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
<u>d</u> A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	<u>0</u>
Of the education & child development managers/coordinators preschool child development staff in B.27.d above, the number enrolled in:	
<u>1</u> A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	<u>0</u>
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
<u>e</u> None of the qualifications listed in B.27.a through B.27.d	<u>0</u>
Of the education & child development managers/coordinators preschool child development staff in B.27.e above, the number enrolled in:	
<u>1</u> A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	<u>0</u>
<u>B.28</u> Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

**C. Child and Family Services**  
**HEALTH SERVICES**  
**Health insurance - children (C.1 - C.2)**

	(1) # of children at enrollment	(2) # of children at end of enrollment year
<u>C.1</u> Number of all children with health insurance	<u>123</u>	<u>163</u>
<u>a</u> Number enrolled in Medicaid and/or CHIP	<u>94</u>	<u>129</u>
<u>b</u> Number enrolled in state-only funded insurance (for example, medically indigent insurance)	<u>0</u>	<u>0</u>
<u>c</u> Number with private health insurance (for example, parent's insurance)	<u>28</u>	<u>33</u>
<u>d</u> Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	<u>1</u>	<u>1</u>
<u>1</u> Specify:	Paramount	Paramount
<u>C.2</u> Number of children with no health insurance	<u>45</u>	<u>5</u>

**Health insurance - pregnant women (EHS programs) (C.3 - C.4)**

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
<u>C.3</u> Number of pregnant women with at least one type of health insurance	N/A	N/A
<u>a</u> Number enrolled in Medicaid	N/A	N/A

<u>b</u> Number enrolled in another publicly funded insurance program that is not Medicaid	N/A	N/A
<u>c</u> Number with private health insurance	N/A	N/A
<u>d</u> Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	N/A	N/A
<u>1</u> Specify:	N/A	N/A
<u>C.4</u> Number of pregnant women with no health insurance	N/A	N/A

**Medical (C.5 - C.16)  
Medical home - children**

	(1) # of children at enrollment	(2) # of children at end of enrollment year
<u>C.5</u> Number of children with an ongoing source of continuous, accessible health care	<u>147</u>	<u>168</u>
<u>C.6</u> Number of children receiving medical services through the Indian Health Service	<u>0</u>	<u>0</u>
<u>C.7</u> Number of children receiving medical services through a migrant community health center	<u>0</u>	<u>0</u>

**Medical services - children**

	(1) # of children at enrollment	(2) # of children at end of enrollment year
<u>C.8</u> 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	<u>100</u>	<u>144</u>
		<b># of children at end of enrollment year</b>
<u>a</u> Of these, the number diagnosed by a health care professional with any chronic condition needing medical treatment since last year's PIR was reported		<u>1</u>
<u>1</u> Of these, the number who have received or are receiving medical treatment		<u>1</u>
<u>b</u> Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:		<b>Select one primary reason (X)</b>
<u>1</u> No health insurance		
<u>2</u> No pediatric care available in local area		
<u>3</u> Medicaid not accepted by health provider		
<u>4</u> Parents did not keep/make appointment		X
<u>5</u> Children left the program before their appointment date		
<u>6</u> Appointment is scheduled for future date		
<u>7</u> No transportation		
<u>8</u> Other (please specify): Not Applicable		
<u>C.9</u> Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:		<b># of children</b>
<u>a</u> Anemia		<u>0</u>
<u>b</u> Asthma		<u>1</u>
<u>c</u> Hearing Difficulties		<u>2</u>

<u>d</u> Vision Problems	<u>14</u>
<u>e</u> High Lead Levels	<u>1</u>
<u>f</u> Diabetes	<u>0</u>

**Body Mass Index (BMI) - children (HS and Migrant programs)**

<b>C.10</b> Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	<b># of children at enrollment</b>
<u>a</u> Underweight (BMI less than 5th percentile for child's age and sex)	<u>9</u>
<u>b</u> Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	<u>92</u>
<u>c</u> Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	<u>37</u>
<u>d</u> Obese (BMI at or above 95th percentile for child's age and sex)	<u>24</u>

**Immunization services - children**

	<b>(1) # of children at enrollment</b>	<b>(2) # of children at end of enrollment year</b>
<u>C.11</u> Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	<u>69</u>	<u>147</u>
<u>C.12</u> 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	<u>20</u>	<u>18</u>
<u>C.13</u> Number of children who meet their state's guidelines for an exemption from immunizations	<u>0</u>	<u>3</u>

**Pregnant women - services (EHS programs)**

<b>C.14</b> Indicate the number of pregnant women who received the following services while enrolled in EHS:	<b># of pregnant women</b>
<u>a</u> Prenatal health care	N/A
<u>b</u> Postpartum health care	N/A
<u>c</u> Mental health interventions and follow up	N/A
<u>d</u> Substance abuse prevention	N/A
<u>e</u> Substance abuse treatment	N/A
<u>f</u> Prenatal education on fetal development	N/A
<u>g</u> Information on the benefits of breastfeeding	N/A

**Pregnant women - prenatal health (EHS programs)**

<b>C.15</b> Trimester of pregnancy in which the pregnant women served were enrolled:	<b># of pregnant women</b>
<u>a</u> 1st trimester (0-3 months)	N/A
<u>b</u> 2nd trimester (3-6 months)	N/A
<u>c</u> 3rd trimester (6-9 months)	N/A
<u>C.16</u> Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	N/A

**Dental (C.17 - C.21)  
Dental home - children**

	<b>(1) # of children at enrollment</b>	<b>(2) # of children at end of enrollment year</b>
<u>C.17</u> Number of children with continuous, accessible dental care	<u>72</u>	<u>125</u>

provided by a dentist	
<b>Preschool dental services (HS and Migrant programs)</b>	
	<b># of children at end of enrollment year</b>
<u>C.18</u> Number of children who received preventive care since last year's PIR was reported	<u>60</u>
<u>C.19</u> Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	<u>118</u>
<u>a</u> Of these, the number of children diagnosed as needing dental treatment since last year's PIR was reported	<u>18</u>
<u>1</u> Of these, the number of children who have received or are receiving dental treatment	<u>10</u>
<u>b</u> Specify the primary reason that children who needed dental treatment did not receive it:	<b>Select one primary reason (X)</b>
<u>1</u> Health insurance doesn't cover dental treatment	
<u>2</u> No dental care available in local area	
<u>3</u> Medicaid not accepted by dentist	
<u>4</u> Dentists in the area do not treat 3 - 5 year old children	X
<u>5</u> Parents did not keep/make appointment	
<u>6</u> Children left the program before their appointment date	
<u>7</u> Appointment is scheduled for future date	
<u>8</u> No transportation	
<u>9</u> Other (please specify):	
<b>Infant and toddler preventive dental services (EHS and Migrant programs)</b>	
	<b># of children at end of enrollment year</b>
<u>C.20</u> Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary oral health care according to the relevant state's EPSDT schedule	N/A
<b>Pregnant women dental services (EHS programs)</b>	
	<b># of pregnant women</b>
<u>C.21</u> Number of all pregnant women served who received a professional dental examination(s) and/or treatment since last year's PIR was reported	N/A
<b>MENTAL HEALTH SERVICES</b>	
<b>Mental health professional (C.22 - C.22)</b>	
	<b># of hours</b>
<u>C.22</u> Average total hours per operating month a mental health professional(s) spends on-site	<u>2</u>
<b>Mental health services (C.23 - C.23.d)</b>	
<u>C.23</u> Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported:	<b># of children at end of enrollment year</b>
<u>a</u> Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	<u>6</u>
<u>1</u> Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	<u>0</u>
<u>b</u> Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	<u>1</u>
<u>1</u> Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	<u>1</u>
<u>c</u> Number of children for whom the MH professional provided an individual mental health assessment	<u>5</u>
<u>d</u> Number of children for whom the MH professional facilitated a referral for mental health	<u>0</u>

services	
<b>Mental health referrals (C.24 - C.24.a)</b>	
	<b># of children at end of enrollment year</b>
<u>C.24</u> Number of children who were referred by the program by the MH professional or by another staff member for mental health services outside of Head Start, since last year's PIR was reported	<u>5</u>
<u>a</u> Of these, the number who received mental health services since last year's PIR was reported	<u>5</u>

**DISABILITIES SERVICES**  
**Preschool disabilities services (HS and Migrant programs) (C.25 - C.25.b)**

	<b># of children</b>
<u>C.25</u> Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the enrollment year, indicating they were determined eligible by the LEA to receive special education and related services	<u>31</u>
<u>a</u> Of these, the number who were determined eligible to receive special education and related services:	<b># of children</b>
<u>1</u> Prior to enrollment into the program for this enrollment year	<u>16</u>
<u>2</u> During this enrollment year	<u>15</u>
<u>b</u> Of these, the number who have not received special education and related services	<u>0</u>

**Infant and toddler Part C early intervention services (EHS and Migrant programs) (C.26 - C.26.b)**

	<b># of children</b>
<u>C.26</u> Number of children enrolled in the program who had an Individualized Family Service Plan (IFSP), at any time during the enrollment year, indicating they were determined eligible by the Part C Agency to receive early intervention services under the Individuals with Disabilities Education Act (IDEA)	N/A
<u>a</u> Of these, the number who were determined eligible to receive early intervention services:	<b># of children</b>
<u>1</u> Prior to enrollment into the program for this enrollment year	N/A
<u>2</u> During this enrollment year	N/A
<u>b</u> Of these, the number who have not received early intervention services under IDEA	N/A

**Preschool primary disabilities (HS and Migrant programs) (C.27 - C.27.m)**

<u>C.27</u> Diagnosed primary disability:	<b>(1) # of children determined to have this disability</b>	<b>(2) # of children receiving special services</b>
<u>a</u> Health impairment (i.e. meeting IDEA definition of other health impairment.)	<u>0</u>	<u>0</u>
<u>b</u> Emotional disturbance	<u>0</u>	<u>0</u>
<u>c</u> Speech or language impairments	<u>31</u>	<u>31</u>
<u>d</u> Intellectual disabilities	<u>0</u>	<u>0</u>
<u>e</u> Hearing impairment, including deafness	<u>0</u>	<u>0</u>
<u>f</u> Orthopedic impairment	<u>0</u>	<u>0</u>
<u>g</u> Visual impairment, including blindness	<u>0</u>	<u>0</u>
<u>h</u> Specific learning disability	<u>0</u>	<u>0</u>
<u>i</u> Autism	<u>0</u>	<u>0</u>
<u>j</u> Traumatic brain injury	<u>0</u>	<u>0</u>
<u>k</u> Non-categorical/developmental delay	<u>0</u>	<u>0</u>
<u>l</u> Multiple disabilities (excluding deaf-blind)	<u>0</u>	<u>0</u>



<u>m</u> Deaf-blind	<u>0</u>	<u>0</u>
<b>EDUCATION AND DEVELOPMENT TOOLS/APPROACHES</b> <b>Screening (C.28 - C.30.c)</b>		
		<b># of children</b>
C.28 Number of all newly enrolled children since last year's PIR was reported		<u>107</u>
C.29 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		<u>99</u>
a Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability		<u>28</u>
C.30 The instrument(s) used by the program for developmental screening:		
<b>Enter primary tool first</b>	<b>Name/title</b>	
a Enter name/title	Fluharty	
b Enter name/title	*ASQ-3 36 Months	
c Enter name/title	*ASQ-3 48 Months, *ASQ-3 60 Months, *ASQ:SE-2 36 Months	
<b>Assessment (C.31 - C.31.c)</b>		
C.31 Approach or tool(s) used by the program to support ongoing child assessment:		
<b>Enter primary tool first</b>	<b>(1) Name/title</b>	<b>(2) Locally designed Yes (Y) / No (N)</b>
a Enter name/title	Teaching Strategies GOLD	No
b Enter name/title		
c Enter name/title		
<b>Curriculum (C.32 - C.32.d.3)</b>		
C.32 Curriculum used by the program:		
a For center-based services:		
<b>Enter curriculum used as primary foundation first</b>	<b>(1) Name/title</b>	<b>(2) Locally designed Yes (Y) / No (N)</b>
1 Enter name/title and if locally designed	Creative Curriculum 5th Edition	No
2 Enter name/title and if locally designed		
3 Enter name/title and if locally designed		
b For family child care services:		
<b>Enter curriculum used as primary foundation first</b>	<b>(1) Name/title</b>	<b>(2) Locally designed Yes (Y) / No (N)</b>
1 Enter name/title		

and if locally designed		
<u>2</u> Enter name/title and if locally designed		
<u>3</u> Enter name/title and if locally designed		

c For home-based services:

Enter curriculum used as primary foundation first	(1) Name/title	(2) Locally designed Yes (Y) / No (N)
<u>1</u> Enter name/title and if locally designed		
<u>2</u> Enter name/title and if locally designed		
<u>3</u> Enter name/title and if locally designed		

d For pregnant women services:

Enter curriculum used as primary foundation first	(1) Name/title	(2) Locally designed Yes (Y) / No (N)
<u>1</u> Enter name/title and if locally designed		
<u>2</u> Enter name/title and if locally designed		
<u>3</u> Enter name/title and if locally designed		

**Staff-child interaction observation tools (C.33 - C.34.c)**

	<b>Yes (Y) / No (N)</b>
<u>C.33</u> Does the program use staff-child interaction observation tools to assess quality?	Yes

C.34 If yes, interaction observation tool(s) used by the program:

Enter tool(s) used to observe child development staff	(1) Name/title	(2) Locally designed Yes (Y) / No (N)

<b>working in each setting offered</b>		
<u>a</u> Center-based settings	CLASS	No
<u>b</u> Home-based settings		
<u>c</u> Family child care settings		

**FAMILY AND COMMUNITY PARTNERSHIPS**  
Number of families (C.35 - C.37.f.1)

	<b># of families at enrollment</b>
<u>C.35</u> Total number of families:	<u>154</u> Including Dual-custody families: <u>1</u>
<u>a</u> Of these, the number of two-parent families	<u>76</u> Including Dual-custody families: <u>0</u>
<u>b</u> Of these, the number of single-parent families	<u>78</u> Including Dual-custody families: <u>1</u>
<u>C.36</u> Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	<b># of two-parent families at enrollment</b>
<u>a</u> Parents (biological, adoptive, stepparents, etc.)	<u>66</u>
<u>b</u> Grandparents	<u>4</u>
<u>c</u> Relatives other than grandparents	<u>3</u>
<u>d</u> Foster parents not including relatives	<u>3</u>
<u>e</u> Other	<u>0</u>
<u>1</u> Specify:	
<u>C.37</u> Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	<b># of single-parent families at enrollment</b>
<u>a</u> Mother (biological, adoptive, stepmother, etc.)	<u>63</u>
<u>b</u> Father (biological, adoptive, stepfather, etc.)	<u>6</u>
<u>c</u> Grandparent	<u>6</u>
<u>d</u> Relative other than grandparents	<u>0</u>
<u>e</u> Foster parent not including relative	<u>1</u>
<u>f</u> Other	<u>0</u>
<u>1</u> Specify:	

**Employment (C.38 - C.40.b)**

<u>C.38</u> Of the number of two-parent families, the number of families in which:	<b># of families at enrollment</b>
<u>a</u> Both parents/guardians are employed	<u>18</u>
<u>b</u> One parent/guardian is employed	<u>51</u>
<u>c</u> Both parents/guardians are not working (e.g. unemployed, retired, or disabled)	<u>7</u>
<u>C.39</u> Of the number of single-parent families, the number of families in which:	<b># of families at enrollment</b>
<u>a</u> The parent/guardian is employed	<u>58</u>
<u>b</u> The parent/guardian is not working (e.g.unemployed, retired,or disabled)	<u>19</u>
<u>C.40</u> Total number of families in which:	<b># of families at enrollment</b>

<u>a</u> At least one parent/guardian is a member of the United States military on active duty	<u>2</u>
<u>b</u> At least one parent/guardian is a veteran of the United States military	<u>6</u>

**Federal or other assistance (C.41 - C.44)**

	# of families at enrollment	# of families at end of enrollment year
<u>C.41</u> Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	<u>17</u>	<u>14</u>
<u>C.42</u> Total number of families receiving Supplemental Security Income (SSI)	<u>9</u>	<u>10</u>
<u>C.43</u> Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	<u>67</u>	<u>73</u>
<u>C.44</u> Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	<u>52</u>	<u>62</u>

**Job training/school (C.45 - C.48)**

<u>C.45</u> Of the number of two-parent families, the number of families in which:	<b># of families at enrollment</b>
<u>a</u> Both parents/guardians are in job training or school	<u>1</u>
<u>b</u> One parent/guardian is in job training or school	<u>6</u>
<u>c</u> Neither parent/guardian is in job training or school	<u>69</u>
<u>C.46</u> Of the number of single-parent families, the number of families in which:	<b># of families at enrollment</b>
<u>a</u> The parent/guardian is in job training or school	<u>8</u>
<u>b</u> The parent/guardian is not in job training or school	<u>69</u>
<u>C.47</u> Of the total number of all families, the number in which one or more parent/guardian:	<b># of families at end of enrollment year</b>
<u>a</u> Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	<u>0</u>
<u>b</u> Completed high school or was awarded a GED during this program year	<u>0</u>
<u>c</u> Completed an associate degree during this program year	<u>0</u>
<u>d</u> Completed a baccalaureate or advanced degree during this program year	<u>1</u>
	<b># of families at end of enrollment year</b>
<u>C.48</u> Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	<u>3</u>

**Parent/guardian education (C.49 - C.49.d)**

<u>C.49</u> Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	<b># of families at enrollment</b>
<u>a</u> An advanced degree or baccalaureate degree	<u>9</u>
<u>b</u> An associate degree, vocational school, or some college	<u>57</u>
<u>c</u> A high school graduate or GED	<u>75</u>
<u>d</u> Less than high school graduate	<u>12</u>

**Family services (C.50 - C.51)**

<u>C.50</u> Types of family services:	<b>(1)</b>	<b>(2)</b>
	<b># of families with an</b>	<b># of families that</b>

	<b>expressed interest or identified need during the program year</b>	<b>received the following services during the program year</b>
<u>a</u> Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	<u>11</u>	<u>5</u>
<u>b</u> Housing assistance such as subsidies, utilities, repairs, etc.	<u>36</u>	<u>4</u>
<u>c</u> Mental health services	<u>23</u>	<u>10</u>
<u>d</u> English as a Second Language (ESL) training	<u>1</u>	<u>0</u>
<u>e</u> Adult education such as GED programs and college selection	<u>33</u>	<u>20</u>
<u>f</u> Job training	<u>23</u>	<u>4</u>
<u>g</u> Substance abuse prevention	<u>0</u>	<u>0</u>
<u>h</u> Substance abuse treatment	<u>3</u>	<u>0</u>
<u>i</u> Child abuse and neglect services	<u>15</u>	<u>5</u>
<u>j</u> Domestic violence services	<u>5</u>	<u>0</u>
<u>k</u> Child support assistance	<u>1</u>	<u>0</u>
<u>l</u> Health education	<u>130</u>	<u>98</u>
<u>m</u> Assistance to families of incarcerated individuals	<u>4</u>	<u>0</u>
<u>n</u> Parenting education	<u>75</u>	<u>36</u>
<u>o</u> Relationship/marriage education	<u>1</u>	<u>0</u>
<u>p</u> Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	<u>25</u>	<u>5</u>
<u>C.51</u> Of these, the number of families who were counted in at least one of the services listed above	<u>151</u>	<u>123</u>

**Father engagement (C.52 - C.52.e)**

<u>C.52</u> Number of fathers/father figures who were engaged in the following activities during this program year:	<b># of father/ father figures</b>
<u>a</u> Family assessment	<u>44</u>
<u>b</u> Family goal setting	<u>26</u>
<u>c</u> Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	<u>43</u>
<u>d</u> Head Start program governance, such as participation in the Policy Council or policy committees	<u>2</u>
<u>e</u> Parenting education workshops	<u>40</u>

**Homelessness services (C.53 - C.55)**

	<b># of families</b>
<u>C.53</u> Total number of families experiencing homelessness that were served during the enrollment year	<u>30</u>
	<b># of children</b>
<u>C.54</u> Total number of children experiencing homelessness that were served during the enrollment year	<u>31</u>
	<b># of families</b>
<u>C.55</u> Total number of families experiencing homelessness that acquired housing during the enrollment year	<u>3</u>

**Foster care and child welfare (C.56 - C.57)**

	<b># of children</b>
<u>C.56</u> Total number of enrolled children who were in foster care at any point during the	<u>19</u>

program year	
<u>C.57</u> Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	<u>3</u>
<b>Collaboration agreements and community engagement (C.58 - C63a)</b>	
	<b># of formal agreements</b>
<u>C.58</u> Total number of formal agreements with Child Care Partners during the program year	0
<u>a</u> Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0
	<b># of LEAs</b>
<u>C.59</u> Number of LEAs in the program's service area	<u>7</u>
<u>C.60</u> Number of formal agreements the program has with LEAs:	<b># of formal agreements</b>
<u>a</u> To coordinate services for children with disabilities	<u>7</u>
<u>b</u> To coordinate transition services	<u>7</u>
	<b>Yes (Y) / No (N)</b>
<u>C.61</u> Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Yes
	<b># of formal agreements</b>
<u>a</u> If yes, the number of formal agreements in which the program is currently participating	<u>1</u>
	<b># of Part C Agencies</b>
<u>C.62</u> Number of Part C agencies in the program's service area	N/A
	<b># of formal agreements</b>
<u>a</u> Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	N/A
	<b>Yes (Y) / No (N)</b>
<u>C.63</u> Does the program have formal collaboration agreements with child welfare agencies?	Yes
	<b># of formal agreements</b>
<u>a</u> If yes, the number of formal agreements in which the program is currently participating	1

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<b>In-Kind</b>	<b>Hours</b>	<b>Amount per hour</b>	<b>Total</b>
<b>Support Personnel</b>			
District Superintendent-\$8166 per year			\$680.50
Treasure's Office -3 employees/\$14,753 year			\$1,229.42
Speech Therapist-\$58,070 per year			\$4,839.17
Technology Support-\$10,537 per year			\$878.08
PT/OT		\$62.20	\$0.00
PT/OT Assistant		\$40.50	\$0.00
ELL		\$27.84	\$0.00
Beth Smalley		\$51.00	\$0.00
		<b>Sub Total</b>	<b>\$7,627.17</b>
<b>Building Usage</b>			
Utilities-\$17,136 year			\$1,428.00
Custodian-\$67,094per year			\$5,591.17
Maintenance-\$13,575 year			\$1,131.25
		<b>Sub Total</b>	<b>\$8,150.42</b>
<b>Volunteer</b>			
Cafeteria Assistants		\$10.97	\$ -
Tri Star Volunteers		\$16.40	\$0.00
Librarian		\$19.75	\$0.00
College Interns		\$16.40	\$0.00
At Home Activities		\$16.40	\$0.00
Community Partners		\$16.40	\$0.00
		<b>Sub Total</b>	<b>\$ -</b>
<b>Goods &amp; Services</b>			
CJ Highmarks for PC-20% discount			\$17.80
rug and helping buddie donation			
Parent Classroom Volunteer/POP's		\$16.40	\$0.00
Policy Council / HSAC		36.19	\$0.00
		<b>Sub Total</b>	<b>\$17.80</b>
<b>Mileage</b>	<b>Total Miles</b>	<b>Amount Per Mile</b>	
PC members		0.545	\$ -
<b>Total This Month</b>			<b>\$15,795.39</b>
In-Kind Needed Each Month: \$26,804.75			
			<b>Annual required inkind</b> \$321,657.00
			<b>Inkind needed to date</b> \$168,484.98