

Head Start Monthly Report September 2016

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;

A. Monthly Financial Statements including credit card expenditures:

- September 2016 – Credit Card Statement - \$536.13
- COPA training for 2 staff in Baltimore Maryland

B. Program Information Summary

Director hired Education Manager (formerly known as Director Early Childhood Services) and Health & Community Services Manager. Family Engagement Services Manager hired a Family Advocate to fill vacancy. Director completed and submitted Continuation Grant for program year 16-17, year three of the 5 year grant cycle. Director submitted the PIR report to Head Start.

COLA funds were approved through the OHS.

Direct service staff returned to work throughout the month. Education staff were provided Creative Curriculum training through Teaching Strategies and Conscious Discipline training through a certified consultant upon return. Active Supervision training was provided to education and transportation staff as well. Enrollment continues to be lower than 158 benchmark.

Director received the previously submitted Duration grant supplement back from the Regional office for revision and resubmission. The due date for resubmission is October 15th. Director will need to reconvene the Board of Education for a special meeting to obtain approval for resubmission of the Duration Grant.

Governance training for Board of Education and Policy Council is scheduled for October 13th in the evening. Governance Training is a requirement of the Head Start Act.

C. Enrollment / Attendance

111 children are currently enrolled. There is a trend developing in children withdrawing from the program for childcare. Further discussions with local ESC and school systems need to be scheduled to ensure that children who qualify for Head Start services are referred to Head Start to ensure that needs are being met. Future strategic planning discussions will need to occur to discuss any possible modifications to the program.

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	August 2016
Total Days Attendance	Rockford - 0 Franklin 0
Total Breakfast	0
Total Lunches	0
Total Snacks	0
Total Meals	0

E. Financial Audit - N/A

F. Annual Self-Assessment

- Completed March 2016

G. Community Assessment

- Completed

H. Communication and guidance from the Secretary

- PIs, IMs

The PI from the OHS in regards to the new Performance Standards Final Rule is attached to this report.

Attachments to report:

PIR report – The PIR (Program Information Report) is required of all Head Start grantees. The PIR is in essence a summary of the program’s performance throughout the year. The PIR is divided into separate sections: General Information, Program Staff & Qualifications, and Child & Family Services. Areas to note: cumulative enrollment was 174, Marshallese population is

increasing, # of students receiving transportation services, pg. 15 C.2 – note the significant increase in the amount of children who obtained medical insurance through the year, pg. 16 – C. 11 increase in the number of children up to date on immunizations, pg. 16 - C. 17 increase in number of children obtaining dental care, pg. 18 c 25 - # of children served in Head Start who are on IEPs, pg. 16 C 10 number of children identified as overweight or obese, and pg. 17 C 22 mental health services. The PIR provides the director with an overview of the program and what course corrections or additional services and program objectives need to be developed. For program year 16-17, the director embedded objectives and goals for Healthy Active Living Initiative, more outreach to the Marshallese population, and continued networking for dental care for children and families. The director applauds the efforts provided by family engagement staff for their efforts to ensure children and families not only had access to continuous medical and dental care but the insurance to cover the cost of those services. Our programmatic numbers for these areas were impressive.

PI – Program Instruction – Head Start performance Standards Final Rule & General Fact Sheet. In 2007, with the reauthorization of the Head Start Act, President Bush stated that the Head Start performance Standards needed to be revised to reflect the environment and climate of the current educational and social service systems. With that reauthorization, members of Congress, the Office of Head Start and other experts began working on the new standards. Performance Standards are the directions provided through the Head Start Act that guide grantees on requirements of the Head Start program. In June 2015, the “proposed” standards were released for comment to all Head Start grantees. After receiving information from across the nation and advocacy from the NHSA (National Head Start Association) the new Performance Standards were released in September 2016 with an effective date of December 7, 2016.

Respectfully submitted,

Amy Esser
Executive Director

August

REVENUE

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	1,105,840.00	0.00	1,105,840.00	669,500.00	436,340.00
CACFP Revenue	0.00	63,000.00	63,000.00	64,712.50	-1,712.50
Other Local	0.00	2,000.00	2,000.00	0.00	2,000.00
Refund prior year exp	0.00	2,000.00	2,000.00	0.00	2,000.00
Board advance	0.00	50,000.00	50,000.00	50,000.00	0.00
Total	1,105,840.00	117,000.00	1,222,840.00	784,212.50	438,627.50

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE	ANTICIPATED ACCRUAL
Salary	554,972.00	0.00	554,972.00	405,009.30	149,962.70		149,962.70	
Fringe Benefits	324,061.00	0.00	324,061.00	237,316.67	86,744.33	131.36	86,612.97	
Programing	45,476.00	4,000.00	49,476.00	35,615.02	13,860.98	19,326.54	-5,465.56	
Supplies	78,099.00	63,000.00	141,099.00	47,901.19	93,197.81	37,739.22	55,458.59	
Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Expenditures	84,000.00	0.00	84,000.00	3,086.50	80,913.50	0.00	80,913.50	
PA22 subtotal	1,086,608.00	67,000.00	1,153,608.00	728,928.68	424,679.32	57,197.12	367,482.20	
Training & Technical Services								
Training & technical serv (job code 400)	12,000.00	0.00	12,000.00	9,301.37	2,698.63	0.00	2,698.63	
Staff out of town travel	7,232.00	0.00	7,232.00	382.36	6,849.64	3,205.04	3,644.60	
Subtotal Purch Service	19,232.00	0.00	19,232.00	9,683.73	9,548.27	3,205.04	6,343.23	
Training & Tech Supplies	0.00	0.00	0.00	1,552.51	-1,552.51	0.00	-1,552.51	
Subtotal Supplies	0.00	0.00	0.00	1,552.51	-1,552.51	0.00	-1,552.51	
T&TA -PA20	19,232.00	0.00	19,232.00	11,236.24	7,995.76	3,205.04	4,790.72	
Return of Board Advance	0.00	50,000.00	50,000.00	50,000.00	0.00	0.00	0.00	
TOTALS	1,105,840.00	117,000.00	1,222,840.00	790,164.92	432,675.08	60,402.16	372,272.92	

Dec-15 Jan-16 Feb-16 Mar-16 Apr-16 May-16 Jun-16 Jul-16 Aug-16 Sep-16 Oct-16 Nov-16 Dec-16

REVENUE

Federal Revenue	28,500.00	45,000.00	122,000.00	70,000.00	70,000.00	119,000.00	71,000.00	77,000.00	67,000.00	0.00	0.00	0.00	0.00
CACFP Revenue	0.00	17,018.80	6,633.44	7,248.32	0.00	8,949.32	15,713.18	9,149.44	0.00	0.00	0.00	0.00	0.00
Other Local	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Refund prior year exp	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Board advance	0.00	0.00	0.00	0.00	0.00	0.00	50,000.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	28,500.00	62,018.80	128,633.44	77,248.32	70,000.00	127,949.32	136,713.18	86,149.44	67,000.00	0.00	0.00	0.00	0.00

EXPENDITURES

Salary	11,052.31	48,582.80	56,589.93	52,182.86	53,544.77	46,395.58	52,415.46	43,156.50	41,089.09	0.00	0.00	0.00	0.00
Fringe Benefits	24,620.11	25,890.94	25,931.31	29,056.26	27,063.87	27,370.86	29,116.76	25,113.44	23,153.12	0.00	0.00	0.00	0.00
Programming	7,792.05	3,323.05	423.08	1,925.93	1,771.74	6,246.17	2,660.97	6,246.39	5,225.64	0.00	0.00	0.00	0.00
Supplies	1,725.60	8,181.14	4,512.45	9,795.66	5,676.54	4,636.66	2,016.49	158.93	11,197.72	0.00	0.00	0.00	0.00
Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Expenditures	950.00	0.00	136.50	0.00	2,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PA22 subtotal	46,140.07	85,977.93	87,593.27	92,960.71	90,056.92	84,649.27	86,209.68	74,675.26	80,865.57	0.00	0.00	0.00	0.00
Training & Technical Services (job code 400)													
Training & technical serv (OBJ 419)	0.00	0.00	1,415.80	1,700.07	855.00	1,371.87	838.50	2,679.55	440.58	0.00	0.00	0.00	0.00
Staff out of town travel (OBJ 439)	0.00	0.00	0.00	0.00	238.16	144.20	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal Purch Service	0.00	0.00	1,415.80	1,700.07	1,093.16	1,516.07	838.50	2,679.55	440.58	0.00	0.00	0.00	0.00
Training & Technical Supplies													
Training & Tech Supplies	0.00	149.32	724.32	232.54	374.95	0.00	41.89	28.49	0.00	0.00	0.00	0.00	0.00
Subtotal Supplies	0.00	149.32	724.32	232.54	374.95	0.00	41.89	29.49	0.00	0.00	0.00	0.00	0.00
T&TA -PA20	0.00	149.32	2,140.12	1,932.61	1,468.11	1,516.07	880.39	2,709.04	440.58	0.00	0.00	0.00	0.00
Return of Board Advance								50,000.00					
TOTALS	46,140.07	86,127.25	89,733.39	94,893.32	91,525.03	86,165.34	87,090.07	127,384.30	81,106.15	0.00	0.00	0.00	0.00

ACCOUNT ACTIVITY

(CONTINUED)

Date of Transaction	Merchant Name or Transaction Description	\$ Amount
08/10	RGS Pay* 800-366-1920 CT	113.20
08/10	LAB NOTEBOOKS 2486793589 GA	440.69
08/10	DRAPHIX/TEACHER DIRECT 205-226-0830 AL	56.58
08/10	DRAPHIX/TEACHER DIRECT 205-226-0830 AL	89.49
08/10	TRANSPORTATION ACCESSO 740-967-2522 OH	226.05
08/10	DRAPHIX/TEACHER DIRECT 205-226-0830 AL	31.75
08/10	RGS Pay* 800-366-1920 CT	315.67
08/11	SUBSCRIPTION SVCSAMER 516-679-8241 NY	53.95
08/10	JOHN R GREEN CO - WEB COVINGTON KY	9,171.01
08/10	POWELL COMPANY LTD LIMA OH	2,089.46
08/10	BIO CORPORATION ALEXANDRIA MN	1,231.35
08/10	PLANK ROAD PUBLISHING TEL2627905218 WI CONNIE ROSE TRANSACTIONS THIS CYCLE (CARD 5536) \$22,010.46	410.99
08/12	Payment Thank You - Web	-26,902.40
07/22	C TOWN WINGS CELINA OH MICHAEL W DAVIS TRANSACTIONS THIS CYCLE (CARD 8268) -\$26,817.77 INCLUDING PAYMENTS RECEIVED	84.63
08/09	WAL-MART #1433 CELINA OH	30.68
08/18	CJS HIGHMARKS CELINA OH KENNETH SCHMIESING TRANSACTIONS THIS CYCLE (CARD 4374) \$221.60	190.92
08/09	WWW.MYCOPA.COM 8183040110 CA AMY ESSER TRANSACTIONS THIS CYCLE (CARD 5223) \$536.13	536.13

2016 Totals Year-to-Date	
Total fees charged in 2016	\$0.00
Total interest charged in 2016	\$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
PURCHASES			
Purchases	13.49% (v)	-0-	-0-
CASH ADVANCES			
Cash Advances	19.49% (v)	-0-	-0-
BALANCE TRANSFERS			
Balance Transfer	13.49% (v)	-0-	-0-

(v) = Variable Rate

31 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.

In-Kind	Hours	Amount per hour	Total
Support Personnel			
Itinerant Teachers		\$37.21	\$0.00
	Monthly \$5002.36	Uniform \$23.40	
Custodian Monthly & Uniform			\$5,025.76
OT		\$40.10	\$0.00
PT		\$61.60	\$0.00
ELL		\$27.70	\$0.00
Speech-Shelly Grothause		Monthly \$6339.75	\$6,339.75
Speech		\$52.00	\$0.00
		Sub Total	\$11,365.51
Building Usage			
Franklin Utilities	electric, sewage, trash, snow/mow, phone		\$2,480.38
Maintenance		\$519.13 per month	\$519.13
Treasurer's Office Personnel		1131.29 per month	\$1,131.29
		Sub Total	\$4,130.80
Volunteer			
Cafeteria Assistants		\$15.82	0
Tri Star / WSU Volunteers		\$15.82	\$0.00
Community/ Other	16	\$15.82	253.12
		Sub Total	\$253.12
Goods & Services		Total	
Family Activities		\$15.82	\$0.00
At Home Activities		\$15.82	\$0.00
Parent Classroom Volunteer		\$15.82	\$0.00
Parent Committee Meeting		\$15.82	\$0.00
Policy Council / HEAC	4	61.54	\$246.16
		Sub Total	\$246.16
Mileage	Total Miles	Amount Per Mile	
		0.555	0
Total This Month			\$15,995.59
In-Kind Needed Each Month: \$22,639			
		Annual required inkind	\$271,657.00
		Inkind needed to date	\$48,699.37

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-PI-HS-16-04	2. Issuance Date: 09/01/2016
	3. Originating Office: Office of Head Start	
	4. Key Words: Head Start Program Performance Standards; HSPPS; Revision; Final Rule; Regulation	

PROGRAM INSTRUCTION

TO: All Head Start and Early Head Start Grantees, including Delegate Agencies and Early Head Start-Child Care Partnership Grantees

SUBJECT: Head Start Program Performance Standards (HSPPS) Final Rule

INSTRUCTION:

The Office of Head Start (OHS) announced in the Federal Register the first comprehensive revision of the **Head Start Program Performance Standards (HSPPS)** since their original release in 1975. The publication of this regulation marks an important milestone in the history of the Head Start program. The new standards build upon 50 years of leadership in comprehensive early childhood services and will further raise the quality of Head Start programs. The new HSPPS are streamlined, simplified, and reorganized to improve clarity and transparency to support high-quality program delivery and minimize administrative burden.

This final rule has been nearly a decade in the making, fulfilling Congress’s call for a review and revision of the Program Performance Standards in the bipartisan *Improving Head Start for School Readiness Act of 2007*. The new standards were developed by incorporating the growing body of research on effective early care and education, consultation from subject matter experts and representatives from grantees and Indian tribes, and thoughtful consideration of the 1,000 public comments received on the Notice of Proposed Rulemaking (NPRM). The result is a new set of standards that reinforces Head Start’s position as a leader in the field of comprehensive early education, reflects best practices for teaching and learning, allows local flexibility, and reduces the number of federal requirements by approximately one-third.

Key Changes from Current Program Performance Standards

The most significant change in the new standards is requiring programs, over time, to offer longer service duration, which research links to stronger child outcomes. The new standards require that all Head Start center-based programs offer at least 1,020 annual hours of service for preschoolers by August 1, 2021, with at least 50 percent of their center-based preschool slots meeting this requirement

by August 1, 2019. Early Head Start center-based programs must also provide 1,380 annual hours of service by August 1, 2018. These requirements will help programs to meet children’s learning needs while allowing local flexibility to design schedules that best meet community and family needs.

This extended timeline allows substantially more time than was proposed in the NPRM to allow a sufficient period of time for program planning, while still ensuring that more children will gain greater access to increased learning experiences needed for strong outcomes. The final rule also reserves authority for the Secretary of the U.S. Department of Health and Human Services to reduce the requirement based on available funding.

A second major focus of the new standards is to solidify the critical role of parents in the program, which has been a long-standing cornerstone of the Head Start program. The final rule clearly acknowledges that parents are their children’s best advocates, better articulates family partnership services requirements, and maintains the parent committee requirement. We also revised the governance impasse procedures to require mediation or arbitration if necessary to resolve disputes between the governing body and the Policy Council. These changes reflect our belief that parents are foundational to Head Start’s success and that the program’s two-generation approach is integral to its impact on children and families.

Effective Date

The new Head Start Program Performance Standards are effective as of November 7, 2016, which is 60 days after their publication. However, in order to afford grantees a reasonable period of time to implement certain provisions that have changed significantly from previous standards, the final rule allows programs additional time to comply with these specific provisions. The compliance dates for the applicable provisions can be found in the final rule under *SUPPLEMENTARY INFORMATION, Table 1: Compliance Table*. We urge grantees to use this interim period to make adjustments as needed to assure full compliance with the new HSPPS.

The following provisions have a compliance date of **August 1, 2017**:

- §1302.22(c)(1) – Early Head Start home-based service duration
- §1302.32(a)(1)(ii) and (iii); §1302.32(a)(2); and §1302.32(b) – Curricula for center-based and family child care programs
- §1302.33(b)(1), (2), and (3); §1302.33(c)(2) and (3) – Assessment
- §1302.35(d)(1) through (3) – Curriculum for home-based programs
- §1302.53(b)(2) – Quality Rating and Improvement Systems (QRIS)
- §1302.53(b)(3) – Data systems
- §1302.90(b)(2), (4) and (5) – Complete background check procedures
- §1302.92(c) - Coordinated coaching strategy and coaching staff qualifications
- §1302.101(b)(4) – Management of program data

The following provisions have a compliance date of **August 1, 2018**:

- §1302.21(c)(1) – Early Head Start center-based service duration
- §1302.91(e)(4)(ii) – Child Development Specialist staff qualifications
- §1302.91(e)(6)(i) – Home visitor staff qualifications

The following provisions have a compliance date of **August 1, 2019**:

- §1302.21(c)(2)(iii) and (v) – Head Start center-based service duration: 50 percent of slots at 1,020 annual hours

The following provision has a compliance date of **August 1, 2021**:

- §1302.21(c)(2)(iv) – Head Start center-based service duration: 100 percent of slots at 1,020 annual hours

Implementation Support

In order to support the Head Start community in understanding and successfully implementing the new standards, we will offer a comprehensive series of training and technical assistance (T/TA) supports across a variety of platforms over the 2016–2017 program year. These opportunities will be targeted to stakeholders at every level—from grantee management staff, boards, and Policy Councils to federal and contract staff and T/TA providers.

To establish a common, in-depth understanding of the new HSPPS and expectations for implementation that will lay the groundwork for consistent support to grantees across the country, we held an in-person training for federal program specialists last month. Throughout this program year, we will deliver a series of interactive webinars and webcasts to help grantees explore, understand, and fully implement the new HSPPS, with strategies for working with staff, governing bodies, and families as programs make changes to adopt the new standards. Our support for grantees will begin with a webcast and question and answer session with OHS leadership. There will also be a virtual HSPPS Showcase that will address specific areas of the new standards, which will become available on the [Early Childhood Learning and Knowledge Center \(ECLKC\)](#) in early September. We will host monthly webinars to support understanding and implementation for grantees, T/TA providers, Regional Office staff, and other stakeholders. More information about these monthly opportunities will be available soon.

Additionally, OHS staff and T/TA providers will be presenting on the new standards at regional, state, and national conferences throughout the fall, winter, and spring. Our initial T/TA period will culminate with the OHS Birth to 5 Leadership Institute for management teams in the spring to consolidate and build upon the learning that has taken place throughout the program year.

Next Steps

Programs are urged to take the time to read the final rule in its entirety, including the preamble and the text of the regulation. Programs are also encouraged to participate in the OHS web-based and in-person T/TA opportunities that will be offered during this program year. Programs will need to discuss and plan for the implementation of the new standards with their staff, governing bodies, and parents. OHS and

our T/TA partners will continue to provide direction, guidance, and resources that support fulfilling our promise to prepare our children and families for school and beyond.

Thank you for the work you do on behalf of children and families.

/ Blanca Enriquez /

Blanca Enriquez
Director
Office of Head Start

Head Start Program Performance ACF Standards Final Rule: General Fact Sheet

SUMMARY

The Administration for Children and Families (ACF) published a final rule on September 1, 2016 revising the **Head Start Program Performance Standards (HSPPS)** to strengthen and improve the quality of Head Start programs. This action is part of the Administration's early learning efforts to ensure that all children start school ready to succeed.

The bipartisan *Improving Head Start for School Readiness Act of 2007* called for a review and revision of the HSPPS to ensure that all Head Start programs provide high quality, comprehensive services, and for the development of new, research-based education Performance Standards related to school readiness for Head Start children. The Administration for Children and Families issued a Notice of Proposed Rule Making (NPRM) in June of 2015 and received 1,000 comments on the proposed standards. The new Program Performance Standards incorporate key feedback and set a high bar for Head Start quality. The new HSPPS put in place higher standards based on years of research and effective practice in Head Start, providing for effective teaching, staff professional development, and high-quality curriculum in Head Start; strong parent engagement and involvement in programs; comprehensive health services and child safety; effective management; and a full school day and year of services for all Head Start children. At the same time, the new Program Performance Standards make program requirements easier for current and future program leaders to understand and reduce administrative burden so that Head Start directors can focus on delivering high-quality comprehensive early learning programs that help put children onto a path of success.

This rule builds on previous work from this Administration to strengthen Head Start. Beginning with the American Recovery and Reinvestment Act (ARRA), which invested \$2.1 billion in Head Start and Early Head Start to reach an additional 61,000 children and families, the President has made quality improvements in the Head Start program a high priority. This was followed by actions in 2011 to require all Head Start grantees that fail to meet a new set of rigorous benchmarks to compete for continued federal funding. In 2015, the U.S. Department of Health and Human Services (HHS) issued new eligibility rules that ensure Head Start serves our neediest and most vulnerable children.

Beginning in 2014, Congress appropriated funding to create Early Head Start-Child Care (EHS-CC) Partnerships and fund additional Early Head Start Expansion, including \$635 million in 2016. In addition, in 2016, Congress provided \$294 million to increase the number of Head Start children who attend a program that provides a full school day and full school year of early learning. The President has requested additional funding for 2017 to build on this progress of expanding full school day and year offerings in Head Start, consistent with the new requirements in this rule.

Head Start has long been a leader in providing comprehensive high-quality early learning opportunities, having served more than 33 million low-income children and their families over the last 50 years. But Head Start can and must do more. Findings from monitoring reviews and research confirm that there is significant variation in quality among Head Start programs and stronger outcomes are achievable. The new Program Performance Standards are an important next step in

the program's history, establishing a set of 21st century Performance Standards that will result in higher quality Head Start programs and better outcomes for children and families.

MAJOR PROVISIONS

Promoting Effective Teaching and Learning in Head Start Classrooms

A high-quality early learning program has well-trained, caring teachers who deliver a comprehensive and rigorous curriculum that is developmentally appropriate and that promotes all aspects of early learning necessary for school readiness, including social and emotional well-being and cognitive development. The new HSPPS set high standards for effective teaching and learning in every classroom.

The new Standards:

- Strengthen education services and curriculum requirements to ensure effective teaching in Head Start, based on the best research about how children learn and develop
- Require teaching practices, program curricula, and assessments align with the new Head Start Early Learning Outcomes Framework: Ages Birth to Five
- Require a system of evidence-based professional development activities, including mentor-coaching to build teacher skills and core competencies
- Require systematic local use of valid and reliable assessment data that provides useable information for teachers to individualize and improve services
- Clearly prohibit the expulsion of children from Head Start programs and set strict limitations on the use of temporary suspension, consistent with long-standing Head Start policy

Expanding Time for Learning and Healthy Development

The new Program Performance Standards increase the minimum levels for program duration to ensure teachers have the time they need to implement effective practices that will improve child outcomes. The new Standards set the expectation that, over time, nearly all Head Start programs will serve children for a full school day and full school year. Specifically, the new Standards require Head Start center-based programs to operate 50 percent of their slots for 1,020 hours (approximately equivalent to a 6-hour day for 170 days) per year by August 1, 2019; Head Start center-based programs to operate 100 percent of their slots for 1,020 hours per year by August 1, 2021; and Early Head Start center-based programs to operate 100 percent of their slots for 1,380 hours per year by August 1, 2018.

- Research shows that disadvantaged children benefit from more exposure to enriching early learning programs than is provided by the part-day, part-year programs under the current minimum Head Start standards. Research on full-day programs, instructional time, summer learning loss, and attendance all indicate that dosage is central to improving child outcomes.
- Many programs already provide 1,020 or 1,380 hours, but a significant number do not.
- The new Standards include higher minimums for service duration so teachers can provide the individualized and content-rich learning that is important for child outcomes.
- These new Standards give programs flexibility to structure these hours in a way that best meets the needs of children and families in their communities, and allows programs to request a waiver of these requirements to operate a locally designed program option.
- The new Standards recognize the importance of resources to expanding the duration of Head Start programs and provide the HHS Secretary the flexibility to reduce the required percentage of students attending full school day and year programs if adequate funds are not available.

- Congress appropriated \$294 million in fiscal year (FY) 2016 to increase the duration of Head Start and Early Head Start services, which the administration is in the process of awarding to grantees to ensure more grantees. The President's FY2017 budget requests additional funding to further expand full school day and year offerings, with the goal of putting the program on track to meet the targets in the rule.

Maintaining and Strengthening Head Start's Comprehensive Services and Family Engagement

The new Program Performance Standards maintain Head Start's commitment to comprehensive services as central to helping children succeed. They strengthen several aspects of parental engagement services, compared to the NPRM, in response to comments.

The new HSPPS:

- Require that all staff receive individualized professional development ensure high-quality comprehensive service delivery
- Maintain Head Start's family partnership agreements and home visits for families, and strengthen parent engagement by providing new opportunities for parents to participate in an evidence-based parenting curriculum
- Retain core health services and streamline requirements to make them easier to implement
- Strengthen mental health services to support teachers with effective classroom management through clearer requirements about the expectations for using mental health consultation
- Require programs serve dual language learners (DLLs) using a research-based approach that recognizes bilingualism as a strength and includes the provision of an interpreter for assessment and screening of children if needed
- Maintain and strengthen services for vulnerable populations, such as homeless children, children in foster care, and children with disabilities, to ensure they are getting the help they need to succeed
- Retain parents' critical decision-making role as leaders in program governance and operations, including maintaining the requirement for a parent committee at the program level

Ensuring the Health and Safety of Head Start Children

The new Program Performance Standards maintain and strengthen Head Start's high bar for child safety and require programs to implement a system of health and safety policies, practices, and procedures that includes ongoing training, oversight and correction, and continuous improvement. They also give programs greater flexibility to adjust their policies and procedures according to the most up-to-date information about how to keep children safe.

- The new rule strengthens the standards of conduct for staff, including explicit safety training and strong codes of conduct that help keep children safe.
- The new standards require programs to conduct state, local, or tribal, and federal criminal background checks on prospective and current employees, and clear them through available child abuse and neglect and sex offender registries every five years, consistent with new requirements for all states in the federally-supported child care subsidy system.

Promoting Effective Management and Continuous Improvement of Head Start Programs

The new Program Performance Standards will facilitate stronger program management and ensure that programs are using data to improve their programs on an ongoing basis.

The new Standards:

- Codify best practices for the appropriate use of data, which includes establishing goals and measurable objectives, and using data, ongoing oversight, and correction to set and revise goals and objectives to best meet the needs of children and families
- Reduce bureaucratic burden by focusing on outcomes over processes and plans, eliminating Head Start-specific requirements where government-wide procedures exist, giving grantees more flexibility in holding sub-grantees accountable, and reducing the number of regulations by approximately one-third
- Include procedures for sharing data and protecting personally identifiable information, balancing the need to protect privacy while ensuring Head Start programs participate in state and local data systems, including those developed through the statewide longitudinal data systems grant program



2015-2016 HEAD START PROGRAM INFORMATION REPORT

05CH8467-000 Celina City Schools

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	05CH8467
Program Number	000
Program Type	Head Start
Program Name	Celina City Schools
Program Address	Celina City Schools/Mercer County Head Start 6731 State Route 219 Celina OH 45822-8151
Program Phone Number	(419) 268 0301 - 4002
Program Fax Number	(419) 268 0017
DUNS Number	013433719
Program Email Address	amy.esser@CelinaSchools.org
Head Start Director Name	Ms. Amy Esser J
Head Start Director Email	amy.esser@CelinaSchools.org
Agency Web Site Address	www.mercerheadstart.org
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	Date
a. Start Date	09/01/2015
b. End Date	05/20/2016

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start Enrollment	# of children/ pregnant women
a. Head Start Funded Enrollment, as identified on NOA	158
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option - children

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

	# of children
A.4 Center-based program - 4 days per week:	
a. Full-day enrollment	20
b. Part-day enrollment	135
1. Of these, the number in double sessions	135
A.5 Home-based program	3
A.6 Combination option program	0
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

Funded enrollment at child care partner

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

CLASSES

Classes

	# of classes
A.12 Total number of classes operated	9
a. Of these, the number of double session classes	8

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	9
d. 3 years old	63
e. 4 years old	93
f. 5 years and older	9

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	174

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children
a. Income below 100% of federal poverty line	96
b. Public assistance such as TANF, SSI	21
c. Status as a foster child - # children only	16
d. Status as homeless	10
e. Over income	17

	<i># of children</i>
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	14
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:	In accordance with enrollment low income and categorical eligibility are first priority. Recruitment efforts are throughout the year.

Prior enrollment

A.18 Enrolled in Head Start or Early Head Start for:	<i># of children</i>
a. The second year	46
b. Three or more years	6

Transition and Turnover

	<i># of children</i>
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	30
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	10
A.19.b. 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	59

Child care subsidy

	<i># of children at end of enrollment year</i>
A.24. The number of enrolled children for whom the program received a child care subsidy	0

Race and Ethnicity

A.25 Race and Ethnicity	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	0	2
b. Asian	0	0
c. Black or African American	0	0
d. Native Hawaiian or other Pacific Islander	0	13
e. White	0	145
f. Biracial/Multi-racial	1	13
g. Other	0	0
h. Unspecified	0	0

Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	162
b. Spanish	0
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	0
f. East Asian Languages	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	12
i. European & Slavic Languages	0
j. African Languages	0
k. Other	0
l. Unspecified	0

TRANSPORTATION

Transportation services

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
	# of children
a. Number of children for whom transportation is provided	101

Buses

	# of buses owned
A.28 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	5
a. Of these, the number of buses purchased since last year's PIR was reported	0
A.29 Are any of the buses used by the program leased by the program itself?	No

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
<i>Name/title</i>	<i>Locally designed</i>	<i>Web Based</i>
COPA (Child Outcome, Planning, and Administration/Assessment)	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) # of Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	31	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	4	0
b. Of these, the number who left since last year's PIR was reported	0	0
1. Of these, the number who were replaced	0	0

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	257
a. Of these, the number who are current or former Head Start or Early Head Start parents	188

MANAGEMENT STAFF

Coordination of services

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

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Preschool Classroom and Assistant Teachers (HS and Migrant Programs)

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	5	5

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	0	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	1	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education	4	2
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0
3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0
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:		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	0	3
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0
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:		
3. 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

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
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

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
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

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	9
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	9

Child development staff qualifications - Home-based and FCC

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	1	1	0	0

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	1	1	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
c. An associate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following credentials:				
d. License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	0	0	0	0
4. 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	0	0	0	0
5. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position:				
e. The number who do not have the qualifications listed in B.9.a through B.9.d	0	0	0	0
Of the child development staff in B.9.e above, the number enrolled in:				
1. An advanced degree or license	0	0	0	0
2. A baccalaureate degree	0	0	0	0
3. An associate degree	0	0	0	0
4. Studies leading to a non-degree license, certificate, or credential	0	0	0	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	(1) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	11
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	0
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	0
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

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

Child development staff - Home-based visitor turnover

	<i># of home-based visitors</i>
B.19 The number of home-based visitors who left your program during the year	1
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	1
1. Comments: Home base teacher moved to the classroom	
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 Number of home-based visitors hired during the year due to turnover	0

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships staff	2	1
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:	
--	--

	(1) # of family workers	(2) # of FCP supervisors
B.25 Of the family & community partnerships 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	1
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 Managers/Coordinators - Qualifications

	# of ECD managers/ coordinators
B.27 Total number of education & child development managers/coordinators	1
	# of ECD managers/ coordinators
Off 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	0
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	1
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. 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	0
Of the education & child development managers/coordinators preschool child development staff in B.27.c above, the number enrolled in:	
1. 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	0
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or 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
Of the education & child development managers/coordinators preschool child development staff in B.27.d above, the number enrolled in:	
1. 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	0
	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.e above, the number enrolled in:	
1. 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	0
B.28 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

C. CHILD & FAMILY SERVICES

HEALTH SERVICES

Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	133	167
a. Number enrolled in Medicaid and/or CHIP	95	127
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	0	0
c. Number with private health insurance (for example, parent's insurance)	38	38
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	2
1. Specify	Paramont	
C.2. Number of children with no health insurance	41	7

Medical

Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	132	149
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 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	116	131
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported		0
1. Of these, the number who have received or are receiving medical treatment		0
b. 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:		

C.9 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:	# of children
a. Anemia	0
b. Asthma	0
c. Hearing Difficulties	6
d. Vision Problems	2
e. High Lead Levels	1
f. Diabetes	0

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

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	1
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	99
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	46
d. Obese (BMI at or above 95th percentile for child's age and sex)	28

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	128	152
C.12 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	11	10
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	4	5

Dental

Dental home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	79	129

Preschool dental services (HS and Migrant programs)

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	116
C.19 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	151
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	56
1. Of these, the number of children who have received or are receiving treatment	12
b. Specify the primary reason that children who needed dental treatment did not receive it:	No dental care available in local area

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	3

Mental health services

	# of children at end of enrollment year
C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	4
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	0
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	1
1. 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	0
c. Number of children for whom the MH professional provided an individual mental health assessment	0
d. Number of children for whom the MH professional facilitated a referral for mental health services	0

Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	0
a. Of these, the number who received mental health services since last year's PIR was reported	0

DISABILITIES SERVICES

Preschool disabilities services (HS and Migrant programs)

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

Preschool primary disabilities (HS and Migrant programs)

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

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	174
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	153
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	42
C.30 The instrument(s) used by the program for developmental screening:	
ASQ-SE (Ages & Stages Questionnaire Social-Emotional)	
Other (Please Specify) - Fluharty	
Brigance Early Childhood Screen III	
Other (Please Specify) - Brigance 4, Brigance 5	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
<i>Name/title</i>	<i>Locally designed</i>
Teaching Strategies GOLD Online	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum (PreSchool)	No

b. For family child care services:

c. For home-based services:	
<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum (PreSchool)	No

STAFF-CHILD INTERACTION OBSERVATION TOOLS

		# of programs
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?		Yes
C.34 If yes, interaction observation tool(s) used by the program:		
	(1) <i>Name/title</i>	(2) <i>Locally designed</i>
a. Center-based settings	Class	No
b. Home-based settings	Class	No
c. Family child care settings		

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	161
a. Of these, the number of two-parent families	78
b. Of these, the number of single-parent families	83

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	74
b. Grandparents	2
c. Relatives other than grandparents	1
d. Foster parents not including relatives	1
e. Other	0
1. Specify:	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	69
b. Father (biological, adoptive, stepfather, etc.)	7
c. Grandparent	3
d. Relative other than grandparent	3
e. Foster parent not including relative	1
f. Other	0
1. Specify:	

Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	25
b. One parent/guardian is employed	42
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	11

C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	57
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	26

C.40 The number of all families in which:	# of families at enrollment
a. At least one parent/guardian is a member of the United States military on active duty	0
b. At least one parent/guardian is a veteran of the United States military	2

Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment year
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	18	20
C.42 Total number of families receiving Supplemental Security Income (SSI)	10	11
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	49	53
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	41	59

Job training/school

C.45 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	1
b. One parent/guardian is in job training or school	6
c. Neither parent/guardian is in job training or school	71
C.46 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	5
b. The parent/guardian is not in job training or school	78
C.47 Of the total number of all families, the number in which one or more parent/guardian:	# of families at end of enrollment year
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	0
b. Completed high school or was awarded a GED during this program year	1
c. Completed an associate degree during this program year	0
d. Completed a baccalaureate or advanced degree during this program year	0
	# of families at end of enrollment year
C.48 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	4

Parent/guardian education

C.49 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	# of families at enrollment
a. An advanced degree or baccalaureate degree	4
b. An associate degree, vocational school, or some college	61
c. A high school graduate or GED	63
d. Less than high school graduate	30

Family services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	2	1
b. Housing assistance such as subsidies, utilities, repairs, etc.	12	2
c. Mental health services	4	3
d. English as a Second Language (ESL) training	0	0
e. Adult education such as GED programs and college selection	14	0
f. Job training	1	0
g. Substance abuse prevention	0	0
h. Substance abuse treatment	0	0
i. Child abuse and neglect services	0	0
j. Domestic violence services	1	0
k. Child support assistance	0	0
l. Health education	112	86
m. Assistance to families of incarcerated individuals	2	0
n. Parenting education	21	10
o. Relationship/marriage education	1	0
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	0	0
C.51 Of these, the number of families who were counted in at least one of the services listed above	125	91

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	2
b. Family goal setting	13
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	11
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	0

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	10
	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	14
	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	2

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	16
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	4

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal agreements with Child Care Partners during program year	0
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0

Local education agency (LEA)

	# of LEAs
C.59 Number of LEAs in the program's service area	6
	# of formal agreements
C.60 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	4
b. To coordinate transition services	4

Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1
	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	1

Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

REPORTING INFORMATION

PIR Report Status	Started
Last Update Date	08/29/2016