

Head Start Monthly Report August 2019

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 2019 – Credit Card statement - \$5,045.57

•	6/30/19	\$112.00	Dayton Airport	Admin
•	6/29/19	\$1,086.36	Dollar rent A Car	Admin
•	6/29/19	\$30	United	A. Esser
•	6/29/19	\$30	United	S. Stammen
•	6/29/19	\$30	United	W. Langston
•	6/29/19	\$1,253.07	Hampton Inn	A. Esser
•	6/29/19	\$1,253.07	Hampton Inn	S. Stammen
•	6/29/19	\$1,253.07	Hampton Inn	W. Langston
•	6/29/19	\$10	Exxon	gas

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 Director continues to work towards completion of the 5 Year project Period Grant due September 1st. The Program Information Report was submitted ahead of the August 31st due date and accompanies this report for review.

The Education Manager developed a training for Education staff with Loving Guidance. The training will be held in August.

Two teachers, Mackenzie Welker and Kirsten Fuelling will be attending Conscious Discipline training for 2 days in August along with FESM Langston. The training is provided by OHSAL.

Education - no report

Mental Health - Met with Foundations to extend hours of service and add parenting curriculum to Education Complex.

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

Health -Over 60 families attended Head Start Health screening day.

ERSEA - We are currently enrolling students for 2019/20 school year.

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 2019
Total Days Attendance	Rockford - 0 Franklin 0
Total Breakfast	0
Total Lunches	0
Total Snacks	0
Total Meals	0

- E. Financial Audit -**
- F. Annual Self-Assessment**
 - Completed March 2019
- G. Community Assessment**
 - Completed May 2019
- H. Communication and guidance from the Secretary**
 - Pls, IMs none

Attachments to report:

PIR

Parent Handbook

Request for approval of the submission of the 5 Year Project Planning grant (December 2019 – November 2024) for the amount of \$2,287,900. This application asks for the continuation of Head Start services for Mercer County, Ohio serving 158 children. \$1,814,934 is designated for Head Start operations, \$19,232 is designated for training and technical services, and \$453,734 to be collected as Non- Federal Match.

Request approval for the Mercer County Head Start Family Handbook.

Request approval of Program PIR.

Respectfully submitted,

Amy Esser
Executive Director

HEAD START - 2019 GRANT

REVENUE									
	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING				
Federal Revenue	1,698,712.00	-	1,698,712.00	639,000.00	1,059,712.00				
CACFP Revenue	-	88,230.00	88,230.00	48,471.39	39,758.61				
Other Local	-	-	-	7,956.35	(7,956.35)				
Refund prior year exp	-	-	-	-	-				
Board advance	-	-	-	-	-				
Total	1,698,712.00	88,230.00	1,786,942.00	695,427.74	1,091,514.26				
EXPENSES									
	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE	ANTICIPATED ACCRUAL	
Salary	805,411.00	50,400.00	855,811.00	415,149.34	440,661.66	-	440,661.66		
Fringe Benefits	562,021.00	9,100.00	571,121.00	246,493.76	324,627.24	75.00	324,552.24		
Programming	176,306.00	4,230.00	180,536.00	80,595.75	99,940.25	17,731.47	82,208.78		
Supplies	89,914.00	24,500.00	114,414.00	53,065.73	61,348.27	29,868.09	31,480.18		
Capital Outlay	-	-	-	-	-	-	-		
Other Expenditures	12,125.00	-	12,125.00	1,940.00	10,185.00	345.00	9,840.00		
PA22 subtotal	1,645,777.00	88,230.00	1,734,007.00	797,244.58	936,762.42	48,019.56	888,742.86		
Training & Technical Services									
Training & technical serv (job code 400)	419	-	24,319.00	4,139.50	20,179.50	3,210.00	16,969.50		
Staff out of town travel	439	-	24,966.00	8,816.28	16,149.72	4,666.79	11,482.93		
Subtotal Purch Service			49,285.00	12,955.78	36,329.22	7,876.79	28,452.43		
Training & Tech Supplies	3,650.00	-	3,650.00	847.41	2,802.59	300.00	2,502.59		
Subtotal Supplies	3,650.00	-	3,650.00	847.41	2,802.59	300.00	2,502.59		
T&TA -PA20	52,935.00	-	52,935.00	13,803.19	39,131.81	8,176.79	30,955.02		
Return of Board Advance	-	-	-	-	-	-	-		
TOTALS	1,698,712.00	88,230.00	1,786,942.00	811,047.77	975,894.23	56,196.35	919,697.88		
TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES						(115,620.03)			

ACCT. NUMBER: 5563 7579 0004 4218

CELINA CITY SCHOOLS

COMMERCIAL ACCOUNT ACTIVITY

CELINA CITY SCHOOLS
5563-7579-0004-4218

TOTAL COMMERCIAL ACTIVITY
\$29,384.90 CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-12	07-12		AUTO PAYMENT DEDUCTION	29,384.90 CR

INDIVIDUAL CARDHOLDER ACTIVITY

AMY ESSER
5563-7500-2990-4743

CREDITS \$0.00 PURCHASES \$5,054.57 CASH ADV \$0.00 TOTAL ACTIVITY \$5,054.57

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-01	06-30	25415759181002712541881	99938 - DAYTON INTERNA VANDALIA OH P.O.S.: P62009308 SALES TAX: 3.36	112.00
07-01	06-29	55178429180613814135078	DOLLAR RENT A CAR HOUSTON TX 814135070 HOUSTON	1,083.36
07-01	06-29	55432869181200222564111	UNITED 01615170319174 HOUSTON TX ESSER /FIRST CHE DEPART: 06-29-19 P.O.S.: SALES TAX: \$0.00 IAH UA E DAY	30.00
07-01	06-29	55432869181200222564129	UNITED 01615170319181 HOUSTON TX STAMMEN /FIRST CHE DEPART: 06-29-19 P.O.S.: SALES TAX: \$0.00 IAH UA E DAY	30.00
07-01	06-29	55432869181200222564137	UNITED 01615170319198 HOUSTON TX LANGSTON /FIRST CHE DEPART: 06-29-19 P.O.S.: SALES TAX: \$0.00 IAH UA E DAY	30.00
07-01	06-29	55436879181261810110514	HAMPTON INN AND SUITES PASADENA TX 140114 ARRIVAL: 06-29-19	1,253.07
07-01	06-29	55436879181261810110670	HAMPTON INN AND SUITES PASADENA TX 140113 ARRIVAL: 06-29-19	1,253.07
07-01	06-29	55436879181261810110779	HAMPTON INN AND SUITES PASADENA TX 140112 ARRIVAL: 06-29-19	1,253.07
Total Travel Activity				\$5,044.57

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
07-01	06-29	05486809181378006000241	EXXONMOBIL 47939152 PASADENA TX	10.00
Total Fleet Activity				\$10.00

TIM BUSCHUR
5563-7500-4857-1713

CREDITS \$0.00 PURCHASES \$424.72 CASH ADV \$0.00 TOTAL ACTIVITY \$424.72

ACCOUNTING CODE:

Non-Federal Match			
FINAL May 2019			
In-Kind	Hours	Rate per hour	Total
<u>Celina City Schools--Administrative / Support Personnel</u>			
Superintendent - \$8,398 / year			\$699.83
Treasurer's Office - 3 employees / \$15,109 / year			\$1,259.08
Fringe for All - \$3,890 / year			\$324.17
Technology Support - 2 employees / \$10,878 / year			\$906.50
Speech Therapist - \$57,412 / (Sept-May)			\$6,379.11
ELL Tutor - \$1,848 / year (Sept-May)			\$205.33
Itinerant Teachers - \$58,234.04 / (Sept-May) (Classroom) (2)			\$6,470.45
Board of Education		\$56.92	\$0.00
ESC Staff-VS	12	\$58.80	\$705.60
ESC Staff-TN	0	\$68.78	\$0.00
ESC Staff-SG	0	\$34.35	\$0.00
A. A. Itinerant	10.5	\$27.74	\$291.27
A. B. Itinerant	10.25	\$24.27	\$248.77
T. S. Itinerant	27	\$12.55	\$338.85
D. D. Itinerant	10.25	\$46.20	\$473.55
		Sub Total	\$18,302.51
<u>Building Usage</u>			
Utilities - \$17,136 / year			\$1,428.00
Custodian - \$65,328 / year			\$5,444.00
Maintenance - \$13,575 / year			\$1,131.25
Summer Custodian - July		\$9.75	\$0.00
Custodian Retro			\$222.92
		Sub Total	\$8,226.17
<u>Volunteers (from In-Kind Sheets)</u>			
Cafeteria Helpers	24.5	\$11.37	\$278.57
Tri-Star Students	12.25	\$16.83	\$206.17
College Students / Interns	0	\$16.83	\$0.00
Parent - Classroom	57	\$16.83	\$959.31
At Home Activities	75.75	\$16.83	\$1,274.87
TA/FA Asst besides Tri-Star, Student, Parent	0	\$16.83	\$0.00
Office Helpers	10.75	\$14.53	\$156.20
Bus Aide	0	\$11.91	\$0.00
Policy Council	4	\$38.01	\$152.04
Mileage	0	\$0.545	\$0.00
		Sub Total	\$3,027.15
<u>Goods & Services</u>			
CJ's Highmarks for Policy Council - 20% discount	\$54.00	20.0%	\$10.80
HSAC			
Conscious Discipline \$13,294 / 9 months(Dec-May, Sept-Nov)			\$1,477.11
Foundations Behavioral Health	132	\$15.00	\$1,980.00
Foundations Behavioral Health-Kinship	2.25	\$100.00	\$225.00
		Sub Total	\$3,692.91
Total This Month			\$33,248.74
In-Kind Needed Each Month: \$34,255.75			
		Annual required inkind	\$411,069.00
		Inkind needed to date	\$196,158.39

Human Resources

Mercer County Head Start will recruit, hire, and retain the highest quality staff to provide innovative comprehensive services to families and children.

Objective 1 : Develop an orientation and onboarding system that provides staff with the Time, support, and knowledge to perform their job assignment.

Objective 2: Build the resource capacity of current staff.

Objective 3: Create a marketing strategy that recruits highly qualified staff who maintain employment with the program.

Mental Health

Mercer County Head Start will implement a comprehensive mental health approach to promote the overall well-being for children, families, and staff.

Objective 1: Create a mental health framework that meets the needs of children, families, and staff effectively and efficiently.

Objective 2: The program will implement a comprehensive Conscious Discipline training plan for staff and families.

Objective 3: The program will provide wellness opportunities to support staff overall health and wellness.

Objective 4: The program will increase community partnerships with mental health providers thereby increasing resources for children and families.

Objective 5: Mercer County Head Start will partner with mental health providers to develop and create innovative services to meet the unique needs of children and families experiencing severe mental health needs.

Family & Community Engagement

MCHS will empower parents through the development of positive healthy relationships between staff, families, children, & community in order that parents understand their importance and are an integral part of the overall success of their child's and community's future.

Objective 1: Increase child attendance.

Objective 2: The program will develop a data-driven parent engagement strategy annually.

Objective 3: The program will provide child-parent activities that promote parents as their child's first and most important educator.

Objective 4: The program will create a communication matrix that ensures parents and Staff have ample means of clear communication.

Education

Education staff will embrace the use of data to intentionally plan so that all children can reach their highest potential.

Objective 1: Mercer County Head Start will create a culture that embraces the use of data.

Objective 2: The education team will display a fluent understanding of program curricula and the accompanying child assessment tools and strategies.

Objective 3: Children will thrive in classrooms enriched with knowledge of child Developmental progressions supported by Head Start Early Learning Outcomes Framework and Ohio Department of Education Standards.

Agency: Mercer County Head Start / Site: ALL / Transitions: ALL / Program Model: HS / From: 06-01-2018 To: 06-30-2019

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@mercerheadstart.org
* Agency Email	renee.whistler@mercerheadstart.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:	Date (mm/dd/yyyy)
a Start Date	06/01/2018
b End Date	06/30/2019

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

A.2 Funded Head Start or Early Head Start Enrollment:	# of children / pregnant women
a Head Start/Early Head Start Funded Enrollment, as identified on FAA	158
b Funded Enrollment from non-federal sources, i.e. state, local, private	0
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:	# of children
a Full-day enrollment	18
1 Of these, the number available as full-working-day enrollment	18
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
A.4 Center-based option - 4 days per week:	# of children
a Full-day enrollment	20
b Part-day enrollment	120
1 Of these, the number in double sessions	120

A.5 Home-based option	0
A.6 Combination option	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 of pregnant women (EHS programs) (A.9 - A.9)

	# of pregnant women
A.9 Total number of pregnant women positions in funded enrollment	N/A

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

	# 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

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

	# of classes
A.12 Total number of classes operated	10
a Of these, the number of double session classes	8

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

A.13 Children by age:	# of children at enrollment
a Under 1 year	0
b 1 year old	0
c 2 years old	12
d 3 years old	65
e 4 years old	90
f 5 years and older	17

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

	# of pregnant women
A.14 Cumulative enrollment of pregnant women	N/A

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

A.15 Total cumulative enrollment	# of children / pregnant women
	184

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

A.16 Report each enrollee only once by primary type of eligibility:	# of children / pregnant women
a Income below 100% of federal poverty line	78
b Receipt of public assistance such as TANF, SSI	8
c Status as a foster child - # children only	14
d Status as homeless	38
e Over income*	9
	# of children
f Number of children exceeding the allowed over income enrollment with family incomes between 100% and 130% of the federal poverty line**	37

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
a The second year	63
b Three or more years	16

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

	# of children
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	29
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
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	56

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

	# of children
A.20 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
a 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
b Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	N/A
1 Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	N/A
2 Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	N/A
3 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
A.21 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

A.22 Number of pregnant women receiving Early Head Start services at the time their infant was born	N/A
a Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in Early Head Start	N/A
b 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
A.23 Total number of children who left the program any time after classes or home visits began and did not re-enroll	N/A
a Of the children who left the program during the program year, the number of children who were enrolled less than 45 days	N/A
b 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
<u>A.24</u> The number of enrolled children for whom the program and / or its partners received a child care subsidy	<u>0</u>

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
<u>a</u> American Indian or Alaska Native	<u>0</u>	<u>0</u>
<u>b</u> Asian	<u>0</u>	<u>1</u>
<u>c</u> Black or African American	<u>0</u>	<u>3</u>
<u>d</u> Native Hawaiian or other Pacific Islander	<u>0</u>	<u>21</u>
<u>e</u> White	<u>4</u>	<u>142</u>
<u>f</u> Biracial/Multi-racial	<u>2</u>	<u>11</u>
<u>g</u> Other	<u>0</u>	<u>0</u>
<u>1</u> Explain: Hispanic or Latino		
<u>h</u> Unspecified	<u>0</u>	<u>0</u>
<u>1</u> Explain:		

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

A.26 Primary language of family at home:	# of children / pregnant women
<u>a</u> English	<u>167</u>
<u>b</u> Spanish	<u>2</u>
<u>c</u> Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	<u>0</u>
<u>d</u> Caribbean Languages (e.g., Haitian-Creole, Patois)	<u>0</u>
<u>e</u> Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	<u>0</u>
<u>f</u> East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	<u>0</u>
<u>g</u> Native North American/Alaska Native Languages	<u>0</u>
<u>h</u> Pacific Island Languages (e.g., Palauan, Fijian)	<u>15</u>
<u>i</u> European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	<u>0</u>
<u>j</u> African Languages (e.g., Swahili, Wolof)	<u>0</u>
<u>k</u> Other (e.g., American Sign Language)	<u>0</u>
<u>1</u> Specify:	
<u>l</u> Unspecified (language is not known or parents declined identifying the home language)	<u>0</u>

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

Yes (Y) / No (N)

Yes

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?

of children

a Number of children for whom transportation is provided

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

of buses owned

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

0

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	0
A.29 Are any of the buses used by the program leased by the program itself?		Yes (Y) / No (N) No
a	Number of buses leased	# of buses leased 0

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

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?			Yes (Y) / No (N) Yes
If yes, list software programs primary tool first.	(1) Name/title	(2) Locally designed Yes (Y) / No (N)	(3) Web-based Yes (Y) / No (N)
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)

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	42	2
a Of these, the number who are current or former Head Start or Early Head Start parents	5	0
b Of these, the number who left since last year's PIR was reported	10	0
1 Of these, the number who were replaced	8	0

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

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	363
a Of these, the number who are current or former Head Start or Early Head Start parents	210

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

B.3 Management staff:	(1) Annual salary	(2) % of salary funded by Head Start or Early Head Start

a Executive Director	0	0
b Head Start or Early Head Start Director	69037	100
c Child Development & Education Manager	38281	100
d Health Services Manager	43850	100
e Family & Community Partnerships Manager	24008	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:	Average # of hours per week
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
B.5 Total number of preschool child development staff by position	9	7
a An advanced degree in:		
1 Early childhood education	1	1
2 Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	0	0
b A baccalaureate degree in:		
1 Early childhood education	7	3
2 Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	1	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
c An associate degree in:		
1 Early childhood education	0	2
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	0	0

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	1
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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	1
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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
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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
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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
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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
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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
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of classes

B.6 Total number of center-based option classes serving preschool-aged children	10
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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:	7
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- 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

Infant and toddler child development staff qualifications: classroom teachers, assistants, and supervisors (EHS and Migrant programs) (B.8 - B.8.e.3)

(1)
of Classroom

	Teachers
B.8 Total number of infant and toddler child development staff by position	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
2 Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	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
2 Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	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
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
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
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
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
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	N/A
Of the infant and toddler child development staff with the credentials in B.8.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 with a focus on infant and toddler development	N/A
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 with a focus on infant and toddler development	N/A
Of the number of infant and toddler child development staff by position:	
e The number who do not have the qualifications listed in B.8.a through B.8.d	N/A

Of the infant and toddler child development staff in B.8.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 with a focus on infant and toddler development	N/A
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 with a focus on infant and toddler development	N/A
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	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
B.9 Total number of child development staff by position	0	0	0	0

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

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	0	0	0	0

Practitioner (NP) license				
7 Early childhood education	0	0	0	0
8 Other	0	0	0	0
1 Specify:				
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	0	0	0	0
7 Other	0	0	0	0
1 Specify:				
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
1 Specify:				
Of the number of child development staff by position, the number with the following licenses, certifications, or 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
1 Specify:				
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 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
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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
a Advanced degree in early childhood education or related degree	38771
b Baccalaureate degree in early childhood education or related degree	41660
c Associate degree in early childhood education or related degree	0
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
e 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
a Classroom teachers	41339	19.87
b Assistant teachers	30389	14.61
c Home-based visitors	0	
d 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
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	1	15
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)

B.13 The number who are proficient in a language(s) other than English	# of non-supervisory child development staff
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 (e.g., American Sign Language)	0
1 Specify:	
k 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
B.15 The number of classroom teachers who left the program during the year	3
B.16 Of these, the number who left for the following reasons:	# of classroom teachers
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	3
1 Comments: 1 retired, 1 resigned, 1 took another job in the school district	
B.17 Number of classroom teacher vacancies in the program that remained unfilled for a period of 3 months or longer	1
B.18 Number of classroom teachers hired during the year due to turnover	3

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

	# of home-based visitors
B.19 The number of home-based visitors who left the program during the year	0
B.20 Of these, the number who left for the following reasons:	# of home-based visitors
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)**

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

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	<u>1</u>
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
<u>a</u> 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	<u>1</u>
<u>b</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 with experience teaching preschool-age children	<u>0</u>
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:

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 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
C.1 Number of all children with health insurance	146	178
a Number enrolled in Medicaid and/or CHIP	128	148
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)	17	27
d Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	1	3
1 Specify:	Paramount	Paramount
C.2 Number of children with no health insurance	38	6

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

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.3 Number of pregnant women with at least one type of health insurance	N/A	N/A
a Number enrolled in Medicaid	N/A	N/A
b Number enrolled in another publicly funded insurance program that is not Medicaid	N/A	N/A
c Number with private health insurance	N/A	N/A
d Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	N/A	N/A
1 Specify:	N/A	N/A
C.4 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
C.5 Number of children with an ongoing source of continuous, accessible health care	165	182
C.6 Number of children receiving medical services through the Indian Health Service	0	0
	0	0

C.7 Number of children receiving medical services through a migrant community health center		
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	<u>82</u>	<u>162</u>
		# of children at end of enrollment year
a 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>0</u>
1 Of these, the number who have received or are receiving medical treatment		<u>0</u>
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:		Select one primary reason (X)
1 No health insurance		
2 No pediatric care available in local area		
3 Medicaid not accepted by health provider		
4 Parents did not keep/make appointment		
5 Children left the program before their appointment date		
6 Appointment is scheduled for future date		
7 No transportation		
8 Other (please specify): Not Applicable		
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		<u>0</u>
b Asthma		<u>2</u>
c Hearing Difficulties		<u>0</u>
d Vision Problems		<u>12</u>
e High Lead Levels		<u>0</u>
f Diabetes		<u>0</u>
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)		<u>7</u>
b Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)		<u>114</u>
c Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)		<u>30</u>
d Obese (BMI at or above 95th percentile for child's age and sex)		<u>29</u>
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	<u>67</u>	<u>164</u>
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	<u>14</u>	<u>15</u>
C.13	Number of children who meet their state's guidelines for an exemption from immunizations	<u>1</u>	<u>5</u>

Pregnant women - services (EHS programs)

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

Pregnant women - prenatal health (EHS programs)

C.15	Trimester of pregnancy in which the pregnant women served were enrolled:	# of pregnant women
a	1st trimester (0-3 months)	N/A
b	2nd trimester (3-6 months)	N/A
c	3rd trimester (6-9 months)	N/A
C.16	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**

	(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	<u>107</u> / <u>174</u>

Preschool dental services (HS and Migrant programs)

	# of children at end of enrollment year	
C.18	Number of children who received preventive care since last year's PIR was reported	<u>30</u>
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	<u>136</u>
a	Of these, the number of children diagnosed as needing dental treatment since last year's PIR was reported	<u>51</u>
1	Of these, the number of children who have received or are receiving dental treatment	<u>27</u>
b	Specify the primary reason that children who needed dental treatment did not receive it:	Select one primary reason (X)
1	Health insurance doesn't cover dental treatment	
2	No dental care available in local area	
3	Medicaid not accepted by dentist	
4	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):	

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

	# of children at end of enrollment year
<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

Pregnant women dental services (EHS programs)

	# of pregnant women
<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

**MENTAL HEALTH SERVICES
Mental health professional (C.22 - C.22)**

	# of hours
<u>C.22</u> Average total hours per operating month a mental health professional(s) spends on-site	<u>5</u>

Mental health services (C.23 - C.23.d)

	# of children at end of enrollment year
<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:	
<u>a</u> Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	<u>17</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>1</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>17</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>3</u>
<u>c</u> Number of children for whom the MH professional provided an individual mental health assessment	<u>12</u>
<u>d</u> Number of children for whom the MH professional facilitated a referral for mental health services	<u>12</u>

Mental health referrals (C.24 - C.24.a)

	# of children at end of enrollment year
<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>2</u>
<u>a</u> Of these, the number who received mental health services since last year's PIR was reported	<u>2</u>

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

	# of children
<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>51</u>
<u>a</u> 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	29
2 During this enrollment year	22
b Of these, the number who have not received special education and related services	0

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

	# of children
C.26 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
a Of these, the number who were determined eligible to receive early intervention services:	# of children
1 Prior to enrollment into the program for this enrollment year	N/A
2 During this enrollment year	N/A
b 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)

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 impairment.)	0	0
b Emotional disturbance	0	0
c Speech or language impairments	48	48
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	2	2
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 (C.28 - C.30.c)

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	105
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	102
a Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	18

C.30 The instrument(s) used by the program for developmental screening:

Enter primary tool first	Name/title
a Enter name/title	*DECA
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

Assessment (C.31 - C.31.c)

C.31 Approach or tool(s) used by the program to support ongoing child assessment:

Enter primary tool first	(1) Name/title	(2) Locally designed Yes (Y) / No (N)
a Enter name/title	Teaching Strategies GOLD	No
b Enter name/title		
c Enter name/title		

Curriculum (C.32 - C.32.d.3)

C.32 Curriculum used by the program:

a For center-based services:

Enter curriculum used as primary foundation first	(1) Name/title	(2) Locally designed Yes (Y) / No (N)
1 Enter name/title and if locally designed	Creative Curriculum 6th Edition	No
2 Enter name/title and if locally designed		
3 Enter name/title and if locally designed		

b For family child care services:

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

and if locally designed		
2 Enter name/title and if locally designed		
3 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)
1 Enter name/title and if locally designed		
2 Enter name/title and if locally designed		
3 Enter name/title and if locally designed		

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

<u>C.33</u> Does the program use staff-child interaction observation tools to assess quality?	Yes (Y) / No (N) Yes
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C.34 If yes, interaction observation tool(s) used by the program:

Enter tool(s) used to observe child development staff working in each setting offered	(1) Name/title	(2) Locally designed Yes (Y) / No (N)
a Center-based settings	CLASS	No
b Home-based settings		
c Family child care settings		

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

<u>C.35</u> Total number of families:	# of families at enrollment 159 Including Dual-custody families: 0
a Of these, the number of two-parent families	88 Including Dual-custody families: 0
b Of these, the number of single-parent families	71 Including Dual-

	<u>custody families: 0</u>
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.)	<u>77</u>
b Grandparents	<u>4</u>
c Relatives other than grandparents	<u>2</u>
d Foster parents not including relatives	<u>5</u>
e Other	<u>0</u>
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.)	<u>60</u>
b Father (biological, adoptive, stepfather, etc.)	<u>6</u>
c Grandparent	<u>4</u>
d Relative other than grandparents	<u>0</u>
e Foster parent not including relative	<u>1</u>
f Other	<u>0</u>
1 Specify:	

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

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	<u>18</u>
b One parent/guardian is employed	<u>59</u>
c Both parents/guardians are not working (e.g. unemployed, retired, or disabled)	<u>11</u>
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	<u>51</u>
b The parent/guardian is not working (e.g.unemployed, retired,or disabled)	<u>20</u>
C.40 Total number of families in which:	# of families at enrollment
a At least one parent/guardian is a member of the United States military on active duty	<u>1</u>
b At least one parent/guardian is a veteran of the United States military	<u>8</u>

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

	# of families at enrollment	# 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	<u>4</u>	<u>3</u>
C.42 Total number of families receiving Supplemental Security Income (SSI)	<u>4</u>	<u>4</u>
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	<u>70</u>	<u>73</u>
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	<u>58</u>	<u>62</u>

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

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	0
b One parent/guardian is in job training or school	8
c Neither parent/guardian is in job training or school	80
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	3
b The parent/guardian is not in job training or school	68
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	0

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

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	7
b An associate degree, vocational school, or some college	50
c A high school graduate or GED	90
d Less than high school graduate	12

Family services (C.50 - C.51)

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	13	4
b Housing assistance such as subsidies, utilities, repairs, etc.	44	14
c Mental health services	33	10
d English as a Second Language (ESL) training	2	0
e Adult education such as GED programs and college selection	58	31
f Job training	9	3
g Substance abuse prevention	0	0
h Substance abuse treatment	0	0
i Child abuse and neglect services	15	2
j Domestic violence services	3	0
k Child support assistance	0	0

l Health education	<u>124</u>	<u>73</u>
m Assistance to families of incarcerated individuals	<u>1</u>	<u>0</u>
n Parenting education	<u>78</u>	<u>19</u>
o Relationship/marriage education	<u>2</u>	<u>1</u>
p Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	<u>8</u>	<u>1</u>
C.51 Of these, the number of families who were counted in at least one of the services listed above	<u>153</u>	<u>105</u>

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

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	<u>40</u>
b Family goal setting	<u>26</u>
c Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	<u>50</u>
d Head Start program governance, such as participation in the Policy Council or policy committees	<u>1</u>
e Parenting education workshops	<u>15</u>

Homelessness services (C.53 - C.55)

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	<u>30</u>
	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	<u>36</u>
	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	<u>17</u>

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

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	<u>15</u>
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	<u>3</u>

Collaboration agreements and community engagement (C.58 - C63a)

	# of formal agreements
C.58 Total number of formal agreements with Child Care Partners during the program year	<u>0</u>
a Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	<u>0</u>
	# of LEAs
C.59 Number of LEAs in the program's service area	<u>7</u>
C.60 Number of formal agreements the program has with LEAs:	# of formal agreements
a To coordinate services for children with disabilities	<u>7</u>
b To coordinate transition services	<u>7</u>
	Yes (Y) / No (N)
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	<u>Yes</u>

<p><u>a</u> If yes, the number of formal agreements in which the program is currently participating</p>	<p># of formal agreements 1</p>
<p><u>C.62</u> Number of Part C agencies in the program's service area</p>	<p># of Part C Agencies N/A</p>
<p><u>a</u> Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities</p>	<p># of formal agreements N/A</p>
<p><u>C.63</u> Does the program have formal collaboration agreements with child welfare agencies?</p>	<p>Yes (Y) / No (N) Yes</p>
<p><u>a</u> If yes, the number of formal agreements in which the program is currently participating</p>	<p># of formal agreements 1</p>

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Health

Mercer County Head Start will create a culture of safety and preventative health which will promote positive habits for children and families to carry with them in their life experiences.

Objective 1: Children will be up to date as possible on immunizations and parents will be educated on the importance of immunizations as preventative health strategy.

Objective 2: Mercer County Head Start will utilize data to evaluate children, family, and staff safety.

Objective 3: Mercer County Head Start will demonstrate redundant and repetitive policies and procedures to ensure all children are safe through Active Supervision.

Objective 4: Mercer County Head Start will provide a safe nurturing environment for children, families, staff, and visitors.

Nutrition

Children and families will have increased access to nutritious food and expand their knowledge of nourishment thereby engaging in long-term healthy lifestyle decision making.

Objective 1: Mercer County Head Start will strengthen partnerships with local nutrition providers and community leadership.

Mercer County Head Start

School Readiness Goals

Social and Emotional Development: Children will develop self-regulation skills that enable them to form and participate in positive and meaningful relationships with others as well as engage in play and work.

Head Start ELOF alignments: Child manages actions, words, and behavior with increasing independence (P-ATL 4). Child manages emotions with increasing independence (P-SE 8).

Teaching Strategies Assessment alignment: 1a. Manages feelings – Green & Blue bands 6

Language and Literacy Knowledge: Children will develop expressive language skills and expand their vocabulary to communicate. Children will develop knowledge of print and its uses including an understanding that print carries a message and print is organized and read in particular ways.

Head Start ELOF alignments: Child expresses self in increasingly long, detailed, and sophisticated ways. (P-LC 5). Children demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print). (P-LIT 2).

Teaching Strategies Assessment alignment: 9a. Uses an expanding expressive vocabulary – Green & Blue bands 6

Teaching Strategies Assessment alignment: 17b. Uses print concepts – Green band – 2, Blue band - 4

Physical Development and Health Knowledge: Children will demonstrate positive growth and behaviors associated with motor / muscle development, and overall physical well-being.

Head Start ELOF alignments: Child demonstrates control, strength, and coordination of large muscles. (PMP-1). Child demonstrates increasing control, strength, and coordination of small muscles. (PMP-3).

Teaching Strategies Assessment alignment: 6. Demonstrates gross-motor manipulative skills – Green & Blue bands 6

Teaching Strategies Assessment alignment: 7b. Uses writing & drawing tools – Green & Blue bands - 6

Approaches to Learning: Children will develop their abilities to attend and to use memory strategies to enhance their learning opportunities in the everyday environment.

Child holds information in mind and manipulates it to perform tasks. (P-ATL – 8).

Teaching Strategies Assessment alignment: 12b. Makes connections – Green & Blue bands - 6

Cognitive and General Knowledge : Children will develop fundamental mathematical skills through exploration and intentional learning opportunities in their everyday environment.

Child understands the relationship between numbers and quantities. (P- MATH – 3).

Teaching Strategies Assessment alignment: 20c. Connects numerals with quantities – Green bands – 4, Blue bands – 6.