Head Start Monthly Report
September 2022

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: $2021

8/2/22	Council for Professionals	$425	CDA
8/11/22	NHSA	$1200	CDA
8/25/22	Floral & Friends*	$48	Staff
8/15/22	Cbus Marriott	$116	A West
8/15/22	Cbus Marriott	$116	S Groves
8/15/22	Cbus Marriott	$116	M Ballinger

B. Program Information Summary

The Director submitted the Continuation Grant for FY 22-23. The program continues to enroll for the start of PY 22/23. The program is currently under-enrolled, but continues to receive referrals and phone calls from interested families.

MCHS submitted the annual PIR to OHS. A copy of the report is submitted with this report.

The program endured internal transfers during the month of August. Internal hiring practices prevent replacing employees immediately when internal bids are involved. Transportation staff vacancies are impacting transportation services for families and children. There remains 2 Family Advocate vacancies and 1 Family Advocate out on FMLA leave. These vacancies had a significant impact on application and enrollment processes into the program.

Required pre-service training was conducted over a 2-week period. Training was provided to smaller groups with the exception of all-staff in-service on 8/26/22.

The program continues to function under a non-federal match waiver.

School Readiness Update – All MCHS education staff received Heggerty training and will implement the literacy program this year.

Education – All classrooms are fully staffed (to meet ratios and program design), vacancies for Floater TA (ARP position), 2 Hr Aide
Mental Health – Matt Thuman returning as mental health consultant
Health – Developmental / Health Screenings - Families are struggling to find a dentist to do initial dental screenings / exams, Van Wert Smiles is now closed.
Disabilities – Many new children are being enrolled with referrals from physicians indicating the need for additional evaluation for speech and autism
Family Engagement – Vacancies impacting enrollment

C. Enrollment / Attendance

Program is open for one day in August. Rockford opening on September 6th due to construction in the facility.

Enrollment by Program Option: 41 Part-day, 57 Full-day

Attendance by Program Option: Overall 90.75%
Full Day – 95.5%
Part Day – 86%

D. CACFP report – CACFP claimed meals

Total Days Attendance	Rockford = 0 EC FD = 1, EC PD = 1
Total Breakfast	57
Total Lunches	73
Total Snacks	59
Total Meals	189

E. **Financial Audit** – 2021 Completed
F. **Annual Self-Assessment**
   - Completed May 2022
G. **Community Assessment**
   - Completed
H. **Communication and guidance from the Secretary**
   - PIs, IMs

Attachments to report:
PIR
IM

Respectfully submitted,

Amy Esser
Executive Director

INDIVIDUAL CARDHOLDER ACTIVITY

AMY ESSER
5563-7500-2990-4743

ACCOUNTING CODE:

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$2,021.00	$0.00	$2,021.00

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
08-02	08-01	55310202214206686600632	THE COUNCIL FOR PROFES 2027725540 DC	425.00 –
08-11	08-10	55446412223207130000032	NATIONAL HEAD START AS 7037390875 VA	1,200.00 –
08-25	08-23	75140512236900010200057	FLORAL & FRIENDS CELINA OH	48.00 –

Total Purchasing Activity $1,673.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
08-15	08-13	55432862225200068889468	COLUMBUS MARRIOTT NW DUBLIN OH 049055 ARRIVAL: 08-11-22	116.00 —
08-15	08-13	55432862225200068889658	COLUMBUS MARRIOTT NW DUBLIN OH 049053 ARRIVAL: 08-11-22	116.00 –
08-15	08-13	55432862225200068889799	COLUMBUS MARRIOTT NW DUBLIN OH 049058 ARRIVAL: 08-11-22	116.00 –

Total Travel Activity $348.00

KENNETH SCHMIESING

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY

HEAD START - 2022 GRANT

REVENUE

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	2,002,713.00	-	2,002,713.00	1,093,536.16	909,176.84
CACFP Revenue	-	30,696.00	30,696.00	47,408.28	(16,712.28)
Other Local	-	-	-	-	-
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	-	-
Total	2,002,713.00	30,696.00	2,033,409.00	1,140,944.44	892,464.56

EXPENSES

		FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	As of 8/31/2022 ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary		936,936.00	-	936,936.00	626,640.92	310,295.08	-	310,295.08
Fringe Benefits		630,305.00	-	630,305.00	350,963.16	279,341.84	1,591.65	277,750.19
Programming	USAS (400's)	217,252.00	-	217,252.00	84,599.25	132,652.75	1,500.00	131,152.75
Supplies	USAS (500)	188,306.00	793.00	189,099.00	64,367.69	124,731.31	19,425.68	105,305.63
Capital Outlay		-	29,903.00	29,903.00	-	29,903.00	-	29,903.00
Other Expenditures	USAS (800's)	10,682.00	-	10,682.00	3,275.00	7,407.00	-	7,407.00
PA22 subtotal		1,983,481.00	30,696.00	2,014,177.00	1,129,846.02	884,330.98	22,517.33	861,813.65
Training & Technical Services								
Training & technical serv (job code 400)	419	10,778.00	-	10,778.00	12,754.22	(1,976.22)	470.50	(2,446.72)
Staff out of town travel	439	7,258.00	-	7,258.00	7,574.31	(316.31)	-	(316.31)
Subtotal Purch Service		18,036.00	-	18,036.00	20,328.53	(2,292.53)	470.50	(2,763.03)
Training & Tech Supplies		1,196.00	-	1,196.00	443.38	752.62	-	752.62
Subtotal Supplies		1,196.00	-	1,196.00	443.38	752.62	-	752.62
T&TA -PA20		19,232.00	-	19,232.00	20,771.91	(1,539.91)	470.50	(2,010.41)
Return of Board Advance		-	-	-	-	-	-	-
TOTALS		2,002,713.00	30,696.00	2,033,409.00	1,150,617.93	882,791.07	22,987.83	859,803.24

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES (9,673.49)

HEAD START - ARP GRANT   525 - 9022

REVENUE

		FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue - C-6	ARP	189,047.00	-	189,047.00	42,365.92	146,681.08
Federal Revenue - C-5	CRRSA	47,553.00	-	47,553.00	2,595.87	44,957.13
Other Local		-	-	-	-	-
Refund prior year exp		-	-	-	-	-
Board advance		-	-	-	-	-
Total		236,600.00	-	236,600.00	44,961.79	191,638.21

EXPENSES

		FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	As of 7/31/2022 ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary		120,296.00	-	120,296.00	34,511.93	85,784.07	-	85,784.07
Fringe Benefits	USAS (400's)	66,175.00	-	66,175.00	3,093.56	63,081.44	8.62	63,072.82
Programming	USAS (500)	7,442.00	-	7,442.00	1,294.96	6,147.04	700.00	5,447.04
Supplies		42,687.00	-	42,687.00	7,710.05	34,976.95	1,824.72	33,152.23
Capital Outlay		-	-	-	-	-	-	-
Other Expenditures	USAS (800's)	-	-	-	-	-	-	-
PA22 subtotal		236,600.00	-	236,600.00	46,610.50	189,989.50	2,533.34	187,456.16
Training & Technical Services								
Training & technical serv (job code 400)	419	-	-	-	-	-	-	-
Staff out of town travel	439	-	-	-	-	-	-	-
Subtotal Purch Service		-	-	-	-	-	-	-
Training & Tech Supplies		-		-	-	-	-	-
Subtotal Supplies		-		-	-	-	-	-
T&TA -PA20		-	-	-	-	-	-	-
Return of Board Advance		-	-	-	-	-	-	-
TOTALS		236,600.00	-	236,600.00	46,610.50	189,989.50	2,533.34	187,456.16

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES   (1,648.71)

	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
ACF Administration for Children and Families	1. Log No. ACF-IM-HS-22-05	2. Issuance Date: 08/29/2022
	3. Originating Office: Office of Head Start	
	4. Key Words: American Rescue Plan (ARP); Appropriations; Fiscal Year (FY) 2022; COVID-19	

INFORMATION MEMORANDUM

TO: Head Start American Rescue Plan (ARP) Act Grant Recipients

SUBJECT: Office of Head Start Guidance for Use of Funds Appropriated in the American Rescue Plan Act of 2021 (ARP) (Pub. L. 117-2); Accompaniment to ACF-IOAS-DCL-22-01

INSTRUCTION:
The purpose of this Information Memorandum (IM) is to provide an overview and guidance on funds made available through the ARP.

President Biden signed Public Law 117-2, the American Rescue Plan Act, 2021 (ARP), into law on March 11, 2021. The $1.9 trillion American Rescue Plan includes $1 billion for Head Start programs.

All Head Start, Early Head Start, and Early Head Start-Child Care (EHS-CC) Partnership grant recipients are eligible to receive additional funds proportionally based on funded enrollment levels.

When combined with the $750 million in the Coronavirus Aid, Relief, and Economic Security (CARES) Act and the $250 million in supplemental funds in the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, the Head Start program has received a total of $2 billion in additional funding to support staff, children, and families during this unprecedented time.

Guidance

Grant recipients have flexibility to determine which one-time investments best supports the needs of staff, children, and families, while adhering to federal, state, and local guidance. In making these determinations, grant recipients should consider how the use of the one-time funds could meet both short- and long-term needs and determine whether purchasing, leasing, or contracting for services is more prudent.

Uses of funding include, but are not limited to, the following, as specified in ACF-PI-HS-21-03 FY 2021 American Rescue Plan Funding Increase for Head Start Programs:

Reach More Families

Enrollment and recruitment. Now is the time to focus on re-enrollment and enrolling new families. Programs can use funds to purchase services, materials, and technology to ramp up recruitment and enrollment efforts so that, as a program, you are able to enroll the eligible children and families in your community.

Additional weeks of Head Start or Early Head Start programming. Extending the program year or offering summer programming to increase the time children and families receive services.

Family supports. Addressing families' economic security by partnering with them on employment, education, and career goals. Investing in the development of partnerships with local community colleges, apprenticeship programs, and local employers committed to helping Head Start and Early Head Start families find meaningful employment and career tracks. Assessing families' nutritional, health, and wellness needs more frequently. Ensuring materials and resources are available in languages families understand.

Mental health support for children and families. Employing additional family service workers and mental health consultants to assist families with adverse circumstances, including families who may be experiencing homelessness.

Provision of meals and snacks not reimbursed by the U.S. Department of Agriculture, including purchasing kitchen equipment and supplies to support in-person meal service.

Transportation. Hiring bus drivers and monitors to allow more trips with fewer children per bus. Purchasing buses and other vehicles that support continuity of program service and reaching families most in need of services, including families experiencing homelessness.

Partnerships to increase the inclusion of children with disabilities. Providing more training for teachers and families and more support for families. Remodeling classrooms and playgrounds to be accessible.

Partnerships to increase the enrollment of children experiencing homelessness. Partnering with local shelters and public schools to identify and serve children and families experiencing homelessness.

Addressing unique needs within their communities, such as providing internet access to support extended learning.

Get Facilities Ready for In-person Comprehensive Services

Ventilation to reduce risk of indoor transmission and make facilities safer. Installing new heating, ventilation, and air conditioning (HVAC) systems or other improvements, such as windows that can open with safety measures to prevent falls.

Outdoor learning and play. Purchasing or enhancing outdoor learning spaces, including nature-based learning and outdoor classrooms. Creating play areas and landscape features that promote exploration and discovery in a natural environment, such as plantings, gardens, and "loose parts" (i.e., materials for construction and pretend play), rather than traditional play structures or playgrounds.

Cleaning supplies and services. Purchasing necessary supplies or contracting services to clean and disinfect facilities and vehicles.

Renovations or other space modification. Converting available space into classrooms, modifying current classroom designs with room dividers, or adding well-ventilated modular classrooms.

Additional space. Renting additional classroom space, due to physical distancing, to increase opportunities for more children to return to in-person services. Contracting for slots with child care providers in center-based or family child care settings to deliver comprehensive services.

Other locally determined facility, staff, and equipment or partnership actions that are necessary to safely resume and maintain full in-person program operations.

Support Head Start Employees

Planning sessions for staff. Preparing for a return to in-person comprehensive services starts by ensuring that everyone has the knowledge, skills, and resources necessary to operate effectively. This funding can be used to invest in planning sessions to prepare for providing services now and in the summer and fall.

Staff wellness and mental health support. Conducting employee wellness surveys or engaging in other data collection to better understand the needs of team members. Increasing access to mental health consultation and therapy services for staff, contracting with an Employee Assistance Program (EAP), and instituting a staff wellness program that includes activities such as mindfulness breaks and opportunities for self-reflection.

Additional staff. Hiring additional classroom staff to meet physical distancing requirements or reduce group size. Bringing in full-time floaters to reduce the need to bring in outside substitutes.

Professional learning and development for staff. Providing professional learning experiences on key topics such as equity, diversity, inclusion, bias, economic mobility, trauma-skilled practices, and other topics.

Other personnel costs. Offering fringe benefits and expanding sick leave.

Vaccine support. Providing transportation assistance to vaccination sites and temporary coverage to allow absence from the workplace for vaccination. Offering paid time off, sick leave, or other paid leave for the time spent receiving vaccination and if staff members experience side effects post-vaccination.

Additional Resources

- Staff Development
- OHS COVID-19 Updates
- American Rescue Plan

Relevant Resources

- Enrollment Forward Campaign
- Prioritizing Staff Wellness
- Performance Progress Reporting
- Earned Income Tax Credits, Child Tax Credit, and Free Tax Help FAQs
- Investing in Families: The American Rescue Plan
- Emergency Rental Assistance and Housing Vouchers FAQs
- Resources to Support Families Experiencing Housing Instability
- Know Your American Rescue Plan Benefits Checklist
- Chatathon Live Series: American Rescue Plan Benefits
- Investing with Families Initiative
    - Social Media Toolkits
- The American Rescue Plan Benefits for Families Social Media Toolkit
- Partnering with Families to Access Benefits Through the American Rescue Plan

Information Memoranda

- ACF-IM-HS-22-03 Head Start Categorical Eligibility for Families Eligible for the Supplemental Nutrition Assistance Program
- ACF-IM-HS-22-04 Competitive Bonuses for the Head Start Workforce

Program Instructions

- ACF-PI-HS-21-04 Office of Head Start (OHS) Expectations for Head Start Programs in Program Year (PY) 2021–2022
- ACF-PI-HS-21-03 FY 2021 American Rescue Plan Funding Increase for Head Start Programs

Please direct any questions regarding this IM to your Regional Office.

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

/ Katie Hamm /

Katie Hamm
Acting Director
Office of Head Start

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	05CH011273
Program Number	000
Program Type	Head Start
Program Name	Celina City Schools
Program Address	585 E Livingston St, Celina City Schools/Mercer County Head Start
Program City, State, Zip Code (5+4)	Celina, OH, 45822-1742
Program Phone Number	(419) 268 0301 - 4002
Head Start or Early Head Start Director Name	Ms. Amy Esser J
Head Start or Early Head Start Director Email	amy.esser@mercerheadstart.org
Agency Email	amy.esser@mercerheadstart.org
Agency Web Site Address	www.mercerheadstart.org
Name and Title of Approving Official	Mrs. Deb Guingrich, President/Celina City Schools, Board of Education
Unique Entity Identifier (UEI)	XBHECL1HJKL7
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates

FUNDED ENROLLMENT

Funded enrollment by funding source

	# of children
A.1 Funded Enrollment:	158
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	158
b. Funded Enrollment from non-federal sources, i.e., state, local, private	0

Funded enrollment by program option

	# of slots
A.2 Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	91
1. Of these, the number that are available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	67
1. Of these, the number that are available for 3.5 hours per day for 128 days	67
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	0
A.4 Family child care option	0
A.5 Locally designed option	0

Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	158
a. Of these, the total number of slots at a child care partner	0
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	0

CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	9
a. Of these, the number of double session classes	4

CUMULATIVE ENROLLMENT

Children by age

	# of children at enrollment
A.10 Children by age:	
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	6
d. 3 years old	46
e. 4 years old	62
f. 5 years and older	4
g. Total cumulative enrollment of children	118

Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	118

Primary type of eligibility

	# of children
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	46
b. Public assistance such as TANF and SSI	35
c. Foster care	10
d. Homeless	7
e. Eligibility based on other type of need, but not counted in A.13.a through d	6

	# of children
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	14

A.14 If the program serves enrollees under A.13.f, specify how the program has demonstrated that all income-eligible children in their area are being served.

The program exhaust all avenues of enrolling the neediest of the needy. The community served has the lowest unemployment rate in the state. For our families, this translates to the working poor, with families working multiple jobs that carry them just over the poverty threshold.

Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	33
b. Three or more years	9

Transition and turnover

	# of children
A.16 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	15
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	8

	# of preschool children
A.17 Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	62

Child care subsidy

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

Ethnicity and race

	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
A.25 Race and ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	1
c. Black or African American	0	2
d. Native Hawaiian or other Pacific Islander	0	17
e. White	6	77
f. Bi-racial/Multi-racial	4	11
g. Other	0	0
h. Unspecified	0	0

Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	99
1. Of these, the number of children acquiring/learning another language in addition to English	0
b. Spanish	4
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	1
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	14
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
j. African Languages (e.g., Swahili, Wolof)	0
k. American Sign Language	0
l. Other (e.g., American Sign Language)	0
m. Unspecified (language is not known or parents declined identifying the home language)	0

Dual language learners

	# of children
A.27 Total number of Dual Language Learners	19

Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	48

RECORD KEEPING

Management Information Systems

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

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by type

	(1) **# of Head Start or Early Head Start staff**	(2) **# of contracted staff**
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	41	5
a. Of these, the number who are current or former Head Start or Early Head Start parents	5	0

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	101
a. Of these, the number who are current or former Head Start or Early Head Start parents	90

EDUCATION AND CHILD DEVELOPMENT STAFF

Preschool classroom and assistant teachers (HS and Migrant programs)

	(1) **# of classroom teachers**	(2) **# of assistant teachers**
B.3 Total number of preschool education and child development staff by position	8	11

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

	(1) **# of classroom teachers**	(2) **# of assistant teachers**
Of the number of preschool education and child development staff by position, the number with the following:		
b. A baccalaureate degree in one of the following:		

1. Early childhood education
    2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or
    3. Any field and is part of the Teach for America program and passed a rigorous early childhood content exam
	6	6

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

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

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
e. None of the qualifications listed in B.3.a through B.3.d	0	1

Preschool classroom teachers program enrollment

	# of classroom teachers
B.4 Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	0
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b	0

Preschool classroom assistant teachers program enrollment

	# of assistant teachers
B.5 Total number of preschool assistant teachers that do not have any qualifications listed in B.3.a through B.3.d	1
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.3.a through B.3.d.	1

Home visitors and family child care provider staff qualifications

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

	# of home visitors
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a.	0

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

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

Ethnicity and race

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

Language

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

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

STAFF TURNOVER

All staff turnover

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

Education and child development staff turnover

	# of staff
B.17 The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g., during summer months)	6
a. Of these, the number who were replaced	4
b. Of these, the number who left while classes and home visits were in session	2
c. Of these, the number that were teachers who left the program	1

	# of staff
B.18 Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	1
1. Of these, the number that moved to state pre-k or other early childhood program	1
b. Retirement or relocation	0
c. Involuntary separation	0
d. Other (e.g., change in job field, reason not provided)	5

1. Specify:	left the field, went to school district but not higher compensation	
B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer		0

HEALTH SERVICES

Health insurance – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	103	117
a. Of these, the number enrolled in Medicaid and/or CHIP	88	96
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	15	21
C.2 Number of children with no health insurance	15	1

Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	110	118
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	0

Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to the relevant state's EPSDT schedule for well child care	62	66

	# of children
a. Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	15
1. Of these, the number who received medical treatment for their diagnosed chronic health condition	15
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:	# of children
1. No medical treatment needed	1
2. No health insurance	0
3. Parents did not keep/make appointment	2
4. Children left the program before their appointment date	0
5. Appointment is scheduled for future date	2
6. Other	0

C.8 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	# of children
a. Autism spectrum disorder (ASD)	1
b. Attention deficit hyperactivity disorder (ADHD)	1
c. Asthma	2
d. Seizures	0
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	0
f. Hearing Problems	0
g. Vision Problems	16
h. Blood lead level test with elevated lead levels >5 g/dL	0
i. Diabetes	0

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

	# of children at enrollment
C.9 Number of children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	3
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	69
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	21
d. Obese (BMI at or above 95th percentile for child's age and sex)	21

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.10 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	46	103
C.11 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	9	13
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	2	2

Accessible dental care – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	60	89

Preschool dental services (HS and Migrant programs)

	# of children at end of enrollment
C.17 Number of children who received preventive care during the program year	70
C.18 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	68
a. Of these, the number of children diagnosed as needing dental treatment during the program year - at end of enrollment	35
1. Of these, the number of children who have received or are receiving dental treatment - at end of enrollment	22

b. Specify the primary reason that children who needed dental treatment did not receive it:	# of children
1. Health insurance doesn't cover dental treatment	0
2. No dental care available in local area	4
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3 – 5 year old children	0
5. Parents did not keep/make appointment	6
6. Children left the program before their appointment date	1
7. Appointment is scheduled for future date	2
8. No transportation	0
9. Other	0

Mental health consultation

	# of staff
C.20 Total number of classroom teachers, home visitors, and family child care providers	8
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	7

DISABILITIES SERVICES

IDEA eligibility determination

	# of children
C.21 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	16
a. Of these, the number who received an evaluation to determine IDEA eligibility	3
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	3
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	0
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	13

	# of children
C.22 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	0
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	7
1. Specify: LEA has specific rules about age and language of children who they will evaluate	

Preschool disabilities services (HS and Migrant programs)

	# of children
C.23 Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA	25
	# of children
a. Of these, the number who were determined eligible to receive special education and related services:	
1. Prior to this program year	9
2. During this enrollment year	16
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

	(1) # of children determined to have this disability	(2) # of children receiving special services
C.25 Diagnosed primary disability:		
a. Health impairment (i.e., meeting IDEA definition of "other health impairment")	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	25	25
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.26 Number of all newly enrolled children since last year's PIR was reported	76
C.27 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	69
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	13

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

Assessment

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

Curriculum

C.30 Curriculum used by the program:

    a. For center-based services

Name/title
Creative Curriculum (Early Childhood)

    e. For building on the parents' knowledge and skill (i.e., parenting curriculum)

Name/title
Other (Please Specify)
Incredible Years

Classroom and home visit observation tools

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

C.32 If yes, classroom and home visit observation tool(s) used by the program:

    a. Center-based settings

Name/title
Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.33 Total number of families:	111
a. Of these, the number of two-parent families	53
b. Of these, the number of single-parent families	58
C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g., biological, adoptive, stepparents)	101
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	47
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	8
b. Grandparents	5
c. Relative(s) other than grandparents	0
d. Foster parent(s) not including relatives	5
e. Other	0

Parent/guardian education

	# of families at enrollment
C.35 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced degree or baccalaureate degree	7
b. An associate degree, vocational school, or some college	22
c. A high school graduate or GED	74
d. Less than high school graduate	8

Employment, Job Training, and School

	# of families at enrollment
C.36 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	87
1. Of these families, the number in which one or more parent/guardian is employed	86
2. Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license)	3
3. Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, baccalaureate, or advanced degree)	2
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	24

	# of families at end of enrollment
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	91
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	87
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	0
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	20
1. Of these families, the number of families that were also counted in C.36.a	0
2. Of these families, the number of families that were also counted in C.36.b	24

	# of families at enrollment
C.38 Total number of families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	1
b. At least one parent/guardian is a veteran of the United States military	6

Federal or other assistance

	# of families at enrollment	# of families at end of enrollment
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	0	0
C.40 Total number of families receiving Supplemental Security Income (SSI)	0	0
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	39	42
C.42 Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	36	36

Family services

	# of families
C.43 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	4
b. Housing assistance (e.g., subsidies, utilities, repairs)	3
c. Asset building services (e.g., financial education, debt counseling)	2
d. Mental health services	8
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	0
h. Assistance in enrolling into an education or job training program	2
i. Research-based parenting curriculum	25
j. Involvement in discussing their child's screening and assessment results and their child's progress	111
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	63
l. Education on preventive medical and oral health	47
m. Education on health and developmental consequences of tobacco product use	0
n. Education on nutrition	22
o. Education on postpartum care (e.g., breastfeeding support)	0
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	0
C.44 Of these, the number of families who were counted in at least one of the services listed above	111

Father engagement

	# of father/ father figures
C.45 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	24
b. Family goal setting	23
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	39
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	6

Homelessness services

	# of families
C.46 Total number of families experiencing homelessness that were served during the enrollment year	7

	# of children
C.47 Total number of children experiencing homelessness that were served during the enrollment year	7

	# of families
C.48 Total number of families experiencing homelessness that acquired housing during the enrollment year	3

Foster care and child welfare

	# of children
C.49 Total number of enrolled children who were in foster care at any point during the program year	12
C.50 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

INTENSIVE COACHING

	# of education and child development staff
D.1 The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, FFC providers) that received intensive coaching	2

	# of coaches
D.2 The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	1

FAMILY SERVICES STAFF QUALIFICATIONS

	# of family services staff
D.5 Total number of family services staff:	6
a. Of these, the number that have a credential, certification, associate, baccalaureate, or advanced degree in social work, human services, family services, counseling, or a related field	4
b. Of these, the number that do not meet one of the qualifications described in D.5.a	2
1. Of the family services staff in D.5.b, the number enrolled in a degree or credential program that would meet a qualification described in D.5.a.	0
2. Of the family services staff in D.5.b, the number hired before November 7, 2016	1

FORMAL AGREEMENTS FOR COLLABORATION

	# of formal agreements
D.6 Total number of formal agreements with child care partners	0
D.7 Total number of LEAs in the service area	7
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	7
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	7

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	22082954145
Last Update Date	08/29/2022

2021-2022 HEAD START PROGRAM INFORMATION REPORT
05CH011273-000 Celina City Schools

FAMILY AND COMMUNITY PARTNERSHIPS

GENERAL INFORMATION

Grant Number	05CH011273
Program Number	000
Program Type	Head Start
Program Name	Celina City Schools
Program Address	585 E Livingston St, Celina City Schools/Mercer County Head Start
Program City, State, Zip Code (5+4)	Celina, OH, 45822-1742
Program Phone Number	(419) 268 0301 - 4002
Head Start or Early Head Start Director Name	Ms. Amy Esser J
Head Start or Early Head Start Director Email	amy.esser@mercerheadstart.org
Agency Email	amy.esser@mercerheadstart.org
Agency Web Site Address	www.mercerheadstart.org
Name and Title of Approving Official	Mrs. Deb Guingrich, President/Celina City Schools, Board of Education
Unique Entity Identifier (UEI)	XBHECL1HJKL7
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates

FAMILY INFORMATION

Number of families

	# of families	% of families
Total number of families	111	
Of these the number of two-parent families	53	48%
Of these the number of single-parent families	58	52%

The number of families in which the parent/guardian figures are best described as	# of families at enrollment	% of families at enrollment
Parent(s) (e.g., biological, adoptive, stepparents)	101	91%
The number of families with a mother only (biological, adoptive, stepmother)	47	47%
The number of families with a father only (biological, adoptive, stepfather)	8	8%
Grandparents	5	5%
Relative(s) other than grandparents	0	0%
Foster parent(s) not including relatives	5	5%
Other	0	0%

Parent/Guardian Education

The total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	# of families at enrollment	% of families at enrollment
An advanced degree or baccalaureate degree	7	6%
An associate degree, vocational school, or some college	22	20%
A high school graduate or GED	74	67%

The total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	# of families at enrollment	% of families at enrollment
Less than high school graduate	8	7%

Employment, Job Training, and School

Total number of families in which:	# of families at enrollment	% of families at enrollment
At least one parent/guardian is employed, in job training, or in school at enrollment	87	78%
Of these families, the number in which one or more parent/guardian is employed	86	99%
Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license)	3	3%
Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, baccalaureate, or advanced degree)	2	2%
Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	24	22%

Total number of families in which:	# of families at end of enrollment year	% of families at end of enrollment year
At least one parent/guardian is employed, in job training, or in school at end of enrollment	91	82%
Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	87	96%
Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	0	0%
Neither/No parent/guardian is employed, in job training, or in school at end of enrollment(e.g., unemployed, retired, or disabled)	20	18%
Of these families, the number of families that were also counted in C.36.a	0	0%
Of these families, the number of families that were also counted in C.36.b	24	120%

Total number of families in which:	# of families at enrollment	% of families at enrollment
At least one parent/guardian is a member of the United States military on active duty	1	1%
At least one parent/guardian is a veteran of the United States military	6	5%

Federal or Other Assistance

	# of families at enrollment	% of families at enrollment	# of families at end of enrollment year	% of families at end of enrollment year
Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	0	0%	0	0%
Total number of families receiving Supplemental Security Income (SSI)	0	0%	0	0%
Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	39	35%	42	38%
Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	36	32%	36	32%

Father engagement

Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
Family assessment	24
Family goal setting	23
Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, volunteering)	39
Head Start program governance, such as participation in the Policy Council or policy committees	0
Parenting education workshops	6

Homelessness services

	# of families	% of families
Total number of families experiencing homelessness that were served during the enrollment year	7	6%

	# of children	% of children
Total number of children experiencing homelessness that were served during the enrollment year	7	6%

	# of families	% of families
Total number of families experiencing homelessness that acquired housing during the enrollment year	3	3%

Foster care and child welfare

	# of children	% of children
Total number of enrolled children who were in foster care at any point during the program year	12	10%
Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0	0%

Family services

The number of families that received the following program service to promote family outcomes:	# of families that received the following services during the program year	% of families that received the following services during the program year
Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	4	4%
Housing assistance (e.g., subsidies, utilities, repairs)	3	3%
Asset building services (e.g., financial education, debt counseling)	2	2%
Mental health services	8	7%
Substance misuse prevention	0	0%
Substance misuse treatment	0	0%
English as a Second Language (ESL) training	0	0%
Assistance in enrolling into an education or job training program	2	2%
Research-based parenting curriculum	25	23%
Involvement in discussing their child's screening and assessment results and their child's progress	111	100%
Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	63	57%
Education on preventive medical and oral health	47	42%
Education on health and developmental consequences of tobacco product use	0	0%
Education on nutrition	22	20%
Education on postpartum care (e.g., breastfeeding support)	0	0%
Education on relationship/marriage	0	0%
Assistance to families of incarcerated individuals	0	0%
Of these, the number of families who were counted in at least one of the services listed above	111	100%

REPORTING INFORMATION

PIR Report Status	Completed

HEALTH SERVICES REPORT

GENERAL INFORMATION

Grant Number	05CH011273
Program Number	000
Program Type	Head Start
Program Name	Celina City Schools
Program Address	585 E Livingston St, Celina City Schools/Mercer County Head Start
Program City, State, Zip Code (5+4)	Celina, OH, 45822-1742
Program Phone Number	(419) 268 0301 - 4002
Head Start or Early Head Start Director Name	Ms. Amy Esser J
Head Start or Early Head Start Director Email	amy.esser@mercerheadstart.org
Agency Email	amy.esser@mercerheadstart.org
Agency Web Site Address	www.mercerheadstart.org
Name and Title of Approving Official	Mrs. Deb Guingrich, President/Celina City Schools, Board of Education
Unique Entity Identifier (UEI)	XBHECL1HJKL7
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates

ENROLLMENT INFORMATION

	# of children
Total cumulative enrollment	118
Children	118
Number of children who were enrolled less than 45 days	8
Total children minus children enrolled less than 45 days	110
Total Funded Head Start or Early Head Start Enrollment	158
Head Start/Early Head Start Funded Enrollment, as identified on NOA	158
Funded Enrollment from non-federal sources, i.e., state, local, private	0

HEALTH SERVICES INFORMATION (CHILDREN)

Health insurance (at End of Enrollment)

	# of children	% of children	% of total children minus children < 45 days
Number of all children with health insurance	117	99%	106%
Number enrolled in Medicaid and/or CHIP	96	82%	
Number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	21	18%	
Number of children with no health insurance	1	1%	1%

Accessible health care - children (at End of Enrollment)

	# of children	% of total children	% of total children minus children < 45 days
Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	118	100%	107%
Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	0%	

Medical services (at End of Enrollment)

	# of children	% of children	% of total children minus children < 45 days
Number of 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	66	56%	60%
Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	15	23%	
Of these, the number who received medical treatment for their diagnosed chronic health condition	15	100%	
Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:			
No medical treatment needed	1	2%	
No health insurance	0	0%	
Parents did not keep/make appointment	2	3%	
Children left the program before their appointment date	0	0%	
Appointment is scheduled for future date	2	3%	
Other	0	0%	
Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:			
Autism spectrum disorder (ASD)	1	1%	
Attention deficit hyperactivity disorder (ADHD)	1	1%	
Asthma	2	2%	
Seizures	0	0%	
Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	0	0%	
Hearing Problems	0	0%	
Vision Problems	16	14%	
Blood lead level test with elevated lead levels >5 g/dL	0	0%	
Diabetes	0	0%	

Immunization services (at End of Enrollment)

	# of children	% of total children	% of total children minus children < 45 days
Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	103	87%	94%
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	13	11%	12%
Number of children who meet their state's guidelines for an exemption from immunizations	2	2%	2%

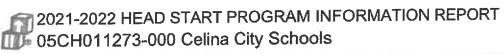## Accessible dental care - children (at End of Enrollment)

	# of children	% of total children	% of total children minus children < 45 days
Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	89	75%	81%

Preschool dental services (at End of Enrollment)

	# of children	% of children	% of total children minus children < 45 days
Number of children who received preventive care during the program year	70	59%	64%
Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	68	58%	62%
Of these, the number of children diagnosed as needing dental treatment during the program year	35	51%	
Of these, the number of children who have received or are receiving dental treatment	22	63%	
Specify the primary reason that children who needed dental treatment did not receive it:			
Health insurance doesn't cover dental treatment	0	0%	
No dental care available in local area	4	6%	
Medicaid not accepted by dentist	0	0%	
Dentists in the area do not treat 3 - 5 year old children	0	0%	
Parents did not keep/make appointment	6	9%	
Children left the program before their appointment date	1	1%	
Appointment is scheduled for future date	2	3%	
No transportation	0	0%	
Other	0	0%	

REPORTING INFORMATION

PIR Report Status   Completed

ELIGIBILITY AND ENROLLMENT SNAPSHOT

GENERAL INFORMATION

Grant Number	05CH011273
Program Number	000
Program Type	Head Start
Program Name	Celina City Schools
Program Address	585 E Livingston St, Celina City Schools/Mercer County Head Start
Program City, State, Zip Code (5+4)	Celina, OH, 45822-1742
Program Phone Number	(419) 268 0301 - 4002
Head Start or Early Head Start Director Name	Ms. Amy Esser J
Head Start or Early Head Start Director Email	amy.esser@mercerheadstart.org
Agency Email	amy.esser@mercerheadstart.org
Agency Web Site Address	www.mercerheadstart.org
Name and Title of Approving Official	Mrs. Deb Guingrich, President/Celina City Schools, Board of Education
Unique Entity Identifier (UEI)	XBHECL1HJKL7
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates

ENROLLMENT INFORMATION

	# of children
Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	158
Funded Enrollment from non-federal sources, i.e., state, local, private	0
Total Cumulative Enrollment	118
Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	15
Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	8

PRIMARY TYPE OF ELIGIBILITY

	# of children
Income at or below 100% of federal poverty line	46
Public assistance such as TANF and SSI	35
Foster care	10
Homeless	7
Eligibility based on other type of need, but not counted in A.13.a through d	6
Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	14

PRIOR ENROLLMENT

	# of children	% of children
The second year	33	28%
Three or more years	9	8%
Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	8	7%

	# of children	% of children
Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	15	13%

ETHNICITY AND RACE

	# of Hispanic or Latino Origin children	% of Hispanic or Latino Origin children	# of Non-Hispanic or Non-Latino Origin children	% of Non-Hispanic or Non-Latino Origin children
American Indian or Alaska Native	0	0%	0	0%
Asian	0	0%	1	1%
Black or African American	0	0%	2	2%
Native Hawaiian or other Pacific Islander	0	0%	17	14%
White	6	5%	77	65%
Bi-racial/Multi-racial	4	3%	11	9%
Other	0	0%	0	0%
Unspecified	0	0%	0	0%

PRIMARY LANGUAGE OF FAMILY

	# of children	% of children
English	99	84%
Of these, the number of children acquiring/learning another language in addition to English	0	0%
Spanish	4	3%
Native Central American, South American & Mexican Languages	0	0%
Caribbean Languages	0	0%
Middle Eastern & South Asian Languages	1	1%
East Asian Languages	0	0%
Native North American/Alaska Native Languages	0	0%
Pacific Island Languages	14	12%
European & Slavic Languages	0	0%
African Languages	0	0%
American Sign Language	0	0%
Other	0	0%
Unspecified	0	0%

REPORTING INFORMATION

PIR Report Status   Completed

2021-2022 PIR PERFORMANCE INDICATOR REPORT - HEAD START

Report based on the 1 program(s) that have started or completed the PIR out of the 1 total Head Start program(s) for this Grantee.

The PIR Performance Indicators highlight annual program PIR data in areas of frequent interest and are not intended to serve as a full summary of programs' performance.

The PIR Performance Indicator Formulas document provides the question numbers used for indicator calculations and is available at https://eclkc.ohs.acf.hhs.gov/pir.

Numerators and denominators are included in the report to supply context for percentages.

Enrollment - PIR Performance Indicators

Context	Number	
Cumulative Enrolled Children	118	
2022 #	**PIR Performance Indicator**	**Number**	**Percentage**

2022 #	PIR Performance Indicator	Number	Percentage
101	Percentage (%) of children enrolled for multiple years	42	35.6%
102	Percentage (%) of children enrolled less than 45 days	8	6.8%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	15	12.7%

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment) - PIR Performance Indicators

Context	Number	
Cumulative Enrolled Children	118	
Children Enrolled less than 45 Days	8	6.8%

2022 #	PIR Performance Indicator	Number at Beginning of Enrollment Year	Percentage at Beginning of Enrollment Year	Number at End of Enrollment Year	Percentage at End of Enrollment Year
111	Percentage (%) of children with health insurance	103	87.3%	117	99.2%
112	Percentage (%) of children with a medical home	110	93.2%	118	100%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	57	48.3%	118	100%
114	Percentage (%) of children with a dental home	60	50.8%	89	75.4%

Services to All Children (based on Cumulative Enrollment) - PIR Performance Indicators

Context		Number	
Cumulative Enrolled Children		118	
2022 #	**PIR Performance Indicator**	**Number**	**Percentage**
121	Percentage (%) of children with an IFSP or IEP	25	21.2%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year	66	55.9%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	15	22.7%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	15	100%

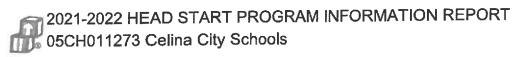## Services to Preschool Children (based on Cumulative Enrollment) - PIR Performance Indicators

Context		Number	
Cumulative Enrolled Preschool Children		118	
Cumulative Enrolled Preschool Children with an IEP for one of the Primary Disabilities Reported in the PIR		25	
2022 #	**PIR Performance Indicator**	**Number**	**Percentage**
131	Percentage (%) of preschool children that received special education or related services for one of the primary disabilities reported in the PIR	25	100%
132	Percentage (%) of preschool children completing professional dental exams	68	57.6%
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment	35	51.5%
134	Of the preschool children needing dental treatment, the percentage (%) of preschool children who received dental treatment	22	62.9%

Family Services - PIR Performance Indicators

Context		Number	
Total Number of Families		111	
2022 #	**PIR Performance Indicator**	**Number**	**Percentage**
141	Percentage (%) of families who received at least one of the family services reported in the PIR	111	100%
Context		Number	
Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year		7	
2022 #	**PIR Performance Indicator**	**Number**	**Percentage**
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	3	42.9%

Preschool Staff and Classes (Head Start and Migrant/Seasonal preschool staff only) - PIR Performance Indicators

Context	Number	
Preschool Classroom Teachers	8	
Preschool Classroom Assistant Teachers	11	

2022 #	PIR Performance Indicator	Number	Percentage
151	Percentage (%) of preschool classroom teachers that meet the degree/credential requirements of Section 648A.(2)(A) (BA or higher - ECE/related) that will become effective September, 2013	8	100%
153	Percentage (%) of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program	11	100%

Grant Level Summary Report - 1 Programs

GRANT INFORMATION

Agency Information

Agency Name	Celina City Schools
Agency Address	585 E Livingston St Celina City Schools/Mercer County Head Start Celina OH 45822-1742
Agency Phone Number	(419) 268 0301 - 4002
Agency Fax Number	(419) 268 0017
Head Start Director Name	Ms. Amy Esser J
Head Start Director Email	amy.esser@mercerheadstart.org
Agency Web Site Address	www.mercerheadstart.org

Program Type

a. Head Start	1
b. Early Head Start	0
c. Migrant Head Start	0

Agency Description

a. Grantee that Directly Operates Program(s) and has no Delegates.	1
b. Grantee that Directly Operates Programs and Delegates Service Delivery.	0
c. Grantee that Maintains Central Office Staff Only and Operates no Program(s) Directly.	0
d. Delegate Agency.	0
e. Grantee that Delegates all of its Programs; It Operates no Programs Directly and Maintains no Central Office Staff.	0

Number of Delegate Agencies

a. Reported by the grant holder	0
b. Actual number of delegate reports marked as complete	0

Agency Type

a. Community Action Agency (CAA)	0
b. School System	1
c. Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospitals)	0
d .Private/Public For-Profit (e.g., for-profit hospitals)	0
e. Government Agency (Non-CAA)	0
f. Tribal Government or Consortium (American Indian/Alaska Native)	0

Agency Affiliation

a. A secular or non-religious agency	1
b. A religiously affiliated agency or organization providing essentially secular services	0

A. PROGRAM INFORMATION

FUNDED INFORMATION

Funded enrollment by funding source

A.1 Funded Enrollment:	# of children
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	158
b. Funded Enrollment from non-federal sources, i.e., state, local, private	0

Funded enrollment by program option

A.2 Center-based option	# of slots
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	91
1. Of these, the number that are available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	67
1. Of these, the number that are available for 3.5 hours per day for 128 days	67
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	0
A.4 Family child care option	0
A.5 Locally designed option	0

Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	158
a. Of these, the total number of slots at a child care partner	0
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	0

CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	9
a. Of these, the number of double session classes	4

CUMULATIVE ENROLLMENT

Children by Age

A.10 Children by age:	# of children at enrollment
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	6
d. 3 years old	46
e. 4 years old	62
f. 5 years and older	4
g. Total cumulative enrollment of children	118

Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	118

Primary type of eligibility

A.13 Report each enrollee only once by primary type of eligibility:	# of children
a. Income at or below 100% of federal poverty line	46
b. Public assistance such as TANF and SSI	35
c. Foster care	10
d. Homeless	7
e. Eligibility based on other type of need, but not counted in A.13.a through d	6
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	14

Prior enrollment

A.15 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	33
b. Three or more years	9

Transition and turnover

	# of children
A.16 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	15
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	8

	# of preschool children
A.17 Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	62

Child care subsidy

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

Ethnicity and race

A.25 Race and Ethnicity	# of children / pregnant women	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	1
c. Black or African American	0	2
d. Native Hawaiian or other Pacific Islander	0	17
e. White	6	77
f. Biracial/Multi-racial	4	11
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	99
1. Of these, the number of children acquiring/learning another language in addition to English	0
b. Spanish	4
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	1
f. East Asian Languages	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	14
i. European & Slavic Languages	0
j. African Languages	0
k. American Sign Language	0
l. Other	0
m. Unspecified	0

Dual language learners

	# of children
A.27 Total number of Dual Language Learners	19

Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	48

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by type

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1. Total number of staff members, regardless of the funding source for their salary or number of hours worked - Head Start/Early Head Start Staff	41	5
a. Of the total staff, the number who are current or former Head Start parents - Head Start/Early Head Start Staff	5	0

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	101
a. Of these, the number who are current or former Head Start or Early Head Start parents	90

EDUCATION AND CHILD DEVELOPMENT STAFF

Preschool classroom and assistant teachers (HS and Migrant programs)

	(1) *# of classroom teachers*	(2) *# of assistant teachers*
B.3 Total number of preschool education and child development staff by position	8	11
Of the number of preschool education and child development staff by position, the number with the following:		
a. Of the number of preschool education and child development staff by position, the number with the following: An advanced degree in: • early childhood education or • any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	2	1
b. Of the number of preschool education and child development staff by position, the number with the following: A baccalaureate degree in one of the following: • early childhood education • any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or • any field and is part of the Teach for America program and passed a rigorous early childhood content exam	6	6
c. Of the number of preschool education and child development staff by position, the number with the following: An associate degree in: • early childhood education or • 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	2
d. Of the number of preschool education and child development staff by position, the number with the following: A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0	1
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	1
e. Of the number of preschool education and child development staff by position, the number with the following: None of the qualifications listed in B.3.a through B.3.d	0	1

Preschool classroom teachers program enrollment

	# of classroom teachers
B.4 Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	0
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b	0

Preschool classroom assistant teachers program enrollment

	# of assistant teachers
B.5 Total number of preschool assistant teachers that do not have any qualifications listed in B.3.a through B.3.d	1

	# of assistant teachers
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.3.a through B.3.d.	1

Home visitors and family child care provider staff qualifications

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

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

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

Ethnicity and race

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

Language

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

B.15 Language groups in which staff are proficient:	# of non-supervisory education and child development staff
a. Spanish	0
b. Native Central American, South American, and Mexican Languages	0
c. Caribbean Languages	0
d. Middle Eastern and South Asian Languages	0
e. East Asian Languages	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages	1
h. European and Slavic Languages	0
i. African Languages	0
j. American Sign Language	0
k. Other	0
l. Unspecified	0

STAFF TURNOVER

All staff turnover

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

Education and child development staff turnover

	# of staff
B.17 The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g., during summer months)	6
a. Of these, the number who were replaced	4
b. Of these, the number who left while classes and home visits were in session	2
c. Of these, the number that were teachers who left the program	1
B.18 Of the number of education and child development staff that left, the number that left for the following primary reason:	# of staff
a. Higher compensation	1
1. Of these, the number that moved to state pre-k or other early childhood program	1
b. Retirement or relocation	0
c. Involuntary separation	0
d. Other (e.g., change in job field, reason not provided)	5

	# of staff
B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	0

C. CHILD & FAMILY SERVICES

HEALTH SERVICES

Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	103	117
a. Of these, the number enrolled in Medicaid and/or CHIP	88	96
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	15	21
C.2 Number of children with no health insurance	15	1

Medical

Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	110	118
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	0

Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of 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	62	66

	# of children
a. Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	15
1. Of these, the number who received medical treatment for their diagnosed chronic health condition	15
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:	# of children
1. No medical treatment needed	1
2. No health insurance	0
3. Parents did not keep/make appointment	2
4. Children left the program before their appointment date	0
5. Appointment is scheduled for future date	2

b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:	# of children
6. Other	0

C.8 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	# of children
a. Autism spectrum disorder (ASD)	1
b. Attention deficit hyperactivity disorder (ADHD)	1
c. Asthma	2
d. Seizures	0
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	0
f. Hearing Problems	0
g. Vision Problems	16
h. Blood lead level test with elevated lead levels >5 g/dL	0
i. Diabetes	0

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

C.9 Number of 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)	3
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	69
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	21
d. Obese (BMI at or above 95th percentile for child's age and sex)	21

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.10 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	46	103
C.11 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	9	13
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	2	2

Oral health

Accessible dental care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	60	89

Preschool dental services (HS and Migrant programs)

	# of children at end of enrollment
C.17 Number of children who received preventive care during the program year	70
C.18 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	68
a. Of these, the number of children diagnosed as needing dental treatment during the program year	35
1. Of these, the number of children who have received or are receiving dental treatment	22

b. Specify the primary reason that children who needed dental treatment did not receive it:	# of children
1. Health insurance doesn't cover dental treatment	0
2. No dental care available in local area	4
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3 – 5 year old children	0
5. Parents did not keep/make appointment	6
6. Children left the program before their appointment date	1
7. Appointment is scheduled for future date	2
8. No transportation	0
9. Other	0

Mental health consultation

	# of staff
C.20 Total number of classroom teachers, home visitors, and family child care providers	8
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	7

DISABILITIES SERVICES

IDEA eligibility determination

	# of children
C.21 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	16
a. Of these, the number who received an evaluation to determine IDEA eligibility	3
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	3
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	0
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	13

C.22 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	# of children
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	0
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	7

Preschool disabilities services (HS and Migrant programs)

	# of children
C.23 Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA	25
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	9
2. During this enrollment year	16
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

C.25 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	25	25
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.26 Number of all newly enrolled children since last year's PIR was reported	76
C.27 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	69
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	13

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.33 Total number of families:	111
a. Of these, the number of two-parent families	53
b. Of these, the number of single-parent families	58

C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	# of families at enrollment
a. Parent(s) (e.g., biological, adoptive, stepparents)	101
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	47
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	8
b. Grandparents	5
c. Relative(s) other than grandparents	0
d. Foster parent(s) not including relatives	5
e. Other	0

Parent/guardian education

C.35 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	22
c. A high school graduate or GED	74
d. Less than high school graduate	8

Employment, Job Training, and School

C.36 Total number of families in which:	# of families at enrollment
a. At least one parent/guardian is employed, in job training, or in school at enrollment	87
1. Of these families, the number in which one or more parent/guardian is employed	86
2. Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license)	3
3. Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, baccalaureate, or advanced degree)	2
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	24

C.37 Total number of families in which:	# of families at end of enrollment
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	91
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	87
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	0
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	20

C.37 Total number of families in which:	# of families at end of enrollment
1. Of these families, the number of families that were also counted in C.36.a	0
2. Of these families, the number of families that were also counted in C.36.b	24

C.38 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	1
b. At least one parent/guardian is a veteran of the United States military	6

Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment
C.39. Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	0	0
C.40. Total number of families receiving Supplemental Security Income (SSI)	0	0
C.41. Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	39	42
C.42. Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	36	36

Family services

C.43 The number of families that received the following program service to promote family outcomes:	# of families
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	4
b. Housing assistance (e.g., subsidies, utilities, repairs)	3
c. Asset building services (e.g., financial education, debt counseling)	2
d. Mental health services	8
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	0
h. Assistance in enrolling into an education or job training program	2
i. Research-based parenting curriculum	25
j. Involvement in discussing their child's screening and assessment results and their child's progress	111
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	63
l. Education on preventive medical and oral health	47
m. Education on health and developmental consequences of tobacco product use	0
n. Education on nutrition	22
o. Education on postpartum care (e.g., breastfeeding support)	0
p. Education on relationship/marriage	0
q. Assistance to families of incarcerated individuals	0
C.44 Of these, the number of families who were counted in at least one of the services listed above	111

Father engagement

C.45 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	24
b. Family goal setting	23
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	39
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	6

Homelessness services

	# of families
C.46 Total number of families experiencing homelessness that were served during the enrollment year	7

	# of children
C.47 Total number of children experiencing homelessness that were served during the enrollment year	7

	# of families
C.48 Total number of families experiencing homelessness that acquired housing during the enrollment year	3

Foster care and child welfare

	# of children
C.49 Total number of enrolled children who were in foster care at any point during the program year	12
C.50 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

D. GRANT LEVEL QUESTIONS

INTENSIVE COACHING

	# of education and child development staff
D.1 The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, FFC providers) that received intensive coaching	2

	# of coaches
D.2 The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	1

EDUCATION MANAGEMENT STAFF QUALIFICATIONS

	# of education managers/coordinators
D.4 Total number of education managers/coordinators	1
a. Of these, the number of education manager/coordinators with a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience	1
b. Of these, the number of education manager/coordinators that do not meet one of the qualifications in D.4.a	0
1. Of the education manager/coordinators in D.4.b, the number enrolled in a program that would meet a qualification described in D.4.a	0

FAMILY SERVICES STAFF QUALIFICATIONS

	# of family services staff
D.5 Total number of family services staff:	6
a. Of these, the number that have a credential, certification, associate, baccalaureate, or advanced degree in social work, human services, family services, counseling, or a related field	4
b. Of these, the number that do not meet one of the qualifications described in D.5.a	2
1. Of the family services staff in D.5.b, the number enrolled in a degree or credential program that would meet a qualification described in D.5.a.	0
2. Of the family services staff in D.5.b, the number hired before November 7, 2016	1

FORMAL AGREEMENTS FOR COLLABORATION

	# of formal agreements
D.6 Total number of formal agreements with child care partners	0
D.7 Total number of LEAs in the service area	7
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	7
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	7