



# PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM

Administrative Office

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Sept 2019

To: Portland Public School Board Members

From: Eileen Isham Head Start Director

Robert Cantwell Co-Director

RE: Board Resolution Request

To ensure the PPS Boards involvement in Head Start Programs, Federal Head Start Performances Standards mandate board input and approval of many documents included in the program's planning process as well as findings from audits and or program reviews.

For your review and input you will find the planning documents that require approval of the School Board and the Head Start Parent Policy Council. On October 19, 2019 the Parent Policy Council approved the following attached documents.

A brief overview of each document is also included.

Documents Included for the 2019-2020 Fiscal Year:

- Program Information Report (PIR)
- PPS Head Start Annual Report

if additional information is needed feel free to contact Eileen Isham at 503-998-9138

Cc

Emily Glasglow

Michelle DePass

**RESOLUTION No.**

Approval of Head Start Policy Council Recommendation

**RECITALS**

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends the approval of the: Program Information Report, (PIR)

The Head Start Program Performance Standards Provides requirements and procedures for the annual completion of the Program Information Report. The PIR includes year long program data involving enrollment, services to families, staff qualifications and health related data.

**RESOLUTION**

The Board of Directors for Portland Public Schools, School District No.1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.

## **RESOLUTION No.**

### Approval of Head Start Policy Council Recommendation

#### **RECITALS**

- A. Federal requirements call for the Governing Board of a Head Start program to approve recommendations for the program.
- B. The Board of Directors for Portland Public Schools serves as the Governing Board for the PPS Head Start Program.
- C. Portland Public Schools Policy Council recommends the approval of the: PPS Head Start Annual Report.

The Head Start Program Performance Standards Provides requirements and procedures for the Annual Report. The annual report includes year long information regarding Head Start program data. It is used as a community resource and contains information from the PIR. Program budget information is also shared in the annual report. .

#### **RESOLUTION**

The Board of Directors for Portland Public Schools, School District No.1J, Multnomah County, Oregon, approves the Head Start Policy Council recommendations as stated above.



2018-2019 HEAD START PROGRAM INFORMATION REPORT  
 10CH010719-000 PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM

**A. PROGRAM INFORMATION**

**GENERAL INFORMATION**

Grant Number	10CH010719
Program Number	000
Program Type	Head Start
Program Name	PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM
Program Address	4800 NE 74th Avenue Portland OR 97218-3824
Program Phone Number	(503) 916 5724
Program Fax Number	(503) 916 2670
DUNS Number	054971650
Program Email Address	eisham@pps.net
Head Start Director Name	Ms. Eileen Isham
Head Start Director Email	eisham@pps.net
Agency Web Site Address	www.pps.net/head-start
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

**ENROLLMENT YEAR**

**Enrollment dates**

A.1 Enrollment Year	Date
a. Start Date	09/05/2018
b. End Date	06/12/2019

**FUNDED ENROLLMENT**

**Funded enrollment by funding source**

A.2 Funded Head Start or Early Head Start Enrollment	# of children/ pregnant women
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	785
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

**Funded enrollment by program option - children**

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	471
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	314
1. Of these, the number in double sessions	314
A.4 Center-based program - 4 days per week:	# of children



a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	0
A.6 Combination option program	
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

### Funded enrollment at child care partner

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

### CLASSES

#### Classes

	# of classes
A.12 Total number of classes operated	43
a. Of these, the number of double session classes	18

### CUMULATIVE ENROLLMENT

#### Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	326
e. 4 years old	503
f. 5 years and older	0

#### Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	829

#### Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children
a. Income below 100% of federal poverty line	448
b. Public assistance such as TANF, SSI	72
c. Status as a foster child - # children only	33
d. Status as homeless	107
e. Over income	64

	<i># of children</i>
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	105
A.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Specify:	Program waitlist and selection criteria

**Prior enrollment**

A.18 Enrolled in Head Start or Early Head Start for:	<i># of children</i>
a. The second year	272
b. Three or more years	0

**Transition and Turnover**

	<i># of children</i>
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	106
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	35
A.19.b. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	439

**Child care subsidy**

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

## Race and Ethnicity

A.25 Race and Ethnicity	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	9	14
b. Asian	1	112
c. Black or African American	4	133
d. Native Hawaiian or other Pacific Islander	0	15
e. White	237	200
f. Biracial/Multi-racial	34	70
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	495
b. Spanish	182
c. Native Central American, South American, and Mexican Languages	5
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	15
f. East Asian Languages	97
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	4
i. European & Slavic Languages	10
j. African Languages	21
k. Other	0
l. Unspecified	0

## TRANSPORTATION

### Transportation services

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	No
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### Buses

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

## RECORD KEEPING

### Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
<i>Name/title</i>	<i>Locally designed</i>	<i>Web Based</i>
ChildPlus/ChildPlus.net	No	Yes

## B. PROGRAM STAFF & QUALIFICATIONS

### TOTAL STAFF

#### Staff by Type

	(1) # of Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	208	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	30	0
b. Of these, the number who left since last year's PIR was reported	21	0
1. Of these, the number who were replaced	21	0

### TOTAL VOLUNTEERS

#### Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	165
a. Of these, the number who are current or former Head Start or Early Head Start parents	165

### MANAGEMENT STAFF

#### Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	Average # of hours per week
a. Child Development & Education Manager	40
b. Health Services Manager	40
c. Family & Community Partnerships Manager	40
d. Disability Services Manager	40

### CHILD DEVELOPMENT STAFF

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

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	39	102

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	24	1
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	0	0

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

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	2	2
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	24
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	22
Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	12	75
Of the preschool child development staff in B.5.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	43
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	30

### Child development staff qualifications - Home-based and FCC

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

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

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



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

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following credentials:				
d. License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	0	0	0	0
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0	0	0
5. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

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

## NON-SUPERVISORY CHILD DEVELOPMENT STAFF

### Child development staff - ethnicity and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	(1) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	0	1
b. Asian	0	27
c. Black or African American	0	8
d. Native Hawaiian or other Pacific Islander	0	4
e. White	17	82
f. Biracial/Multi-racial	1	1
g. Other	0	0
h. Unspecified	0	0

### Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	45
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	16
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	1
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	1
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	23
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	1
i. African Languages (e.g., Swahili, Wolof)	0
j. Other	0
k. Unspecified	3

**Child development staff - classroom teacher turnover**

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

**Child development staff - Home-based visitor turnover**

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

**FAMILY & COMMUNITY PARTNERSHIPS STAFF**

**Family & community partnerships staff - qualifications**

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships staff	18	1
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0
B.24 Comments on staff shared by Head Start and Early Head Start programs:		

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	(1) # of family workers	(2) # of FCP supervisors
a. A related advanced degree	0	1
b. A related baccalaureate degree	3	0
c. A related associate degree	0	0
d. A family-development-related credential, certificate, or license	14	0
e. None of the qualifications listed in B.25.a through B.25.d above	1	0
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	1	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	16	0

## Education and Child Development Managers/Coordinators - Qualifications

	<b># of ECD managers/ coordinators</b>
B.27 Total number of education & child development managers/coordinators	4
	<b># of ECD managers/ coordinators</b>
Off the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	4
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
	<b># of ECD managers/ coordinators</b>
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
Of the education & child development managers/coordinators preschool child development staff in B.27.c above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	<b># of ECD managers/ coordinators</b>
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
Of the education & child development managers/coordinators preschool child development staff in B.27.d above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	<b># of ECD managers/ coordinators</b>
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.e above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
B.28 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

## C. CHILD & FAMILY SERVICES

### HEALTH SERVICES

#### Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	782	783
a. Number enrolled in Medicaid and/or CHIP	699	703
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	0	0
c. Number with private health insurance (for example, parent's insurance)	82	79
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	1	1
1. Specify	Military Health Insurance	
C.2. Number of children with no health insurance	47	46

#### Medical

#### Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	711	782
C.6 Number of children receiving medical services through the Indian Health Service	2	2
C.7 Number of children receiving medical services through a migrant community health center	0	0

#### Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	157	617
		# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported		56
1. Of these, the number who have received or are receiving medical treatment		56
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:		Parents did not keep/make appointment

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	# of children
a. Anemia	0
b. Asthma	0
c. Hearing Difficulties	12
d. Vision Problems	75
e. High Lead Levels	0
f. Diabetes	0

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

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	84
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	586
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	99
d. Obese (BMI at or above 95th percentile for child's age and sex)	60

### Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	710	761
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	28	24
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	41	44

### Dental

#### Dental home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	659	782

## Preschool dental services (HS and Migrant programs)

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	754
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	754
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	241
1. Of these, the number of children who have received or are receiving treatment	169
b. Specify the primary reason that children who needed dental treatment did not receive it:	Parents did not keep/make appointment

## MENTAL HEALTH SERVICES

### Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	36

### Mental health services

	# of children at end of enrollment year
C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	145
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	85
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health .	150
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	73
c. Number of children for whom the MH professional provided an individual mental health assessment	29
d. Number of children for whom the MH professional facilitated a referral for mental health services	37

### Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	37
a. Of these, the number who received mental health services since last year's PIR was reported	19



## DISABILITIES SERVICES

### Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	170
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	108
2. During this enrollment year	62
b. Of these, the number who have not received special education and related services	0

### Preschool primary disabilities (HS and Migrant programs)

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment (i.e. meeting IDEA definition of 'other health impairments')	1	1
b. Emotional disturbance	0	0
c. Speech or language impairments	88	88
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	2	2
f. Orthopedic impairment	1	1
g. Visual impairment, including blindness	1	1
h. Specific learning disability	0	0
i. Autism	10	10
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	65	65
l. Multiple disabilities (excluding deaf-blind)	2	2
m. Deaf-blind	0	0

## EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

### Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	554
C.29 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	415
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	67
C.30 The instrument(s) used by the program for developmental screening: ASQ- 3 (Ages & Stages Questionnaire)	

### Assessment

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

## Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
<i>Name/title</i>	<i>Locally designed</i>
Other (Please Specify) - Tools of the Mind	No
b. For family child care services:	
c. For home-based services:	

## STAFF-CHILD INTERACTION OBSERVATION TOOLS

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

## FAMILY AND COMMUNITY PARTNERSHIPS

### Number of families

	# of families at enrollment
C.35 Total number of families:	786
a. Of these, the number of two-parent families	447
b. Of these, the number of single-parent families	339

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	406
b. Grandparents	13
c. Relatives other than grandparents	5
d. Foster parents not including relatives	23
e. Other	0
1. Specify:	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	291
b. Father (biological, adoptive, stepfather, etc.)	36
c. Grandparent	6
d. Relative other than grandparent	0
e. Foster parent not including relative	6
f. Other	0
1. Specify:	

### Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	143
b. One parent/guardian is employed	260
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	44

C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	203
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	136

C.40 The number of all families in which:	# of families at enrollment
a. At least one parent/guardian is a member of the United States military on active duty	1
b. At least one parent/guardian is a veteran of the United States military	1

## Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment year
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	170	172
C.42 Total number of families receiving Supplemental Security Income (SSI)	46	46
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	376	237
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	261	275

## Job training/school

C.45 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	43
b. One parent/guardian is in job training or school	127
c. Neither parent/guardian is in job training or school	277
C.46 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	80
b. The parent/guardian is not in job training or school	259
C.47 Of the total number of all families, the number in which one or more parent/guardian:	# of families at end of enrollment year
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	328
b. Completed high school or was awarded a GED during this program year	338
c. Completed an associate degree during this program year	83
d. Completed a baccalaureate or advanced degree during this program year	37
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	# of families at end of enrollment year
	37

## Parent/guardian education

C.49 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	<i># of families at enrollment</i>
a. An advanced degree or baccalaureate degree	39
b. An associate degree, vocational school, or some college	79
c. A high school graduate or GED	299
d. Less than high school graduate	369

## Family services

C.50 Types of family services	(1) <i># of families with an expressed interest or identified need during the program year</i>	(2) <i># of families that received the following services during the program year</i>
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	287	285
b. Housing assistance such as subsidies, utilities, repairs, etc.	81	81
c. Mental health services	62	56
d. English as a Second Language (ESL) training	99	96
e. Adult education such as GED programs and college selection	66	62
f. Job training	36	36
g. Substance abuse prevention	3	3
h. Substance abuse treatment	1	1
i. Child abuse and neglect services	2	2
j. Domestic violence services	14	14
k. Child support assistance	17	17
l. Health education	65	65
m. Assistance to families of incarcerated individuals	9	9
n. Parenting education	115	115
o. Relationship/marriage education	4	4
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	11	7
C.51 Of these, the number of families who were counted in at least one of the services listed above	403	400

## Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	<i># of father/ father figures</i>
a. Family assessment	355
b. Family goal setting	336
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	351
d. Head Start program governance, such as participation in the Policy Council or policy committees	45
e. Parenting education workshops	109

## Homelessness services

	<i># of families</i>
C.53 Total number of families experiencing homelessness that were served during the enrollment year	126
	<i># of children</i>
C.54 Total number of children experiencing homelessness that were served during the enrollment year	130
	<i># of families</i>
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	27

## Foster care and child welfare

	<i># of children</i>
C.56 Total number of enrolled children who were in foster care at any point during the program year	33
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	9

## Collaboration Agreements and Community Engagement

### Child care partners

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

### Local education agency (LEA)

	<i># of LEAs</i>
C.59 Number of LEAs in the program's service area	1
C.60 Number of formal agreements the program has with LEAs:	<i># of formal agreements</i>
a. To coordinate services for children with disabilities	2
b. To coordinate transition services	2

### Public school pre-kindergarten programs

	<i>Yes / No</i>
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	No

### Part C agencies

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

### Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	No

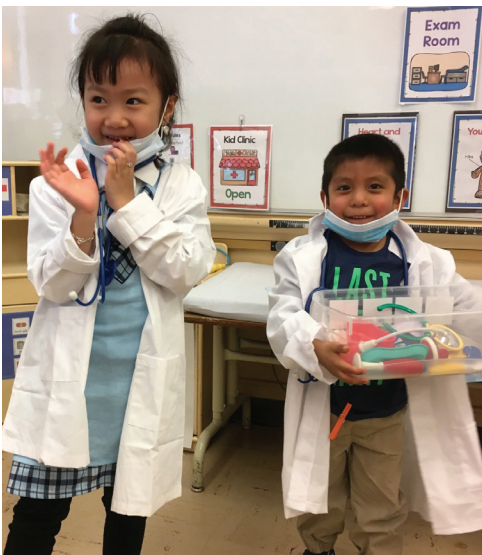
### REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	19082945424
Last Update Date	08/29/2019





# Annual Report 2018-2019





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Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy of the Portland Public Schools Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.



### Enrollment Opportunities

Applegate _____	77
Creston Annex _____	104
Clarendon _____	141
Kelly Center _____	145
Grout _____	40
Jason Lee _____	40
Sacajawea _____	158
Sitton _____	40
Whitman _____	40

## BASIC PROGRAM FACTS

The Portland Public Schools Head Start program served 785 children—ages three- to five-years—in nine double-session classrooms and 25 extended day classrooms. Our Head Start grantee is the PPS school district so the program follows the school calendar.

The program’s curriculum aligns with Portland Public Schools through common literacy and math benchmarks and assessments. Ongoing child observation and assessment in the areas of: Cognitive, Language, Social/Emotional and Physical Development, are used to develop each Individual Learning Plan. “Teaching Strategies Gold” is utilized as the curriculum resource to guide this work.

Head Start parents are engaged in their child’s learning to support progress toward their educational goals. Parents are involved in leadership, educational, literacy and employment related opportunities to support lifelong learning experiences in the community.

*“The mission of PPS Head Start is to prepare young children for successful transitions to kindergarten and beyond by building social competence and developing school readiness skills. We will accomplish this by enhancing each child’s growth and development, both physically and emotionally. We will provide families and children with educational, health and nutritional services, linking them to needed community services. We will ensure that all parents have opportunities for involvement in their child’s education and program decision making.”*





**WHO WE SERVED—CHILDREN & FAMILIES 2018–2019**



20% of our Head Start enrollment were children with disabilities.

<b>Families Receiving TANF</b>	<b>172</b>
<b>Families Receiving SSI</b>	<b>46</b>
<b>Families Receiving WIC</b>	<b>376</b>
<b>Homeless Families</b>	<b>126</b>
<b>Families Receiving SNAP</b>	<b>275</b>

**TOTAL FUNDED ENROLLMENT 785**

**Age**

4 year olds	61.0%
3 year olds	39.0%

**Ethnicity**

Hispanic	34.0%
Non-Hispanic	66.0%

**Race**

Black/African American	16.5%
American Indian/Alaskan Native	2.8%
White	52.8%
Asian	13.6%
Hawaiian/Pacific Islander	1.8%
Bi-racial/Multi-racial	12.5%

**DLL CHILDREN 40.3%**

Spanish	22.0%
Chinese	6.4%
Vietnamese	4.0%
Other	7.9%





# FAMILY ENGAGEMENT



## Services Provided

### Number of referrals to Community Agencies


Emergency/Crisis Intervention _____	285
Housing Assistance _____	81
Mental Health Services _____	56
Parenting Education _____	115
ESL training _____	96
Adult education _____	58
Job Training _____	36
Substance Abuse Prevention/Training _____	4
Relationship Education _____	4
Domestic Violence _____	14
Child Support Assistance _____	17
Health Education _____	65
Assistance to Families of Incarcerated Individuals _____	9
<b>Parents receiving at least one service</b>	<b>400</b>

## Parent Engagement Activities

- Policy Council
- Health Advisory Committee
- Field Trips/classroom volunteering
- Parent workshops
- Male involvement activities
- Multnomah County Library  
“Every Child a Reader” program

**Parents are invited to become involved in the development of the program’s curriculum, as well as in the planning of their child’s Individual Learning Plan (ILP).**



	Children up-to-date on wellness exams	80%
	Children up-to-date on dental exams	99%

## HEAD START OPERATING EXPENSES

### PROGRAM EXPENSES

#### Totals from Budget-to-Actual Reports

##### Grant Description — FY 2019

Federal Head Start Grant	\$	5,508,907. <sup>00</sup>	47%
Oregon PreK Grant	\$	4,231,264. <sup>00</sup>	37%
Portland Children's Levy	\$	504,601. <sup>00</sup>	4%
Fed Title IA Grant	\$	922,601. <sup>00</sup>	8%
USDA	\$	520,365. <sup>00</sup>	4%
	\$	<b>11,687,738.<sup>00</sup></b>	<b>100%</b>

Average cost per child for FY (Expenses/760) \$ 15,379.<sup>00</sup>

Average cost per Federal Awarded Slots for grant year 11/1/2018–10/31/19 (Award/297) \$ 18,291.<sup>00</sup>

Average cost per State Awarded Slots for grant year 7/1/2018–6/30/19 (Award/463) \$ 9,139.<sup>00</sup>

##### Grant Description — FY 2018

Federal Head Start Grant	\$	4,853,467. <sup>00</sup>	46%
Oregon PreK Grant	\$	4,209,133. <sup>00</sup>	39%
Portland Children's Levy	\$	475,206. <sup>00</sup>	4%
Fed Title IA Grant	\$	651,558. <sup>00</sup>	6%
USDA	\$	520,561. <sup>00</sup>	5%
	\$	<b>10,709,925.<sup>00</sup></b>	<b>100%</b>

Average cost per child for FY (Expenses/785) \$ 13,643.<sup>00</sup>

Average cost per Federal Awarded Slots for grant year 11/1/2017–10/31/18 (Award/322) \$ 16,581.<sup>00</sup>

Average cost per State Awarded Slots for grant year 7/1/2017–6/30/18 (Award/463) \$ 9,091.<sup>00</sup>

##### Grant Description — FY 2017

Federal Head Start Grant	\$	3,798,696. <sup>00</sup>	41%
Oregon PreK Grant	\$	4,058,811. <sup>00</sup>	43%
Portland Children's Levy	\$	465,196. <sup>00</sup>	6%
Fed Title IA Grant	\$	655,054. <sup>00</sup>	8%
Oregon One-Time Fund	\$	156,031. <sup>00</sup>	2%
USDA	\$	479,825. <sup>00</sup>	5%
	\$	<b>9,613,613.<sup>00</sup></b>	<b>100%</b>

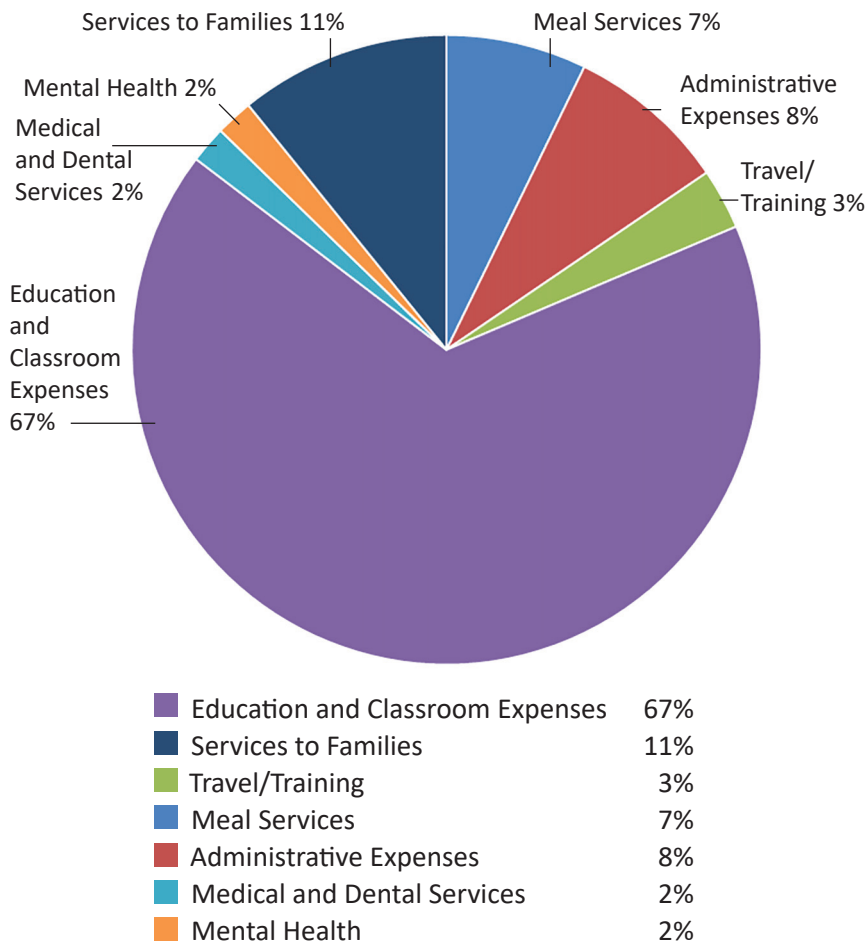
Average cost per child for FY (Expenses/819) \$ 11,738.<sup>00</sup>

Average cost per Federal Awarded Slots for grant year 11/1/2016–10/31/17 (Award/356) \$ 14,117.<sup>00</sup>

Average cost per State Awarded Slots for grant year 7/1/2016–6/30/17 (Award/463) \$ 8,766.<sup>00</sup>

Average cost per State One-Time Funding Awarded Slots  
for grant year 7/1/2016–6/30/17 (Award/463) \$ 337.<sup>00</sup>

## PPS Head Start Program 2019–2020 Projected Expenditures



## PAST MONITORING RESULTS

- A Comprehensive Services/School Readiness review was conducted in April, 2016 and no areas of noncompliance were found.
- A federal Leadership/Governance/Management Systems review in May 2016 determined our program to be in compliance with all Head Start Program Performance Standards and applicable laws.
- Our program was reviewed in January, 2017 by Oregon Department of Education for compliance with CACFP regulations. We had one small finding in record keeping which was corrected.
- On the 2016 internal audit provided by the District’s auditors three deficiencies not considered material weaknesses for the PPS Head Start program were found:
  1. The required semi-annual (425) report had inaccuracies with regard to the amount of local funds expended and the final 425 report was submitted late.
  2. Cash drawdowns included funds that are held by the District and paid out in July and August of each year. The funds should not have been drawn down since they were being held by the District and paid out later.
  3. Time and Effort Certifications were not completed in a timely manner.

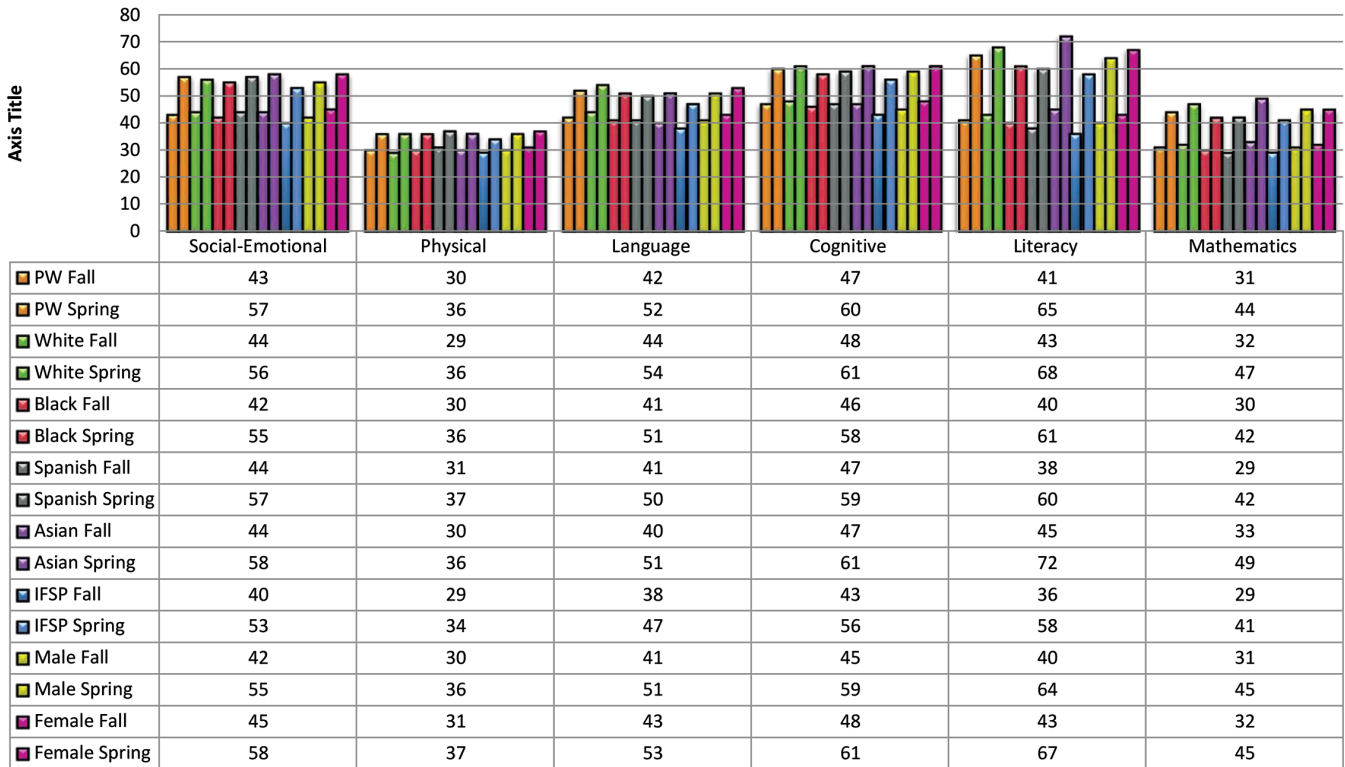
These deficiencies have been addressed by the District and processes and procedures have been implemented to ensure that there will be no further findings in these areas.



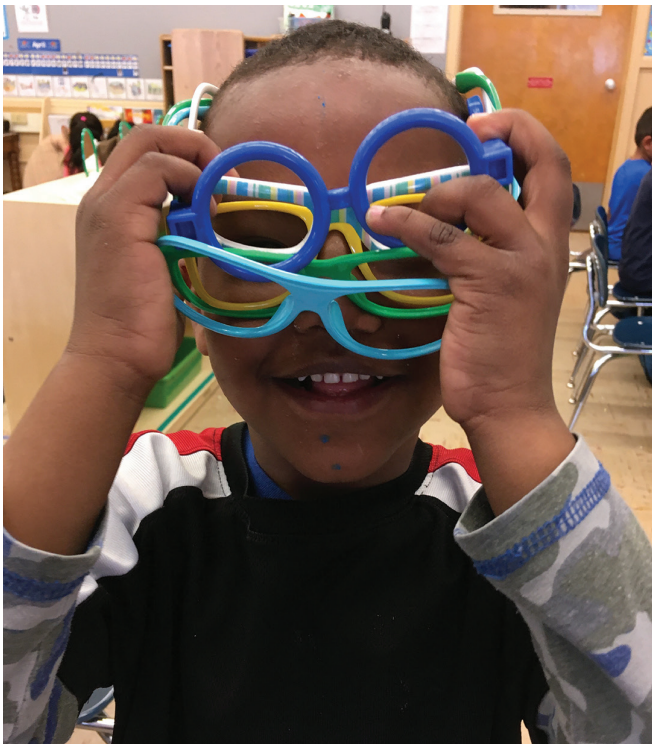
# CHILD OUTCOMES

PPS Head Start conducts assessment of children three times a year; utilizing the research based assessment tool, Teaching Strategies GOLD®. This data is analyzed throughout the year and is used to develop school readiness goals.

## 2018/19 Spring Comparative Report 4 Year Olds



Legend: Widely Held Expectations (WHE)  
Program Wide (PW)



## FIVE-YEAR GOALS — Year One 2018–2019 PROGRESS

**Program Goal 1:**

**PPS Head Start will ensure that all children are ready for success in kindergarten and beyond.**

Objectives	Expected 5-year Impact	Year 1 2018–19 Progress, Outcomes, and Challenges
All children will receive high quality educational experiences.	95% of all enrolled children will be at or above widely-held expectations in all domains.	91.5% of all enrolled children are at or above widely-held expectations in all domains.
Children will be healthy and ready to learn.	80% of enrolled children will have attendance of 85% or greater.	As of 5/20/19, 67% of children had attendance of 85% or greater.
Increased individualized instruction and support	Improved outcomes for students with an identified disability or challenging behavior.	<p><i>TSGold</i> data was analyzed for students who were below widely held expectations in fall/winter.</p> <p>Classroom profiles were sent to all teachers so MECP/HS staff could review growth of students with an IFSP.</p> <p>17 students were identified who had not made growth after winter checkpoints in areas coordinating with IFSP goals.</p> <p>Collaboration meetings held with all teachers to increase individualized supports.</p> <p><i>TSGold</i> data and IFSP data do not correlate and new data tracking system will be implemented 2019–20.</p> <p>Evidence for individualization was added to the Education Supervisors observation checklist.</p> <p>Practice-based coaching had a significant effect on social emotional outcomes at Lab School with 48% of students exceeding widely held expectations.</p>





## FIVE-YEAR GOALS — Year One 2018–2019 PROGRESS

### Program Goal 2:

**PPS Head Start will have strong communication systems throughout our organization.**

Objectives	Expected 5-year Impact	Year 1 2018–19 Progress, Outcomes, and Challenges
Program information will be shared regularly with families, staff and community partners.	All program communication systems will have a current written procedures and will be utilized and maintained regularly.	Weekly staff bulletin, prepared by Education Secretary. Social media accounts (Facebook, Instagram, Twitter) maintained by Program Secretaries. Education Secretary updated PPS Head Start and School website. Parent newsletter replaced by emails, websites, and ChildPlus messenger.
Updated technology systems and training will be provided program-wide.	100% of staff will be trained regularly on devices and software relevant to their work.	ChildPlus training provided at 2018 Head Start Preservice. Ongoing ChildPlus tips were provided through staff advisory and staff bulletins. 2019 Preservice will include ChildPlus Internal Program Referral process and email/texting families.

### Program Goal 3:

**PPS Head Start will ensure that the diversity of every child, family and staff member is valued and reflected in all program actions and decisions.**

Objectives	Expected 5-year Impact	Year 1 2018–19 Progress, Outcomes, and Challenges
Increase pathways and opportunities for parents to become employed with PPS Head Start.	Increase parent employment with PPS Head Start by 30%.	Mealtime Aide position created. PRAXIS information and booklets provided May 22, 2019. 2018 PIR: 23 staff were previously HS parents 2019 PIR: 30 staff were previously HS parents
Provide meaningful and relevant professional development for all PPS Head Start staff.	100% of staff will receive regular professional development related to their PPS Head Start responsibilities.	100% of staff receive regular professional development related to their PPS Head Start responsibilities. Records kept in ChildPlus Professional Development log.
Ensure that all children and families are receiving support to be healthy and ready to learn.	100% of children will have completed screenings and needed referrals. 100% of families will receive information and follow up regarding healthcare and needed resources.	Dental: 87% screened. 33% referred for treatment. Of the 33%, 49% received treatment. Vision: 16% referred. Of the 16%, 60% completed treatment. 94% have health insurance.

## COMMUNITY PARTNERS

Many thanks to our numerous community partners, including—but not limited to—the following.  
For a complete list, please visit our website at: [www.pps.net/head-start](http://www.pps.net/head-start)

A Children’s Place Bookstore	Oregon Food Bank
PPS Early Childhood Special Education Services	Impact Northwest
Children’s Book Bank	Portland Children’s Museum
Naturopathic Health Clinic	Multnomah Early Childhood Program (MECP)
Community Energy Project	Early Learning Multnomah (ELM)
The Oregon Zoo	Children’s Book Bank
El Programa Hispano	Casey Eye Institute
Oregon Community Warehouse	Growing Gardens
US Marine Corps Toys for Tots	Dental 3
Portland Public Schools	Portland State University—SLP Program
Portland Winterhawks	Multnomah County Library—
Operation Warm	Every Child A Reader program
Project Dental Health	Portland Firefighters Local 43
Multnomah Educational Service District (MESD)	
Portland Children’s Levy	





## Portland Public Schools Head Start

4800 NE 74th Avenue

Portland, OR 97218

Phone: 503-916-5724

Fax: 503-916-2480

### PPS Head Start Sites

**Sacajawea** (main office) • 503-916-5724

**Applegate** • 503-916-6294

**Clarendon Early Learning** • 503-916-6269

**Creston Annex** • 503-916-6219

**Grout** • 503-916-6711

**Jason Lee** • 503-916-5732

**Kelly Center** • 503-916-5759

**Sitton** • 503-916-3043

**Whitman** • 503-916-3010

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# 2018-2019 HEAD START PROGRAM INFORMATION REPORT

## 10CH010719-000 PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM

### A. PROGRAM INFORMATION

#### GENERAL INFORMATION

Grant Number	10CH010719
Program Number	000
Program Type	Head Start
Program Name	PORTLAND PUBLIC SCHOOLS HEAD START PROGRAM
Program Address	4800 NE 74th Avenue Portland OR 97218-3824
Program Phone Number	(503) 916 5724
Program Fax Number	(503) 916 2670
DUNS Number	054971650
Program Email Address	eisham@pps.net
Head Start Director Name	Ms. Eileen Isham
Head Start Director Email	eisham@pps.net
Agency Web Site Address	www.pps.net/head-start
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

#### ENROLLMENT YEAR

##### Enrollment dates

A.1 Enrollment Year	Date
a. Start Date	09/05/2018
b. End Date	06/12/2019

#### FUNDED ENROLLMENT

##### Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	# of children/ pregnant women
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	785
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

##### Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	471
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	314
1. Of these, the number in double sessions	314
A.4 Center-based program - 4 days per week:	# of children

a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	0
A.6 Combination option program	
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of the these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

### Funded enrollment at child care partner

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

## CLASSES

### Classes

	# of classes
A.12 Total number of classes operated	43
a. Of these, the number of double session classes	18

## CUMULATIVE ENROLLMENT

### Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	326
e. 4 years old	503
f. 5 years and older	0

### Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	829

### Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children
a. Income below 100% of federal poverty line	448
b. Public assistance such as TANF, SSI	72
c. Status as a foster child - # children only	33
d. Status as homeless	107
e. Over income	64

	<i># of children</i>
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	105
A.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.	
Specify:	Program waitlist and selection criteria

### Prior enrollment

	<i># of children</i>
A.18 Enrolled in Head Start or Early Head Start for:	
a. The second year	272
b. Three or more years	0

### Transition and Turnover

	<i># of children</i>
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	106
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	35
A.19.b. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	439

### Child care subsidy

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



## Race and Ethnicity

A.25 Race and Ethnicity	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	9	14
b. Asian	1	112
c. Black or African American	4	133
d. Native Hawaiian or other Pacific Islander	0	15
e. White	237	200
f. Biracial/Multi-racial	34	70
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	495
b. Spanish	182
c. Native Central American, South American, and Mexican Languages	5
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	15
f. East Asian Languages	97
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	4
i. European & Slavic Languages	10
j. African Languages	21
k. Other	0
l. Unspecified	0

## TRANSPORTATION

### Transportation services

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	No
--	----

### Buses

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

## RECORD KEEPING

### Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
<i>Name/title</i>	<i>Locally designed</i>	<i>Web Based</i>
ChildPlus/ChildPlus.net	No	Yes



## B. PROGRAM STAFF & QUALIFICATIONS

### TOTAL STAFF

#### Staff by Type

	(1) # of Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	208	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	30	0
b. Of these, the number who left since last year's PIR was reported	21	0
1. Of these, the number who were replaced	21	0

### TOTAL VOLUNTEERS

#### Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	165
a. Of these, the number who are current or former Head Start or Early Head Start parents	165

### MANAGEMENT STAFF

#### Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	Average # of hours per week
a. Child Development & Education Manager	40
b. Health Services Manager	40
c. Family & Community Partnerships Manager	40
d. Disability Services Manager	40

### CHILD DEVELOPMENT STAFF

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

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	39	102

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	24	1
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	0	0

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

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	2	2
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0	0
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0	24
1. Of these, a Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	22
Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	12	75
Of the preschool child development staff in B.5.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education	0	0
3. Any type of Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	43
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	30

### Child development staff qualifications - Home-based and FCC

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

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

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

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

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following credentials:				
d. License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	0	0	0	0
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0	0	0
5. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

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

## NON-SUPERVISORY CHILD DEVELOPMENT STAFF

### Child development staff - ethnicity and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	(1) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	0	1
b. Asian	0	27
c. Black or African American	0	8
d. Native Hawaiian or other Pacific Islander	0	4
e. White	17	82
f. Biracial/Multi-racial	1	1
g. Other	0	0
h. Unspecified	0	0

### Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	45
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	16
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	1
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	1
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	23
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	1
i. African Languages (e.g., Swahili, Wolof)	0
j. Other	0
k. Unspecified	3

## Child development staff - classroom teacher turnover

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

## Child development staff - Home-based visitor turnover

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

## FAMILY & COMMUNITY PARTNERSHIPS STAFF

### Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships staff	18	1
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0
B.24 Comments on staff shared by Head Start and Early Head Start programs:		

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	<i>(1)</i> # of family workers	<i>(2)</i> # of FCP supervisors
a. A related advanced degree	0	1
b. A related baccalaureate degree	3	0
c. A related associate degree	0	0
d. A family-development-related credential, certificate, or license	14	0
e. None of the qualifications listed in B.25.a through B.25.d above	1	0
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	1	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	16	0



## Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/coordinators
B.27 Total number of education & child development managers/coordinators	4
	# of ECD managers/coordinators
Off the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	4
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
	# of ECD managers/coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
Of the education & child development managers/coordinators preschool child development staff in B.27.c above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	# of ECD managers/coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
Of the education & child development managers/coordinators preschool child development staff in B.27.d above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	# of ECD managers/coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.e above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
B.28 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

## C. CHILD & FAMILY SERVICES

### HEALTH SERVICES

#### Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	782	783
a. Number enrolled in Medicaid and/or CHIP	699	703
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	0	0
c. Number with private health insurance (for example, parent's insurance)	82	79
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	1	1
1. Specify	Military Health Insurance	
C.2. Number of children with no health insurance	47	46

### Medical

#### Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	711	782
C.6 Number of children receiving medical services through the Indian Health Service	2	2
C.7 Number of children receiving medical services through a migrant community health center	0	0

#### Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	157	617
		# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported		56
1. Of these, the number who have received or are receiving medical treatment		56
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:		Parents did not keep/make appointment

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	<i># of children</i>
a. Anemia	0
b. Asthma	0
c. Hearing Difficulties	12
d. Vision Problems	75
e. High Lead Levels	0
f. Diabetes	0

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

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	<i># of children at enrollment</i>
a. Underweight (BMI less than 5th percentile for child's age and sex)	84
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	586
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	99
d. Obese (BMI at or above 95th percentile for child's age and sex)	60

### Immunization services - children

	<i>(1) # of children at enrollment</i>	<i>(2) # of children at end of enrollment year</i>
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	710	761
C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	28	24
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	41	44

### Dental

#### Dental home - children

	<i>(1) # of children at enrollment</i>	<i>(2) # of children at end of enrollment year</i>
C.17 Number of children with continuous, accessible dental care provided by a dentist	659	782

## Preschool dental services (HS and Migrant programs)

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	754
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	754
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	241
1. Of these, the number of children who have received or are receiving treatment	169
b. Specify the primary reason that children who needed dental treatment did not receive it:	Parents did not keep/make appointment

## MENTAL HEALTH SERVICES

### Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	36

### Mental health services

	# of children at end of enrollment year
C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	145
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	85
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	150
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	73
c. Number of children for whom the MH professional provided an individual mental health assessment	29
d. Number of children for whom the MH professional facilitated a referral for mental health services	37

### Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	37
a. Of these, the number who received mental health services since last year's PIR was reported	19

## DISABILITIES SERVICES

### Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	170
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	108
2. During this enrollment year	62
b. Of these, the number who have not received special education and related services	0

### Preschool primary disabilities (HS and Migrant programs)

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment (i.e. meeting IDEA definition of 'other health impairments')	1	1
b. Emotional disturbance	0	0
c. Speech or language impairments	88	88
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	2	2
f. Orthopedic impairment	1	1
g. Visual impairment, including blindness	1	1
h. Specific learning disability	0	0
i. Autism	10	10
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	65	65
l. Multiple disabilities (excluding deaf-blind)	2	2
m. Deaf-blind	0	0

## EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

### Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	554
C.29 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	415
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	67
C.30 The instrument(s) used by the program for developmental screening: ASQ- 3 (Ages & Stages Questionnaire)	

### Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
Name/title	Locally designed
Other (Please Specify) - Teaching Stategis GOLD Online	No

## Curriculum

C.32 What curriculum does your program use:

a. For center-based services:

<i>Name/title</i>	<i>Locally designed</i>
Other (Please Specify) - Tools of the Mind	No

b. For family child care services:

c. For home-based services:

### STAFF-CHILD INTERACTION OBSERVATION TOOLS

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

## FAMILY AND COMMUNITY PARTNERSHIPS

### Number of families

	# of families at enrollment
C.35 Total number of families:	786
a. Of these, the number of two-parent families	447
b. Of these, the number of single-parent families	339

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	406
b. Grandparents	13
c. Relatives other than grandparents	5
d. Foster parents not including relatives	23
e. Other	0
1. Specify:	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	291
b. Father (biological, adoptive, stepfather, etc.)	36
c. Grandparent	6
d. Relative other than grandparent	0
e. Foster parent not including relative	6
f. Other	0
1. Specify:	

### Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	143
b. One parent/guardian is employed	260
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	44

C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	203
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	136

C.40 The number of all families in which:	# of families at enrollment
a. At least one parent/guardian is a member of the United States military on active duty	1
b. At least one parent/guardian is a veteran of the United States military	1

## Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment year
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	170	172
C.42 Total number of families receiving Supplemental Security Income (SSI)	46	46
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	376	237
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	261	275

## Job training/school

C.45 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	43
b. One parent/guardian is in job training or school	127
c. Neither parent/guardian is in job training or school	277
C.46 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	80
b. The parent/guardian is not in job training or school	259
C.47 Of the total number of all families, the number in which one or more parent/guardian:	# of families at end of enrollment year
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	328
b. Completed high school or was awarded a GED during this program year	338
c. Completed an associate degree during this program year	83
d. Completed a baccalaureate or advanced degree during this program year	37
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	# of families at end of enrollment year
	37



## Parent/guardian education

C.49 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	# of families at enrollment
a. An advanced degree or baccalaureate degree	39
b. An associate degree, vocational school, or some college	79
c. A high school graduate or GED	299
d. Less than high school graduate	369

## Family services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	287	285
b. Housing assistance such as subsidies, utilities, repairs, etc.	81	81
c. Mental health services	62	56
d. English as a Second Language (ESL) training	99	96
e. Adult education such as GED programs and college selection	66	62
f. Job training	36	36
g. Substance abuse prevention	3	3
h. Substance abuse treatment	1	1
i. Child abuse and neglect services	2	2
j. Domestic violence services	14	14
k. Child support assistance	17	17
l. Health education	65	65
m. Assistance to families of incarcerated individuals	9	9
n. Parenting education	115	115
o. Relationship/marriage education	4	4
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	11	7
C.51 Of these, the number of families who were counted in at least one of the services listed above	403	400

## Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	355
b. Family goal setting	336
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	351
d. Head Start program governance, such as participation in the Policy Council or policy committees	45
e. Parenting education workshops	109

## Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	126
	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	130
	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	27

## Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	33
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	9

## Collaboration Agreements and Community Engagement

### Child care partners

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

### Local education agency (LEA)

	# of LEAs
C.59 Number of LEAs in the program's service area	1
	# of formal agreements
C.60 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	2
b. To coordinate transition services	2

### Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	No

### Part C agencies

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

## Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	No

### REPORTING INFORMATION

PIR Report Status	Completed
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