2018-2019 EARLY HEAD START PROGRAM INFORMATION REPORT

06CH010149-200 Central Texas 4C, Inc.

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	06CH010149
Program Number	200
Program Type	Early Head Start
Program Name	Central Texas 4C, Inc.
Program Address	504 N 5th St Temple TX 76501-3112
Program Phone Number	(254) 778 0489 - 116
Program Fax Number	(254) 778 4655
DUNS Number	014537476
Program Email Address	4c@ct4c.org
Head Start Director Name	Mrs. Marina Tharpe
Head Start Director Email	marina.tharpe@ct4c.org
Agency Web Site Address	www.ct4c.org
Agency Type	Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital)
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	08/27/2018
b. End Date	08/02/2019

General Comments

Normal year ends in August. This is ending with school the school year end because of instructions to submit PIR prior to year end because of DRS.

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	24
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program, for Early Head Start services	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	16

	# of children
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
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	8

Funded enrollment of pregnant women (EHS programs)

	# of pregnant women
A.9 Total number of pregnant women positions in funded enrollment	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	3
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	17
b. 1 year old	9
c. 2 years old	10
d. 3 years old	0

Pregnant women (EHS programs)

	# of pregnant women
A.14 Cumulative enrollment of pregnant women	5

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	41

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children/ pregnant women
a. Income below 100% of federal poverty line	28
b. Public assistance such as TANF, SSI	7
c. Status as a foster child - # children only	1
d. Status as homeless	5
e. Over income	0

	# of children
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	0
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:	

Prior enrollment

A.18 Enrolled in Early Head Start for:	# of children
a. The second year	5
b. Three or more years	0

Transition and Turnover

	# of children
A.20 Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	16
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	3
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	3
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	1
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	2
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	0

	# of pregnant women/children
A.21 Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	0
A.22 Number of pregnant women receiving Early Head Start services at the time their infant was born	5
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in Early Head Start	5
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in Early Head Start	0

Child care subsidy

	# of children at end of enrollment year
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/pregnant women	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	1	17
d. Native Hawaiian or other Pacific Islander	1	0
e. White	9	7
f. Biracial/Multi-racial	5	1
g. Other	0	0
h. Unspecified	0	0

Primary language of family at home

A.26 Primary language of family at home:	# of children pregnant women
a. English	39
b. Spanish	2
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	0
f. East Asian Languages	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	0
j. African Languages	0
k. Other	0
l. Unspecified	0

TRANSPORTATION

Transportation services

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

General Comments

Since we collaborate with the school in Temple, and all three of these classes are in Temple, some children and pregnant moms ride the school bus, but that is just because we work together to serve pregnant teens and teen parents. We do not provide transportation directly, but we have some supports (such as public transportation bus passes) that we provide when needed.

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
Name/title	Locally designed	Web Based
MyHeadStart (formerly Promis) Cleverex	No	Yes
MIP Fund Accounting Software--Human Resource and Payroll Modules	No	Yes
Microsoft Office (Word, Excel, Access)	Yes	No
Go 365 Wellness Program	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) *# of Early Head Start staff*	(2) *# of contracted staff*
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	39	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	13	0
b. Of these, the number who left since last year's PIR was reported	4	0
1. Of these, the number who were replaced	4	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	6
a. Of these, the number who are current or former Head Start or Early Head Start parents	5

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	2
b. Health Services Manager	3
c. Family & Community Partnerships Manager	3
d. Disability Services Manager	4

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Infant and Toddler Classroom Teachers (EHS and Migrant Programs)

	# of Classroom Teachers
B.8 Total number of infant and toddler child development staff by position	8

	# of Classroom Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:	
a. An advanced degree in:	
1. Early childhood education with a focus on infant and toddler development	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	0

	# of Classroom Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:	
b. A baccalaureate degree in:	
1. Early childhood education with a focus on infant and toddler development	5
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	0
Of the infant and toddler child development staff with a baccalaureate degree in B.8.b.1 through B.8.b.2 above, the number enrolled in:	
3. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0

	# of Classroom Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:	
c. An associate degree in:	
1. Early childhood education with a focus on infant and toddler development	0
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers	0
Of the infant and toddler child development staff with an associate degree in B.8.c.1 and B.8.c.2 above, the number enrolled in:	
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0

	# of Classroom Teachers
Of the number of infant and toddler child development staff by position, the number with the following credentials:	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	3
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	3
Of the infant and toddler child development staff with the credentials in B.6.d above, the number enrolled in:	
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	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 with a focus on infant and toddler development	1

	# of Classroom Teachers
Of the number of infant and toddler child development staff by position:	
e. The number who do not have the qualifications listed in B.8.a through B.8.d	0
Of the infant and toddler child development staff in B.8.e above, the number enrolled in:	
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	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 with a focus on infant and toddler development	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

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	0
b. Asian	0	0
c. Black or African American	0	3
d. Native Hawaiian or other Pacific Islander	0	0
e. White	3	2
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	2
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	2
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	2
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	2
1. Comments: One Military PCS, One Moved our of area.	
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	2

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	3	1
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		1

B.24 Comments on staff shared by Head Start and Early Head Start programs:	B.24. Costs for staff shared by Head Start and Early Head Start are based on certified allocation plan, I.e. # of children's families

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	1	0
c. A related associate degree	1	0
d. A family-development-related credential, certificate, or license	0	0
e. None of the qualifications listed in B.25.a through B.25.d above	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	1	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	0	0

General Comments

B.25.(1). In addition to the credentials listed, two of the three family workers above are also enrolled in classes leading to a family-development-related credential. One of those(e) is also enrolled in an associate's degree program. All of our Family and Community Advocates are working on their Head Start Family Engagement Certifications.

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	1
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	2

	# 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	1
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:	Shared managers/coordinators are paid by our certified allocation table, i.e. numbers of children by program.

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	33	35
a. Number enrolled in Medicaid and/or CHIP	33	35
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)	0	0
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.2. Number of children with no health insurance	3	1

General Comments

One child left program before we could help family.

Health insurance - pregnant women

	(1) **# of pregnant women at enrollment**	(2) **# of pregnant women at end of enrollment**
C.3 Number of pregnant women with at least one type of health insurance	5	5
a. Number enrolled in Medicaid	5	5
b. Number enrolled in another publicly funded insurance program that is not Medicaid	0	0
c. Number with private health insurance	0	0
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.4 Number of pregnant women with no health insurance	0	0

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	35	36
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

Medical services - children

	(1) *# of children at enrollment*	(2) *# of children at end of enrollment year*
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	28	35

	# 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	1
1. Of these, the number who have received or are receiving medical treatment	1
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:	

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	*# of children*
a. Anemia	0
b. Asthma	1
c. Hearing Difficulties	0
d. Vision Problems	0
e. High Lead Levels	0
f. Diabetes	0

General Comments

C.8.(2). One child left program before we could help get exam scheduled.

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	30	33
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	5	2
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	1	1

Pregnant women - services (EHS programs)

C.14 Indicate the number of pregnant women who received the following services while enrolled in EHS	# of pregnant women
a. Prenatal health care	5
b. Postpartum health care	5
c. Mental health interventions and follow up	1
d. Substance abuse prevention	5
e. Substance abuse treatment	0
f. Prenatal education on fetal development	5
g. Information on the benefits of breastfeeding	5

Pregnant women - prenatal health (EHS programs)

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

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	34	36

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

	# of children at end of enrollment year
C.20 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary oral health care according to the relevant state's EPSDT schedule	33

General Comments

Some babies too young at end of year for first dental services.

Pregnant women dental services (EHS programs)

	# of pregnant women
C.21 Of the number of pregnant women served, the number who received a professional dental examination(s) and/or treatment since last year's PIR was reported	5

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	1

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	36
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	0
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	0
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	0
c. Number of children for whom the MH professional provided an individual mental health assessment	0
d. Number of children for whom the MH professional facilitated a referral for mental health services	0

Mental health referrals

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

Infant and toddler Part C early intervention services (EHS and Migrant programs)

	# of children
C.26 Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP) indicating they have been determined eligible by the Part C Agency to receive early intervention services under the Individuals with Disabilities Education Act (IDEA)	4
a. Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to enrollment into the program for this enrollment year	2
2. During this enrollment year	2
b. Of these, the number who have not received early intervention services under IDEA	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	31
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	30
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	5
C.30 The instrument(s) used by the program for developmental screening:	
ASQ- 3 (Ages & Stages Questionnaire)	
ASQ-SE (Ages & Stages Questionnaire Social-Emotional)	

Assessment

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

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
Name/title	Locally designed
Creative Curriculum for Infants, Toddlers, and Twos	No
Other (Please Specify) - Partners for a Healthy Baby	No
Other (Please Specify) - PREP High school curriculum for pregmamt teens/teen parents	No

b. For family child care services:

c. For home-based services:

d. For pregnant women services:	
Name/title	Locally designed
Partners For A Healthy Baby (Florida State University)	No
Other (Please Specify) - PREP High school curriculum for teens	No

STAFF-CHILD INTERACTION OBSERVATION TOOLS

	# of programs
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?	Yes
C.34 If yes, interaction observation tool(s) used by the program:	

	(1) Name/title	(2) Locally designed
a. Center-based settings	CLASS for Infant Toddler	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:	41
a. Of these, the number of two-parent families	2
b. Of these, the number of single-parent families	39

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.)	2
b. Grandparents	0
c. Relatives other than grandparents	0
d. Foster parents not including relatives	0
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.)	37
b. Father (biological, adoptive, stepfather, etc.)	0
c. Grandparent	1
d. Relative other than grandparent	0
e. Foster parent not including relative	1
f. Other	0
1. Specify:	

Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	0
b. One parent/guardian is employed	2
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	0

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	12
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	27

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

Federal or other assistance

	(1) ered# 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	3	3
C.42 Total number of families receiving Supplemental Security Income (SSI)	4	4
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	18	29
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	4	15

Job training/school

C.45 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	1
b. One parent/guardian is in job training or school	0
c. Neither parent/guardian is in job training or school	1

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	23
b. The parent/guardian is not in job training or school	16

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)	13
b. Completed high school or was awarded a GED during this program year	6
c. Completed an associate degree during this program year	1
d. Completed a baccalaureate or advanced degree during this program year	0

	# of families at end of enrollment year
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	0

Parent/guardian education

C.49 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	1
b. An associate degree, vocational school, or some college	8
c. A high school graduate or GED	17
d. Less than high school graduate	15

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	3	9
b. Housing assistance such as subsidies, utilities, repairs, etc.	7	8
c. Mental health services	1	2
d. English as a Second Language (ESL) training	0	0
e. Adult education such as GED programs and college selection	20	21
f. Job training	10	9
g. Substance abuse prevention	5	5
h. Substance abuse treatment	0	0
i. Child abuse and neglect services	2	4
j. Domestic violence services	2	1
k. Child support assistance	1	1
l. Health education	26	38
m. Assistance to families of incarcerated individuals	1	1
n. Parenting education	36	41
o. Relationship/marriage education	10	10
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	4	8
C.51 Of these, the number of families who were counted in at least one of the services listed above	41	41

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	0
b. Family goal setting	1
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	1
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	0

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	5

	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	5

	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	3

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	1
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal aggrements 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

General Comments

We have some collaborative agreements with child care providers, but we do not have any Partnership Grants.

Local education agency (LEA)

	# of LEAs
C.59 Number of LEAs in the program's service area	6

C.60 Number of formal agreements the program has with LEAs:	# of formal agreements
a. To coordinate services for children with disabilities	6
b. To coordinate transition services	6

Public school pre-kindergarten programs

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

	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	6

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	2

	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	2

Child welfare agencies

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

General Comments

C.63. We work closely with Child and Family Protective Services, but the local agency states that they do not have the authority to create local written agreements/MOUs. Only the state level can do that.

REPORTING INFORMATION

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