# 2011-2012 HEAD START PROGRAM INFORMATION REPORT

## 05CH5108-200 Child Care Resource & Referral, Inc.

## A. PROGRAM INFORMATION

### GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Grant Number</th>
<th>05CH5108</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Number</td>
<td>200</td>
</tr>
<tr>
<td>Program Type</td>
<td>Early Head Start</td>
</tr>
<tr>
<td>Program Name</td>
<td>Child Care Resource &amp; Referral, Inc.</td>
</tr>
<tr>
<td>Program Address</td>
<td>126 Woodlake Drive SE Rochester MN 55904-5533</td>
</tr>
<tr>
<td>Program Phone Number</td>
<td>(507) 287 2020</td>
</tr>
<tr>
<td>Program Fax Number</td>
<td>(507) 287 2411</td>
</tr>
<tr>
<td>DUNS Number</td>
<td>185726189</td>
</tr>
<tr>
<td>Program Email Address</td>
<td><a href="mailto:sandys@c2r2.org">sandys@c2r2.org</a></td>
</tr>
<tr>
<td>Head Start Director Name</td>
<td>Ms. Sandra Simar</td>
</tr>
<tr>
<td>Head Start Director Email</td>
<td><a href="mailto:sandys@c2r2.org">sandys@c2r2.org</a></td>
</tr>
<tr>
<td>Agency Web Site Address</td>
<td><a href="http://www.c2r2.org">www.c2r2.org</a></td>
</tr>
<tr>
<td>Agency Type</td>
<td>Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital)</td>
</tr>
<tr>
<td>Agency Description</td>
<td>Grantee that directly operates program(s) and has no delegates</td>
</tr>
<tr>
<td>Agency Affiliation</td>
<td>A secular or non-religious agency</td>
</tr>
</tbody>
</table>

### ENROLLMENT YEAR

**Enrollment dates**

<table>
<thead>
<tr>
<th>Enrollment Year</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Start Date</td>
<td>10/01/2011</td>
</tr>
<tr>
<td>b. End Date</td>
<td>08/31/2012</td>
</tr>
</tbody>
</table>

### FUNDED ENROLLMENT

#### Funded enrollment by funding source

<table>
<thead>
<tr>
<th>A.2 Funded Early Head Start Enrollment</th>
<th># of children/ pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Early Head Start Funded Enrollment, as identified on NOA</td>
<td>120</td>
</tr>
<tr>
<td>b. Funded Enrollment from non-federal sources, i.e. state, local, private</td>
<td>0</td>
</tr>
<tr>
<td>c. Funded Enrollment from the MIECHV Grant Program, for Early Head Start services</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Funded enrollment by program option - children

<table>
<thead>
<tr>
<th>A.3 Center-based program - 5 days per week:</th>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Full-day enrollment</td>
<td>0</td>
</tr>
<tr>
<td>1. Of these, the number available as full-working-day enrollment</td>
<td>0</td>
</tr>
<tr>
<td>a. Of these, the number available for the full-calendar-year</td>
<td>0</td>
</tr>
<tr>
<td>b. Part-day enrollment</td>
<td>0</td>
</tr>
<tr>
<td>1. Of these, the number in double sessions</td>
<td>0</td>
</tr>
<tr>
<td>Type of eligibility</td>
<td># of children</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>A.4 Center-based program - 4 days per week:</td>
<td></td>
</tr>
<tr>
<td>a. Full-day enrollment</td>
<td>0</td>
</tr>
<tr>
<td>b. Part-day enrollment</td>
<td>0</td>
</tr>
<tr>
<td>1. Of these, the number in double sessions</td>
<td>0</td>
</tr>
<tr>
<td>A.5 Home-based program</td>
<td></td>
</tr>
<tr>
<td>A.6 Combination option program</td>
<td></td>
</tr>
<tr>
<td>A.7 Family child care option</td>
<td></td>
</tr>
<tr>
<td>a. Of these, the number available as full-working-day enrollment</td>
<td>0</td>
</tr>
<tr>
<td>1. Of the these, the number available for the full-calendar-year</td>
<td>0</td>
</tr>
<tr>
<td>A.8 Locally designed option</td>
<td></td>
</tr>
<tr>
<td>A.9 Total number of pregnant women positions in funded enrollment</td>
<td></td>
</tr>
<tr>
<td>A.10 The number of funded enrollment positions at center-based child care partners with whom the program has formal contractual arrangements</td>
<td></td>
</tr>
</tbody>
</table>

## CLASSES

### Classes

<table>
<thead>
<tr>
<th># of classes</th>
<th># of classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### A.11 Total number of classes operated

<table>
<thead>
<tr>
<th># of classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

### A.12 Children by age:

<table>
<thead>
<tr>
<th># of children at enrollment</th>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>a. Under 1 year</td>
</tr>
<tr>
<td>54</td>
<td>b. 1 year old</td>
</tr>
<tr>
<td>53</td>
<td>c. 2 years old</td>
</tr>
<tr>
<td>0</td>
<td>d. 3 years old</td>
</tr>
</tbody>
</table>

## Pregnant women (EHS programs)

<table>
<thead>
<tr>
<th># of pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

### A.13 Total enrollment of pregnant women

<table>
<thead>
<tr>
<th># of pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

## Total cumulative enrollment

<table>
<thead>
<tr>
<th># of children / pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>160</td>
</tr>
</tbody>
</table>
A.15 Report each enrollee only once by primary type of eligibility:

<table>
<thead>
<tr>
<th># of children/ pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Income below 100% of federal poverty line</td>
</tr>
<tr>
<td>b. Receipt of public assistance such as TANF, SSI</td>
</tr>
<tr>
<td>c. Status as a foster child - # children only</td>
</tr>
<tr>
<td>d. Status as homeless</td>
</tr>
<tr>
<td>e. Over income</td>
</tr>
<tr>
<td>f. Enrollees exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line</td>
</tr>
</tbody>
</table>

A.16 If the program serves enrollees under A.15.f, specify how the program has demonstrated that all income-eligible children in their area are being served.

Specify:

Prior enrollment

A.17 Enrolled in Early Head Start for:

<table>
<thead>
<tr>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The second year</td>
</tr>
<tr>
<td>b. Three or more years</td>
</tr>
</tbody>
</table>

Transition and Turnover

A.19 Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll

<table>
<thead>
<tr>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days</td>
</tr>
<tr>
<td>b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start</td>
</tr>
<tr>
<td>1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program</td>
</tr>
<tr>
<td>2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program</td>
</tr>
<tr>
<td>3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program</td>
</tr>
</tbody>
</table>

A.20 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

<table>
<thead>
<tr>
<th># of pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

A.21 Number of pregnant women receiving Early Head Start services at the time their infant was born

<table>
<thead>
<tr>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in Early Head Start</td>
</tr>
<tr>
<td>b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in Early Head Start</td>
</tr>
</tbody>
</table>

Child care subsidy

A.23. The number of enrolled children for whom the program received a child care subsidy

<table>
<thead>
<tr>
<th># of children at end of enrollment year</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Ethnicity
### Ethnicity

<table>
<thead>
<tr>
<th>Category</th>
<th># of children pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Hispanic or Latino origin</td>
<td>67</td>
</tr>
<tr>
<td>b. Non-Hispanic or Non-Latino</td>
<td>93</td>
</tr>
</tbody>
</table>

### Race

<table>
<thead>
<tr>
<th>Category</th>
<th># of children pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. American Indian or Alaska Native</td>
<td>1</td>
</tr>
<tr>
<td>b. Asian</td>
<td>7</td>
</tr>
<tr>
<td>c. Black or African American</td>
<td>42</td>
</tr>
<tr>
<td>d. Native Hawaiian or other Pacific Islander</td>
<td>3</td>
</tr>
<tr>
<td>e. White</td>
<td>87</td>
</tr>
<tr>
<td>f. Biracial/Multi-racial</td>
<td>20</td>
</tr>
<tr>
<td>g. Other</td>
<td>0</td>
</tr>
<tr>
<td>h. Unspecified</td>
<td>0</td>
</tr>
</tbody>
</table>
Primary language of family at home

A.26 Primary language of family at home:  

<table>
<thead>
<tr>
<th>Language</th>
<th># of children pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. English</td>
<td>83</td>
</tr>
<tr>
<td>b. Spanish</td>
<td>47</td>
</tr>
<tr>
<td>c. Native Central American, South American, and Mexican Languages</td>
<td>0</td>
</tr>
<tr>
<td>d. Caribbean Languages</td>
<td>0</td>
</tr>
<tr>
<td>e. Middle Eastern &amp; South Asian Languages</td>
<td>1</td>
</tr>
<tr>
<td>f. East Asian Languages</td>
<td>2</td>
</tr>
<tr>
<td>g. Native North American/Alaska Native Languages</td>
<td>0</td>
</tr>
<tr>
<td>h. Pacific Island Languages</td>
<td>0</td>
</tr>
<tr>
<td>i. European &amp; Slavic Languages</td>
<td>0</td>
</tr>
<tr>
<td>j. African Languages</td>
<td>26</td>
</tr>
<tr>
<td>k. Other</td>
<td>1</td>
</tr>
<tr>
<td>1. Explain: American Sign Language</td>
<td></td>
</tr>
<tr>
<td>l. Unspecified</td>
<td>0</td>
</tr>
</tbody>
</table>

TRANSPORTATION

Transportation services

A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?  

**Yes**

<table>
<thead>
<tr>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Number of children for whom transportation is provided</td>
</tr>
</tbody>
</table>

Buses

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  

<table>
<thead>
<tr>
<th># of buses owned</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Of these, the number of buses purchased since last year's PIR was reported</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Name/title</th>
<th>Locally designed</th>
<th>Web Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChildPlus/ChildPlus.net</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## B. PROGRAM STAFF & QUALIFICATIONS

### TOTAL STAFF

**Staff by Type**

<table>
<thead>
<tr>
<th></th>
<th>(1) # of Head Start or Early Head Start staff</th>
<th>(2) # of contracted staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.1</strong> Total number of staff members, regardless of the funding source for their salary or number of hours worked</td>
<td>53</td>
<td>3</td>
</tr>
<tr>
<td>a. Of these, the number who are current or former Head Start or Early Head Start parents</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>b. Of these, the number who left since last year’s PIR was reported</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>1. Of these, the number who were replaced</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

### TOTAL VOLUNTEERS

**Volunteers by Type**

<table>
<thead>
<tr>
<th></th>
<th># of volunteers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.2</strong> Number of persons providing any volunteer services to your program since last year’s PIR was reported</td>
<td>162</td>
</tr>
<tr>
<td>a. Of these, the number who are current or former Head Start or Early Head Start parents</td>
<td>140</td>
</tr>
</tbody>
</table>

### MANAGEMENT STAFF

**Coordination of services**

<table>
<thead>
<tr>
<th></th>
<th>Average # of hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.4</strong> On average, the number of hours per week services managers spend coordinating services:</td>
<td></td>
</tr>
<tr>
<td>a. Child Development &amp; Education Manager</td>
<td>4</td>
</tr>
<tr>
<td>b. Health Services Manager</td>
<td>2</td>
</tr>
<tr>
<td>c. Family &amp; Community Partnerships Manager</td>
<td>2</td>
</tr>
<tr>
<td>d. Disability Services Manager</td>
<td>2</td>
</tr>
</tbody>
</table>

### CHILD DEVELOPMENT STAFF

**Infant and Toddler Child Development Staff Qualifications - Classroom and Assistant Teachers**

<table>
<thead>
<tr>
<th></th>
<th>(1) # of Classroom Teachers</th>
<th>(2) # of Assistant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.8</strong> Total number of infant and toddler child development staff by position</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:

<table>
<thead>
<tr>
<th>a. An advanced degree in:</th>
<th>(1) # of Classroom Teachers</th>
<th>(2) # of Assistant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Early childhood education with a focus on infant and toddler development</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. A baccalaureate degree in:</th>
<th>(1) # of Classroom Teachers</th>
<th>(2) # of Assistant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Early childhood education with a focus on infant and toddler development</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>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</th>
<th>(1) # of Classroom Teachers</th>
<th>(2) # of Assistant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. An associate degree in:</th>
<th>(1) # of Classroom Teachers</th>
<th>(2) # of Assistant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Early childhood education with a focus on infant and toddler development</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>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</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>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</th>
<th>(1) # of Classroom Teachers</th>
<th>(2) # of Assistant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Of the number of infant and toddler child development staff by position, the number with the following credentials:

<table>
<thead>
<tr>
<th>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</th>
<th>(1) # of Classroom Teachers</th>
<th>(2) # of Assistant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 0</td>
<td>1 0</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Of the number of infant and toddler child development staff with the credentials in B.6.d above, the number enrolled in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
<tr>
<td>0 0</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>0 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Of the number of infant and toddler child development staff by position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. The number who do not have the qualifications listed in B.8.a through B.8.d</td>
</tr>
<tr>
<td>0 0</td>
</tr>
</tbody>
</table>

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 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 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 |

**Child development staff qualifications - home-based and FCC**

<table>
<thead>
<tr>
<th>(1) # of Home-Based Visitors</th>
<th>(2) # of Home-Based Visitor Supervisors</th>
<th>(3) # of Family Child Care Providers</th>
<th>(4) # of Family Child Care Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.9 Total number of child development staff by position</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
Of the number of child development staff by position, the number with the following degrees or credentials:

<table>
<thead>
<tr>
<th></th>
<th># of Home-Based Visitors</th>
<th># of Home-Based Visitor Supervisors</th>
<th># of Family Child Care Providers</th>
<th># of Family Child Care Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. An advanced degree in/licensed as:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Psychology</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Sociology</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Human services (include related areas such as child and family services or social services)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Nursing plus Nurse Practitioner (NP) license</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Early childhood education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Home-Based Visitors:

Home-Based Visitor Supervisors:

Family Child Care Providers:

Family Child Care Specialists:

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

<table>
<thead>
<tr>
<th></th>
<th># of Home-Based Visitors</th>
<th># of Home-Based Visitor Supervisors</th>
<th># of Family Child Care Providers</th>
<th># of Family Child Care Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. A baccalaureate degree in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Social work</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Psychology</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Sociology</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Human services (include related areas such as child and family services or social services)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Nursing plus Registered Nurse (RN) license</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Early childhood education</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Home-Based Visitors:

Home-Based Visitor Supervisors:

Family Child Care Providers:

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:

<table>
<thead>
<tr>
<th>Position</th>
<th># of Home-Based Visitors</th>
<th># of Home-Based Visitor Supervisors</th>
<th># of Family Child Care Providers</th>
<th># of Family Child Care Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social work</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Psychology</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Sociology</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Human services (include related areas such as child and family services or social services)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Nursing plus Registered Nurse (RN) license</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Early childhood education</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Home-Based Visitors:

- Home-Based Visitor Supervisors:
- Family Child Care Providers:
- 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:

<table>
<thead>
<tr>
<th>Position</th>
<th># of Home-Based Visitors</th>
<th># of Home-Based Visitor Supervisors</th>
<th># of Family Child Care Providers</th>
<th># of Family Child Care Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nursing, non-RN, i.e. LPN, CNA, etc.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Family development credential (FDC)</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Child development associate credential (CDA)</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>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</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Home-Based Visitors:

- Home-Based Visitor Supervisors:
- Family Child Care Providers:
- 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

<table>
<thead>
<tr>
<th>Position</th>
<th># of Home-Based Visitors</th>
<th># of Home-Based Visitor Supervisors</th>
<th># of Family Child Care Providers</th>
<th># of Family Child Care Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Of the child development staff in B.9.e above, the number enrolled in:

<table>
<thead>
<tr>
<th>Option</th>
<th># of Home-Based Visitors</th>
<th># of Home-Based Visitor Supervisors</th>
<th># of Family Child Care Providers</th>
<th># of Family Child Care Specialists</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. An advanced degree or license</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. A baccalaureate degree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. An associate degree</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Studies leading to a non-degree license, certificate, or credential</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### NON-SUPERVISORY CHILD DEVELOPMENT STAFF

#### Child development staff - ethnicity

**B.12 Ethnicity:**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th># of non-supervisory child development staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Hispanic or Latino origin</td>
<td>4</td>
</tr>
<tr>
<td>b. Non-Hispanic or Non-Latino origin</td>
<td>9</td>
</tr>
</tbody>
</table>

#### Child development staff - race

**B.13 Race:**

<table>
<thead>
<tr>
<th>Race</th>
<th># of non-supervisory child development staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. American Indian or Alaska Native</td>
<td>0</td>
</tr>
<tr>
<td>b. Asian</td>
<td>0</td>
</tr>
<tr>
<td>c. Black or African American</td>
<td>1</td>
</tr>
<tr>
<td>d. Native Hawaiian or other Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>e. White</td>
<td>11</td>
</tr>
<tr>
<td>f. Biracial/Multi-racial</td>
<td>1</td>
</tr>
<tr>
<td>g. Other</td>
<td>0</td>
</tr>
<tr>
<td>h. Unspecified</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Child development staff - language

**B.14 The number who are proficient in a language(s) other than English**

<table>
<thead>
<tr>
<th>Language</th>
<th># of non-supervisory child development staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Spanish</td>
<td>4</td>
</tr>
<tr>
<td>b. Native Central American, South American, and Mexican Languages</td>
<td>0</td>
</tr>
<tr>
<td>c. Caribbean Languages</td>
<td>0</td>
</tr>
<tr>
<td>d. Middle Eastern &amp; South Asian Languages</td>
<td>0</td>
</tr>
<tr>
<td>e. East Asian Languages</td>
<td>0</td>
</tr>
<tr>
<td>f. Native North American/Alaska Native Languages</td>
<td>0</td>
</tr>
<tr>
<td>g. Pacific Island Languages</td>
<td>0</td>
</tr>
<tr>
<td>h. European &amp; Slavic Languages</td>
<td>0</td>
</tr>
<tr>
<td>i. African Languages</td>
<td>1</td>
</tr>
<tr>
<td>j. Other</td>
<td>0</td>
</tr>
<tr>
<td>k. Unspecified</td>
<td>0</td>
</tr>
</tbody>
</table>
## Child development staff - classroom teacher turnover

<table>
<thead>
<tr>
<th># of classroom teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.16</strong> The number of classroom teachers who left your program during the year.</td>
</tr>
<tr>
<td><strong>B.17</strong> Of these, the number who left for the following reasons:</td>
</tr>
<tr>
<td>a. Higher compensation/benefits package in the same field</td>
</tr>
<tr>
<td>b. Change in job field</td>
</tr>
<tr>
<td>c. Other</td>
</tr>
<tr>
<td><strong>B.18</strong> Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer</td>
</tr>
<tr>
<td><strong>B.19</strong> Number of classroom teachers hired during the year due to turnover</td>
</tr>
</tbody>
</table>

## Child development staff - home-based visitor turnover

<table>
<thead>
<tr>
<th># of home-based visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.20</strong> The number of home-based visitors who left the program during the year</td>
</tr>
<tr>
<td><strong>B.21</strong> Of these, the number who left for the following reasons:</td>
</tr>
<tr>
<td>a. Higher compensation/benefits package in the same field</td>
</tr>
<tr>
<td>b. Change in job field</td>
</tr>
<tr>
<td>c. Other</td>
</tr>
<tr>
<td><strong>B.22</strong> Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer</td>
</tr>
<tr>
<td><strong>B.23</strong> Number of home-based visitors hired during the year due to turnover</td>
</tr>
</tbody>
</table>
### Family & Community Partnerships Staff - Qualifications

<table>
<thead>
<tr>
<th>B.24 Total number of family &amp; community partnerships staff</th>
<th>(1) # of family workers</th>
<th>(2) # of FCP supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B.25 Of the family &amp; community partnerships staff, the number with the following education</th>
<th>(1) # of family workers</th>
<th>(2) # of FCP supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. A related advanced degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b. A related baccalaureate degree</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>c. A related associate degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d. GED or high school diploma</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

| B.26 Of the family & community partnerships staff who do not have a degree, the number in training leading to a related degree or credential |                         | 0                        |

| B.27 Comments on staff shared by Head Start and Early Head Start programs:                  | Dual Language Specialist, FCP Supervisors and Intake Enrollment Specialists are shared between HS and EHS |

---

*Date Printed: Nov 20, 2012 at 15:41:41*
B.28 Total number of education & child development managers/coordinators | 1

Of the education & child development managers/coordinators, the number with the following degrees or credentials:

<table>
<thead>
<tr>
<th># of ECD managers/coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

Of the education & child development managers/coordinators, the number with the following degrees or credentials:

<table>
<thead>
<tr>
<th># of ECD managers/coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

Of the education & child development managers/coordinators preschool child development staff in B.28.c above, the number enrolled in:

<table>
<thead>
<tr>
<th># of ECD managers/coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

Of the education & child development managers/coordinators, the number with the following degrees or credentials:

<table>
<thead>
<tr>
<th># of ECD managers/coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

Of the education & child development managers/coordinators preschool child development staff in B.28.d above, the number enrolled in:

<table>
<thead>
<tr>
<th># of ECD managers/coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

Of the education & child development managers/coordinators, the number with the following degrees or credentials:

<table>
<thead>
<tr>
<th># of ECD managers/coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. None of the qualifications listed in B.28.a through B.28.d</td>
</tr>
</tbody>
</table>

Of the education & child development managers/coordinators preschool child development staff in B.28.e above, the number enrolled in:

<table>
<thead>
<tr>
<th># of ECD managers/coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

B.29 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs: Shared between HS and EHS
## C. CHILD & FAMILY SERVICES

### HEALTH SERVICES

#### Health insurance - children

<table>
<thead>
<tr>
<th></th>
<th>(1) # of children at enrollment</th>
<th>(2) # of children at end of enrollment year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C.1 Number of all children with health insurance</strong></td>
<td>128</td>
<td>144</td>
</tr>
<tr>
<td>a. Number enrolled in Medicaid and/or CHIP</td>
<td>124</td>
<td>140</td>
</tr>
<tr>
<td>b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Number with private health insurance (for example, parent's insurance)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1. Specify</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C.2. Number of children with no health insurance</strong></td>
<td>20</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Health insurance - pregnant women

<table>
<thead>
<tr>
<th></th>
<th>(1) # of pregnant women at enrollment</th>
<th>(2) # of pregnant women at end of enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C.3 Number of pregnant women with at least one type of health insurance</strong></td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>a. Number enrolled in Medicaid</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>b. Number enrolled in another publicly funded insurance program that is not Medicaid</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Number with private health insurance</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1. Specify</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C.4 Number of pregnant women with no health insurance</strong></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### Medical

#### Medical home - children

<table>
<thead>
<tr>
<th></th>
<th>(1) # of children at enrollment</th>
<th>(2) # of children at end of enrollment year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C.5 Number of children with an ongoing source of continuous, accessible health care</strong></td>
<td>140</td>
<td>141</td>
</tr>
<tr>
<td><strong>C.6 Number of children receiving medical services through the Indian Health Service</strong></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>C.7 Number of children receiving medical services through a migrant community health center</strong></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Medical services - children

<table>
<thead>
<tr>
<th>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</th>
<th>(1) # of children at enrollment</th>
<th>(2) # of children at end of enrollment year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58</td>
<td>133</td>
</tr>
</tbody>
</table>

  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 | 15 |
  1. Of these, the number who have received or are receiving medical treatment | 15 |
  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:

### Immunization services - children

<table>
<thead>
<tr>
<th>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</th>
<th>(1) # of children at enrollment</th>
<th>(2) # of children at end of enrollment year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>128</td>
<td>141</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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</th>
<th>(1) # of children at enrollment</th>
<th>(2) # of children at end of enrollment year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C.13 Number of children who meet their state's guidelines for an exemption from immunizations</th>
<th>(1) # of children at enrollment</th>
<th>(2) # of children at end of enrollment year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
### Pregnant women - services (EHS programs)

C.14 Indicate the number of pregnant women who received the following services while enrolled in EHS

<table>
<thead>
<tr>
<th>Service</th>
<th># of pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Prenatal health care</td>
<td>12</td>
</tr>
<tr>
<td>b. Postpartum health care</td>
<td>11</td>
</tr>
<tr>
<td>c. Mental health interventions and follow up</td>
<td>1</td>
</tr>
<tr>
<td>d. Substance abuse prevention</td>
<td>1</td>
</tr>
<tr>
<td>e. Substance abuse treatment</td>
<td>0</td>
</tr>
<tr>
<td>f. Prenatal education on fetal development</td>
<td>12</td>
</tr>
<tr>
<td>g. Information on the benefits of breastfeeding</td>
<td>12</td>
</tr>
</tbody>
</table>

### Pregnant women - prenatal health (EHS programs)

C.15 Trimester of pregnancy in which the pregnant women served were enrolled:

<table>
<thead>
<tr>
<th>Trimester</th>
<th># of pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 1st trimester (0-3 months)</td>
<td>0</td>
</tr>
<tr>
<td>b. 2nd trimester (3-6 months)</td>
<td>3</td>
</tr>
<tr>
<td>c. 3rd trimester (6-9 months)</td>
<td>9</td>
</tr>
</tbody>
</table>

C.16 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider

<table>
<thead>
<tr>
<th>Risk Level</th>
<th># of pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

### Dental

#### Dental home - children

<table>
<thead>
<tr>
<th></th>
<th># of children at enrollment</th>
<th># of children at end of enrollment year</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.17 Number of children with continuous, accessible dental care provided by a dentist</td>
<td>17</td>
<td>24</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th></th>
<th># of children at end of enrollment year</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.20</td>
<td>133</td>
</tr>
</tbody>
</table>

### Pregnant women dental services (EHS programs)

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

<table>
<thead>
<tr>
<th></th>
<th># of pregnant women</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.21</td>
<td>3</td>
</tr>
</tbody>
</table>

### MENTAL HEALTH SERVICES

#### Mental health professional

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

<table>
<thead>
<tr>
<th></th>
<th># of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.22</td>
<td>3</td>
</tr>
</tbody>
</table>
## Mental health services

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.

<table>
<thead>
<tr>
<th># of children at end of enrollment year</th>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health</td>
<td>4</td>
</tr>
<tr>
<td>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</td>
<td>0</td>
</tr>
<tr>
<td>b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior / mental health</td>
<td>1</td>
</tr>
<tr>
<td>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</td>
<td>0</td>
</tr>
<tr>
<td>c. Number of children for whom the MH professional provided an individual mental health assessment</td>
<td>4</td>
</tr>
<tr>
<td>d. Number of children for whom the MH professional facilitated a referral for mental health services</td>
<td>0</td>
</tr>
</tbody>
</table>

## Mental health referrals

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.

<table>
<thead>
<tr>
<th># of children at end of enrollment year</th>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Of these, the number who received mental health services since last year's PIR was reported</td>
<td>1</td>
</tr>
</tbody>
</table>

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

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)

<table>
<thead>
<tr>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Of these, the number who were determined eligible to receive early intervention services:</td>
</tr>
<tr>
<td>1. Prior to enrollment into the program for this enrollment year</td>
</tr>
<tr>
<td>2. During this enrollment year</td>
</tr>
<tr>
<td>b. Of these, the number who have not received early intervention services under IDEA</td>
</tr>
</tbody>
</table>
**EDUCATION AND DEVELOPMENT TOOLS/APPROACHES**

### Screening

<table>
<thead>
<tr>
<th>C.28 Number of all newly enrolled children since last year’s PIR was reported</th>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>81</td>
</tr>
</tbody>
</table>

| 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 |
|---|---|
| | 81 |

a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

### Assessment

| C.30 The instrument(s) used by the program for developmental screening: |
|---|---|
| Name/Title: Brigance Infant and Toddler Screen |

### Curriculum

| C.32 What curriculum does your program use: |
|---|---|
| a. For center-based services: |
| Name/title | Locally designed |
| Creative Curriculum (Infant & Toddler) | No |
| b. For family child care services: |
| Name/title | Locally designed |
| c. For home-based services: |
| Name/title | Locally designed |
| Born to Learn (Parents As Teachers) | No |
| d. For pregnant women services: |
| Name/title | Locally designed |
| Born To Learn (Parents As Teachers) | No |

### STAFF-CHILD INTERACTION OBSERVATION TOOLS

<table>
<thead>
<tr>
<th>C.33 Does the program use staff-child interaction observation tools to assess quality?</th>
<th>Yes</th>
</tr>
</thead>
</table>

| C.34 If yes, interaction observation tool(s) used by the program: |
|---|---|
| (1) Name/title | (2) Locally designed |
| a. Center-based settings | mental health consultant observation tool | Yes |
| b. Home-based settings | mental health consultant observation tool | Yes |
| c. Family child care settings | | |
### FAMILY AND COMMUNITY PARTNERSHIPS

#### Number of families

<table>
<thead>
<tr>
<th>Description</th>
<th># of families at enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.35 Total number of families:</td>
<td></td>
</tr>
<tr>
<td>a. Of these, the number of two-parent families</td>
<td>75</td>
</tr>
<tr>
<td>b. Of these, the number of single-parent families</td>
<td>62</td>
</tr>
</tbody>
</table>

#### Employment

<table>
<thead>
<tr>
<th>Description</th>
<th># of families at enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.36 Of the number of two-parent families, the number of families in which:</td>
<td></td>
</tr>
<tr>
<td>a. Both parents/guardians are employed</td>
<td>8</td>
</tr>
<tr>
<td>b. One parent/guardian is employed</td>
<td>57</td>
</tr>
<tr>
<td>c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th># of families at enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.37 Of the number of single-parent families, the number of families in which:</td>
<td></td>
</tr>
<tr>
<td>a. The parent/guardian is employed</td>
<td>15</td>
</tr>
<tr>
<td>b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)</td>
<td>47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th># of families at enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.38 The number of all families in which at least one parent/guardian is a member of the United States military</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Federal or other assistance

<table>
<thead>
<tr>
<th>Description</th>
<th># of families</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program</td>
<td>62</td>
</tr>
<tr>
<td>C.40 Total number of families receiving Supplemental Security Income (SSI)</td>
<td>16</td>
</tr>
<tr>
<td>C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)</td>
<td>54</td>
</tr>
<tr>
<td>C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps</td>
<td>23</td>
</tr>
</tbody>
</table>

#### Job training/school

<table>
<thead>
<tr>
<th>Description</th>
<th># of families at enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.43 Of the number of two-parent families, the number of families in which:</td>
<td></td>
</tr>
<tr>
<td>a. Both parents/guardians are in job training or school</td>
<td>1</td>
</tr>
<tr>
<td>b. One parent/guardian is in job training or school</td>
<td>3</td>
</tr>
<tr>
<td>c. Neither parent/guardian is in job training or school</td>
<td>71</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th># of families at enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.44 Of the number of single-parent families, the number of families in which:</td>
<td></td>
</tr>
<tr>
<td>a. The parent/guardian is in job training or school</td>
<td>9</td>
</tr>
<tr>
<td>b. The parent/guardian is not in job training or school</td>
<td>53</td>
</tr>
</tbody>
</table>
**Parent/guardian education**

C.45 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 | 9
b. An associate degree, vocational school, or some college | 26
c. A high school graduate or GED | 53
d. Less than high school graduate | 48

**Family services**

C.46 Report the number of families who received the following services since last year's PIR was reported | # of families
--- | ---
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter | 37
b. Housing assistance such as subsidies, utilities, repairs, etc. | 22
c. Mental health services | 10
d. English as a Second Language (ESL) training | 33
e. Adult education such as GED programs and college selection | 33
f. Job training | 15
g. Substance abuse prevention | 4
h. Substance abuse treatment | 4
i. Child abuse and neglect services | 3
j. Domestic violence services | 4
k. Child support assistance | 7
l. Health education | 137
m. Assistance to families of incarcerated individuals | 2
n. Parenting education | 137
o. Relationship/marriage education | 2
C.47 Of these, the number that received at least one of the services listed above | 137

**Father involvement**

C.48 Does the program have organized and regularly scheduled activities designed to involve fathers / father figures? | Yes
--- | ---
# of children at end of enrollment | 3

**Homelessness services**

C.49 Total number of families experiencing homelessness that were served during the enrollment year | # of families
--- | ---
11

C.50 Total number of children experiencing homelessness that were served during the enrollment year | # of children
--- | ---
11

C.51 Total number of families experiencing homelessness that acquired housing during the enrollment year | # of families
--- | ---
3
### Foster care and child welfare

<table>
<thead>
<tr>
<th>C.52</th>
<th>Total number of enrolled children who were in foster care at any point during the program year</th>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C.53</th>
<th>Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency</th>
<th># of children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

### Collaboration Agreements

#### Local education agency (LEA)

<table>
<thead>
<tr>
<th>C.54</th>
<th>Number of LEAs in the service area</th>
<th># of LEAs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C.55</th>
<th>Number of formal agreements the program has with LEAs:</th>
<th># of formal agreements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. To coordinate services for children with disabilities</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>b. To coordinate transition services</td>
<td>8</td>
</tr>
</tbody>
</table>

#### Public school pre-kindergarten programs

<table>
<thead>
<tr>
<th>C.56</th>
<th>Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. If yes, the number of formal agreements in which the program is currently participating</td>
<td># of formal agreements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

#### Part C agencies

<table>
<thead>
<tr>
<th>C.57</th>
<th>Number of Part C agencies in the program’s service area</th>
<th># of Part C Agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

|      | a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities | # of formal agreements |
|      |                                                                                                                      | 8                      |

#### Child welfare agencies

<table>
<thead>
<tr>
<th>C.58</th>
<th>Does the program have formal collaboration agreements with child welfare agencies?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. If yes, the number of formal agreements in which the program is currently participating</td>
<td># of formal agreements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

### REPORTING INFORMATION

<table>
<thead>
<tr>
<th>PIR Report Status</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmation Number</td>
<td>12083014354</td>
</tr>
<tr>
<td>Last Update Date</td>
<td>08/30/2012</td>
</tr>
</tbody>
</table>