A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	04CH010844
Program Number	000
Program Type	Head Start
Program Name	Alabama Council on Human Relations
Program Address	950 Shelton Mill Rd
Program City, State, Zip Code (5+4)	Auburn, AL, 36830-2736
Program Phone Number	(334) 821 8336
Head Start or Early Head Start Director Name	Ms. Janet Burns
Head Start or Early Head Start Director Email	janet.burns@achr.com
Agency Email	alma.gholston@achr.com
Agency Web Site Address	http://www.achr.com
Name and Title of Approving Official	Mr. Robert Torbert Jr, President
DUNS Number	183860386
Agency Type	Community Action Agency (CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates

FUNDED ENROLLMENT

Funded enrollment by funding source

	# of children
A.1 Funded Enrollment:	344
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	344
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option

	# of slots
A.2 Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	344
1. Of these, the number that are available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for 3.5 hours per day for 128 days	0
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	0
A.4 Family child care option	0
A.5 Locally designed option	0

Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	344
a. Of these, the total number of slots at a child care partner	0
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	0

CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	23
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

	# of children at enrollment
A.10 Children by age:	
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	15
d. 3 years old	130
e. 4 years old	161
f. 5 years and older	0
g. Total cumulative enrollment of children	306

Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	306

General Comments

Children showing as age two -- these children had birthdays after Sept 2. After we got a good sanitizing system in place along with ways to separate children within classrooms, we transitioned these then three-year-old children to HS late in the school year to make room for children needing to come into EHS classrooms. At least three of the children we then were able to accept in EHS classrooms had IFSPs and two were homeless.

Primary type of eligibility

	# of children
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	244
b. Public assistance such as TANF and SSI	7
c. Foster care	1
d. Homeless	0
e. Eligibility based on other type of need, but not counted in A.13.a through d	25

	# of children
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	29

A.14 If the program serves enrollees under A.13.f, specify how the program has demonstrated that all income-eligible children in their area are being served.
Income eligibility is a critical component in identifying families with the greatest need. We utilize a point system that utilizes other risk factors like, special needs, foster care and homelessness. We accept the families that identify as having the greatest need through this process. We accept all income eligible families and families with special circumstances first then we move to our priority list. Then we begin the assessment process for accepting families that are within the 101-130% category. We again look at the points each family has that shows their income and risk factors. This is how the families are prioritized on the priority list and we accept families into the program based on how are ranked.

Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	113
b. Three or more years	7

Transition and turnover

	# of children
A.16 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	55
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	8

	# of preschool children
A.17 Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	129

Child care subsidy

	# of children
A.24 The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	16

Ethnicity and race

	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
A.25 Race and ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	6
c. Black or African American	2	246
d. Native Hawaiian or other Pacific Islander	0	0
e. White	6	23
f. Bi-racial/Multi-racial	7	10
g. Other	6	0

	Explain:	Families did not have their race listed.		
h. Unspecified			0	0

Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	282
1. Of these, the number of children acquiring/learning another language in addition to English	0
b. Spanish	17
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	3
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	0
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	1
j. African Languages (e.g., Swahili, Wolof)	0
k. American Sign Language	0
l. Other (e.g., American Sign Language)	0
m. Unspecified (language is not known or parents declined identifying the home language)	3

Dual language learners

	# of children
A.27 Total number of Dual Language Learners	24

Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	128

RECORD KEEPING

Management Information Systems

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

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by type

	(1) *# of Head Start or Early Head Start staff*	(2) *# of contracted staff*
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	117	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	24	0

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	275
a. Of these, the number who are current or former Head Start or Early Head Start parents	242

EDUCATION AND CHILD DEVELOPMENT STAFF

Preschool classroom and assistant teachers (HS and Migrant programs)

	(1) *# of classroom teachers*	(2) *# of assistant teachers*
B.3 Total number of preschool education and child development staff by position	26	30

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

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

1. Early childhood education
        2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or
        3. Any field and is part of the Teach for America program and passed a rigorous early childhood content exam
	10	0

	(1) *# of classroom teachers*	(2) *# of assistant teachers*
Of the number of preschool education and child development staff by position, the number with the following:		
c. An associate degree in:		
1. Early childhood education 2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	14	2

	(1) *# of classroom teachers*	(2) *# of assistant teachers*
Of the number of preschool education and child development staff by position, the number with the following:		
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0	13
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

	(1) *# of classroom teachers*	(2) *# of assistant teachers*
Of the number of preschool education and child development staff by position, the number with the following:		
e. None of the qualifications listed in B.3.a through B.3.d	2	15

General Comments

Often when our teachers attain a BS and sometimes even an AA in child development or related, they leave us for Pre-K which pays more than we can.

Preschool classroom teachers program enrollment

	# of classroom teachers
B.4 Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	16
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b	0

Preschool classroom assistant teachers program enrollment

	# of assistant teachers
B.5 Total number of preschool assistant teachers that do not have any qualifications listed in B.3.a through B.3.d	15
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.3.a through B.3.d.	15

Home visitors and family child care provider staff qualifications

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

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

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

Ethnicity and race

	# of non-supervisory education and child development staff	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
B.13 Race and Ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	47
d. Native Hawaiian or other Pacific Islander	0	0
e. White	2	7
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

Language

	# of non-supervisory education and child development staff
B.14 The number who are proficient in a language(s) other than English.	2
a. Of these, the number who are proficient in more than one language other than English	0

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

STAFF TURNOVER

All staff turnover

	(1) # of Head Start staff	(2) # of contracted staff
B.16 Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g. summer months)	12	0
a. Of these, the number who were replaced	12	0

Education and child development staff turnover

	# of staff
B.17 The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g. during summer months)	23
a. Of these, the number who were replaced	22
b. Of these, the number who left while classes and home visits were in session	23

	# of staff
B.18 Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	19
1. Of these, the number that moved to state pre-k or other early childhood program	2
b. Retirement or relocation	2
c. Involuntary separation	0
d. Other (e.g. change in job field, reason not provided)	0
B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	6

C. CHILD AND HEALTH SERVICES

HEALTH SERVICES

Health insurance – children

	(1) *# of children at enrollment*	(2) *# of children at end of enrollment*
C.1 Number of all children with health insurance	306	306
a. Of these, the number enrolled in Medicaid and/or CHIP	296	296
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	10	10
C.2 Number of children with no health insurance	0	0

Accessible health care - children

	(1) *# of children at enrollment*	(2) *# of children at end of enrollment*
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	304	306
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	0

Medical services – children

	(1) *# of children at enrollment*	(2) *# of children at end of enrollment*
C.7 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care according to the relevant state's EPSDT schedule for well child care	203	243

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

1. Specify:	Did not receive documentation of treatment

C.8 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	# of children
a. Autism spectrum disorder (ASD)	1
b. Attention deficit hyperactivity disorder (ADHD)	0
c. Asthma	6
d. Seizures	0
e. Life-threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	3
f. Hearing Problems	1
g. Vision Problems	1
h. Blood lead level test with elevated lead levels >5 g/dL	0
i. Diabetes	0

General Comments

We are not as up-to-date on Medicaid screenings as we usually are because physicians did not want well children in their offices due to COVID. If a child went to get a shot, they got a physical. We received immunization verification (through the state system). Because the clinics were overwhelmed they did not give the parents documentation nor would they send it to us as they normally do.

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

	# of children at enrollment
C.9 Number of children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	55
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	140
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	46
d. Obese (BMI at or above 95th percentile for child's age and sex)	65

General Comments

We had 31 children enrolled virtually and we were not able to get their BMI information. They did not have up-to-date well child checks. Physicians would not see well children the office unless they needed a shot. Because the program would not allow us to continue, we added them to the children who are underweight as they are zero. In reality, we have 24 underweight children

Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.10 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	305	305
C.11 Number of children who have been determined by a health care professional to have received all immunizations possible at this time but who have not received all immunizations appropriate for their age	0	0
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	0	0

Accessible dental care – children

	(1) *# of children at enrollment*	(2) *# of children at end of enrollment*
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	287	305

General Comments

Unable to refer and get as we normally do - parents were afraid to send their child to a dentist unless there was obvious need.

Preschool dental services (HS and Migrant programs)

	# of children at end of enrollment
C.17 Number of children who received preventive care during the program year	131
C.18 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	75
a. Of these, the number of children diagnosed as needing dental treatment during the program year - at end of enrollment	36
1. Of these, the number of children who have received or are receiving dental treatment - at end of enrollment	33
b. Specify the primary reason that children who needed dental treatment did not receive it:	# of children
1. Health insurance doesn't cover dental treatment	0
2. No dental care available in local area	0
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3 – 5 year old children	0
5. Parents did not keep/make appointment	0
6. Children left the program before their appointment date	0
7. Appointment is scheduled for future date	0
8. No transportation	0
9. Other	3
1. Specify:	Did not receive documentation of the 3 out of 36 that needed dental care.

General Comments

Parents were afraid to send their child to a dentist unless there was obvious need. Parents were willing to get needed treatment but we did not receive the documentation of for three of them.

Mental health consultation

	# of staff
C.20 Total number of classroom teachers, home visitors, and family child care providers	26
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	7

DISABILITIES SERVICES

IDEA eligibility determination

	# of children
C.21 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	23
a. Of these, the number who received an evaluation to determine IDEA eligibility	11
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	4
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	7
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	12

	# of children
C.22 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	3
c. Evaluation is pending and not yet completed by responsible agency	9
d. Other	0

General Comments

Our children who meet school standards for diagnosed disabilities is always low but even more so this year. Some parents of children who had possible special needs chose not to send their children because of COVID. Two schools tightened residency requirement for services requiring either a copy of a lease or proof of permanent residency. Since many of our families live with relatives or others and move frequently, this is a challenge. One on-going concern is that in Alabama the cut off for diagnosis is 70 whereas in surrounding states it is 80, making it less likely for children to qualify for services. Because of that we have a number of children who need services and receive those services through other providers, such as Rehab Works. We have assisted parents in accessing these services, but they do not count for PIR purposes.

Preschool disabilities services (HS and Migrant programs)

	# of children
C.23 Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA	11
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	9
2. During this enrollment year	2
b. Of these, the number who have not received special education and related services	0

General Comments

See comment in previous section

Preschool primary disabilities (HS and Migrant programs)

	(1) *# of children determined to have this disability*	(2) *# of children receiving special services*
C.25 Diagnosed primary disability:		
a. Health impairment (i.e. meeting IDEA definition of "other health impairment")	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	3	3
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	2	2
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	0	0
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	6	6
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.26 Number of all newly enrolled children since last year's PIR was reported	189
C.27 Number of all newly enrolled children who completed required screenings within 45 days for developmental, sensory, and behavioral concerns since last year's PIR was reported	61
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	12

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

General Comments

COVID made meeting the 45 days challenging. Assistance we normally had such as through Auburn University students, was not considered safe with COVID. The efforts of staff who could screen were slowed down by extra work due to COVID.

Assessment

C.29 Approach or tool(s) used by the program to support ongoing child assessment
Name/title
Child Observation Record (COR) High Scope

Curriculum

C.30 Curriculum used by the program:
a. For center-based services
Name/title
High Scope (PreSchool)

General Comments

    Parenting Curriculum - pull down & add don't work
    Conscious Discipline
    Triple P

Classroom and home visit observation tools

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

C.32 If yes, classroom and home visit observation tool(s) used by the program:
a. Center-based settings
Name/title
Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.33 Total number of families:	287
a. Of these, the number of two-parent families	46
b. Of these, the number of single-parent families	241
C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g. biological, adoptive, stepparents)	273
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	174
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	8
b. Grandparents	10
c. Relative(s) other than grandparents	0
d. Foster parent(s) not including relatives	4
e. Other	0

Parent/guardian education

	# of families at enrollment
C.35 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced degree or baccalaureate degree	26
b. An associate degree, vocational school, or some college	36
c. A high school graduate or GED	157
d. Less than high school graduate	69

Employment, Job Training, and School

	# of families at enrollment
C.36 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	188
1. Of these families, the number in which one or more parent/guardian is employed	177
2. Of these families, the number in which one or more parent/guardian is in job training (e.g. job training program, professional certificate, apprenticeship, or occupational license)	46
3. Of these families, the number in which one or more parent/guardian is in school (e.g. GED, associate degree, baccalaureate, or advanced degree)	11
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g. unemployed, retired, or disabled)	99

	# of families at end of enrollment
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	85
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	75
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	10
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g. unemployed, retired, or disabled)	202
1. Of these families, the number of families that were also counted in C.36.a	113
2. Of these families, the number of families that were also counted in C.36.b	89

	# of families at enrollment
C.38 Total number of families in which:	
a. At least one parent/guardian is a member of the United States military on active duty	0
b. At least one parent/guardian is a veteran of the United States military	1

Federal or other assistance

	# of families at enrollment	# of families at end of enrollment
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	4	6
C.40 Total number of families receiving Supplemental Security Income (SSI)	26	29
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	34	26
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	60	46

Family services

	# of families
C.43 The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention (e.g. meeting immediate needs for food, clothing, or shelter)	46
b. Housing assistance (e.g. subsidies, utilities, repairs)	55
c. Asset building services (e.g. financial education, debt counseling)	0
d. Mental health services	50
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	1
h. Assistance in enrolling into an education or job training program	64
i. Research-based parenting curriculum	108
j. Involvement in discussing their child's screening and assessment results and their child's progress	134
k. Supporting transitions between programs (i.e. EHS to HS, HS to kindergarten)	96
l. Education on preventive medical and oral health	113
m. Education on health and developmental consequences of tobacco product use	0
n. Education on nutrition	108
o. Education on postpartum care (e.g. breastfeeding support)	5
p. Education on relationship/marriage	34
q. Assistance to families of incarcerated individuals	0
C.44 Of these, the number of families who were counted in at least one of the services listed above	186

Father engagement

	# of father/ father figures
C.45 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	43
b. Family goal setting	12
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	55
d. Head Start program governance, such as participation in the Policy Council or policy committees	16
e. Parenting education workshops	6

Homelessness services

	# of families
C.46 Total number of families experiencing homelessness that were served during the enrollment year	0

	# of children
C.47 Total number of children experiencing homelessness that were served during the enrollment year	0

	# of families
C.48 Total number of families experiencing homelessness that acquired housing during the enrollment year	0

Foster care and child welfare

	# of children
C.49 Total number of enrolled children who were in foster care at any point during the program year	4
C.50 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	1

D. GRANT LEVEL QUESTIONS

INTENSIVE COACHING

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

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

General Comments

This year we are adding a second coach. Last year we were virtual for parts of the year. It was difficult to observe coachee.

FAMILY SERVICES STAFF QUALIFICATIONS

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

FORMAL AGREEMENTS FOR COLLABORATION

	# of formal agreements
D.6 Total number of formal agreements with child care partners	0
D.7 Total number of LEAs in the service area	4
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	4
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	4

REPORTING INFORMATION

PIR Report Status	Started
Last Update Date	08/31/2021