



# 2022-2023 HEAD START PROGRAM INFORMATION REPORT

## 05CH010702-000 West Central Minnesota Communities Action, Inc.

### A. PROGRAM INFORMATION

#### GENERAL INFORMATION

Grant Number	05CH010702
Program Number	000
Program Type	Head Start
Program Name	West Central Minnesota Communities Action, Inc.
Program Address	411 Industrial Park Boulevard
Program City, State, Zip Code (5+4)	Elbow Lake, MN, 56531-4213
Program Phone Number	(218) 685 7039
Head Start or Early Head Start Director Name	Mr. James Haugen
Head Start or Early Head Start Director Email	jimh@wcmca.org
Agency Email	office@wcmca.org
Agency Web Site Address	www.wcmca.org
Name and Title of Approving Official	Ms. Teresa Gustafson, Board Chairperson
Unique Entity Identifier (UEI)	SYEMLLVWWVG5
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:	298
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	298
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	149
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	149
1. Of these, the number that are available for 3.5 hours per day for 128 days	149
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	298
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	18
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	21
d. 3 years old	122
e. 4 years old	147
f. 5 years and older	0
g. Total cumulative enrollment of children	290

### Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	290

### 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	95
b. Public assistance (TANF, SSI, and SNAP)	76
c. Foster care	13
d. Homeless	26
e. Eligibility based on other type of need, but not counted in A.13.a through d	27
	# of children
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	53

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.
Our selection criteria gives children more points if they are at 100% of the PG. We first enroll children with the most points & those meeting the PG and then those at 100-130% when there are no more eligible children.

## Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	93
b. Three or more years	13

## 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	14
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	3
	# 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	140

## Attendance

	# of children
A.22 The total number of children cumulatively enrolled in the center-based or family child care program option	290
a. Of these children, the number of children that were chronically absent	177
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	169
A.23 Comments on children that were chronically absent:	
In analyzing attendance data 55% were due to illness, another 20% were absent due to vacations, scheduled appointments or death in the family. FESs are working with the remaining 25% of families on strategies to attend.	

## Child care subsidy

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

## Ethnicity and race

# of children	
(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin

A.25 Race and ethnicity		
a. American Indian or Alaska Native	2	7
b. Asian	0	4
c. Black or African American	0	19
d. Native Hawaiian or other Pacific Islander	0	0
e. White	43	177
f. Bi-racial/Multi-racial	8	26
g. Other	2	1
Explain:	2 listed race as Nicaraguan and 1 listed race as Slavic	
		# of children / pregnant women
h. Unspecified ethnicity or race		1
Explain:	Parent declined to answer	

## Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	248
1. Of these, the number of children acquiring/learning another language in addition to English	6
b. Spanish	30
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)	0
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)	10
k. American Sign Language	1
l. Other (e.g., American Sign Language)	0
m. Unspecified (language is not known or parents declined identifying the home language)	0

## Dual language learners

	# of children
A.27 Total number of Dual Language Learners	48

## Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	0

**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	64	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	25	0

### TOTAL VOLUNTEERS

#### Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	408
a. Of these, the number who are current or former Head Start or Early Head Start parents	399

### 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	18	34

	(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	16	3

	(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	1	8

	(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	1	12
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	1	12

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
e. None of the qualifications listed in B.3.a through B.3.d	0	11

### 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	2
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	2

### 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	11
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.	10

### Home visitors and family child care provider staff qualifications

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

	# of home visitors
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a.	0
	# of family child care providers
B.9 Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a.	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0
	# of child development specialists
B.10 Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a.	0

## Ethnicity and race

	# of non-supervisory education and child development staff	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
B.13 Race and Ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	1
c. Black or African American	0	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	2	46
f. Biracial/Multi-racial	0	0
g. Other	2	0
Explain:	One listed Hispanic and one listed Spanish as race	
	# of non-supervisory education and child development staff	
h. Unspecified ethnicity or race		1
Explain:	Chose not to answer	

## Language

# of non-supervisory education and child development staff
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	# of non-supervisory education and child development staff
B.14 The number who are proficient in a language(s) other than English.	4
a. Of these, the number who are proficient in more than one language other than English	0

B.15 Language groups in which staff are proficient:	# of non-supervisory education and child development staff
a. Spanish	4
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 staff declined identifying the language)	0

## STAFF TURNOVER

### All staff turnover

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.16 Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g., summer months)	3	0
a. Of these, the number who were replaced	2	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)	2
a. Of these, the number who were replaced	1
b. Of these, the number who left while classes and home visits were in session	2
c. Of these, the number that were teachers who left the program	0

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

## 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	279	282
a. Of these, the number enrolled in Medicaid and/or CHIP	261	263
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	18	19
C.2 Number of children with no health insurance	11	8

#### 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	289	289
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	1	1

#### Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	239	258
	# of children	
C.8. Number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed		10
a. Of these, the number who received medical treatment for their diagnosed chronic health condition		6
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		0

C.9 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)	2
b. Attention deficit hyperactivity disorder (ADHD)	0
c. Asthma	0
d. Seizures	0
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	0
f. Hearing Problems	1
g. Vision Problems	10
h. Blood lead level test with elevated lead levels >5 g/dL	0
i. Diabetes	0

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

	# of children at enrollment
C.10 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)	10
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	160
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	58
d. Obese (BMI at or above 95th percentile for child's age and sex)	54

### Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
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	166	191
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	103	81
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	17	17

### Accessible dental care – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.17 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	283	285

## Preschool dental services (HS and Migrant programs)

	# of children at end of enrollment
C.18 Number of children who received preventive care during the program year	234
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	243
a. Of these, the number of children diagnosed as needing dental treatment during the program year	40
1. Of these, the number of children who have received or are receiving dental treatment	40
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	0

## Mental health consultation

	# of staff
C.21 Total number of classroom teachers, home visitors, and family child care providers	18
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	18

## DISABILITIES SERVICES

### IDEA eligibility determination

	# of children
C.22 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	50
a. Of these, the number who received an evaluation to determine IDEA eligibility	26
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	22
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	4
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.	4
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	24

	# of children
C.23 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	5
c. Evaluation is pending and not yet completed by responsible agency	5
d. Other	12
1. Specify:	10 children were screened but did not qualify for full evaluation and 2 dropped before we received results

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

	# of children
C.24 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	75
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	42
2. During this program year	33
b. Of these, the number who have not received special education and related services	0

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

	(1) # of children determined to have this disability	(2) # of children receiving special services
C.26 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	19	19
d. Intellectual disabilities	0	0
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	3	3
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	53	53
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

## EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

### Screening

	# of children
C.27 Number of all newly enrolled children since last year's PIR was reported	178
C.28 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	136
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	26
C.29 The instrument(s) used by the program for developmental screening	
<i>Name/title</i>	
ESI-R (Early Screening Inventory Revised – Preschool)	
Brigance (all editions)	
ASQ (all editions)	

### Assessment

C.30 Approach or tool(s) used by the program to support ongoing child assessment
<i>Name/title</i>
Teaching Strategies GOLD Online

### Curriculum

C.31 Curriculum used by the program:
a. For center-based services
<i>Name/title</i>
Assessment, Evaluation and Programming System (AEPS) Core Knowledge
e. For building on the parents' knowledge and skill (i.e., parenting curriculum)
<i>Name/title</i>
Conscious Discipline Parenting Curriculum
Ready Rosie
Other (Please Specify)
TS GOLD Learning Games

### Classroom and home visit observation tools

	Yes (Y) / No (N)
C.32 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes
C.33 If yes, classroom and home visit observation tool(s) used by the program:	
a. Center-based settings	
<i>Name/title</i>	
Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)	

## FAMILY AND COMMUNITY PARTNERSHIPS

### Number of families

	# of families at enrollment
C.34 Total number of families:	266
a. Of these, the number of two-parent families	151
b. Of these, the number of single-parent families	115
C.35 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)	253
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	107
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	6
b. Grandparents	3
c. Relative(s) other than grandparents	2
d. Foster parent(s) not including relatives	8
e. Other	0

### Parent/guardian education

	# of families at enrollment
C.36 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	111
b. An associate degree, vocational school, or some college	4
c. A high school graduate or GED	111
d. Less than high school graduate	40

### Employment, Job Training, and School

	# of families at enrollment
C.37 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	216
1. Of these families, the number in which one or more parent/guardian is employed	214
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)	14
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)	8
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	50



	<i># of families at end of enrollment</i>
<b>C.38 Total number of families in which:</b>	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	240
1. Of these families, the number of families that were also counted in C.37.a (as having been employed, in job training, or in school at enrollment)	213
2. Of these families, the number of families that were also counted in C.37.b (as having not been employed, in job training, or in school at enrollment)	27
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	26
1. Of these families, the number of families that were also counted in C.37.a	3
2. Of these families, the number of families that were also counted in C.37.b	23

	<i># of families at enrollment</i>
<b>C.39 Total number of families in which:</b>	
a. At least one parent/guardian is a member of the United States military on active duty	2
b. At least one parent/guardian is a veteran of the United States military	5

## Federal or other assistance

	<i># of families at enrollment</i>	<i># of families at end of enrollment</i>
C.40 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	33	35
C.41 Total number of families receiving Supplemental Security Income (SSI)	16	16
C.42 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	198	204
C.43 Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	99	116

## Family services

	# of families
C.44 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)	228
b. Housing assistance (e.g., subsidies, utilities, repairs)	87
c. Asset building services (e.g., financial education, debt counseling)	25
d. Mental health services	68
e. Substance misuse prevention	21
f. Substance misuse treatment	9
g. English as a Second Language (ESL) training	37
h. Assistance in enrolling into an education or job training program	58
i. Research-based parenting curriculum	265
j. Involvement in discussing their child's screening and assessment results and their child's progress	249
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	116
l. Education on preventive medical and oral health	69
m. Education on health and developmental consequences of tobacco product use	12
n. Education on nutrition	54
o. Education on postpartum care (e.g., breastfeeding support)	9
p. Education on relationship/marriage	12
q. Assistance to families of incarcerated individuals	18
C.45 Of these, the number of families who were counted in at least one of the services listed above	266

## Father engagement

	# of father/ father figures
C.46 Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family assessment	35
b. Family goal setting	37
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	97
d. Head Start program governance, such as participation in the Policy Council or policy committees	2
e. Parenting education workshops	11

## Homelessness services

	# of families
C.47 Total number of families experiencing homelessness that were served during the enrollment year	24
	# of children
C.48 Total number of children experiencing homelessness that were served during the enrollment year	26

	<i># of families</i>
C.49 Total number of families experiencing homelessness that acquired housing during the enrollment year	6

### **Foster care and child welfare**

	<i># of children</i>
C.50 Total number of enrolled children who were in foster care at any point during the program year	19
C.51 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

	<i># of education and child development staff</i>
D.1 The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, family child care providers) that received intensive coaching	6
	<i># of coaches</i>
D.2 The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	5

### FAMILY SERVICES STAFF QUALIFICATIONS

	<i># of family services staff</i>
D.5 Total number of family services staff:	18
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	18
b. Of these, the number that do not meet one of the qualifications described in D.5.a	0
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	0

### FORMAL AGREEMENTS FOR COLLABORATION

	<i># of partners or agencies</i>
D.6 Total number of child care partners in which a formal agreement was in effect	0
D.7 Total number of LEAs in the service area	12
a. Of these, the total number of LEAs in which a formal agreement was in effect to coordinate services for children with disabilities	12
b. Of these, the total number of LEAs in which a formal agreement was in effect to coordinate transition services	12
D.8 Total number of Part C agencies in the service area	4
a. Of these, the total number of Part C agencies in which a formal agreement was in effect to coordinate services for children with disabilities	4

## REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	23080857175
Last Update Date	08/08/2023