



2020-2021 HEAD START PROGRAM INFORMATION REPORT
04CH010481-000 The School Board of Brevard County

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	04CH010481
Program Number	000
Program Type	Head Start
Program Name	The School Board of Brevard County
Program Address	1225 Clearlake Rd, Clearlake Education Center
Program City, State, Zip Code (5+4)	Cocoa, FL, 32922-6403
Program Phone Number	(321) 617 7786 - 31380
Head Start or Early Head Start Director Name	Ms. Terri Barlow
Head Start or Early Head Start Director Email	barlow.terri@brevardschools.org
Agency Email	barlow.terri@brevardschools.org
Agency Web Site Address	www.brevardschools.org/headstart
Name and Title of Approving Official	Ms. Misty Belford, School Board Chairman
DUNS Number	364622886
Agency Type	School System
Agency Description	Grantee that directly operates program(s) and has no delegates

FUNDED ENROLLMENT

Funded enrollment by funding source

	<i># of children</i>
A.1 Funded Enrollment:	624
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	624
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option

	<i># of slots</i>
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	624
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	624
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	33
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	0
d. 3 years old	207
e. 4 years old	324
f. 5 years and older	21
g. Total cumulative enrollment of children	552

Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	552

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	373
b. Public assistance such as TANF and SSI	38
c. Foster care	6
d. Homeless	26
e. Eligibility based on other type of need, but not counted in A.13.a through d	55
	# of children
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	54

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.

Using community assessment data, outreach and recruitment occurred year round throughout the service area with a focus on neighborhoods and locations where we are reaching families with the most need and were income eligible. Partnerships with our local homeless coalition and foster care agency as well as targeted outreach to homeless/transitional housing program managers ensured our program reached these specific populations of children. Recruitment efforts included going door-to-door, visiting homeless camps and posting program information at locations such as the Early Learning Coalition, Department of Health, elementary schools where Head Start and Title I programs are located and as well as a variety of social services agencies. Our approved selection criteria assigns families points who are at or below 100% of the federal poverty guidelines, homeless, foster care and TANF/SSI to ensure those most in need are prioritized on the wait list. Income eligible families are selected and enrolled first. To ensure the program maintains funded enrollment, once the prioritized waitlist was depleted of income eligible, homeless, foster care and public assistance (SSI/TANF) families, families who are between 100% - 130% were enrolled. Due to COVID-19, many income eligible families made the choice to keep their children home. A Head Start at Home option was offered. In an effort to achieve full enrollment, our program served families who fell into the 100-130% income range.

Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	169
b. Three or more years	0

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	59
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	15

	# 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	280

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	0	0
b. Asian	0	1
c. Black or African American	8	181
d. Native Hawaiian or other Pacific Islander	0	0
e. White	133	166
f. Bi-racial/Multi-racial	13	50
g. Other	0	0
h. Unspecified	0	0

Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	447
1. Of these, the number of children acquiring/learning another language in addition to English	5
b. Spanish	79
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	10
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	12
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	1
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)	3
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)	0

Dual language learners

	# of children
A.27 Total number of Dual Language Learners	110

Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	50

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

PROMIS

Other (Please Specify)

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	133	7
a. Of these, the number who are current or former Head Start or Early Head Start parents	11	0

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	15
a. Of these, the number who are current or former Head Start or Early Head Start parents	15

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	37	71

	(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	10	1

	(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	27	9

	(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	0	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	0	53
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	53

	(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	0

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	0
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	0
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.	0

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	5
c. Black or African American	0	14
d. Native Hawaiian or other Pacific Islander	0	0
e. White	10	77
f. Biracial/Multi-racial	2	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.	18
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	9
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)	5
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	2
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)	2
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)	18	1
a. Of these, the number who were replaced	18	1

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)	18
a. Of these, the number who were replaced	18
b. Of these, the number who left while classes and home visits were in session	3

	# 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	13
c. Involuntary separation	0
d. Other (e.g. change in job field, reason not provided)	5

1. Specify:	personnel, 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	521	529
a. Of these, the number enrolled in Medicaid and/or CHIP	475	480
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	46	49
C.2 Number of children with no health insurance	31	23

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	547	549
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	279	277
		# 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		31
1. Of these, the number who received medical treatment for their diagnosed chronic health condition		31
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.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)	5
b. Attention deficit hyperactivity disorder (ADHD)	1
c. Asthma	26
d. Seizures	1
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	7
h. Blood lead level test with elevated lead levels >5 g/dL	1
i. Diabetes	0

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)	22
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	304
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	96
d. Obese (BMI at or above 95th percentile for child's age and sex)	130

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	236	312
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	286	214
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	18	18

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	435	485

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	247
C.18 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	251
a. Of these, the number of children diagnosed as needing dental treatment during the program year - at end of enrollment	33
1. Of these, the number of children who have received or are receiving dental treatment - at end of enrollment	30
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	
2. No dental care available in local area	
3. Medicaid not accepted by dentist	
4. Dentists in the area do not treat 3 – 5 year old children	
5. Parents did not keep/make appointment	2
6. Children left the program before their appointment date	1
7. Appointment is scheduled for future date	
8. No transportation	
9. Other	

Mental health consultation

	# of staff
C.20 Total number of classroom teachers, home visitors, and family child care providers	37
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	17

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	43
a. Of these, the number who received an evaluation to determine IDEA eligibility	42
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	42
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	1
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	1

	# 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	0
c. Evaluation is pending and not yet completed by responsible agency	1
d. Other	0

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	72
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	8
2. During this enrollment year	64
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.25 Diagnosed primary disability:		
a. Health impairment (i.e. meeting IDEA definition of "other health impairment")	2	2
b. Emotional disturbance	0	0
c. Speech or language impairments	42	42
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	5	5
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	19	19
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	379
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	362
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	49

C.28 The instrument(s) used by the program for developmental screening
<i>Name/title</i>
Battelle Developmental Inventory (all editions)

Assessment

C.29 Approach or tool(s) used by the program to support ongoing child assessment
<i>Name/title</i>
Teaching Strategies GOLD Online

Curriculum

C.30 Curriculum used by the program:
a. For center-based services
<i>Name/title</i>
Creative Curriculum (PreSchool)
e. For building on the parents' knowledge and skill (i.e. parenting curriculum)
<i>Name/title</i>
Other (Please Specify)
Conscious Discipline

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
<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.33 Total number of families:	535
a. Of these, the number of two-parent families	220
b. Of these, the number of single-parent families	315
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)	533
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	297
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	17
b. Grandparents	2
c. Relative(s) other than grandparents	0
d. Foster parent(s) not including relatives	0
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	65
b. An associate degree, vocational school, or some college	194
c. A high school graduate or GED	192
d. Less than high school graduate	84

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	486
1. Of these families, the number in which one or more parent/guardian is employed	382
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)	36
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)	194
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g. unemployed, retired, or disabled)	49

	<i># of families at end of enrollment</i>
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	492
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)	486
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)	6
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g. unemployed, retired, or disabled)	43
1. Of these families, the number of families that were also counted in C.36.a	0
2. Of these families, the number of families that were also counted in C.36.b	43

	<i># of families at enrollment</i>
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	2
b. At least one parent/guardian is a veteran of the United States military	1

Federal or other assistance

	<i># of families at enrollment</i>	<i># of families at end of enrollment</i>
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	16	16
C.40 Total number of families receiving Supplemental Security Income (SSI)	34	30
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	257	252
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	319	320

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)	114
b. Housing assistance (e.g. subsidies, utilities, repairs)	29
c. Asset building services (e.g. financial education, debt counseling)	159
d. Mental health services	40
e. Substance misuse prevention	0
f. Substance misuse treatment	1
g. English as a Second Language (ESL) training	0
h. Assistance in enrolling into an education or job training program	103
i. Research-based parenting curriculum	204
j. Involvement in discussing their child's screening and assessment results and their child's progress	534
k. Supporting transitions between programs (i.e. EHS to HS, HS to kindergarten)	534
l. Education on preventive medical and oral health	105
m. Education on health and developmental consequences of tobacco product use	1
n. Education on nutrition	248
o. Education on postpartum care (e.g. breastfeeding support)	0
p. Education on relationship/marriage	0
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	535

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	17
b. Family goal setting	20
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	3
d. Head Start program governance, such as participation in the Policy Council or policy committees	1
e. Parenting education workshops	14

Homelessness services

	# of families
C.46 Total number of families experiencing homelessness that were served during the enrollment year	24
	# of children
C.47 Total number of children experiencing homelessness that were served during the enrollment year	25

	<i># of families</i>
C.48 Total number of families experiencing homelessness that acquired housing during the enrollment year	8

Foster care and child welfare

	<i># of children</i>
C.49 Total number of enrolled children who were in foster care at any point during the program year	5
C.50 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

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, FFC providers) that received intensive coaching	9
	<i># of coaches</i>
D.2 The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	4

FAMILY SERVICES STAFF QUALIFICATIONS

	<i># of family services staff</i>
D.5 Total number of family services staff:	13
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	13
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 formal agreements</i>
D.6 Total number of formal agreements with child care partners	0
D.7 Total number of LEAs in the service area	1
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	1
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	1

REPORTING INFORMATION

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