A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	04CH011269
Program Number	001
Program Type	Head Start
Program Name	Audubon Area Community Services, Inc.
Program Address	1700 W. 5th Street
Program City, State, Zip Code (5+4)	Owensboro, KY, 42301
Program Phone Number	(270) 852 6510
Head Start or Early Head Start Director Name	Mr. Brad Wright
Head Start or Early Head Start Director Email	bwright@audubon-area.com
Agency Email	bwright@audubon-area.com
Agency Web Site Address	http://www.audubon-area.com
Name and Title of Approving Official	Ms. Mary Danhauer, Chairperson
Unique Entity Identifier (UEI)	
Agency Type	Community Action Agency (CAA)
Agency Description	Delegate agency

FUNDED ENROLLMENT

Funded enrollment by funding source

	# of children
A.1 Funded Enrollment:	36
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	36
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	36
1. Of these, the number that are available for the full-working-day	0
2. Of these, the number that are available for the full-calendar-year	0
3. 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	36
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	4
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

	# of children
A.10 Children by age:	
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	22
e. 4 years old	19
f. 5 years and older	0
g. Total cumulative enrollment of children	41

Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	41

Primary type of documentation used for determining 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	14
b. Public assistance*	13
1. TANF documentation	0
2. SSI documentation	1
3. SNAP documentation	12
c. Foster care	2
d. Homeless	9
e. Eligibility based on other type of need, but not counted in A.13.a through d	2

	# of children
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	1

A.14 If the program serves enrollees under A.13.f, specify how the program has demonstrated that all children in their area that would be eligible under A.13.a to A.13.d are being served.
Recruitment is done throughout our service region. Our recruitment efforts involve multiple methods in order to ensure that we are reaching children and families with the greatest need and who are income eligible. Recruitment methods include a collaborative screening process with the local education agencies, partnership with disability services and the Kentucky Transitional Assistance Program. We post recruitment flyers at local businesses and organizations throughout our service region as well as on social media. We utilize multiple social networking platforms at both local and agency levels. Door-to-door canvassing of neighborhoods, local radio announcements, newsletters and newspapers are methods used to recruit children and families. Recruitment is done throughout the year to maintain a wait list of eligible children, and to ensure that we are reaching the most eligible families. An eligibility application is completed with every family and each child applicant is placed on our wait list. We utilize a Selection and Eligibility Criteria Point System in selecting children for enrollment slots. Priority is given to children with disabilities when enrolling children that are over-income. We have created a community partnership recruitment form. This form aligns with our selection criteria as well as developing a resource for family service workers to have a direct contact at each of the community partner agencies.

Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	17
b. Three or more years	3

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	6
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	2

	# 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	16

Attendance

	# of children
A.22 The total number of children cumulatively enrolled in the center-based or family child care program option	41
a. Of these children, the number of children that were chronically absent	26
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	21

A.23 Comments on children that were chronically absent:
Field staff use a proactive approach to emphasize the importance of regular attendance within our Head Start program by sharing Attendance Works documents during Parent Orientation. Each Local Area creates an attendance plan that indicates specific timelines for designated staff assigned to complete follow-up and documentation. AAHS procedure when children are unexpectedly absent is that designated field staff make contact if they have not heard from the family one hour after designated start time. Attendance plan includes continued steps for ensuring child and family's well-being if contact was not made on first attempt. Family services field staff provide supports and community resources to remove barriers when patterns of absenteeism continue. If a child's attendance continues to fall below 90%, family advocates and the family will create an attendance improvement plan. If plan is not successful, the Local Area Manager will look at other program options for the family.

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	0	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	23
f. Bi-racial/Multi-racial	0	9
g. Other	8	0
Explain: 8 Hispanic/Latino		

	# of children / pregnant women
h. Unspecified ethnicity or race	0

Primary language of family at home

	# of children
A.26 Primary language of family at home:	
a. English	32
1. Of these, the number of children acquiring/learning another language in addition to English	0
b. Spanish	8
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)	1
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)	0
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	9

Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	11

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	67	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	12	0

TOTAL VOLUNTEERS

Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	124
a. Of these, the number who are current or former Head Start or Early Head Start parents	67

Warnings

Question: B.2 Number of persons providing any volunteer services to the program during the program year

Warning: Possible invalid number of volunteers: It is unlikely the number of volunteers is larger than 3x the number of children in your program.

Comment: These 36 children are blended in a center with 131 additional Head Start slots making the number of volunteers greater.

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	4	4

	(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	1	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	2	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	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:		
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	1	2
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	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:		
e. None of the qualifications listed in B.3.a through B.3.d	0	2

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	1
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	1

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	2

	# of assistant teachers
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.	2

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
1. Of these, the number of home visitors that hold a 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
1. Of these, the number of family child care providers that hold a 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	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	8
f. Biracial/Multi-racial	0	0
g. Other	0	0

	# of non-supervisory education and child development staff
h. Unspecified ethnicity or race	0

Language

	# of non-supervisory education and child development staff
B.14 The number who are proficient in a language(s) other than English.	0
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	0
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)	23	1
a. Of these, the number who were replaced	22	0

Education and child development staff turnover

	# of staff
B.17 The number of classroom 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)	13
a. Of these, the number who were replaced	13
b. Of these, the number who left while classes and home visits were in session	10
c. Of these, the number that were classroom teachers who left the program	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	2
1. Of these, the number that moved to state pre-k or other early childhood program	1
b. Retirement or relocation	1
c. Involuntary separation	1
d. Other (e.g., change in job field, reason not provided)	9
1. Specify: 2-Personal/Family, 3-Health, 1-Dissatisfaction with job	
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	39	39
a. Of these, the number enrolled in Medicaid and/or CHIP	38	38
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	1	1
C.2 Number of children with no health insurance	2	2

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	40	40
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 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	14	29

	# 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	5
a. Of these, the number who received medical treatment for their diagnosed chronic health condition	4

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	1
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)	0
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	0
g. Vision Problems	5
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)	1
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	20
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	9
d. Obese (BMI at or above 95th percentile for child's age and sex)	9

Errors

Section Error: The total number of children entered in BMI categories (39) is not equal to the total cumulative enrollment of children reported by your program (41). Please explain.

Comment: There are 2 children that were enrolled less than 45/90 days.

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	40	40
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	1	1
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	0	0

ORAL HEALTH

Accessible dental care - children

	(1) *# of children at enrollment*	(2) *# of children at end of enrollment*
C.18 Number of children with continuous, accessible oral care provided by an oral health care professional which includes access to oral health preventive care and oral treatment	41	41

	# of children
C.19 Number of children who received oral health preventive care during the program year	24
C.20 Number of all children who have completed a professional oral examination during the program year	25
a. Of these, the number of children diagnosed as needing oral treatment during the program year	2
1. Of these, the number of children who received oral treatment during the program year	2
b. Specify the primary reason that children who needed dental treatment did not receive it:	*# of children*
1. Health insurance doesn't cover oral treatment	0
2. No oral care available in local area	0
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3- to 5-year-old children	0
5. Dentists in the area do not treat children below age 3	0
6. Parents did not keep/make appointment	0
7. Children left the program before their appointment date	0
8. Appointment is scheduled for future date	0
9. No transportation	0
10. Other	0

Mental health consultation

	# of staff
C.21 Total number of classroom teachers, home visitors, and family child care providers	4
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	1

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	3
a. Of these, the number who received an evaluation to determine IDEA eligibility	3
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	0
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	3
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.	1

	# of children
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	0

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

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	5
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to this program year	5
2. During this program year	0
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	4	4
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	0	0
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	1	1
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	35
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	31
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	20

C.29 The instrument(s) used by the program for developmental screening
Name/title
Dial 4

Assessment

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

Curriculum

C.31 Curriculum used by the program:
a. For center-based services
Name/title
Creative Curriculum (PreSchool)
e. For building on the parents' knowledge and skill (i.e., parenting curriculum)
Name/title
Ready Rosie
Opening Doors
Opening Doors

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
Name/title
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:	41
a. Of these, the number of two-parent families	18
b. Of these, the number of single-parent families	23
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)	38
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	21
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	1
b. Grandparents	3
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.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	1
b. An associate degree, vocational school, or some college	6
c. A high school graduate or GED	26
d. Less than high school graduate	8

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	29
1. Of these families, the number in which one or more parent/guardian is employed	29
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)	1
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)	3
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	12

	# of families at end of enrollment
C.38 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	33
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)	29
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)	4
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	8
1. Of these families, the number of families that were also counted in C.37.a	0
2. Of these families, the number of families that were also counted in C.37.b	8

	# of families at enrollment
C.39 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

	# of families at enrollment	# of families at end of enrollment
C.40 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	0	0
C.41 Total number of families receiving Supplemental Security Income (SSI)	1	1
C.42 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	15	15
C.43 Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	15	15

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)	8
b. Housing assistance (e.g., subsidies, utilities, repairs)	1
c. Asset building services (e.g., financial education, debt counseling)	7
d. Mental health services	0
e. Substance misuse prevention	1
f. Substance misuse treatment	0
g. English as a Second Language (ESL) training	7
h. Assistance in enrolling into an education or job training program	0
i. Research-based parenting curriculum	34
j. Involvement in discussing their child's screening and assessment results and their child's progress	40
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	26
l. Education on preventive medical and oral health	0
m. Education on health and developmental consequences of tobacco product use	0
n. Education on nutrition	7
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.45 Of these, the number of families who were counted in at least one of the services listed above	40

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	13
b. Family goal setting	12
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	13
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	3

Homelessness services

	# of families
C.47 Total number of families experiencing homelessness that were served during the enrollment year	5

	# of children
C.48 Total number of children experiencing homelessness that were served during the enrollment year	5

	# of families
C.49 Total number of families experiencing homelessness that acquired housing during the enrollment year	2

Foster care and child welfare

	# of children
C.50 Total number of enrolled children who were in foster care at any point during the program year	2
C.51 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	2

REPORTING INFORMATION

PIR Report Status	Completed With Corrections
Confirmation Number	24082862842
Last Update Date	08/28/2024