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A. Enrollment & Program Options

Funded Enrollment by Funding Source

1. Funded Enrollment	
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA that captures the greatest part of the program year	72
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program using the Early Head Start home visiting model	0

Funded Enrollment by Program Option

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	48
1. Of these, the number available for the full-working-day	48
2. Of these, the number available for the full-calendar-year	0
1. Of these, the number 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 full working day	0
3. Home-based option	24
4. Family child care option	0
5. Locally designed option	0
6. Pregnant women slots	0

Funded Slots at Child Care Partner

7. Total number of slots in the center-based or locally designed option (A.2.a + A.2.b + A.5)	48
a. Of these, the total number of slots at a child care partner	0
8. Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options) (A.4 + A.7.a)	0

Classes in Center-based

9. Total number of center-based classes operated	6
a. Of these, the number of double session classes	0

Children by Age

10. Children by Age:			
a. Under 1 year	26	d. 3 years old	0
b. 1 year old	29	e. 4 years old	0
c. 2 years old	31	f. 5 years and older	0
g. Total cumulative enrollment of children (A.10.a + A.10.b + A.10.c + A.10.d + A.10.e + A.10.f)			86

Cumulative enrollment of pregnant women

11. Cumulative enrollment of pregnant women	0

Total cumulative enrollment

12. Total cumulative enrollment (A.10.g + A.11)	86

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A. Enrollment & Program Options

Primary type of documentation used for determining eligibility

13. Report each enrollee only once by primary type of documentation used for determining eligibility:	
a. Income at or below 100% of federal poverty line	16
b. Public Assistance*	56
1. TANF documentation	1
2. SSI documentation	3
3. SNAP documentation	52
c. Foster care	2
d. Homeless	6
e. Eligibility based on other type of need, but not counted in A.13.a through d (commonly referred to as over-income)**	5
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	1
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.	
All families were prioritized using the approved selection criteria.	

Prior enrollment

15. Enrolled in Head Start or Early Head Start for:	
a. The second year	18
b. Three or more years	11

Transition and Turnover (HS Programs)

16. Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	0
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	0
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	0

Transition and Turnover (EHS Programs)

18. Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	17
a. Of the infants and toddlers who left the program above, the number of children who were enrolled less than 45 days	3
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	0
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	0
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	0
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	0
19. Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	0
20. Number of pregnant women receiving Early Head Start services at the time their infant was born	0
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in the program	0
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in the program (A.20 - A.20.a)	0

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A. Enrollment & Program Options

Transition and Turnover (Migrant Programs)

21. Total number of children who left the program any time after classes or home visits began and did not re-enroll	0
a. Of the children who left the program during the program year, the number of children who were enrolled less than 45 days	0
b. Of the children who left the program during the program year, the number of preschool children who aged out, i.e., left the program in order to attend kindergarten	0

Attendance

22. The total number of children cumulatively enrolled in the center-based or family child care program option	53
a. Of these children, the number of children that were chronically absent	48
1. Of the children chronically absent, the number that stayed enrolled until the end of enrollment	40
23. Comments on children that were chronically absent:	
Sick children stayed home, others stayed at home with other family members per parent choice	

Child Care Subsidy

24. The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	6

Race and Ethnicity

25. Race and Ethnicity	(1) Hispanic/Latino	(2) Non-Hispanic
a. American Indian or Alaskan Native	0	0
b. Asian	0	2
c. Black or African American	1	76
d. Native Hawaiian or Pacific Islander	0	0
e. White	2	1
f. Biracial/Multi-racial	2	2
g. Other	0	0
h. Unspecified ethnicity or race		0
25.g.1 Comments:		
25.h.1 Comments:		

Primary Language of the Family at Home

26. Primary language of family at home:			
a. English			79
1. Of these, the number of children acquiring/learning another language in addition to english			3
b. Spanish	3	h. Pacific Island Languages	0
c. Native Central American	0	i. European/Slavic Languages	1
d. Caribbean Languages	0	j. African Languages	2
e. Middle Eastern & South Asian	1	k. American Sign Language	0
f. East Asian Languages	0	l. Other	0
g. Native North American/Alaskan	0	m. Unspecified	0
26.l.1 Comments:			

Dual Language Learners

27. Total number of Dual Language Learners (A.26.a.1 + A.26.b through A.26.m)	10

Transportation

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

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A. Enrollment & Program Options

Management Information Systems

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

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B. Program Staff & Qualifications

Staff by type	(1) Head Start Early Head Start Staff	(2) Contracted Staff
1. Total number of staff members, regardless of the funding source for their salary or number of hours worked	58	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	12	0

Volunteers by type

2. Number of persons providing any volunteer services to the program during the program year	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	0

Preschool Classroom and Assistant Teachers (HS and Migrant Programs)	(1) Classroom Teacher	(2) Assistant Teachers
3. Total number of preschool education and child development staff by position	0	0
a. An advanced degree in:	0	0
early childhood education or any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.		
b. A baccalaureate degree in one of the following:	0	0
early childhood education any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or any field and is part of the Teach for America program and passed a rigorous early childhood content exam		
c. An associate degree in:	0	0
early childhood education a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children		
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0	0
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0
e. None of the qualifications listed in B.3.a through B.3.d	0	0

Preschool Classroom Teachers Program Enrollment

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

5. Total number of preschool assistant teachers that do not meet 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 the qualifications listed in B.3.a through B.3.d	0

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B. Program Staff & Qualifications

Infant and Toddler Classroom Teachers (EHS and Migrant Programs)

6. Total number of infant and toddler classroom teachers	13
a. An advanced degree in:	1
early childhood education with a focus on infant and toddler development or any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	
b. A baccalaureate degree in:	3
early childhood education with a focus on infant and toddler development or a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	
c. An associate degree in:	5
early childhood education with a focus on infant and toddler development or a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0
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
e. None of the qualifications listed in B.6.a through B.6.d	4
7. Total number of infant and toddler classroom teachers that do not have any qualifications listed in B.6.a through B.6.d (B.6.e)	4
a. Of these infant and toddler classroom teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.6.a through B.6.d.	3

Home Visitors and Family Child Care Provider Staff Qualifications

8. Total number of home visitors	2
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	2
1. Of these, the number of home visitors that hold a baccalaureate or advanced degree	1
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
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
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

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B. Program Staff & Qualifications

Classroom teacher salary by level of education

11. Classroom teacher salary by level of education:	
a. Advanced degree in early childhood education or related degree	0
b. Baccalaureate degree in early childhood education or related degree	0
c. Associate degree in early childhood education or related degree	0
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	0
e. Classroom teachers that do not have the qualifications listed in B.12.a - B.12.d	0

Child development staff - average salary

12. Average salary:	Avg. Annual Salary	Avg. Hourly Rate
a. Classroom teachers	0	0
b. Assistant teachers	0	0
c. Home-based visitors	0	0
d. Family child care providers	0	0

Child development staff - race

13. Race and Ethnicity:	(1)Hispanic/Latino	(2)Non-Hispanic
a. American Indian or Alaskan Native	0	0
b. Asian	0	0
c. Black or African American	0	15
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	0
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified ethnicity or race		0
13.g.1 Comments:		
13.h.1 Comments:		

Child development staff - language

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
15. Language groups in which staff are proficient:	
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 & 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 & 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
15.k.1 Comments:	
l. Unspecified (language is not known or staff declined identifying the language)	0

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B. Program Staff & Qualifications

All Staff Turnover	Staff	Contract Staff
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)	14	0
a. Of these, the number who were replaced	0	0

Education and Child Development Staff Turnover	
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)	4
a. Of these, the number who were replaced	0
b. Of these, the number who left while classes and home visits were in session	4
c. Of these, the number that were classroom teachers who left the program	3
18. Of the number of education and child development staff that left, the number that left for the following primary reason:	
a. Higher compensation	1
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	1
d. Other (e.g., change in job field, reason not provided)	2
19. Number of vacancies during the program year that remained unfilled for a period of 3 months or longer	0

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C. Child & Family Services

Health Insurance - children	(1) At enrollment	(2) At end of enrollment year
1. Number of all children with health insurance	84	86
Of these, the number of children whose primary insurance fits into the following categories:		
a. Of these, the number enrolled in Medicaid and/or CHIP	78	80
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance (C.1-C.1.a)	6	6
2. Number of all children with no health insurance (A.10.g - C.1)	2	0

Health insurance - pregnant women (EHS programs)	(1) At enrollment	(2) At end of enrollment year
3. Number of pregnant women with at least one type of health insurance.	0	0
a. Of these, the number enrolled in Medicaid	0	0
b. Of these, the number enrolled in state-only funded insurance (e.g. medically indigent insurance), private insurance, or other health insurance (C.3 - C.3.a)	0	0
4. Number of pregnant women with no health insurance (A.11 - C.3)	0	0

Accessible Health Care - Children	(1) At enrollment	(2) At end of enrollment year
5. Number of children with and 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	85	86
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	70	71

Accessible Health Care - Pregnant Women (EHS Programs)	(1) At enrollment	(2) At end of enrollment year
6. Number of pregnant women with an ongoing source of continuous, accessible health care provided by a health care professional that maintains their ongoing health record and is not primarily a source of emergency or urgent care	0	0

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C. Child & Family Services

Medical services - children	(1) At enrollment	(2) At end of enrollment year
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	22	25
8. Number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed		8
a. Of these, the number who received medical treatment for their diagnosed chronic health condition		7
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment		**Number 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

9. Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:			
a. Autism spectrum disorder (ASD)	0	f. Hearing Problems	0
b. Attention deficit hyperactivity disorder (ADHD)	0	g. Vision Problems	0
c. Asthma	6	h. Blood lead level test with elevated lead levels > u5 g/dL	0
d. Seizures	0	i. Diabetes	1
e. Life threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis).			1

Body Mass Index (BMI) - children (HS and Migrant programs)	Children at enrollment
10. Number of children who are in the following weight categories according to the 2022 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	0
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	0
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	0
d. Obese (BMI at or above 95th percentile for child's age and sex)	0

Immunization services - children	(1) At enrollment	(2) At end of enrollment year
11. Number of children who have been determined by a health professional to be up-to-date on all immunizations appropriate for their age	62	69
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	2	0
13. Number of children who meet their state's guidelines for an exemption from immunizations	3	1

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C. Child & Family Services

Medical and wellbeing services - pregnant women (EHS programs)

14. Indicate the number of pregnant women who received the following services while enrolled in EHS:	
a. Prenatal health care	0
b. Postpartum health care	0
c. Scheduled a newborn visit within two weeks after the infant's birth	0
d. A professional oral health assessment, examination, and/or treatment	0
e. Mental health interventions and follow-up	0
f. Education on fetal development	0
g. Education on the benefits of breastfeeding	0
h. Education on the importance of nutrition	0
i. Education on infant care and safe sleep practices	0
j. Education on the risks of alcohol, drugs, and/or smoking	0
k. Facilitating access to substance abuse treatment (i.e., alcohol, drugs, and/or smoking)	0

Prenatal health - pregnant women (EHS programs)

15. Trimester of pregnancy in which the pregnant women served were enrolled:	
a. 1st trimester (0-3 months)	0
b. 2nd trimester (3-6 months)	0
c. 3rd trimester (6-9 months)	0
16. Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	0

Newborn visit - pregnant women (EHS programs)

17. Indicate the number of pregnant women that received a newborn visit	
a. Within two weeks after the infant's birth	0
b. Between two to six weeks after the infant's birth	0
c. After six weeks following the infant's birth	0

Accessible dental care - children	(1) At enrollment	(2) At end of enrollment year
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	76	82

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C. Child & Family Services

	Number of Children
19. Number of children who received oral health preventive care during the program year	48
20. Number of all children who have completed a professional oral examination during the program year	48
a. Of these, the number of children diagnosed as needing oral treatment during the program year	3
1. Of these, the number of children who received oral treatment during the program year	0
b. Specify the primary reason that children who needed oral treatment did not receive it:	**Number 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 - 5 year old children	1
5. Dentists in the area do not treat children below age 3	0
6. Parents did not keep/make appointment	1
7. Children left the program before their appointment date	1
8. Appointment is scheduled for future date	0
9. No transportation	0
10. Other	0
1. Specify: Parent was notified but no f/up conducted.	

Mental health consultation

21. Total number of classroom teachers, home visitors, and family child care providers (B.3(1) + B.6 + B.8 + B.9)	15
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	15

IDEA eligibility determination

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	4
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	3
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	0
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 (C.22 - C.22.a)	1
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	1
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	0

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C. Child & Family Services

Preschool disability services (HS and Migrant programs)

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	0
a. Of these, the number who were determined eligible to receive special education and related services:	
1. Prior to this program year	0
2. During this program year	0
b. Of these, the number who have not received special education and related services	0

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

25. Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP), at any time during the program year, indicating they were determined eligible by the Part C agency to receive early intervention services under the IDEA	8
a. Of these, the number who were determined eligible to receive early intervention services:	
1. Prior to this program year	2
2. During this program year	6
b. Of these, the number who have not received early intervention services under IDEA	0

Preschool primary disabilities (HS and Migrant programs)	**(1) Determined to have Disability**	**(2) Receiving Special Services**
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 impairment	0	0
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	0	0
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

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C. Child & Family Services

Education and Development Tools/Approaches

Screening

27. Number of all newly enrolled children since last year's PIR was reported	53
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	32
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	4
29. The instrument(s) used by the program for developmental screening:	
a. ASQ- 3 (Ages & Stages Questionnaire)	
b.	
c.	

Assessment

30. Approach or tool(s) used by the program for ongoing child assessment:		Locally designed
a.	Teaching Strategies GOLD Online	Yes
b.		No
c.		No

Curriculum

31. Curriculum used by the program:		
a. For center-based services:		Locally designed
1.	Creative Curriculum for Infants, Toddlers, and Twos	Yes
2.		No
3.		No
b. For family child care services:		Locally designed
1.		No
2.		No
3.		No
c. For home-based services:		Locally designed
1.	Born to Learn (Parents as Teachers)	Yes
2.		No
3.		No
d. For pregnant women services:		Locally designed
1.		No
2.		No
3.		No
e. For building on the parents' knowledge and skill (i.e. parenting curriculum)		Locally designed
1.		No
2.		No
3.		No

Staff-child interaction observation tools		Yes (Y)/ No (N)
32. Does the program routinely use classroom or home visit observation tools to assess quality?		Yes
33. If yes, classroom and home visit observation tool(s) used by the program:		Locally designed
a. Center-based settings	Classroom Assessment Scoring System (CLASS: Infant, Toddler, or	Yes
b. Home-based settings	HOVRS-Adapted and Extended (HOVRS-A+)	Yes
c. Family child care settings		No

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C. Child & Family Services

Family and Community Partnerships

Number of families

34. Total number of families:	82
a. Of these, the number of two-parent families	10
b. Of these, the number of single-parent families	72
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)	77
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	64
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	5
b. Grandparents	3
c. Relative(s) other than grandparents	0
d. Foster parent(s) not including relatives	2
e. Other	0

Parent guardian education

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	16
b. An associate degree, vocational school, or some college	29
c. High school graduate or GED	29
d. Less than high school graduate	8

Employment, Job Training, and School

37. Total number of families in which at enrollment	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	43
1. Of these families, the number in which one or more parent/guardian is employed	36
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)	3
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)	6
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g. unemployed, retired, or disabled)	39
38. Total number of families in which at end of enrollment:	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	45
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)	42
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)	3
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g. unemployed, retired, or disabled)	37
1. Of these families, the number of families that were also counted in C.37.a	1
2. Of these families, the number of families that were also counted in C.37.b	36

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C. Child & Family Services

Military Families

39.a At least one parent/guardian is a member of the United States military on active duty	1
39.b At least one parent/guardian is a veteran of the United States military	1

Federal or other assistance	(1) At enrollment	(2) At end of enrollment year
40. The number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	3	3
41. Total number families receiving Supplemental Security Income (SSI)	2	2
42. Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC)	29	22
43. Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	58	58

Family Services	Services Received
44. The number of families that received the following program service to promote family outcomes:	
a. Emergency/crisis intervention such as addressing immediate need for food, clothing, or shelter	35
b. Housing assistance (e.g., subsidies, utilities, repairs)	4
c. Asset building services (e.g. financial education, debt counseling)	9
d. Mental health services	14
e. Substance misuse prevention	0
f. Substance misuse treatment	0
g. English as a second language (ESL) training	2
h. Assistance in enrolling into an education or job training program	6
i. Research-based parenting curriculum	72
j. Involvement in discussing their child's screening and assessment results and their child's progress	36
k. Supporting transitions between programs (i.e. EHS to HS, HS to kindergarten)	31
l. Education on preventative medical and oral health	63
m. Education on health and developmental consequences of tobacco product use	2
n. Education on nutrition	73
o. Education on postpartum care (e.g. breastfeeding support)	2
p. Education on relationship/marriage	2
q. Assistance to families of incarcerated individuals	0
45. Of these, the number that received at least one of the services listed above	82

Father engagement

46. Number of fathers/father figures who were engaged in the following activities during this program year:	
a. Family Assessment	21
b. Family goal setting	25
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, volunteering)	36
d. Head Start program governance, such as participation in the Policy Council or policy committees	9
e. Parenting education workshops	14

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C. Child & Family Services

Homelessness Services

47. Total number of families experiencing homelessness that were served during the enrollment year	6
48. Total number of children experiencing homelessness that were served during the enrollment year	6
49. Total number of families experiencing homelessness that acquired housing during the enrollment year	2

Foster care and child welfare

50. Total number of enrolled children who were in foster care at any point during the program year	2
51. Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

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D. Grant Level Questions

Intensive Coaching

1. The number of education and child development staff (i.e. teachers, preschool assistant teachers, home visitors, FFC providers) that received intensive coaching	0
2. The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	0

Management Staff Salaries

	(1) Annual Salary	(2) Percent Funded by Head Start or Early Head Start	(3) Number of Management Staff in this Position
3. Management staff:			
a. Executive Director	0	0	0
b. Head Start and/or Early Head Start Director	0	0	0
c. Education Manager/Coordinator	0	0	0
d. Health Services Manager/Coordinator	0	0	0
e. Family & Community Partnerships Manager/Coordinator	0	0	0
f. Disability Services Manager/Coordinator	0	0	0
g. Fiscal Officer	0	0	0

Education Management Staff Qualifications

	# of education managers /coordinators
4. Total number of education managers/coordinators (D.3.c.(3))	0
a. Of these, the number of education manager/coordinators with a baccalaureate or advanced degree in early childhood education or a baccalaureate or advance degree and equivalent coursework in early childhood education with early education teaching experience	0
b. Of these, the number of education manager/coordinators that do not meet one of the qualifications in D.4.a	0
1. Of the education manager/coordinators in D.4.b, the number enrolled in a program that would meet a qualification described in D.4.a	0

Family Services Staff Qualifications

	# of family services staff
5. Total number of family services staff	0
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	0
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

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

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