



2014-2015 EARLY HEAD START PROGRAM INFORMATION REPORT  
02CH3005-200 Greater Bergen Community Action, Inc.

**A. PROGRAM INFORMATION**

**GENERAL INFORMATION**

Grant Number	02CH3005
Program Number	200
Program Type	Early Head Start
Program Name	Greater Bergen Community Action, Inc.
Program Address	241 Moore Street Hackensack NJ 07601-7533
Program Phone Number	(201) 546 2634
Program Fax Number	(201) 968 0240
DUNS Number	131367617
Program Email Address	nancy.griner@greaterbergen.org
Head Start Director Name	Mrs. Nancy Griner
Head Start Director Email	nancy.griner@greaterbergen.org
Agency Web Site Address	www.greaterbergen.org
Agency Type	Community Action Agency (CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates
Agency Affiliation	A secular or non-religious agency

**ENROLLMENT YEAR**

**Enrollment dates**

A.1 Enrollment Year	Date
a. Start Date	09/09/2014
b. End Date	08/21/2015

**FUNDED ENROLLMENT**

**Funded enrollment by funding source**

A.2 Funded Early Head Start Enrollment	# of children/ pregnant women
a. Early Head Start Funded Enrollment, as identified on NOA	58
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0
c. Funded Enrollment from the MIECHV Grant Program, for Early Head Start services	0

**Funded enrollment by program option - children**

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	48
1. Of these, the number available as full-working-day enrollment	48
a. Of these, the number available for the full-calendar-year	48
b. Part-day enrollment	0
1. Of these, the number in double sessions	0

	<i># of children</i>
A.4 Center-based program - 4 days per week:	
a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	0
A.6 Combination option program	0
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of the these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

### Funded enrollment of pregnant women (EHS programs)

	<i># of pregnant women</i>
A.9 Total number of pregnant women positions in funded enrollment	10

### Funded enrollment at child care partner

	<i># of children</i>
A.10 Funded enrollment at child care partners in the center-based program option	0
A.11 Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	0

## CLASSES

### Classes

	<i># of classes</i>
A.12 Total number of classes operated	6
a. Of these, the number of double session classes	0

## CUMULATIVE ENROLLMENT

### Children by age

A.13 Children by age:	<i># of children at enrollment</i>
a. Under 1 year	6
b. 1 year old	25
c. 2 years old	25
d. 3 years old	0

### Pregnant women (EHS programs)

	<i># of pregnant women</i>
A.14 Total enrollment of pregnant women	21

### Total cumulative enrollment

	<i># of children / pregnant women</i>
A.15 Total cumulative enrollment	77

## Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:		# of children/ pregnant women
a. Income below 100% of federal poverty line		57
b. Receipt of public assistance such as TANF, SSI		5
c. Status as a foster child - # children only		1
d. Status as homeless		1
e. Over income		5
		# of children
f. Enrollees exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line		8
A.17 If the program serves enrollees under A.16.f, specify how the program has demonstrated that all income-eligible children in their area are being served.		
Specify:	When filling open slots: 100% Federal Poverty Guidelines ; 2nd Between 100-130% Federal Poverty Guidelines; 3rd Over Income (if over income spots are available)	

## Prior enrollment

A.18 Enrolled in Early Head Start for:	# of children
a. The second year	21
b. Three or more years	0

## Transition and Turnover

	# of children	
A.20 Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	3	
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	1	
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	
		# of pregnant women/children
A.21 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	1	
A.22 Number of pregnant women receiving Early Head Start services at the time their infant was born	10	
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in Early Head Start	4	
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in Early Head Start	6	

## Child care subsidy

	# of children at end of enrollment year
A.24. The number of enrolled children for whom the program received a child care subsidy	0

## Ethnicity

A.25 Ethnicity:	# of children pregnant women
a. Hispanic or Latino origin	37
b. Non-Hispanic or Non-Latino origin	40

## Race

A.26 Race:	# of children pregnant women
a. American Indian or Alaska Native	0
b. Asian	2
c. Black or African American	31
d. Native Hawaiian or other Pacific Islander	0
e. White	7
f. Biracial/Multi-racial	37
g. Other	0
h. Unspecified	0

## Primary language of family at home

A.27 Primary language of family at home:	# of children pregnant women
a. English	53
b. Spanish	22
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	1
f. East Asian Languages	1
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	0
i. European & Slavic Languages	0
j. African Languages	0
k. Other	0
l. Unspecified	0

## TRANSPORTATION

### Transportation services

A.28 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	No
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### Buses

	# of buses owned
A.29 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	0
a. Of these, the number of buses purchased since last year's PIR was reported	0

A.30 Are any of the buses used by the program leased by the program itself?	No
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## RECORD KEEPING

### Management Information Systems

A.31 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
<i>Name/title</i>	<i>Locally designed</i>	<i>Web Based</i>
Client Service Social Tracker (CSST)	No	No

## 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	12	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	6	0
b. Of these, the number who left since last year's PIR was reported	0	0
1. Of these, the number who were replaced	0	0

### TOTAL VOLUNTEERS

#### Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to your program since last year's PIR was reported	42
a. Of these, the number who are current or former Head Start or Early Head Start parents	3

### MANAGEMENT STAFF

#### Coordination of services

B.4 On average, the number of hours per week services managers spend coordinating services:	Average # of hours per week
a. Child Development & Education Manager	35
b. Health Services Manager	35
c. Family & Community Partnerships Manager	35
d. Disability Services Manager	35

### CHILD DEVELOPMENT STAFF

#### Infant and Toddler Child Development Staff Qualifications - Classroom and Assistant Teachers

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.8 Total number of infant and toddler child development staff by position	12	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education with a focus on infant and toddler development	0	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education with a focus on infant and toddler development	0	0
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	0	0
Of the infant and toddler child development staff with a baccalaureate degree in B.8.b.1 through B.8.b.2 above, the number enrolled in:		
3. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education with a focus on infant and toddler development	0	0
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and toddlers	1	0
Of the infant and toddler child development staff with an associate degree in B.8.c.1 and B.8.c.2 above, the number enrolled in:		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following credentials:		
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	11	0
1. Of these, 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 and that is appropriate to the option in which they are working	0	0
Of the infant and toddler child development staff with the credentials in B.6.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position:		
e. The number who do not have the qualifications listed in B.8.a through B.8.d	0	0
Of the infant and toddler child development staff in B.8.e above, the number enrolled in:		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0
2. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development	0	0
3. Any type of 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 and that is appropriate to the option in which they are working	0	0

### Child development staff qualifications - home-based and FCC

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	0	0	0	0



	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees or credentials:				
a. An advanced degree in/licensed as:				
1. 1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	0	0	0	0
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)	0	0	0	0
3. Psychology	0	0	0	0
4. Sociology	0	0	0	0
5. Human services (include related areas such as child and family services or social services)	0	0	0	0
6. Nursing plus Nurse Practitioner (NP) license	0	0	0	0
7. Early childhood education	0	0	0	0
8. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
b. A baccalaureate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following degrees and licenses:				
c. An associate degree in:				
1. Social work	0	0	0	0
2. Psychology	0	0	0	0
3. Sociology	0	0	0	0
4. Human services (include related areas such as child and family services or social services)	0	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	0	0	0	0
7. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position, the number with the following credentials:				
d. License, certification, or credential held:				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	0	0	0	0
2. Family development credential (FDC)	0	0	0	0
3. Child development associate credential (CDA)	0	0	0	0
4. State-awarded certification, credential, or license appropriate to the option in which they are working, i.e. home-based option or family child care option	0	0	0	0
5. Other	0	0	0	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:				
Family Child Care Specialists:				

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
Of the number of child development staff by position:				
e. The number who do not have the qualifications listed in B.9.a through B.9.d	0	0	0	0
Of the child development staff in B.9.e above, the number enrolled in:				
1. An advanced degree or license	0	0	0	0
2. A baccalaureate degree	0	0	0	0
3. An associate degree	0	0	0	0
4. Studies leading to a non-degree license, certificate, or credential	0	0	0	0

## NON-SUPERVISORY CHILD DEVELOPMENT STAFF

### Child development staff - ethnicity

B.12 Ethnicity:	# of non-supervisory child development staff
a. Hispanic or Latino origin	4
b. Non-Hispanic or Non-Latino origin	8

### Child development staff - race

B.13 Race:	# of non-supervisory child development staff
a. American Indian or Alaska Native	0
b. Asian	0
c. Black or African American	5
d. Native Hawaiian or other Pacific Islander	0
e. White	3
f. Biracial/Multi-racial	0
g. Other	4
1. Explain: Latin American	
h. Unspecified	0

### Child development staff - language

	# of non-supervisory child development staff
B.14 The number who are proficient in a language(s) other than English	8
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 child development staff
a. Spanish	4
b. Native Central American, South American, and Mexican Languages	0
c. Caribbean Languages	0
d. Middle Eastern & South Asian Languages	3
e. East Asian Languages	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages	0
h. European & Slavic Languages	0
i. African Languages	0
j. Other	1
1. Explain: Latin American	
k. Unspecified	0

## Child development staff - classroom teacher turnover

	# of classroom teachers
B.16 The number of classroom teachers who left your program during the year.	0
B.17 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.18 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.19 Number of classroom teachers hired during the year due to turnover	0

## Child development staff - home-based visitor turnover

	# of home-based visitors
B.20 The number of home-based visitors who left the program during the year	0
B.21 Of these, the number who left for the following reasons:	# of home-based visitors
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.22 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.23 Number of home-based visitors hired during the year due to turnover	0

## FAMILY & COMMUNITY PARTNERSHIPS STAFF

### Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.24 Total number of family & community partnerships staff	0	0
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0
B.25 Of the family & community partnerships staff, the number with the following education	(1) # of family workers	(2) # of FCP supervisors
a. A related advanced degree	0	0
b. A related baccalaureate degree	0	0
c. A related associate degree	0	0
d. GED or high school diploma	0	0
B.26 Of the family & community partnerships staff who do not have a degree, the number in training leading to a related degree or credential	0	0
B.27 Comments on staff shared by Head Start and Early Head Start programs:		

	<i># of ECD managers/ coordinators</i>
B.28 Total number of education & child development managers/coordinators	6
	<i># of ECD managers/ coordinators</i>
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
b. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	6
	<i># of ECD managers/ coordinators</i>
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
c. An associate degree in early childhood education, or an associate degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	0
Of the education & child development managers/coordinators preschool child development staff in B.28.c above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	<i># of ECD managers/ coordinators</i>
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
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
Of the education & child development managers/coordinators preschool child development staff in B.28.d above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
	<i># of ECD managers/ coordinators</i>
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.28.a through B.28.d	0
Of the education & child development managers/coordinators preschool child development staff in B.28.e above, the number enrolled in:	
1. A baccalaureate degree in early childhood education, or a baccalaureate degree in any field and coursework equivalent to a major relating to early childhood education	0
B.29 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:	

## C. CHILD & FAMILY SERVICES

### HEALTH SERVICES

#### Health insurance - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.1 Number of all children with health insurance	56	56
a. Number enrolled in Medicaid and/or CHIP	54	54
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	0	0
c. Number with private health insurance (for example, parent's insurance)	2	2
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.2. Number of children with no health insurance	0	0

#### Health insurance - pregnant women

	(1) # of pregnant women at enrollment	(2) # of pregnant women at end of enrollment
C.3 Number of pregnant women with at least one type of health insurance	21	21
a. Number enrolled in Medicaid	16	16
b. Number enrolled in another publicly funded insurance program that is not Medicaid	2	2
c. Number with private health insurance	3	3
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.4 Number of pregnant women with no health insurance	0	0

### Medical

#### Medical home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.5 Number of children with an ongoing source of continuous, accessible health care	56	56
C.6 Number of children receiving medical services through the Indian Health Service	0	0
C.7 Number of children receiving medical services through a migrant community health center	0	0

## Medical services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 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	56	56
		<i># of children at end of enrollment year</i>
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported		14
1. Of these, the number who have received or are receiving medical treatment		14
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:		

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	<i># of children</i>
a. Anemia	0
b. Asthma	0
c. Hearing Difficulties	0
d. Vision Problems	0
e. High Lead Levels	0
f. Diabetes	0

## Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
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	56	56
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	0	0
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	0	0

### Pregnant women - services (EHS programs)

C.14 Indicate the number of pregnant women who received the following services while enrolled in EHS	# of pregnant women
a. Prenatal health care	21
b. Postpartum health care	21
c. Mental health interventions and follow up	0
d. Substance abuse prevention	21
e. Substance abuse treatment	0
f. Prenatal education on fetal development	21
g. Information on the benefits of breastfeeding	21

### Pregnant women - prenatal health (EHS programs)

C.15 Trimester of pregnancy in which the pregnant women served were enrolled:	# of pregnant women
a. 1st trimester (0-3 months)	1
b. 2nd trimester (3-6 months)	12
c. 3rd trimester (6-9 months)	8
C.16 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	6

### Dental

#### Dental home - children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	56	56

### Infant and toddler preventive dental services (EHS and Migrant programs)

	# of children at end of enrollment year
C.20 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary oral health care according to the relevant state's EPSDT schedule	56

### Pregnant women dental services (EHS programs)

	# of pregnant women
C.21 Of the number of pregnant women served, the number who received a professional dental examination(s) and/or treatment since last year's PIR was reported	21

## MENTAL HEALTH SERVICES

### Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	104



## Mental health services

	<i># of children at end of enrollment year</i>
C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	56
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was reported	4
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	5
1. Of these, the number for whom the MH professional provided three or more consultations with the parent(s) / guardian(s) since last year's PIR was reported	5
c. Number of children for whom the MH professional provided an individual mental health assessment	10
d. Number of children for whom the MH professional facilitated a referral for mental health services	10

## Mental health referrals

	<i># of children at end of enrollment year</i>
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	10
a. Of these, the number who received mental health services since last year's PIR was reported	3

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

	<i># of children</i>
C.26 Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP) indicating they have been determined eligible by the Part C Agency to receive early intervention services under the Individuals with Disabilities Education Act (IDEA)	17
a. Of these, the number who were determined eligible to receive early intervention services:	<i># of children</i>
1. Prior to enrollment into the program for this enrollment year	6
2. During this enrollment year	11
b. Of these, the number who have not received early intervention services under IDEA	0

## EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

### Screening

	<i># of children</i>
C.28 Number of all newly enrolled children since last year's PIR was reported	7
C.29 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	7
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	3
C.30 The instrument(s) used by the program for developmental screening:	
ASQ- 3 (Ages & Stages Questionnaire)	
ASQ-SE (Ages & Stages Questionnaire Social-Emotional)	

## Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum Developmental Continuum for Infants, Toddlers and Twos	No
Teaching Strategies GOLD Online	No

## Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum for Infants, Toddlers, and Twos	No
b. For family child care services:	
c. For home-based services:	
d. For pregnant women services:	
<i>Name/title</i>	<i>Locally designed</i>
Partners For A Healthy Baby (Florida State University)	No

## STAFF-CHILD INTERACTION OBSERVATION TOOLS

		<i># of families at enrollment</i>
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?		Yes
C.34 If yes, interaction observation tool(s) used by the program:		
	<sup>(1)</sup> <i>Name/title</i>	<sup>(2)</sup> <i>Locally designed</i>
a. Center-based settings	Classroom Assessment Scoring System (CLASS)	No
b. Home-based settings		
c. Family child care settings		

## FAMILY AND COMMUNITY PARTNERSHIPS

### Number of families

		<i># of families at enrollment</i>
C.35 Total number of families:		74
a. Of these, the number of two-parent families		19
b. Of these, the number of single-parent families		55

## Employment

C.36 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	2
b. One parent/guardian is employed	15
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	2

C.37 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	29
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	26

C.38 The number of all families in which at least one parent/guardian is a member of the United States military on active duty	# of families at enrollment
	0

## Federal or other assistance

	# of families
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	3
C.40 Total number of families receiving Supplemental Security Income (SSI)	2
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	66
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	64

## Job training/school

C.43 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are in job training or school	1
b. One parent/guardian is in job training or school	4
c. Neither parent/guardian is in job training or school	14

C.44 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is in job training or school	21
b. The parent/guardian is not in job training or school	34

## Parent/guardian education

C.45 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s)	# of families at enrollment
a. An advanced degree or baccalaureate degree	5
b. An associate degree, vocational school, or some college	26
c. A high school graduate or GED	29
d. Less than high school graduate	14

## Family services

C.46 Report the number of families who received the following services since last year's PIR was reported	# of families
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	1
b. Housing assistance such as subsidies, utilities, repairs, etc.	3
c. Mental health services	1
d. English as a Second Language (ESL) training	3
e. Adult education such as GED programs and college selection	5
f. Job training	7
g. Substance abuse prevention	0
h. Substance abuse treatment	0
i. Child abuse and neglect services	21
j. Domestic violence services	27
k. Child support assistance	0
l. Health education	74
m. Assistance to families of incarcerated individuals	0
n. Parenting education	74
o. Relationship/marriage education	0
C.47 Of these, the number that received at least one of the services listed above	74

## Father involvement

C.48 Does the program have organized and regularly scheduled activities designed to involve fathers / father figures?	Yes
	# of children at end of enrollment
a. Number of enrolled children whose fathers / father figures participated in these activities	11

## Homelessness services

	# of families
C.49 Total number of families experiencing homelessness that were served during the enrollment year	0
	# of children
C.50 Total number of children experiencing homelessness that were served during the enrollment year	0
	# of families
C.51 Total number of families experiencing homelessness that acquired housing during the enrollment year	0

## Foster care and child welfare

	# of children
C.52 Total number of enrolled children who were in foster care at any point during the program year	1
C.53 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	0

## Collaboration Agreements and Community Engagement

### Child care partners

	# of formal agreements
C.54 Total number of formal agreements with Child Care Partners during program year	0
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0

### Local education agency (LEA)

	# of LEAs
C.55 Number of LEAs in the service area	1
C.56 Number of formal agreements the program has with LEAs:	# of formal agreements
a. To coordinate services for children with disabilities	1
b. To coordinate transition services	1

### Public school pre-kindergarten programs

C.57 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	No
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### Part C agencies

	# of Part C Agencies
C.58 Number of Part C agencies in the program's service area	1
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	# of formal agreements
	0

### Child welfare agencies

C.59 Does the program have formal collaboration agreements with child welfare agencies?	Yes
a. If yes, the number of formal agreements in which the program is currently participating	# of formal agreements
	1

## REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	15082526349
Last Update Date	08/25/2015