San Bernardino County Head Start
Shared Governance Board Meeting Agenda
October 24, 2019

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JOSIE GONZALES, CHAIR	**TED ALEJANDRE, VICE-CHAIR**
SBC Fifth District Supervisor	SBC Superintendent of Schools

MAXWELL OHIKHUARE, M.D., HEALTH OFFICER	**DR. VERONICA KELLEY, DIRECTOR**	**JANKI PATEL, CHILDREN'S NETWORK OFFICER**
SBC Public Health	SBC Behavioral Health	SBC Children's Network

REYNA SANCHEZ	**HASAN HASAN**	**KENNETH PATTEN**
Head Start Policy Council Chair	Head Start Policy Council Member	Head Start Policy Council Member
Yucaipa Head Start	Community Representative	Community Representative
SGB Representative	SGB Representative	SGB Representative

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TIME: **2:00 P.M. to 4:00 P.M.**
PLACE: **San Bernardino County Preschool Services Administration**
              662 S. Tippecanoe Avenue
              Conference Room A
              San Bernardino, CA 92415

1. **CALL TO ORDER**   Superintendent Ted Alejandre, Vice-Chair

2. **WELCOME/INTRODUCTIONS**   Superintendent Ted Alejandre, Vice-Chair
    2.1 2019-20 Policy Council Shared Governance Board
         Representatives Introductions

3. **PRESENTATION OF THE AGENDA**   Shar Robinson, Secretary
    Notice of minor revisions to agenda items, items removed or continued.

4. **EXECUTIVE REPORTS/PROGRAM UPDATES**
    4.1 Receive report of Program Updates (Oral Report)   Phalos Haire, Director
    4.2 Receive Employee Satisfaction Survey   Phalos Haire, Director

"Interpreters for hearing impaired and Spanish speaking individuals will be made available with forty-eight hours notice. Please call PSD staff (909) 383-2078 to request the service. This location is handicapped accessible."

4.3 Receive report on 2018-19 San Bernardino County Quarterly Performance Measures – Final	Debra Billings-Merlos, Deputy Director
4.4 Receive 2018-19 Program Information Report - Final	Phalos Haire, Director
4.5 Receive Administration for Children and Families - Information Memorandum 19-03 – Head Start and Early Head Start Eligibility for Children in Kinship Care	Phalos Haire, Director
4.6 Receive Finance Report	Cheryl Adams, Administrative Manager
4.6.1 Budget to Actual 2018-19	
4.6.2 Budget to Actual 2019-20	

5. SGB TRAINING/REFRESHER

5.1 Head Start Parent, Family, and Community Engagement Partnerships	Arlene Molina, Program Manager

6. CONSENT ITEMS   Superintendent Ted Alejandre, Vice-Chair
6.1   Approve August 22, 2019 SGB Minutes
6.2   Approve Delegate Appointment(s) for
       Program Year July 1, 2019 – June 30, 2020

7. INFORMATIONAL ITEMS   Superintendent Ted Alejandre, Vice-Chair
7.1   PSD Directory of Services 2019-20
7.2   Next Shared Governance Board Meeting
       January 23, 2020

8. PUBLIC COMMENT   Superintendent Ted Alejandre, Vice-Chair

9. EXECUTIVE COMMENT   Superintendent Ted Alejandre, Vice-Chair

10. ADJOURNMENT   Superintendent Ted Alejandre, Vice-Chair

Item 4.2 Employee Satisfaction Survey

- **Overall Job Satisfaction:** Majority agreed stating they are proud to work at PSD.

- **Policy:** Majority agreed, however many statements cited better communication is needed.

- **Job Growth:** Majority agreed stating that there were opportunities at PSD.

- **Management and Communication:** Majority agreed, however better communication was the highest stated topic of written replies.

- **Decision Making:** Majority neither agreed or disagreed with the idea that they had an impact on decision making.

PSC JPA HSB Agenda Packet

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SAN BERNARDINO COUNTY

Preschool Services Department

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- **Perception of diversity and equality:** Majority agreed with the idea that diversity and equality are valued.

- **Workload and Workgroup:** Although the respondents agreed overall, they did disagree that there is enough staffing at their workplace.

- **Personnel Evaluations:** Majority agreed that they were fair and they had a part in their Work Performance Evaluations.

- **Staying at PSD:** Majority neither agreed nor disagreed that they will maintain their employment at PSD.

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Preschool Services Department

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- "Give the teachers less paper work so we could focus on teaching our students."

- "Better communication from program supervisor and managers."

- "Enough staff so that everyone could concentrate on their own job instead of doing tasks of 2-3 employees."

- " Invest more in training staff of all titles and pay grades."

- "Recognition some individual who does above and beyond in their job."

- "Opportunity for career growth."

- "More timely processing of applications at the CEU."

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The top four concerns were:

- Communication

- Staffing/Workload

- Policy

- Favoritism

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Number of times the topic was brought up.

Topic	# of times mentioned in comments	% of respondents
Commuication	100	33
Staffing/Workload	99	33
Policy	69	23
Favoritism	59	20
Pay	56	19
Respect	44	15
Supplies/Tools	40	13
Training	40	13
Job Growth	40	13
Appreciation/Recognition	33	11
Bullied	29	10
Not valued/don't care	28	9
Lies/Trust	27	9
Morale	25	8
Benefits	25	8
Support	21	7
Contract	17	6
WPE no input	14	5
WPE not received	13	4
Stress	11	4
WPE no perfect score	8	3
CEU Improvements	6	2
Unfair	6	2

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County of San Bernardino

PRESCHOOL SERVICES DEPARTMENT

Performance Measures Report - FY 2019 - Quarter 4

COUNTY GOAL: IMPLEMENT THE COUNTYWIDE VISION		Measure	18-19 Target	18-19 Quarter 1	18-19 Quarter 2	18-19 Quarter 3	18-19 Quarter 4
OBJECTIVE	Continue to promote the Countywide Vision and support the Element Groups.	**NEW**					
STRATEGY	Promote school readiness.	Percentage of children scoring below Building Level in literacy skills on the 1st assessment who subsequently meet the standard by the end of the program year, utilizing the Desired Results Developmental Profile (DRDP) 2015 assessment tool.	50%	N/A	49%	70%	79%
STRATEGY	Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from cradle to career."						
STRATEGY	Support the Vision2Read Initiative.						
STRATEGY	Identify the number of Head Start/State Preschool children ages 3 – 5 scoring below Building Level in Literacy skills on the assessment, and reduce this count by 50% by June 30, 2019 (the end of the program year).						
EXPLANATION	Year round, full day children are assessed four times a year. After the fourth assessment, of the 122 who initially scored below Building Level in literacy, 79% (96) have improved their scores into Building and above. The Department has exceeded the original expectation.						

PRESCHOOL SERVICES DEPARTMENT

Performance Measures Report - FY 2019 - Quarter 4

COUNTY GOAL: IMPLEMENT THE COUNTYWIDE VISION		Measure	18-19 Target	Acc. Quarter 1	18-19 Quarter 2	18-19 Quarter 3	18-19 Quarter 4
OBJECTIVE	**Continue to promote the Countywide Vision and support the Element Groups.**	**NEW**					
STRATEGY	Promote school readiness.	Percentage of children achieving below Exploring Level in social emotional skills on the 1st assessment who subsequently meet the standard by the end of the program year, utilizing the Desired Results Developmental Profile (DRDP) 2015 assessment tool.	25%	N/A	24%	40%	54%
STRATEGY	Support the Countywide Vision Regional Implementation Goal: "Partner with all sectors of the community to support the success of every child from cradle to career."						
STRATEGY	Identify the number of Early Head Start children ages 18 – 36 months scoring below Exploring Level in social emotional skills on the first quarter's assessment, and reduce this count by 25% by June 30, 2019 (the end of the program year).						
EXPLANATION	Year round, Early Head Start children are assessed four times a year. After the fourth assessment, of the 196 who initially scored below Exploring in social emotional skills, 54% (105) have improved their scores into Exploring and above. The Department has exceeded the original expectation.						

PRESCHOOL SERVICES DEPARTMENT

Performance Measures Report - FY 2019 - Quarter 4

COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	18-19 Target	Acc. Quarter 1	18-19 Quarter 2	18-19 Quarter 3	18-19 Quarter 4
OBJECTIVE	Partner with County and non-County agencies and maximize the use of Federal and State programs and funding to address the public health, safety and social service needs of County residents and move participants to self-sufficiency.	Number of foster children enrolled.	350	255	323	393	401
STRATEGY	Increase the enrollment opportunities for foster children.						
STRATEGY	Enhance the referral process of enrollment with the Children and Family Services Department.						
EXPLANATION	During the fourth quarter, the Department enrolled an additional 8 foster children in its various programs. The Preschool Services Department (PSD) will continue to collaborate with the Department of Children and Family Services (CFS) to increase enrollment of foster children in PSD programs. The Department has exceeded the original expectation.						

PRESCHOOL SERVICES DEPARTMENT

Performance Measures Report - FY 2019 - Quarter 4

COUNTY GOAL: PROVIDE FOR THE SAFETY, HEALTH AND SOCIAL SERVICE NEEDS OF COUNTY RESIDENTS		Measure	18-19 Target	Acc. Quarter 1	18-19 Quarter 2	18-19 Quarter 3	18-19 Quarter 4
OBJECTIVE	**Partner with County and non-County agencies and maximize the use of Federal and State programs and funding to address the public health, safety and social service needs of County residents and move participants to self-sufficiency.**	Percentage of full year children identified as obese or overweight whose BMI is reduced.	70%	N/A	43%	47%	65%
STRATEGY	Identify obese and/or overweight full year children 2-5 years in an effort to promote a healthy lifestyle.						
STRATEGY	Promote nutrition education programs for parents at each school site.						
STRATEGY	Ensure that children receive both nutrition curriculum and physical activity daily within the classroom schedule.						
STRATEGY	Decrease the number of children who are initially identified as obese or overweight from the higher level of Body Mass Index (BMI) classification to the next lower level by children's height and weight.						
EXPLANATION	During its fourth quarter assessment, the Department identified 65% (91) of the 140 remaining overweight and obese full-day showing improvement, as 19 children dropped since third quarter assessment. These 91 children were assessed at either healthy weight or overweight, and are no longer assessing in the obese category. While there has been progress in all children toward a healthier BMI, it has not been sufficient to meet the target of 70%. The department will continue to promote nutrition and physical activity education for parents, as well as provide appropriate nutrition and physical activity within classrooms.						

Preschool Services Department
Administration

Item 4.4 Program Information Report - Final 2018-19

2018-2019 PSD PIR Summary for Head Start

Enrollment	
Funded	3410
Cumulative	4188
Cumulative Enrollment by Type of Eligibility	
Receipt of public assistance such as TANF, SSI	1036
Status as a foster child- # children only	272
Status as homeless	73
Staff	
Total staff for Head Start program	738
Of the total staff, the number who are current or former Head Start parents	198
Health Insurance	
Number of children with health insurance at enrollment	4173
Number of children with health insurance at end of enrollment year	4182
Medical Home	
Number of children with medical home at enrollment	4125
Number of children with medical home at end of enrollment year	4133
Medical Services-Children - *Number of all children who are up-to-date on a schedule of age-appropriate preventative and primary health care, according to the relevant state's EPSDT schedule for well child care*	
At enrollment	3429
At end of enrollment year	3674
Dental Home	
Number of children with dental home at enrollment	3982
Number of children with dental home at end of enrollment year	4078
Mental Health Services	
Number of children for whom the mental health professional consulted with program staff about the child's behavior/mental health	626
Disability Services	
Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the Local Education Agency (LEA) to receive special education and related services	359
Number of Families Served	
Number of two-parent families	1790
Number of single-parent families	2115

Employment		
Two-parent families	Both parents/guardians are employed	290
	One parent/guardian is employed	1187
	Both parents/guardians are not employed	313
One-parent families	The parent/guardian is employed	1138
	The parent/guardian is not employed	977

Family Services - Number of families received at least one of the services such as emergency/crisis intervention, housing assistance, mental health services, job training, etc.	
Need identified	5339
Services received	5845

Father Involvement - *Number of fathers/father figures who were engaged in the following activities during this program year*	
Involvement in child's Head Start child development experience	1783
Head Start program governance, such as participation in the Policy Council or policy committees	266

Homeless Services	
Total number of *families* experiencing homeless that were served during the enrollment year	66
Total number of *children* experiencing homelessness that were served during the enrollment year	73
Total number of families experiencing homelessness that acquired housing during the enrollment year	40

Foster Care and Child Welfare	
Total number of enrolled children who were in foster care at any point during the program year	315
Total number of enrolled children who were referred to Head Start/Early Head Start services by child welfare agency	41

Preschool Services Department
Administration

2018-2019 PSD PIR Summary for Early Head Start

Enrollment	
Funded	322
Cumulative	606
Cumulative Enrollment by Type of Eligibility	
Receipt of public assistance such as TANF, SSI	133
Status as a foster child- # children only	99
Status as homeless	13
Staff	
Total staff for Head Start program	114
Of the total staff, the number who are current or former Head Start or Early Head Start parents	29
Health Insurance	
Number of children with health insurance at enrollment	577
Number of children with health insurance at end of enrollment year	577
Medical Home	
Number of children with medical home at enrollment	589
Number of children with medical home at end of enrollment year	589
Medical Services-Children - *Number of all children who are up-to-date on a schedule of age-appropriate preventative and primary health care, according to the relevant state's EPSDT schedule for well child care*	
At enrollment	114
At end of enrollment year	340
Dental Home	
Number of children with dental home at enrollment	589
Number of children with dental home at end of enrollment year	589
Mental Health Services	
Number of children for whom the mental health professional consulted with program staff about the child's behavior/mental health	171
Disability Services	
Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP), at any time during the enrollment year, indicating they have been determined eligible by the Part C agency to received early intervention services under the Individuals with Disabilities Education Act (IDEA)	45
Number of Families Served	
Number of two-parent families	246
Number of single-parent families	277

Employment		
Two-parent families	Both parents/guardians are employed	31
	One parent/guardian is employed	175
	Both parents/guardians are not employed	40
One-parent families	The parent/guardian is employed	156
	The parent/guardian is not employed	121
Family Services - Number of families received at least one of the services such as emergency/crisis intervention, housing assistance, mental health services, job training, etc.		
Need identified		506
Services received		503
Father Involvement - *Number of fathers/father figures who were engaged in the following activities during this program year*		
Involvement in child's Head Start child development experience		215
Head Start program governance, such as participation in the Policy Council or policy committees		41
Homelessness Services		
Total number of families experiencing homelessness that were served during the enrollment year		13
Total number of children experiencing homelessness that were served during the enrollment year		14
Total number of families experiencing homelessness that acquired housing during the enrollment year		6
Foster Care and Child Welfare		
Total number of enrolled children who were in foster care at any point during the program year		105
Total number of enrolled children who were referred to Head Start/Early Head Start services by child welfare agency		12

Preschool Services Department
Administration

2018-2019 PSD PIR Summary for Early Head Start-Child Care Partnership

Enrollment	
Funded	108
Cumulative	175
Cumulative Enrollment by Type of Eligibility	
Receipt of public assistance such as TANF, SSI	62
Status as a foster child- # children only	18
Status as homeless	4
Staff	
Total staff for Early Head Start program	82*
Of the total staff, the number who are current or former Head Start or Early Head Start parents	8
Health Insurance	
Number of children with health insurance at enrollment	175
Number of children with health insurance at end of enrollment year	175
Medical Home	
Number of children with medical home at enrollment	175
Number of children with medical home at end of enrollment year	175
Medical Services-Children - *Number of all children who are up-to-date on a schedule of age-appropriate preventative and primary health care, according to the relevant state's EPSDT schedule for well child care*	
At enrollment	35
At end of enrollment year	86
Dental Home	
Number of children with dental home at enrollment	167
Number of children with dental home at end of enrollment year	165
Mental Health Services	
Number of children for whom the mental health professional consulted with program staff about the child's behavior/mental health	10
Disability Services	
Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP), at any time during the enrollment year, indicating they have been determined eligible by the Part C agency to received early intervention services under the Individuals with Disabilities Education Act (IDEA)	11
Number of Families Served	
Number of two-parent families	29
Number of single-parent families	118

Employment		
Two-parent families	Both parents/guardians are employed	16
	One parent/guardian is employed	11
	Both parents/guardians are not employed	2
One-parent families	The parent/guardian is employed	84
	The parent/guardian is not employed	34
Family Services - Number of families received at least one of the services such as emergency/crisis intervention, housing assistance, mental health services, job training, etc.		
Need identified		75
Services received		64
Father Involvement - *Number of fathers/father figures who were engaged in the following activities during this program year*		
Involvement in child's Head Start child development experiences		24
Head Start program governance, such as participation in the Policy Council or policy committees		1
Homelessness Services		
Total number of families experiencing homelessness that were served during the enrollment year		6
Total number of children experiencing homelessness that were served during the enrollment year		6
Total number of families experiencing homelessness that acquired housing during the enrollment year		3
Foster Care and Child Welfare		
Total number of enrolled children who were in foster care at any point during the program year		19
Total number of enrolled children who were referred to Head Start/Early Head Start services by child welfare agency		0

*Early Head Start staff: 80 Contracted staff: 2

Preschool Services Department
Administration

2018-2019 Easter Seals PIR Summary for Head Start

Enrollment	
Funded	515
Cumulative	605
Cumulative Enrollment by Type of Eligibility	
Receipt of public assistance such as TANF, SSI	29
Status as a foster child- # children only	12
Status as homeless	13
Staff	
Total staff for Head Start program	97*
Of the total staff, the number who are current or former Head Start parents	5
Health Insurance	
Number of children with health insurance at enrollment	605
Number of children with health insurance at end of enrollment year	605
Medical Home	
Number of children with medical home at enrollment	605
Number of children with medical home at end of enrollment year	605
Medical Services-Children *- Number of all children who are up-to-date on a schedule of age-appropriate preventative and primary health care, according to the relevant state's EPSDT schedule for well child care*	
At enrollment	547
At end of enrollment year	562
Dental Home	
Number of children with dental home at enrollment	605
Number of children with dental home at end of enrollment year	605
Mental Health Services	
Number of children for whom the mental health professional consulted with program staff about the child's behavior/mental health	58
Disability Services	
Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the Local Education Agency (LEA) to receive special education and related services	373
Number of Families Served	
Number of two-parent families	231
Number of single-parent families	323

Employment		
Two-parent families	Both parents/guardians are employed	34
	One parent/guardian is employed	181
	Both parents/guardians are not employed	16
One-parent families	The parent/guardian is employed	211
	The parent/guardian is not employed	112

Family Services - Number of families received at least one of the services such as emergency/crisis intervention, housing assistance, mental health services, job training, etc.	
Need identified	544
Services received	560

Father Involvement - *Number of fathers/father figures who were engaged in the following activities during this program year*	
Involvement in child's Head Start child development experience	236
Head Start program governance, such as participation in the Policy Council or policy committees	15

Homeless Services	
Total number of *families* experiencing homeless that were served during the enrollment year	11
Total number of *children* experiencing homelessness that were served during the enrollment year	13
Total number of families experiencing homelessness that acquired housing during the enrollment year	4

Foster Care and Child Welfare	
Total number of enrolled children who were in foster care at any point during the program year	12
Total number of enrolled children who were referred to Head Start/Early Head Start services by child welfare agency	1

*Head Start/Early Head Start Staff: 94 Contracted Staff: 3

Preschool Services Department
Administration

2018-2019 Easter Seals PIR Summary for Early Head Start

Enrollment	
Funded	80
Cumulative	137
Cumulative Enrollment by Type of Eligibility	
Receipt of public assistance such as TANF, SSI	3
Status as a foster child- # children only	4
Status as homeless	2
Staff	
Total staff for Head Start program	46*
Of the total staff, the number who are current or former Head Start parents	2
Health Insurance	
Number of children with health insurance at enrollment	137
Number of children with health insurance at end of enrollment year	137
Medical Home	
Number of children with medical home at enrollment	137
Number of children with medical home at end of enrollment year	137
Medical Services-Children - *Number of all children who are up-to-date on a schedule of age-appropriate preventative and primary health care, according to the relevant state's EPSDT schedule for well child care*	
At enrollment	104
At end of enrollment year	121
Dental Home	
Number of children with dental home at enrollment	137
Number of children with dental home at end of enrollment year	137
Mental Health Services	
Number of children for whom the mental health professional consulted with program staff about the child's behavior/mental health	14
Disability Services	
Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP), at any time during the enrollment year, indicating they have been determined eligible by the Part C agency to received early intervention services under the Individuals with Disabilities Education Act (IDEA)	29
Number of Families Served	
Number of two-parent families	31
Number of single-parent families	94

Employment		
Two-parent families	Both parents/guardians are employed	12
	One parent/guardian is employed	17
	Both parents/guardians are not employed	2
One-parent families	The parent/guardian is employed	68
	The parent/guardian is not employed	26
Family Services - Number of families received at least one of the services such as emergency/crisis intervention, housing assistance, mental health services, job training, etc.		
Need identified		133
Services received		135
Father Involvement - *Number of fathers/father figures who were engaged in the following activities during this program year*		
Involvement in child's Head Start child development experience		24
Head Start program governance, such as participation in the Policy Council or policy committees		2
Homelessness Services		
Total number of families experiencing homelessness that were served during the enrollment year		2
Total number of children experiencing homelessness that were served during the enrollment year		2
Total number of families experiencing homelessness that acquired housing during the enrollment year		0
Foster Care and Child Welfare		
Total number of enrolled children who were in foster care at any point during the program year		4
Total number of enrolled children who were referred to Head Start/Early Head Start services by child welfare agency		1

*Number of Early Head Start Staff: 43 Number of Contracted Staff: 3

2018-2019 HEAD START PROGRAM INFORMATION REPORT
09CH10016-000 County of San Bernardino, Preschool Services Dept.

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	09CH10016
Program Number	000
Program Type	Head Start
Program Name	County of San Bernardino, Preschool Services Dept.
Program Address	150 S Lena Rd San Bernardino CA 92415-0515
Program Phone Number	(909) 383 2005
Program Fax Number	()
DUNS Number	128518193
Program Email Address	phaire@psd.sbcounty.gov
Head Start Director Name	Mr. Phalos Haire
Head Start Director Email	phaire@psd.sbcounty.gov
Agency Web Site Address	http://www.sbcounty.gov/psd
Agency Type	Government Agency (Non-CAA)
Agency Description	Grantee that directly operates programs and delegates service delivery
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	Date
a. Start Date	07/01/2018
b. End Date	06/30/2019

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	# of children/ pregnant women
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	3,410
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	693
1. Of these, the number available as full-working-day enrollment	657
a. Of these, the number available for the full-calendar-year	610
b. Part-day enrollment	598
1. Of these, the number in double sessions	286
A.4 Center-based program - 4 days per week:	# of children

a. Full-day enrollment	0
b. Part-day enrollment	2,143
1. Of these, the number in double sessions	1,875
A.5 Home-based program	0
A.6 Combination option program	
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 at child care partner

	# of children
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

	# of classes
A.12 Total number of classes operated	232
a. Of these, the number of double session classes	144

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	329
d. 3 years old	1,793
e. 4 years old	2,066
f. 5 years and older	0

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	4188

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children
a. Income below 100% of federal poverty line	1,976
b. Public assistance such as TANF, SSI	1,036
c. Status as a foster child - # children only	272
d. Status as homeless	73
e. Over income	402

	# of children
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	429
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:	PSD utilizes a selection criteria and a community assessment to ensure that all income eligible children are identified and are being served.

Prior enrollment

A.18 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	1,264
b. Three or more years	54

Transition and Turnover

	# of children
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	860
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	283
A.19.b. 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	1,589

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

Race and Ethnicity

A.25 Race and Ethnicity	# of children	
	(1) Hispanic or Latino origin	*(2) Non-Hispanic or Latino origin*
a. American Indian or Alaska Native	28	17
b. Asian	11	85
c. Black or African American	71	742
d. Native Hawaiian or other Pacific Islander	3	12
e. White	2,428	407
f. Biracial/Multi-racial	175	161
g. Other	21	26
1. Explain: Family did not disclose race or ethnicity		
h. Unspecified	0	1
1. Explain: Family selected to unspecify any options		

Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	3,305
b. Spanish	786
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	47
f. East Asian Languages	38
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	4
i. European & Slavic Languages	2
j. African Languages	6
k. Other	0
l. Unspecified	0

TRANSPORTATION

Transportation services

A.27 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?	Yes

	# of children
a. Number of children for whom transportation is provided	56

Buses

	# of buses owned
A.28 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.29 Are any of the buses used by the program leased by the program itself?	No

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
Name/title	Locally designed	Web Based
ChildPlus/ChildPlus.net	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) *# of 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	738	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	198	0
b. Of these, the number who left since last year's PIR was reported	95	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 the program since last year's PIR was reported	310
a. Of these, the number who are current or former Head Start or Early Head Start parents	41

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	40
b. Health Services Manager	20
c. Family & Community Partnerships Manager	20
d. Disability Services Manager	20

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Preschool Classroom and Assistant Teachers (HS and Migrant Programs)

	(1) *# of Classroom Teachers*	(2) *# of Assistant Teachers*
B.5 Total number of preschool child development staff by position	268	145

	(1) *# of Classroom Teachers*	(2) *# of Assistant Teachers*
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	10	1
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	3	2

	(1) *# of Classroom Teachers*	(2) *# of Assistant Teachers*
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education	31	1
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	94	9
3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0
Of the preschool child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	4	0

	(1) *# of Classroom Teachers*	(2) *# of Assistant Teachers*
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	36	17
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	55	18
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.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	4	1

	(1) #of Classroom Teachers	(2) #of Assistant Teachers
Of the number of preschool 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	37	97
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	36	96
Of the preschool child development staff with the credentials in B.5.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	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	6	16

	(1) #of Classroom Teachers	(2) #of Assistant Teachers
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	2	0
Of the preschool child development staff in B.5.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	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	1	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

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	232
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1

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. 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 and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) *Hispanic or Latino origin*	*(1)* *Non-Hispanic or Non-Latino origin*
a. American Indian or Alaska Native	2	0
b. Asian	0	19
c. Black or African American	0	80
d. Native Hawaiian or other Pacific Islander	0	1
e. White	199	75
f. Biracial/Multi-racial	1	5
g. Other	5	5
1. Explain: Ethnicity other than options given		
h. Unspecified	5	16
1. Explain: Did not disclose		

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	79
a. Of these, the number who are proficient in more than one language other than English	1
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	68
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. Other	0
k. Unspecified	12

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	23

B.16 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	1
b. Change in job field	2
c. Other	20

1. Comments:	Unspecified reason

B.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	23

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	0
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 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.23 Total number of family & community partnerships staff	60	8
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		5

B.24 Comments on staff shared by Head Start and Early Head Start programs:	

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	(1) *# of family workers*	(2) *# of FCP supervisors*
a. A related advanced degree	1	0
b. A related baccalaureate degree	13	3
c. A related associate degree	8	0
d. A family-development-related credential, certificate, or license	0	0
e. None of the qualifications listed in B.25.a through B.25.d above	26	5
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	0	0

Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/ coordinators
B.27 Total number of education & child development managers/coordinators	8

	# of ECD managers/ coordinators
Off 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	3
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	5

	# of ECD managers/ coordinators
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.27.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

	# of ECD managers/ coordinators
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.27.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

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.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.28 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	4,173	4,182
a. Number enrolled in Medicaid and/or CHIP	3,897	3,903
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	2	2
c. Number with private health insurance (for example, parent's insurance)	155	158
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	119	119
1. Specify Military		
C.2. Number of children with no health insurance	15	6

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	4,125	4,133
C.6 Number of children receiving medical services through the Indian Health Service	17	25
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	3,429	3,674
		# of children at end of enrollment year
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		170
1. Of these, the number who have received or are receiving medical treatment		170
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:		None

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:	# of children
a. Anemia	10
b. Asthma	118
c. Hearing Difficulties	5
d. Vision Problems	115
e. High Lead Levels	0
f. Diabetes	0

Body Mass Index (BMI) - children (HS and Migrant programs)

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	384
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	2,731
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	420
d. Obese (BMI at or above 95th percentile for child's age and sex)	520

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	4,067	4,102
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	106	77
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	8	4

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	3,982	4,078

Preschool dental services (HS and Migrant programs)

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	2,716
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	3,457
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	182
1. Of these, the number of children who have received or are receiving treatment	82
b. Specify the primary reason that children who needed dental treatment did not receive it:	Parents did not keep/make appointment

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	25

Mental health services

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.	# of children at end of enrollment year
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	626
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	338
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	543
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	264
c. Number of children for whom the MH professional provided an individual mental health assessment	556
d. Number of children for whom the MH professional facilitated a referral for mental health services	242

Mental health referrals

	# of children at end of enrollment year
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	223
a. Of these, the number who received mental health services since last year's PIR was reported	195

DISABILITIES SERVICES

Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	359
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	256
2. During this enrollment year	103
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment(i.e. meeting IDEA definition of 'other health impairments')	3	3
b. Emotional disturbance	0	0
c. Speech or language impairments	332	326
d. Intellectual disabilities	1	1
e. Hearing impairment, including deafness	2	2
f. Orthopedic impairment	0	0
g. Visual impairment, including blindness	0	0
h. Specific learning disability	3	3
i. Autism	14	14
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	2	2
l. Multiple disabilities (excluding deaf-blind)	0	0
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	2,730
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	2,498
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	156
C.30 The instrument(s) used by the program for developmental screening:	
ASQ-SE (Ages & Stages Questionnaire Social-Emotional)	
Other (Please Specify) - Accuscreen	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
Name/title	*Locally designed*
DRDP (Desired Results Developmental Profile)	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
Name/title	*Locally designed*
Creative Curriculum (PreSchool)	No

b. For family child care services:

c. For home-based services:

STAFF-CHILD INTERACTION OBSERVATION TOOLS

	# of programs	
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:		
	(1) *Name/title*	*(2)* *Locally designed*
a. Center-based settings	CLASS, ECERS	No
b. Home-based settings		No
c. Family child care settings		

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	3,905
a. Of these, the number of two-parent families	1,790
b. Of these, the number of single-parent families	2,115

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	1,622
b. Grandparents	26
c. Relatives other than grandparents	3
d. Foster parents not including relatives	139
e. Other	0
1. Specify:	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	1,867
b. Father (biological, adoptive, stepfather, etc.)	102
c. Grandparent	36
d. Relative other than grandparent	9
e. Foster parent not including relative	96
f. Other	5
1. Specify: Guardianship-Non Relative (Not part of a-e groups above)	

Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	290
b. One parent/guardian is employed	1,187
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	313

C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	1,138
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	977

C.40 The number of all families in which:	# of families at enrollment
a. At least one parent/guardian is a member of the United States military on active duty	46
b. At least one parent/guardian is a veteran of the United States military	103

Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment year
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	993	940
C.42 Total number of families receiving Supplemental Security Income (SSI)	140	148
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	2,731	2,721
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	2,104	2,081

Job training/school

C.45 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	8
b. One parent/guardian is in job training or school	217
c. Neither parent/guardian is in job training or school	1,565

C.46 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	130
b. The parent/guardian is not in job training or school	1,985

C.47 Of the total number of all families, the number in which one or more parent/guardian:	# of families at end of enrollment year
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	584
b. Completed high school or was awarded a GED during this program year	816
c. Completed an associate degree during this program year	220
d. Completed a baccalaureate or advanced degree during this program year	115

	# of families at end of enrollment year
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	143

Parent/guardian education

C.49 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	229
b. An associate degree, vocational school, or some college	1,351
c. A high school graduate or GED	1,404
d. Less than high school graduate	884

Family services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	268	402
b. Housing assistance such as subsidies, utilities, repairs, etc.	252	263
c. Mental health services	181	209
d. English as a Second Language (ESL) training	194	204
e. Adult education such as GED programs and college selection	915	959
f. Job training	760	784
g. Substance abuse prevention	10	10
h. Substance abuse treatment	12	15
i. Child abuse and neglect services	7	12
j. Domestic violence services	22	23
k. Child support assistance	53	57
l. Health education	898	955
m. Assistance to families of incarcerated individuals	17	23
n. Parenting education	1,197	1,346
o. Relationship/marriage education	168	167
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	385	416
C.51 Of these, the number of families who were counted in at least one of the services listed above	2,693	2,922

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	1,783
b. Family goal setting	1,644
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	1,748
d. Head Start program governance, such as participation in the Policy Council or policy committees	266
e. Parenting education workshops	529

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	66

	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	73

	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	40

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	315
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	41

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal aggrements 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.59 Number of LEAs in the program's service area	22

	# of formal agreements
C.60 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	18
b. To coordinate transition services	18

Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Yes

	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1
	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	1

Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	19083146955
Last Update Date	08/31/2019

2018-2019 EARLY HEAD START PROGRAM INFORMATION REPORT

09CH10016-200 County of San Bernardino, Preschool Services Dept

GENERAL INFORMATION

Grant Number	09CH10016
Program Number	200
Program Type	Early Head Start
Program Name	County of San Bernardino, Preschool Services Dept
Program Address	150 S Lena Rd San Bernardino CA 92415-0515
Program Phone Number	(909) 383 2005
Program Fax Number	()
DUNS Number	128518193
Program Email Address	phaire@psd.sbcounty.gov
Head Start Director Name	Mr. Phalos Haire
Head Start Director Email	phaire@psd.sbcounty.gov
Agency Web Site Address	www.sbcounty.gov/psd
Agency Type	Government Agency (Non-CAA)
Agency Description	Grantee that directly operates programs and delegates service delivery
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	*Date*
a. Start Date	07/01/2018
b. End Date	06/30/2019

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	*# of children/ pregnant women*
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	322
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	72
1. Of these, the number available as full-working-day enrollment	72
a. Of these, the number available for the full-calendar-year	72
b. Part-day enrollment	0
1. Of these, the number in double sessions	0

A.4 Center-based program - 4 days per week:	# of children
a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	250
A.6 Combination option program	
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)

	# of pregnant women
A.9 Total number of pregnant women positions in funded enrollment	0

Funded enrollment at child care partner

	# of children
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

	# of classes
A.12 Total number of classes operated	9
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	124
b. 1 year old	222
c. 2 years old	214
d. 3 years old	29

Pregnant women (EHS programs)

	# of pregnant women
A.14 Cumulative enrollment of pregnant women	17

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	606

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	278
b. Public assistance such as TANF, SSI	133
c. Status as a foster child - # children only	99
d. Status as homeless	13
e. Over income	44

	# of children
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	39
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:	The Agency maintains a list of income eligible families including: foster, homeless, and public assistance. After all above families are enrolled then the Agency next enrolls families with incomes between 100%-130% of the poverty income guidelines. Only after all above families are enrolled does the Agency enroll families exceeding the 130% income threshold. Our agency utilizes a selection criteria that ensures all income eligible children in the area are being served.

Prior enrollment

A.18 Enrolled in Early Head Start for:	# of children
a. The second year	145
b. Three or more years	83

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	296
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	63
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	142
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	122
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	10
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	10

	# 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	6
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in Early Head Start	4

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

Race and Ethnicity

A.25 Race and Ethnicity	# of children/pregnant women	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	5	1
b. Asian	2	9
c. Black or African American	9	130
d. Native Hawaiian or other Pacific Islander	0	0
e. White	278	98
f. Biracial/Multi-racial	32	28
g. Other	4	10
1. Explain: Families did not identify race/ethnicity		
h. Unspecified	0	0

Primary language of family at home

A.26 Primary language of family at home:	# of children pregnant women
a. English	513
b. Spanish	80
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	8
f. East Asian Languages	1
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages	1
i. European & Slavic Languages	1
j. African Languages	0
k. Other	2
1. Explain: Families did not specify language	
l. Unspecified	0

TRANSPORTATION

Transportation services

A.27 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

Buses

	# of buses owned
A.28 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.29 Are any of the buses used by the program leased by the program itself?	No

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
Name/title	Locally designed	Web Based
ChildPlus/ChildPlus.net	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) *# of 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	114	0
a. Of these, the number who are current or former Head Start or Early Head Start parents	29	0
b. Of these, the number who left since last year's PIR was reported	14	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 the program since last year's PIR was reported	29
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	40
b. Health Services Manager	10
c. Family & Community Partnerships Manager	15
d. Disability Services Manager	10

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Infant and Toddler Classroom Teachers (EHS and Migrant Programs)

	# of Classroom Teachers
B.8 Total number of infant and toddler child development staff by position	13

	# of Classroom 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	2
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	1

	# of Classroom 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	1
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	1
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

	# of Classroom 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	3
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	4
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

	# of Classroom 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	1
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	1
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
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

	# of Classroom 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
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
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
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

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	26	1	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. 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	1	0	0	0
Home-Based Visitors:	Need explanation			
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)	1	0	0	0
5. Nursing plus Registered Nurse (RN) license	0	0	0	0
6. Early childhood education	1	0	0	0
7. Other	2	0	0	0
Home-Based Visitors:	Need explanation			
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	5	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)	13	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	3	1	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 and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	*(1)* Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	1
c. Black or African American	0	14
d. Native Hawaiian or other Pacific Islander	0	0
e. White	14	6
f. Biracial/Multi-racial	0	1
g. Other	0	0
h. Unspecified	0	3
1. Explain: Did not disclose		

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	3
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	3
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. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	0
B.16 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.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	0

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	5
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	1
c. Other	4
1. Comments: Did not provide reason	
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 Number of home-based visitors hired during the year due to turnover	3

FAMILY & COMMUNITY PARTNERSHIPS STAFF

Family & community partnerships staff - qualifications

	(1) # of family workers	(2) # of FCP supervisors
B.23 Total number of family & community partnerships staff	8	0
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0

B.24 Comments on staff shared by Head Start and Early Head Start programs:	

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	*(1)* # of family workers	*(2)* # of FCP supervisors
a. A related advanced degree	1	0
b. A related baccalaureate degree	3	0
c. A related associate degree	3	0
d. A family-development-related credential, certificate, or license	0	0
e. None of the qualifications listed in B.25.a through B.25.d above	1	0
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	0	0

Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/ coordinators
B.27 Total number of education & child development managers/coordinators	7

	# of ECD managers/ coordinators
Off 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	3
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	4

	# of ECD managers/ coordinators
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.27.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

	# of ECD managers/ coordinators
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.27.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

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.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.28 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	577	577
a. Number enrolled in Medicaid and/or CHIP	544	544
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)	12	12
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	21	21
1. Specify Military		
C.2. Number of children with no health insurance	12	12

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	13	13
a. Number enrolled in Medicaid	12	12
b. Number enrolled in another publicly funded insurance program that is not Medicaid	0	0
c. Number with private health insurance	1	1
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	4	4

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	589	589
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	114	340

	# of children at end of enrollment year
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	7
1. Of these, the number who have received or are receiving medical treatment	7
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:	*# of children*
a. Anemia	0
b. Asthma	7
c. Hearing Difficulties	1
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	193	413
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	360	71
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	4	3

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	10
b. Postpartum health care	9
c. Mental health interventions and follow up	3
d. Substance abuse prevention	3
e. Substance abuse treatment	0
f. Prenatal education on fetal development	11
g. Information on the benefits of breastfeeding	10

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)	5
c. 3rd trimester (6-9 months)	11
C.16 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	4

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	589	589

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	285

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	0

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	20

Mental health services

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.	*# of children at end of enrollment year*
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	171
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	152
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	87
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	48
c. Number of children for whom the MH professional provided an individual mental health assessment	64
d. Number of children for whom the MH professional facilitated a referral for mental health services	29

Mental health referrals

	# of children at end of enrollment year
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	15
a. Of these, the number who received mental health services since last year's PIR was reported	6

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

	# of children
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)	45
a. Of these, the number who were determined eligible to receive early intervention services:	*# of children*
1. Prior to enrollment into the program for this enrollment year	41
2. During this enrollment year	4
b. Of these, the number who have not received early intervention services under IDEA	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	328
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	151
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	10
C.30 The instrument(s) used by the program for developmental screening:	
ASQ-SE (Ages & Stages Questionnaire Social-Emotional)	
Other (Please Specify) - DAYC-2	

Assessment

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

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
Name/title	*Locally designed*
Creative Curriculum for Infants, Toddlers, and Twos	No

b. For family child care services:

c. For home-based services:	
Name/title	*Locally designed*
Creative Curriculum (Infant & Toddler)	No

d. For pregnant women services:	
Name/title	*Locally designed*
Partners For A Healthy Baby (Florida State University)	No

STAFF-CHILD INTERACTION OBSERVATION TOOLS

	# of programs
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:	

	(1) *Name/title*	*(2)* *Locally designed*
a. Center-based settings	Toddler CLASS, ITERS	No
b. Home-based settings	HOVRS A+	No
c. Family child care settings		

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	523
a. Of these, the number of two-parent families	246
b. Of these, the number of single-parent families	277

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	195
b. Grandparents	0
c. Relatives other than grandparents	0
d. Foster parents not including relatives	49
e. Other	2
1. Specify: Did not indicate	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	235
b. Father (biological, adoptive, stepfather, etc.)	6
c. Grandparent	5
d. Relative other than grandparent	1
e. Foster parent not including relative	28
f. Other	2
1. Specify: Did not indicate	

Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	31
b. One parent/guardian is employed	175
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	40

C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	156
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	121

C.40 The number of all families in which:	# of families at enrollment
a. At least one parent/guardian is a member of the United States military on active duty	4
b. At least one parent/guardian is a veteran of the United States military	27

Federal or other assistance

	(1) *# of families at enrollment*	(2) *# of families at end of enrollment year*
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	120	107
C.42 Total number of families receiving Supplemental Security Income (SSI)	25	27
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	424	387
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	239	209

Job training/school

C.45 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	3
b. One parent/guardian is in job training or school	11
c. Neither parent/guardian is in job training or school	232

C.46 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	27
b. The parent/guardian is not in job training or school	250

C.47 Of the total number of all families, the number in which one or more parent/guardian:	*# of families at end of enrollment year*
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	85
b. Completed high school or was awarded a GED during this program year	89
c. Completed an associate degree during this program year	19
d. Completed a baccalaureate or advanced degree during this program year	11

	# of families at end of enrollment year
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	36

Parent/guardian education

C.49 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	51
b. An associate degree, vocational school, or some college	216
c. A high school graduate or GED	167
d. Less than high school graduate	86

Family services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	35	38
b. Housing assistance such as subsidies, utilities, repairs, etc.	18	12
c. Mental health services	13	13
d. English as a Second Language (ESL) training	33	30
e. Adult education such as GED programs and college selection	73	74
f. Job training	71	66
g. Substance abuse prevention	2	2
h. Substance abuse treatment	0	0
i. Child abuse and neglect services	1	1
j. Domestic violence services	4	6
k. Child support assistance	6	6
l. Health education	72	79
m. Assistance to families of incarcerated individuals	4	3
n. Parenting education	104	107
o. Relationship/marriage education	24	25
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	46	41
C.51 Of these, the number of families who were counted in at least one of the services listed above	177	162

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	206
b. Family goal setting	200
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	215
d. Head Start program governance, such as participation in the Policy Council or policy committees	41
e. Parenting education workshops	52

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	13

	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	14

	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	6

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	105
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	12

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal aggrements with Child Care Partners during program year	22
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.59 Number of LEAs in the program's service area	22

	# of formal agreements
C.60 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	18
b. To coordinate transition services	18

Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Yes

	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1

	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	1

Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	Yes

	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	19083146954
Last Update Date	08/31/2019

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A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	09HP0001
Program Number	200
Program Type	Early Head Start
Program Name	County of San Bernardino Board of Supervisors
Program Address	662 South Tippecanoe Avenue San Bernardino CA 92415-0630
Program Phone Number	(909) 383 2005
Program Fax Number	()
DUNS Number	128518193
Program Email Address	Phaire@psd.sbcounty.gov
Head Start Director Name	Mr. Phalos Haire
Head Start Director Email	phaire@psd.sbcounty.gov
Agency Web Site Address	hs.sbcounty.gov/psd
Agency Type	Government Agency (Non-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	07/01/2018
b. End Date	06/30/2019

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	# of children/ pregnant women
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	108
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	17
1. Of these, the number available as full-working-day enrollment	17
a. Of these, the number available for the full-calendar-year	17
b. Part-day enrollment	0
1. Of these, the number in double sessions	0

A.4 Center-based program - 4 days per week:	*# of children*
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	
A.7 Family child care option	93
a. Of these, the number available as full-working-day enrollment	93
1. Of the these, the number available for the full-calendar-year	93
A.8 Locally designed option	0

Funded enrollment of pregnant women (EHS programs)

	# of pregnant women
A.9 Total number of pregnant women positions in funded enrollment	0

Funded enrollment at child care partner

	# of children
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)	93

CLASSES

Classes

	# of classes
A.12 Total number of classes operated	5
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	*# of children at enrollment*
a. Under 1 year	30
b. 1 year old	58
c. 2 years old	56
d. 3 years old	30
e. 4 years old	1

Pregnant women (EHS programs)

	# of pregnant women
A.14 Cumulative enrollment of pregnant women	0

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	175

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	84
b. Public assistance such as TANF, SSI	62
c. Status as a foster child - # children only	18
d. Status as homeless	4
e. Over income	3

	# of children
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	4
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: Recruitment efforts, application intake, enrollment based on selection criteria that identifies all income eligible children for enrollment purposes. In addition, use of the community assessment for program area demographics.	

Prior enrollment

A.18 Enrolled in Early Head Start for:	# of children
a. The second year	54
b. Three or more years	62

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	68
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	22
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	17
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	8
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	7
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	2

	# 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	0
A.22 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 Early Head Start	0
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in Early Head Start	0

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	135

Race and Ethnicity

A.25 Race and Ethnicity	# of children/pregnant women	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	1	2
b. Asian	0	1
c. Black or African American	8	30
d. Native Hawaiian or other Pacific Islander	0	0
e. White	78	19
f. Biracial/Multi-racial	19	15
g. Other	1	1
1. Explain: Family did not specify.		
h. Unspecified	0	0

Primary language of family at home

A.26 Primary language of family at home:	# of children pregnant women
a. English	172
b. Spanish	3
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	0
f. East Asian Languages	0
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.27 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

Buses

	# of buses owned
A.28 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.29 Are any of the buses used by the program leased by the program itself?	No

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
Name/title	Locally designed	Web Based
ChildPlus/ChildPlus.net	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) *# of 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	80	2
a. Of these, the number who are current or former Head Start or Early Head Start parents	8	0
b. Of these, the number who left since last year's PIR was reported	13	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 the program since last year's PIR was reported	16
a. Of these, the number who are current or former Head Start or Early Head Start parents	2

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	40
b. Health Services Manager	10
c. Family & Community Partnerships Manager	20
d. Disability Services Manager	10

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Infant and Toddler Classroom Teachers (EHS and Migrant Programs)

	# of Classroom Teachers
B.8 Total number of infant and toddler child development staff by position	9

	# of Classroom 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
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	0

	# of Classroom 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	1
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	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

	# of Classroom 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	3
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	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

	# of Classroom 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	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
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
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

	# of Classroom 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	5
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
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	4
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

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	24	3

	(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. 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	1	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	2	3
7. Other	0	0	1	0
Home-Based Visitors:				
Home-Based Visitor Supervisors:				
Family Child Care Providers:	Organizational Management			
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	1	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	10	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	6	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	3	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	2	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	(1) Non-Hispanic or Non-Latino origin
a. American Indian or Alaska Native	0	1
b. Asian	0	0
c. Black or African American	0	13
d. Native Hawaiian or other Pacific Islander	0	0
e. White	18	1
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	6
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	6
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. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	3

B.16 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	3

1. Comments:	Not specified

	# of classroom teachers
B.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	3

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	0
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 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.23 Total number of family & community partnerships staff	2	0
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0

B.24 Comments on staff shared by Head Start and Early Head Start programs:	

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	(1) # of family workers	(2) # of FCP supervisors
a. A related advanced degree	0	0
b. A related baccalaureate degree	1	0
c. A related associate degree	0	0
d. A family-development-related credential, certificate, or license	0	0
e. None of the qualifications listed in B.25.a through B.25.d above	1	0
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	1	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	0	0

Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/ coordinators
B.27 Total number of education & child development managers/coordinators	3

	# of ECD managers/ coordinators
Off 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	1
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	1

	# of ECD managers/ coordinators
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.27.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

	# of ECD managers/ coordinators
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.27.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

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	1
Of the education & child development managers/coordinators preschool child development staff in B.27.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.28 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	175	175
a. Number enrolled in Medicaid and/or CHIP	170	171
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)	1	1
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	4	3
1. Specify	Military	
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	0	0
a. Number enrolled in Medicaid	0	0
b. Number enrolled in another publicly funded insurance program that is not Medicaid	0	0
c. Number with private health insurance	0	0
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	175	175
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	35	86

	# of children at end of enrollment year
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	0
1. Of these, the number who have received or are receiving medical treatment	0
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:	*# of children*
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	52	136
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	119	29
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	0
b. Postpartum health care	0
c. Mental health interventions and follow up	0
d. Substance abuse prevention	0
e. Substance abuse treatment	0
f. Prenatal education on fetal development	0
g. Information on the benefits of breastfeeding	0

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)	0
b. 2nd trimester (3-6 months)	0
c. 3rd trimester (6-9 months)	0
C.16 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	0

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	167	165

Preschool dental services (HS and Migrant programs)

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	0
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	0
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	0
1. Of these, the number of children who have received or are receiving treatment	0
b. Specify the primary reason that children who needed dental treatment did not receive it:	

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	110

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	0

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	20

Mental health services

	# of children at end of enrollment year
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	10
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	5
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	9
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	4
c. Number of children for whom the MH professional provided an individual mental health assessment	11
d. Number of children for whom the MH professional facilitated a referral for mental health services	4

Mental health referrals

	# of children at end of enrollment year
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	5
a. Of these, the number who received mental health services since last year's PIR was reported	4

DISABILITIES SERVICES

Preschool disabilities services

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	0
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	0
2. During this enrollment 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)

	# of children
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)	11
a. Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to enrollment into the program for this enrollment year	6
2. During this enrollment year	5
b. Of these, the number who have not received early intervention services under IDEA	0

Preschool primary disabilities

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment(i.e. meeting IDEA definition of 'other health impairments')	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	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

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	61
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	25
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	0
C.30 The instrument(s) used by the program for developmental screening:	
ASQ-SE (Ages & Stages Questionnaire Social-Emotional)	
Other (Please Specify) - DAYC-2	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
Name/title	*Locally designed*
DRDP-I/T (Desired Results Developmental Profile- Infant/Toddler)	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	
Name/title	*Locally designed*
Creative Curriculum for Infants, Toddlers, and Twos	No

b. For family child care services:	
Name/title	*Locally designed*
Creative Curriculum (Other)	No

c. For home-based services:

d. For pregnant women services:

STAFF-CHILD INTERACTION OBSERVATION TOOLS

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

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	147
a. Of these, the number of two-parent families	29
b. Of these, the number of single-parent families	118

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	20
b. Grandparents	1
c. Relatives other than grandparents	0
d. Foster parents not including relatives	8
e. Other	0
1. Specify:	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	110
b. Father (biological, adoptive, stepfather, etc.)	2
c. Grandparent	0
d. Relative other than grandparent	0
e. Foster parent not including relative	6
f. Other	0
1. Specify:	

Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	16
b. One parent/guardian is employed	11
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	2

C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	84
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	34

C.40 The number of all families in which:	# of families at enrollment
a. At least one parent/guardian is a member of the United States military on active duty	3
b. At least one parent/guardian is a veteran of the United States military	10

Federal or other assistance

	(1) # of families at enrollment	(2) # of families at end of enrollment year
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	65	62
C.42 Total number of families receiving Supplemental Security Income (SSI)	2	3
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	130	129
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	103	100

Job training/school

C.45 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	5
c. Neither parent/guardian is in job training or school	23

C.46 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	19
b. The parent/guardian is not in job training or school	99

C.47 Of the total number of all families, the number in which one or more parent/guardian:	# of families at end of enrollment year
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	2
b. Completed high school or was awarded a GED during this program year	4
c. Completed an associate degree during this program year	2
d. Completed a baccalaureate or advanced degree during this program year	1

	# of families at end of enrollment year
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	0

Parent/guardian education

C.49 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	9
b. An associate degree, vocational school, or some college	78
c. A high school graduate or GED	44
d. Less than high school graduate	13

Family services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	12	10
b. Housing assistance such as subsidies, utilities, repairs, etc.	14	12
c. Mental health services	1	1
d. English as a Second Language (ESL) training	0	0
e. Adult education such as GED programs and college selection	1	2
f. Job training	6	4
g. Substance abuse prevention	0	0
h. Substance abuse treatment	0	0
i. Child abuse and neglect services	0	0
j. Domestic violence services	1	1
k. Child support assistance	0	0
l. Health education	15	14
m. Assistance to families of incarcerated individuals	0	0
n. Parenting education	18	15
o. Relationship/marriage education	0	0
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	7	5
C.51 Of these, the number of families who were counted in at least one of the services listed above	47	40

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	28
b. Family goal setting	26
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	24
d. Head Start program governance, such as participation in the Policy Council or policy committees	1
e. Parenting education workshops	6

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	6

	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	6

	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	3

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	19
C.57 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.58 Total number of formal aggrements with Child Care Partners during program year	22
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	2

Local education agency (LEA)

	# of LEAs
C.59 Number of LEAs in the program's service area	22

	# of formal agreements
C.60 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	18
b. To coordinate transition services	18

Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	No

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1

	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	1

Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	19083146947
Last Update Date	08/31/2019

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	09CH10016
Program Number	001
Program Type	Head Start
Program Name	Easter Seals Southern California, Inc.
Program Address	1063 McGaw Ave Irvine CA 92614-5505
Program Phone Number	(909) 476 1284 - 201
Program Fax Number	(909) 476 1236
DUNS Number	168675759
Program Email Address	betty.reckard@essc.org
Head Start Director Name	Ms. Betty Reckard
Head Start Director Email	betty.reckard@essc.org
Agency Web Site Address	
Agency Type	Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital)
Agency Description	Delegate agency
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	Date
a. Start Date	07/01/2018
b. End Date	06/30/2019

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	# of children/ pregnant women
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	515
b. Funded Enrollment from non-federal sources, i.e. state, local, private	0

Funded enrollment by program option - children

A.3 Center-based program - 5 days per week:	# of children
a. Full-day enrollment	80
1. Of these, the number available as full-working-day enrollment	80
a. Of these, the number available for the full-calendar-year	80
b. Part-day enrollment	0
1. Of these, the number in double sessions	0

A.4 Center-based program - 4 days per week:	# of children
a. Full-day enrollment	47
b. Part-day enrollment	256
1. Of these, the number in double sessions	256
A.5 Home-based program	132
A.6 Combination option program	
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 at child care partner

	# of children
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

	# of classes
A.12 Total number of classes operated	25
a. Of these, the number of double session classes	16

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	# of children at enrollment
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	85
d. 3 years old	256
e. 4 years old	264
f. 5 years and older	0

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	605

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	# of children
a. Income below 100% of federal poverty line	425
b. Public assistance such as TANF, SSI	29
c. Status as a foster child - # children only	12
d. Status as homeless	13
e. Over income	56

	# of children
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	70
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: All children served prior to serving 100-130% were income eligible from the program waiting list.	

Prior enrollment

A.18 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	194
b. Three or more years	78

Transition and Turnover

	# of children
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	116
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	12
A.19.b. 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	203

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

Race and Ethnicity

A.25 Race and Ethnicity	# of children	
	(1) *Hispanic or* *Latino origin*	(2) *Non-Hispanic or* *Latino origin*
a. American Indian or Alaska Native	0	0
b. Asian	0	13
c. Black or African American	0	43
d. Native Hawaiian or other Pacific Islander	0	3
e. White	492	36
f. Biracial/Multi-racial	6	12
g. Other	0	0
h. Unspecified	0	0

Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	442
b. Spanish	159
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	3
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.27 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

Buses

	# of buses owned
A.28 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.29 Are any of the buses used by the program leased by the program itself?	No

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
Name/title	*Locally designed*	*Web Based*
ChildPlus/ChildPlus.net	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) *# of 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	94	3
a. Of these, the number who are current or former Head Start or Early Head Start parents	5	0
b. Of these, the number who left since last year's PIR was reported	19	0
1. Of these, the number who were replaced	19	0

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	338
a. Of these, the number who are current or former Head Start or Early Head Start parents	329

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	5
b. Health Services Manager	5
c. Family & Community Partnerships Manager	0
d. Disability Services Manager	10

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Preschool Classroom and Assistant Teachers (HS and Migrant Programs)

	(1) *# of Classroom Teachers*	(2) *# of Assistant Teachers*
B.5 Total number of preschool child development staff by position	37	0

	(1) *# of* *Classroom* *Teachers*	(2) *# of* *Assistant* *Teachers*
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
a. An advanced degree in:		
1. Early childhood education	3	0
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	0	0

	(1) *# of* *Classroom* *Teachers*	(2) *# of* *Assistant* *Teachers*
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
b. A baccalaureate degree in:		
1. Early childhood education	18	0
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	8	0
3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam	0	0
Of the preschool child development staff with a baccalaureate degree in B.5.b.1 through B.5.b.3 above, the number enrolled in:		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	0	0

	(1) *# of* *Classroom* *Teachers*	(2) *# of* *Assistant* *Teachers*
Of the number of preschool child development staff by position, the number with the following degrees or credentials:		
c. An associate degree in:		
1. Early childhood education	8	0
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
Of the preschool child development staff with an associate degree in B.5.c.1 and B.5.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	0	0

	(1) Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool 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	0	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 preschool child development staff with the credentials in B.5.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	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	0	0

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of preschool child development staff by position:		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	0	0
Of the preschool child development staff in B.5.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	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	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

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	25
B.7 Number of center-based option classes serving preschool-aged children in which at least one teacher (excluding assistant teachers) has one of the following: - An advanced or baccalaureate degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with experience teaching pre-school age children, or - A baccalaureate degree and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam - An associate degree in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	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	11	1	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. 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	4	1	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	1	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)	4	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	2	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 and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) *Hispanic or Latino origin*	*(1)* *Non-Hispanic or Non-Latino origin*
a. American Indian or Alaska Native	0	0
b. Asian	0	2
c. Black or African American	0	7
d. Native Hawaiian or other Pacific Islander	0	2
e. White	29	8
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	36
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	*# of non-supervisory child development staff*
a. Spanish	32
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)	4
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. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	6

	# of classroom teachers
B.16 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	4
b. Change in job field	0
c. Other	2
1. Comments: Moved out of area, Transferred to Grantee program	
B.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	6

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	0
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 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.23 Total number of family & community partnerships staff	6	0
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0

B.24 Comments on staff shared by Head Start and Early Head Start programs:	

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	(1) _# of family workers_	(2) _# of FCP supervisors_
a. A related advanced degree	0	0
b. A related baccalaureate degree	2	0
c. A related associate degree	1	0
d. A family-development-related credential, certificate, or license	1	0
e. None of the qualifications listed in B.25.a through B.25.d above	0	0
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	2	0

Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/ coordinators
B.27 Total number of education & child development managers/coordinators	1

	# of ECD managers/ coordinators
Off 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	1

	# of ECD managers/ coordinators
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.27.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

	# of ECD managers/ coordinators
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.27.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

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.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.28 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	605	605
a. Number enrolled in Medicaid and/or CHIP	533	533
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)	72	72
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

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	605	605
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	547	562

	# of children at end of enrollment year
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	36
1. Of these, the number who have received or are receiving medical treatment	36
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:	# of children
a. Anemia	6
b. Asthma	11
c. Hearing Difficulties	4
d. Vision Problems	15
e. High Lead Levels	0
f. Diabetes	0

Body Mass Index (BMI) - children (HS and Migrant programs)

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	10
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	493
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	51
d. Obese (BMI at or above 95th percentile for child's age and sex)	51

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	441	599
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	163	5
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	1	1

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	605	605

Preschool dental services (HS and Migrant programs)

	# of children
C.18 Number of children who received preventive care since last year's PIR was reported	485
C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	544
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	8
1. Of these, the number of children who have received or are receiving treatment	8
b. Specify the primary reason that children who needed dental treatment did not receive it:	

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	5

Mental health services

	# of children at end of enrollment year
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	58
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	48
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	42
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	35
c. Number of children for whom the MH professional provided an individual mental health assessment	26
d. Number of children for whom the MH professional facilitated a referral for mental health services	26

Mental health referrals

	# of children at end of enrollment year
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	8

DISABILITIES SERVICES

Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	96
a. Of these, the number who were determined eligible to receive special education and related services:	# of children
1. Prior to enrollment into the program for this enrollment year	53
2. During this enrollment year	43
b. Of these, the number who have not received special education and related services	0

Preschool primary disabilities (HS and Migrant programs)

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment(i.e. meeting IDEA definition of 'other health impairments')	4	4
b. Emotional disturbance	0	0
c. Speech or language impairments	78	78
d. Intellectual disabilities	3	3
e. Hearing impairment, including deafness	0	0
f. Orthopedic impairment	1	1
g. Visual impairment, including blindness	0	0
h. Specific learning disability	0	0
i. Autism	9	9
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	0	0
l. Multiple disabilities (excluding deaf-blind)	1	1
m. Deaf-blind	0	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	381
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	299
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	68
C.30 The instrument(s) used by the program for developmental screening:	
ASQ- 3 (Ages & Stages Questionnaire)	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
Name/title	Locally designed
DRDP-R (Desired Results Developmental Profile - Revised)	No

Curriculum

C.32 What curriculum does your program use:	
a. For center-based services:	

Name/title	*Locally designed*
Creative Curriculum (PreSchool)	No

b. For family child care services:

c. For home-based services:	

Name/title	*Locally designed*
Creative Curriculum (PreSchool)	No

STAFF-CHILD INTERACTION OBSERVATION TOOLS

	# of programs
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:	

	(1) Name/title	*(2)* Locally designed
a. Center-based settings	CLASS for Preschoolers	No
b. Home-based settings	HOVRS	No
c. Family child care settings		

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	554
a. Of these, the number of two-parent families	231
b. Of these, the number of single-parent families	323

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	225
b. Grandparents	1
c. Relatives other than grandparents	0
d. Foster parents not including relatives	5
e. Other	0
1. Specify:	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	306
b. Father (biological, adoptive, stepfather, etc.)	11
c. Grandparent	0
d. Relative other than grandparent	0
e. Foster parent not including relative	6
f. Other	0
1. Specify:	

Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	34
b. One parent/guardian is employed	181
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	16

C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	211
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	112

C.40 The number of all families in which:	# of families at enrollment
a. At least one parent/guardian is a member of the United States military on active duty	5
b. At least one parent/guardian is a veteran of the United States military	3

Federal or other assistance

	(1) **# of families at enrollment**	(2) **# of families at end of enrollment year**
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	38	38
C.42 Total number of families receiving Supplemental Security Income (SSI)	8	8
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	187	187
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	87	87

Job training/school

C.45 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	0
b. One parent/guardian is in job training or school	9
c. Neither parent/guardian is in job training or school	222

C.46 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	9
b. The parent/guardian is not in job training or school	314

C.47 Of the total number of all families, the number in which one or more parent/guardian:	**# of families at end of enrollment year**
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	3
b. Completed high school or was awarded a GED during this program year	6
c. Completed an associate degree during this program year	6
d. Completed a baccalaureate or advanced degree during this program year	2

	# of families at end of enrollment year
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	8

Parent/guardian education

C.49 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	13
b. An associate degree, vocational school, or some college	139
c. A high school graduate or GED	321
d. Less than high school graduate	81

Family services

C.50 Types of family services	(1) *# of families with an expressed interest or identified need during the program year*	(2) *# of families that received the following services during the program year*
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	55	55
b. Housing assistance such as subsidies, utilities, repairs, etc.	11	11
c. Mental health services	31	31
d. English as a Second Language (ESL) training	37	37
e. Adult education such as GED programs and college selection	35	55
f. Job training	36	36
g. Substance abuse prevention	2	2
h. Substance abuse treatment	4	5
i. Child abuse and neglect services	2	1
j. Domestic violence services	2	2
k. Child support assistance	7	6
l. Health education	69	69
m. Assistance to families of incarcerated individuals	2	2
n. Parenting education	225	225
o. Relationship/marriage education	4	4
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	22	19
C.51 Of these, the number of families who were counted in at least one of the services listed above	347	347

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	177
b. Family goal setting	177
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	236
d. Head Start program governance, such as participation in the Policy Council or policy committees	15
e. Parenting education workshops	111

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	11

	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	13

	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	4

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	12
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	1

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal aggrements 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.59 Number of LEAs in the program's service area	8

	# of formal agreements
C.60 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	4
b. To coordinate transition services	4

Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Yes

	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	4

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1

	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	1

Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	Yes

	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	19083146951
Last Update Date	08/31/2019

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	09CH10016
Program Number	201
Program Type	Early Head Start
Program Name	Easter Seals Southern California, Inc.
Program Address	9480 Utica Ave Ste 605 Rancho Cucamonga CA 91730-0964
Program Phone Number	(909) 476 1284 - 201
Program Fax Number	(909) 476 1236
DUNS Number	168675759
Program Email Address	Betty.Reckard@essc.org
Head Start Director Name	Ms. Betty Reckard
Head Start Director Email	betty.reckard@essc.org
Agency Web Site Address	www.Southerncal.easterseals.com
Agency Type	Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital)
Agency Description	Delegate agency
Agency Affiliation	A secular or non-religious agency

ENROLLMENT YEAR

Enrollment dates

A.1 Enrollment Year	Date
a. Start Date	07/01/2018
b. End Date	06/30/2019

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start or Early Head Start Enrollment	# of children/ pregnant women
a. Head Start/Early Head Start Funded Enrollment, as identified on NOA	80
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	56
1. Of these, the number available as full-working-day enrollment	56
a. Of these, the number available for the full-calendar-year	56
b. Part-day enrollment	0

1. Of these, the number in double sessions	0
A.4 Center-based program - 4 days per week:	*# of children*
a. Full-day enrollment	0
b. Part-day enrollment	0
1. Of these, the number in double sessions	0
A.5 Home-based program	24
A.6 Combination option program	
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)

	# of pregnant women
A.9 Total number of pregnant women positions in funded enrollment	0

Funded enrollment at child care partner

	# of children
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

	# of classes
A.12 Total number of classes operated	7
a. Of these, the number of double session classes	0

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	*# of children at enrollment*
a. Under 1 year	31
b. 1 year old	52
c. 2 years old	50
d. 3 years old	4

Pregnant women (EHS programs)

	# of pregnant women
A.14 Cumulative enrollment of pregnant women	0

Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	137

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	120
b. Public assistance such as TANF, SSI	3
c. Status as a foster child - # children only	4
d. Status as homeless	2
e. Over income	8

	# of children
f. Number of children exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	0
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:	

Prior enrollment

A.18 Enrolled in Early Head Start for:	# of children
a. The second year	49
b. Three or more years	17

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	56
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	11
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	29
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	21
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	1
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	7

	# 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	0
A.22 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 Early Head Start	0
b. Of the pregnant women enrolled when their infant was born, the number whose infant was NOT subsequently enrolled in Early Head Start	0

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

Race and Ethnicity

A.25 Race and Ethnicity	# of children/pregnant women	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Latino origin
a. American Indian or Alaska Native	0	0
b. Asian	0	2
c. Black or African American	1	5
d. Native Hawaiian or other Pacific Islander	0	0
e. White	119	8
f. Biracial/Multi-racial	1	1
g. Other	0	0
h. Unspecified	0	0

Primary language of family at home

A.26 Primary language of family at home:	# of children pregnant women
a. English	113
b. Spanish	24
c. Native Central American, South American, and Mexican Languages	0
d. Caribbean Languages	0
e. Middle Eastern & South Asian Languages	0
f. East Asian Languages	0
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.27 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

Buses

	# of buses owned
A.28 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.29 Are any of the buses used by the program leased by the program itself?	No

RECORD KEEPING

Management Information Systems

A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?		Yes
Name/title	*Locally designed*	*Web Based*
ChildPlus/ChildPlus.net	No	Yes

B. PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	(1) _# of 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	43	3
a. Of these, the number who are current or former Head Start or Early Head Start parents	2	0
b. Of these, the number who left since last year's PIR was reported	9	0
1. Of these, the number who were replaced	7	0

TOTAL VOLUNTEERS

Volunteers by Type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	45
a. Of these, the number who are current or former Head Start or Early Head Start parents	45

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	5
b. Health Services Manager	5
c. Family & Community Partnerships Manager	0
d. Disability Services Manager	10

CHILD DEVELOPMENT STAFF

Child Development Staff Qualifications - Infant and Toddler Classroom Teachers (EHS and Migrant Programs)

	# of Classroom Teachers
B.8 Total number of infant and toddler child development staff by position	19

	# of Classroom 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
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	1

	# of Classroom 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	8
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	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

	# of Classroom 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	10
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	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

	# of Classroom 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	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
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
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

	# of Classroom 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
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
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
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

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	2	1	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. 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	1	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)	1	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	1	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	1	0	0	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child development staff - ethnicity and race

B.12 Race and Ethnicity:	# of non-supervisory child development staff	
	(1) Hispanic or Latino origin	(1) Non-Hispanic or Non-Latino origin
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	15	5
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	16
a. Of these, the number who are proficient in more than one language other than English	0
B.14 Language groups in which staff are proficient	# of non-supervisory child development staff
a. Spanish	14
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)	2
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. Other	0
k. Unspecified	0

Child development staff - classroom teacher turnover

	# of classroom teachers
B.15 The number of classroom teachers who left your program during the year.	4

B.16 Of these, the number who left for the following reasons:	# of classroom teachers
a. Higher compensation/benefits package in the same field	1
b. Change in job field	0
c. Other	3
1. Comments: Moved out of area, involuntary termination, retired	
B.17 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	0
B.18 Number of classroom teachers hired during the year due to turnover	4

Child development staff - Home-based visitor turnover

	# of home-based visitors
B.19 The number of home-based visitors who left your program during the year	0
B.20 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	0
b. Change in job field	0
c. Other	0
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	0
B.22 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.23 Total number of family & community partnerships staff	2	1
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		0

B.24 Comments on staff shared by Head Start and Early Head Start programs:	

B.25 Of the family & community partnerships staff, the number with the following as the highest level of education completed:	(1) *# of family workers*	(2) *# of FCP supervisors*
a. A related advanced degree	0	0
b. A related baccalaureate degree	0	1
c. A related associate degree	1	0
d. A family-development-related credential, certificate, or license	0	0
e. None of the qualifications listed in B.25.a through B.25.d above	1	0
Of the staff in B.25.e above, the number enrolled in:		
1. A related degree at the associate, baccalaureate, or advanced level	0	0
2. Studies leading to a non-degree credential, certificate, or license that is family-development-related	0	0
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed	0	0

Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/ coordinators
B.27 Total number of education & child development managers/coordinators	1

	# of ECD managers/ coordinators
Off 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	1

	# of ECD managers/ coordinators
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.27.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

	# of ECD managers/ coordinators
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.27.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

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
e. None of the qualifications listed in B.27.a through B.27.d	0
Of the education & child development managers/coordinators preschool child development staff in B.27.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.28 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	137	137
a. Number enrolled in Medicaid and/or CHIP	121	121
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)	16	16
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	0	0
a. Number enrolled in Medicaid	0	0
b. Number enrolled in another publicly funded insurance program that is not Medicaid	0	0
c. Number with private health insurance	0	0
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	137	137
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	104	121

	# of children at end of enrollment year
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	5
1. Of these, the number who have received or are receiving medical treatment	5
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:	# of children
a. Anemia	1
b. Asthma	2
c. Hearing Difficulties	0
d. Vision Problems	2
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	50	108
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	85	22
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	0
b. Postpartum health care	0
c. Mental health interventions and follow up	0
d. Substance abuse prevention	0
e. Substance abuse treatment	0
f. Prenatal education on fetal development	0
g. Information on the benefits of breastfeeding	0

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)	0
b. 2nd trimester (3-6 months)	0
c. 3rd trimester (6-9 months)	0
C.16 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	0

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	137	137

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	131

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	0

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	5

Mental health services

	# of children at end of enrollment year
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	14
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	13
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	12
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	6
d. Number of children for whom the MH professional facilitated a referral for mental health services	6

Mental health referrals

	# of children at end of enrollment year
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	1
a. Of these, the number who received mental health services since last year's PIR was reported	1

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

	# of children
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)	29
a. Of these, the number who were determined eligible to receive early intervention services:	# of children
1. Prior to enrollment into the program for this enrollment year	10
2. During this enrollment year	19
b. Of these, the number who have not received early intervention services under IDEA	0

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	72
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	53
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	34
C.30 The instrument(s) used by the program for developmental screening:	
ASQ- 3 (Ages & Stages Questionnaire)	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
Name/title	*Locally designed*
DRDP-I/T (Desired Results Developmental Profile- Infant/Toddler)	No

Curriculum

C.32 What curriculum does your program use:
a. For center-based services:

Name/title	*Locally designed*
Creative Curriculum for Infants, Toddlers, and Twos	No

b. For family child care services:

c. For home-based services:

Name/title	*Locally designed*
Partners For A Healthy Baby (Florida State University)	No

d. For pregnant women services:

STAFF-CHILD INTERACTION OBSERVATION TOOLS

	# of programs
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:	

	(1) *Name/title*	*(2)* *Locally designed*
a. Center-based settings	Toddler CLASS	No
b. Home-based settings	HOVRS	No
c. Family child care settings		

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	125
a. Of these, the number of two-parent families	31
b. Of these, the number of single-parent families	94

C.36 Of the number of two-parent families, the number in which the parent/guardian figures are best described as:	# of two-parent families at enrollment
a. Parents (biological, adoptive, stepparents, etc.)	29
b. Grandparents	0
c. Relatives other than grandparents	1
d. Foster parents not including relatives	1
e. Other	0
1. Specify:	

C.37 Of the number of single-parent families, the number in which the parent/guardian figure is best described as:	# of single-parent families at enrollment
a. Mother (biological, adoptive, stepmother, etc.)	90
b. Father (biological, adoptive, stepfather, etc.)	3
c. Grandparent	0
d. Relative other than grandparent	0
e. Foster parent not including relative	1
f. Other	0
1. Specify:	

Employment

C.38 Of the number of two-parent families, the number of families in which:	# of families at enrollment
a. Both parents/guardians are employed	12
b. One parent/guardian is employed	17
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	2

C.39 Of the number of single-parent families, the number of families in which:	# of families at enrollment
a. The parent/guardian is employed	68
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	26

C.40 The number of all families in which:	# of families at enrollment
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

	(1) *# of families at enrollment*	(2) *# of families at end of enrollment year*
C.41 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	3	3
C.42 Total number of families receiving Supplemental Security Income (SSI)	0	0
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	17	17
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	2	2

Job training/school

C.45 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	0
b. One parent/guardian is in job training or school	5
c. Neither parent/guardian is in job training or school	26

C.46 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	4
b. The parent/guardian is not in job training or school	90

C.47 Of the total number of all families, the number in which one or more parent/guardian:	*# of families at end of enrollment year*
a. Completed a grade level in school, prior to high school graduation (e.g. 8th grade, 11th grade)	7
b. Completed high school or was awarded a GED during this program year	3
c. Completed an associate degree during this program year	3
d. Completed a baccalaureate or advanced degree during this program year	0

	# of families at end of enrollment year
C.48 Of the total number of all families, the number in which one or more parent/guardian completed a job training program, professional certificate, or license during this program year	1

Parent/guardian education

C.49 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	0
b. An associate degree, vocational school, or some college	17
c. A high school graduate or GED	83
d. Less than high school graduate	25

Family services

C.50 Types of family services	(1) # of families with an expressed interest or identified need during the program year	(2) # of families that received the following services during the program year
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	2	2
b. Housing assistance such as subsidies, utilities, repairs, etc.	2	2
c. Mental health services	2	2
d. English as a Second Language (ESL) training	2	2
e. Adult education such as GED programs and college selection	8	8
f. Job training	8	10
g. Substance abuse prevention	0	0
h. Substance abuse treatment	1	1
i. Child abuse and neglect services	0	0
j. Domestic violence services	0	0
k. Child support assistance	0	0
l. Health education	4	4
m. Assistance to families of incarcerated individuals	0	0
n. Parenting education	98	98
o. Relationship/marriage education	0	0
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	6	6
C.51 Of these, the number of families who were counted in at least one of the services listed above	102	102

Father engagement

C.52 Number of fathers/father figures who were engaged in the following activities during this program year:	# of father/ father figures
a. Family assessment	48
b. Family goal setting	48
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	24
d. Head Start program governance, such as participation in the Policy Council or policy committees	2
e. Parenting education workshops	5

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	2

	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	2

	# of families
C.55 Total number of families experiencing homelessness that acquired housing during the enrollment year	0

Foster care and child welfare

	# of children
C.56 Total number of enrolled children who were in foster care at any point during the program year	4
C.57 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	1

Collaboration Agreements and Community Engagement

Child care partners

	# of formal agreements
C.58 Total number of formal aggrements 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.59 Number of LEAs in the program's service area	3
C.60 Number of formal agreements the program has with LEAs:	# of formal agreements
a. To coordinate services for children with disabilities	3
b. To coordinate transition services	3

Public school pre-kindergarten programs

	Yes / No
C.61 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	No

Part C agencies

	# of Part C Agencies
C.62 Number of Part C agencies in the program's service area	1
	# of formal agreements
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	1

Child welfare agencies

	Yes / No
C.63 Does the program have formal collaboration agreements with child welfare agencies?	Yes
	# of formal agreements
a. If yes, the number of formal agreements in which the program is currently participating	1

REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	19083146953
Last Update Date	08/31/2019

Head Start and Early Head Start Eligibility for Children in Kinship Care

eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-19-03
September 30, 2019

Head Start and Early Head Start Eligibility for Children in Kinship Care
ACF-IM-HS-19-03

U.S. Department
of Health and Human Services

ACF
Administration for Children and Families

1. Log Number: ACF-IM-HS-19-03

2. Issuance Date: 09/30/2019

3. Originating Office: Office of Head Start

4. Key Words: Kinship care; Eligibility; Homelessness; Economic hardship relative; Foster care; Child welfare; Partnerships

Information Memorandum

To: All Head Start and Early Head Start Agencies and Delegate Agencies

Subject: Head Start and Early Head Start Eligibility for Children in Kinship Care

Information:

The Office of Head Start (OHS) has received questions from grantees who want to enroll children living in kinship care and are concerned about the eligibility of these children. Formal or informal kinship care, for the purposes of this IM, broadly refers to children who are living with relatives or caregivers other than their parents. In most cases, these children are eligible for Head Start services according to the Head Start Act and Head Start Program Performance Standards (HSPPS) and programs can enroll them. OHS encourages grantees to include children in kinship care in their enrollment and selection process.

The following descriptions provide grantees with information about ways children in kinship care can be eligible for Head Start.

Public Assistance

- Relative caregivers are often eligible for public assistance, such as Temporary Assistance for Needy Families (TANF) or Supplemental Security Income (SSI). If the caregiver receives or is eligible to receive public assistance, a child in their care is eligible for Head Start because they meet the definition of a family under HSPPS 45 CFR §1305.2.
- If the child living with relatives receives a "child-only" TANF grant, then the child receives public assistance. A child who receives or is eligible to receive public assistance is eligible for Head Start.
- For information about the TANF programs in your state, visit: https://www.acf.hhs.gov/ofa/help

Foster Care

- Each state has jurisdiction of its child welfare system. OHS considers a child in foster care if the child is placed in a setting away from parents or guardians by the child welfare system and the state agency has placement and care responsibility (45 CFR §1305.2). A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state or local agency for the care of the child.
- If the child welfare agency has placed the child away from parents or guardians and in the care of relatives, the child is considered to be in foster care under the HSPPS. A child in foster care is eligible for Head Start.
- For additional resources for kinship caregivers and the child welfare system, visit: https://www.childwelfare.gov/pubs/f-kinshi/

Homeless

- Head Start follows the definition of homeless child in the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)). If a child is living with non-parent relatives due to loss of housing, economic hardship, or a similar reason, the child may meet this definition of a homeless child. A child experiencing homelessness is eligible for Head Start.
- Some examples of circumstances leading a child to kinship care include economic hardship, substance misuse, or incarceration. If the child is living with non-parent relatives for these or similar reasons, the child may be considered homeless and then would be eligible for Head Start.
- For additional resources for early care and education and homeless children, visit: https://www.acf.hhs.gov/ecd/interagency-projects/ece-services-for-homeless-children

If you have any questions regarding eligibility, please contact your Regional Office. Thank you for all you do to serve the most vulnerable children and families.

/ Dr. Deborah Bergeron /

Dr. Deborah Bergeron
Director
Office of Head Start
Office of Early Childhood Development
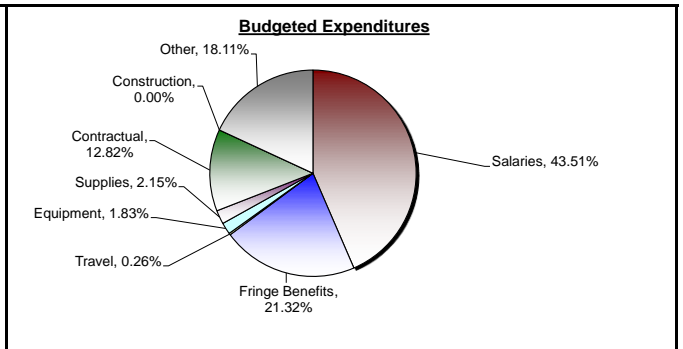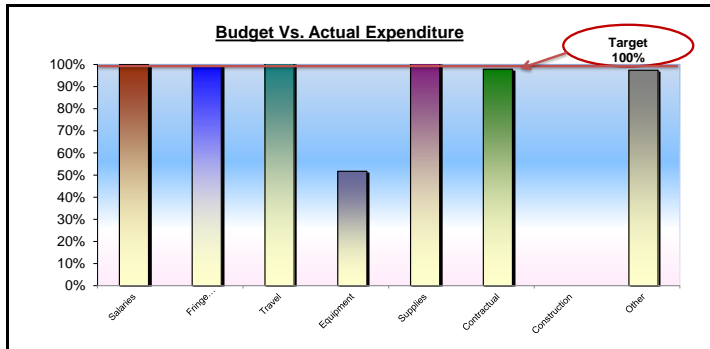
See PDF Version of Information Memorandum:
Head Start and Early Head Start Eligibility for Children in Kinship Care[PDF, 85KB]

County of San Bernardino Preschool Services Department
Budget-To-Actual and Projected Expenditure Report
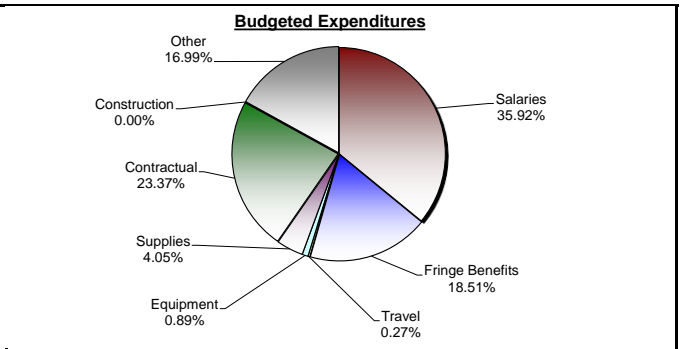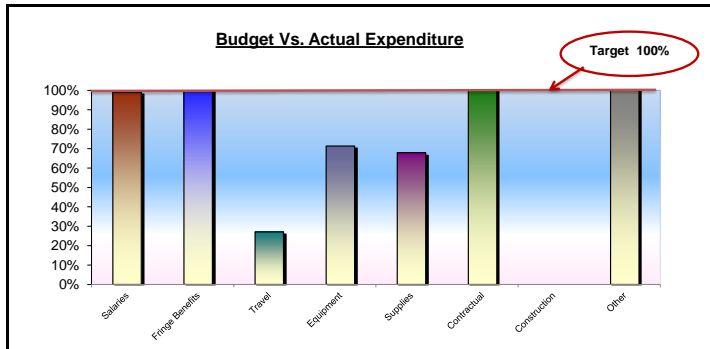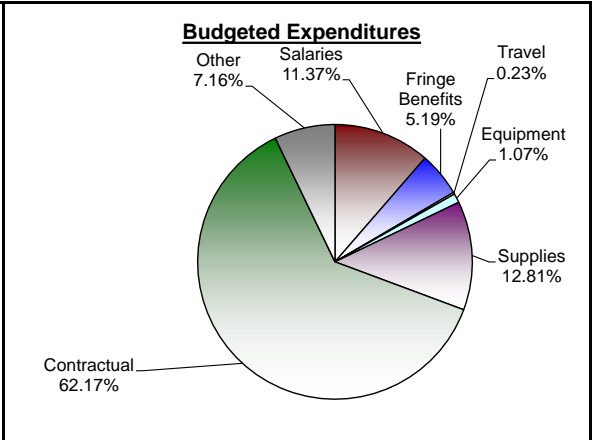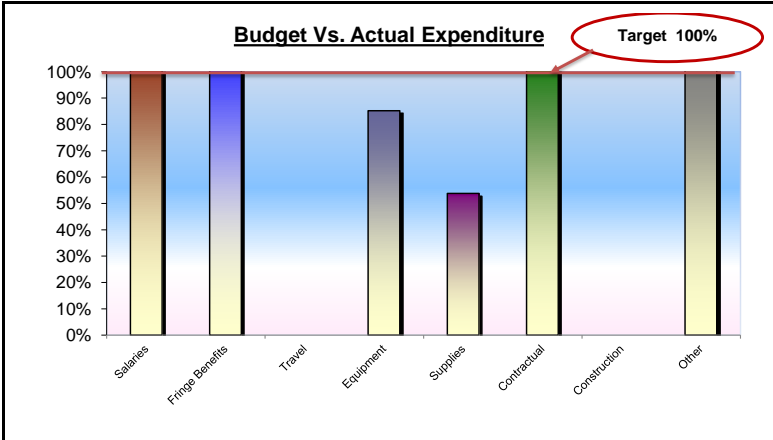### FY 2018-19
As of September 30, 2019

Head Start

		(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
	Budget Categories	Modified Budget	Year-To-Date Actual	Available Budget (A) - (B)	Projected Expenditure	Total YTD + PRJ (B) + (D)	Budget Balance (A) - (E)	Carryover	Final Bud. Balance (F) - (G)	Budget vs. Actual Exp.% (B) / (A)
	Expenditures									
A	Salaries	19,711,962	19,691,992	19,970	-	19,691,992	19,970		19,970	99.9%
B	Fringe Benefits	9,659,795	9,614,448	45,347	-	9,614,448	45,347		45,347	99.5%
C	Travel	119,573	121,759	(2,186)	-	121,759	(2,186)		(2,186)	101.8%
D	Equipment	827,010	427,697	399,313	40,928	468,625	358,385	355,857	2,528	51.7%
E	Supplies	974,649	1,011,552	(36,903)	29,868	1,041,420	(66,771)		(66,771)	103.8%
F	Contractual	5,809,097	5,685,021	124,076	-	5,685,021	124,076		124,076	97.9%
G	Construction	-		-	-	-	-		-	0.0%
H	Other	8,203,902	7,989,740	214,162	37,880	8,027,620	176,282	179,243	(2,961)	97.4%
	Total Direct Costs	45,305,988	44,542,209	763,779	108,676	44,650,886	655,102	535,100	120,002	98.3%
	Percentage (%) Analysis	100.0%	98.3%	1.7%	0.2%	98.6%	1.4%	1.2%	0.3%	1.7%

Budget Vs. Actual Expenditure — Target 100%

Budgeted Expenditures: Other, 18.11%; Construction, 0.00%; Contractual, 12.82%; Supplies, 2.15%; Equipment, 1.83%; Travel, 0.26%; Fringe Benefits, 21.32%; Salaries, 43.51%

Early Head Start

		(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
	Budget Categories	Modified Budget	Year-To-Date Actual	Available Budget (A) - (B)	Projected Expenditure	Total YTD + PRJ (B) + (D)	Budget Balance (A) - (E)	Carryover	Final Bud. Balance (F) - (G)	Budget vs. Actual Exp.% (B) / (A)
	Expenditures									
A	Salaries	1,793,673	1,776,085	17,588	-	1,776,085	17,588		17,588	99.0%
B	Fringe Benefits	924,153	980,521	(56,368)	-	980,521	(56,368)		(56,368)	106.1%
C	Travel	13,440	3,639	9,801	-	3,639	9,801		9,801	27.1%
D	Equipment	44,467	31,718	12,749	-	31,718	12,749	12,146	603	71.3%
E	Supplies	202,361	137,394	64,967	-	137,394	64,967		64,967	67.9%
F	Contractual	1,166,887	1,190,475	(23,588)	-	1,190,475	(23,588)		(23,588)	102.0%
G	Construction	-		-	-	-	-		-	0.0%
H	Other	848,430	861,433	(13,003)	-	861,433	(13,003)		(13,003)	101.5%
	Total Direct Costs	4,993,411	4,981,265	12,146	-	4,981,265	12,146	12,146	(0)	99.8%
	Percentage (%) Analysis	100.0%	99.8%	0.2%	0.0%	99.8%	0.2%	0.2%	0.0%	0.2%

Budget Vs. Actual Expenditure — Target 100%

Budgeted Expenditures: Other 16.99%; Construction 0.00%; Contractual 23.37%; Supplies 4.05%; Equipment 0.89%; Travel 0.27%; Fringe Benefits 18.51%; Salaries 35.92%

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County of San Bernardino Preschool Services Department
Budget-To-Actual and Projected Expenditure Report
FY 2018-19
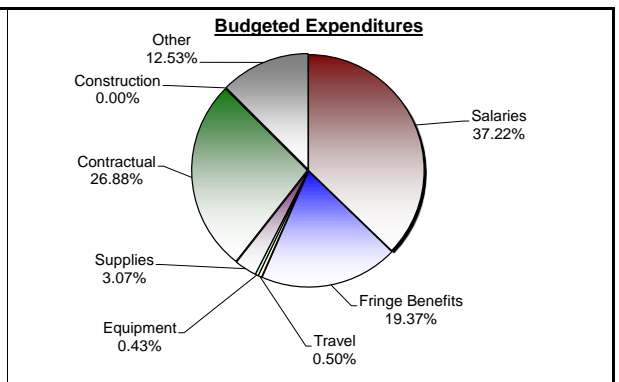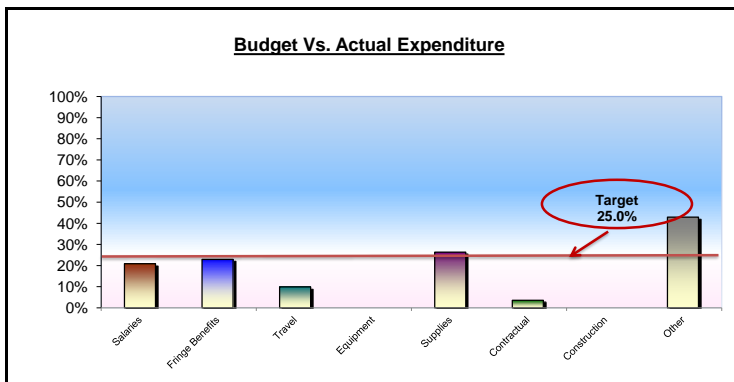### As of September 30, 2019

EHS-Child Care Partnership

	Budget Categories	(A) Modified Budget	(B) Year-To-Date Actual	(C) Available Budget (A) - (B)	(D) Projected Expenditure	(E) Total YTD + PRJ (B) + (D)	(F) Budget Balance (A) - (E)	(G) Budget vs. Actual Exp.% (B) / (A)
	Expenditures							
A	Salaries	228,808	254,373	(25,565)	-	254,373	(25,565)	111.2%
B	Fringe Benefits	104,483	121,637	(17,154)	-	121,637	(17,154)	116.4%
C	Travel	4,595	-	4,595	-	-	4,595	0.0%
D	Equipment	21,529	18,343	3,186	-	18,343	3,186	85.2%
E	Supplies	257,829	138,721	119,108	-	138,721	119,108	53.8%
F	Contractual	1,250,982	1,324,939	(73,957)	-	1,324,939	(73,957)	105.9%
G	Construction	-	-	-	-	-	-	0.0%
H	Other	144,000	154,213	(10,213)	-	154,213	(10,213)	107.1%
	Total Direct Costs	2,012,226	2,012,226	(0)	-	2,012,226	(0)	100.0%
	Percentage (%) Analysis	100.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%

Budget Vs. Actual Expenditure — Target 100%

Budgeted Expenditures

Other 7.16%
Salaries 11.37%
Fringe Benefits 5.19%
Travel 0.23%
Equipment 1.07%
Supplies 12.81%
Contractual 62.17%

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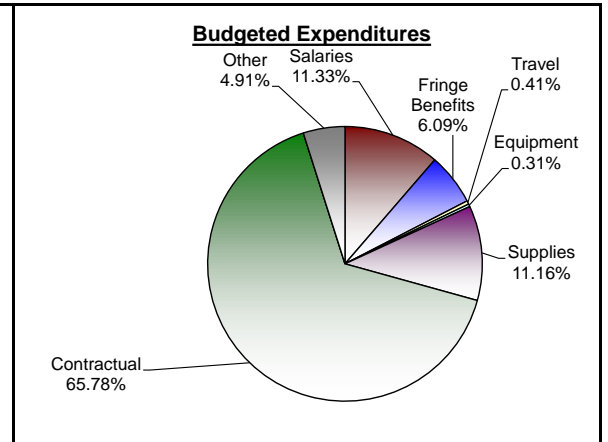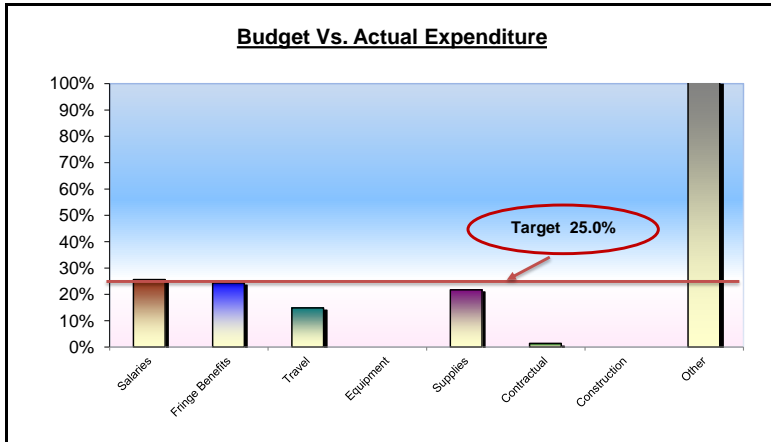
County of San Bernardino Preschool Services Department
Budget-To-Actual and Projected Expenditure Report
FY 2019-20
As of September 30, 2019

Head Start

Budget Categories	(A) Adopted Budget	(B) Year-To-Date Actual	(C) Available Budget (A) - (B)	(D) Projected Expenditure	(E) Total YTD + PRJ (B) + (D)	(F) Budget Balance (A) - (E)	(G) Budget vs. Actual Exp.% (B) / (A)
Expenditures							
A Salaries	20,465,972	3,216,082	17,249,890	17,205,840	20,421,922	44,050	15.7%
B Fringe Benefits	10,690,561	1,719,647	8,970,914	9,077,732	10,797,378	(106,817)	16.1%
C Travel	85,143	6,528	78,615	78,341	84,868	275	7.7%
D Equipment	213,649	5,170	208,479	305,288	310,458	(96,809)	2.4%
E Supplies	1,204,557	233,241	971,316	764,141	997,382	207,175	19.4%
F Contractual	5,897,109	110,176	5,786,933	5,582,728	5,692,905	204,204	1.9%
G Construction	-	-	-	-	-	-	0.0%
H Other	7,541,427	2,177,072	5,364,355	5,616,433	7,793,505	(252,078)	28.9%
Total Direct Costs	46,098,418	7,467,915	38,630,503	38,630,503	46,098,418	(0)	16.2%
Percentage (%) Analysis	100.0%	16.2%	83.8%	83.8%	100.0%	0.0%	8.8%
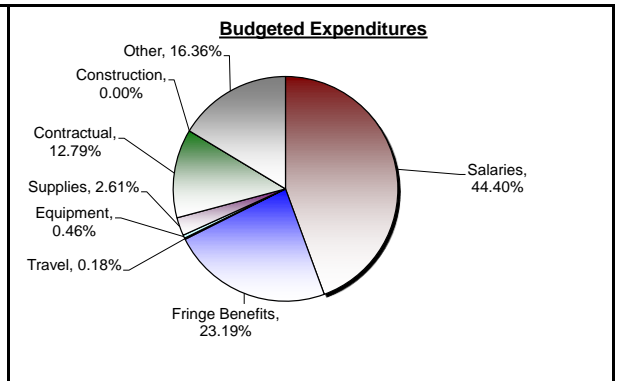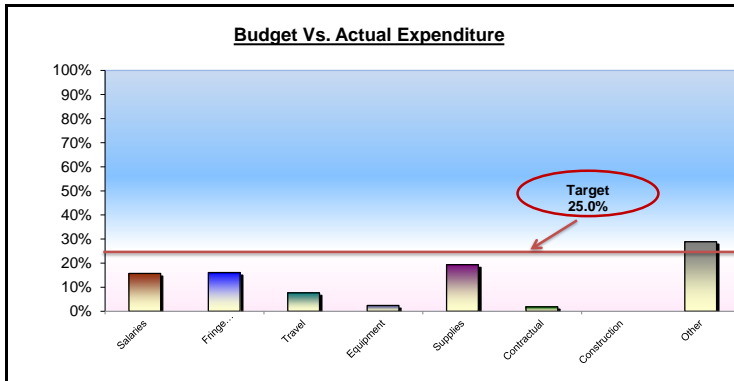
Early Head Start

Budget Categories	(A) Adopted Budget	(B) Year-To-Date Actual	(C) Available Budget (A) - (B)	(D) Projected Expenditure	(E) Total YTD + PRJ (B) + (D)	(F) Budget Balance (A) - (E)	(H) Budget vs. Actual Exp.% (B) / (A)
Expenditures							
A Salaries	1,890,768	394,857	1,495,911	1,331,165	1,726,022	164,746	20.9%
B Fringe Benefits	983,833	225,676	758,157	718,040	943,716	40,117	22.9%
C Travel	25,182	2,499	22,683	15,977	18,476	6,706	9.9%
D Equipment	21,890	-	21,890	38,713	38,713	(16,823)	0.0%
E Supplies	155,766	41,050	114,716	111,486	152,536	3,230	26.4%
F Contractual	1,365,569	48,916	1,316,653	1,310,558	1,359,474	6,095	3.6%
G Construction	-	-	-	-	-	-	0.0%
H Other	636,740	273,341	363,399	567,471	840,811	(204,071)	42.9%
Total Direct Costs	5,079,748	986,338	4,093,410	4,093,410	5,079,748	(0)	19.4%
Percentage (%) Analysis	100.0%	19.4%	80.6%	80.6%	100.0%	0.0%	5.6%

T:\Quarterly Reports\2019-2020\Grant Report\2020-03 September 2019\2020-03 September PC Expenditure Report

County of San Bernardino Preschool Services Department
Budget-To-Actual and Projected Expenditure Report
FY 2019-20
As of September 30, 2019

EHS-Child Care Partnership

	Budget Categories	(A) Adopted Budget	(B) Year-To-Date Actual	(C) Available Budget (A) - (B)	(D) Projected Expenditure	(E) Total YTD + PRJ (B) + (D)	(F) Budget Balance (A) - (E)	(G) Budget vs. Actual Exp.% (B) / (A)
	Expenditures							
A	Salaries	218,839	56,079	162,760	163,404	219,483	(644)	25.6%
B	Fringe Benefits	117,644	28,628	89,016	76,531	105,160	12,484	24.3%
C	Travel	7,958	1,183	6,775	7,252	8,435	(477)	14.9%
D	Equipment	5,952	-	5,952	12,205	12,205	(6,253)	0.0%
E	Supplies	215,414	46,794	168,620	147,164	193,958	21,456	21.7%
F	Contractual	1,270,184	17,773	1,252,411	1,278,788	1,296,561	(26,377)	1.4%
G	Construction	-	-	-	-	-	-	0.0%
H	Other	94,867	100,618	(5,751)	(5,562)	95,056	(189)	106.1%
	Total Direct Costs	1,930,858	251,076	1,679,782	1,679,783	1,930,858	(0)	13.0%
	Percentage (%) Analysis	100.0%	13.0%	87.0%	87.0%	100.0%	0.0%	12.0%

Budget Vs. Actual Expenditure

Target 25.0%

Budgeted Expenditures

Other 4.91%, Salaries 11.33%, Fringe Benefits 6.09%, Travel 0.41%, Equipment 0.31%, Supplies 11.16%, Contractual 65.78%

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1302.52 Family partnership services.

eclkc.ohs.acf.hhs.gov/policy/45-cfr-chap-xiii/1302-52-family-partnership-services

(a) *Family partnership process*. A program must implement a family partnership process that includes a family partnership agreement and the activities described in this section to support family well-being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.

(b) *Identification of family strengths and needs*. A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.

(c) *Individualized family partnership services*. A program must offer individualized family partnership services that:

(1) Collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes described in paragraph (b) of this section;

(2) Help families achieve identified individualized family engagement outcomes;

(3) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary, and;

(4) Assign staff and resources based on the urgency and intensity of identified family needs and goals.

(d) *Existing plans and community resources*. In implementing this section, a program must take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address family needs, strengths, and goals, in order to avoid duplication of effort.

Diana Alexander

Approved by: Diana Alexander, Director

Family Services Assessment & Family Partnership Process

Overview

	HS/EHS/EHS-CCP
Purpose	The Family Services Assessment (FSA) and Family Partnership Agreement (FPA) are tools to support the Family Partnership Process. These tools rely on the: • Head Start Parent, Family, and Community Engagement Framework **and** • Seven Head Start Parent and Family Engagement Outcomes.
	HS/EHS/EHS-CCP
Reference	The policies and regulations referenced are: Head Start Performance Standards: 1302.35(b) (1), 1302.35(e), 1302.50; 1302.51; 1302.52; 1302.53.
	HS/EHS/EHS-CCP
Policy overview	School readiness for the child depends on the positive, goal-directed relationship between the family, child, and program. **Tools:** • FSA: Helps identify family's strengths and needs within the Seven Head Start Parent and Family Engagement Outcomes. • FPA: Helps the family establish strategies to move toward school readiness. **Deadlines:** • FSA: No later than 30 calendar days after enrollment. The Generalist assists the parent/guardian with the FSA during the application process to meet the deadline. • FPA: Document initiating the Family Partnership Process, which may include an FPA, in ChildPlus within 90 calendar days after enrollment.

Contents

The following is a table of contents.

Topic	See Page
The Family Partnership Process	2
Approach and Outcomes	6
The Family Services Assessment (FSA)	7
The FPA & the Family Partnership Process	11
Timeline Flow Chart	15
Referrals	16

The Family Partnership Process

| | **What is the 'Family Partnership Process'?** | The Family Partnership Process involves a family and PSD staff members collaborating to support the family's needs and interests.

Engagement is initiated when a parent/guardian:
- Receives services, *or*
- Uses referrals, *or*
- Completes an FSA or FPA activity, *or*
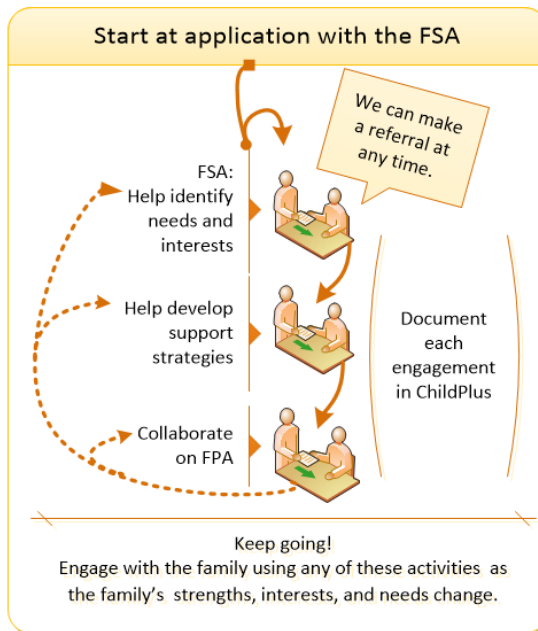- Participates in educational activities. |

| | **How the process works** | The Family Partnership Process changes with the family's changes in:
- needs,
- strengths, and
- interests.

Multiple FSAs, FPAs, and engagements can happen throughout the program year.

The graphic below shows basic elements of an ongoing Family Partnership Process between PSD Staff and the parent/guardian. These activities may be used in any order after the initial assessment. |

Head Start Parent and Family Engagement Outcomes

1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

Preschool Services Department
Administration

Phalos Haire
Interim Director

Head Start Shared Governance Board Meeting
August 22, 2019

Attendance Sheet

Present:
1. Josie Gonzales, Supervisor, San Bernardino County Board of Supervisor Vice-Chair, 5th District, Shared Governance Board (SGB) Chair
2. Ted Alejandre, County Superintendent, San Bernardino County Superintendent of Schools, SGB Vice Chair
3. Maxwell Ohikhuare, M.D., Health Officer, San Bernardino County Public Health Department
4. Janki Patel, Children's Network Officer, San Bernardino County Children's Network
5. Michael Knight, Assistant Director, San Bernardino County Department of Behavioral Health
6. Linda Revoner, Associate Network Officer, San Bernardino County Children's Network
7. Reyna Sanchez, Head Start Policy Council (PC) SGB Representative - PC Chair - Yucaipa Early Head Start
8. Alfredo Adkins, Head Start Policy Council (PC) SGB Representative - Community Representative
9. Jennifer Mohler, Head Start Policy Council (PC) SGB Representative - Crestline Head Start

Absent:
1. Veronica Kelley, Director, San Bernardino County Department of Behavioral Health

Head Start Shared Governance Board
Meeting Minutes

DATE: **August 22, 2019**
PLACE: **Preschool Services Department - Administration**
662 S. Tippecanoe Avenue
Conference Room A
San Bernardino, CA 92415-0630

Call to Order & Welcome/Introductions

The Shared Governance Board meeting commenced at 2:04 P.M.

Supervisor Josie Gonzales, SGB Chair, San Bernardino County Board of Supervisor, called the meeting to order and welcomed everyone.

Presentation of the Agenda

3.1 Modification to the Agenda
Shar Robinson, PSD Secretary, reported the following modifications:
- Item 3 – Presenter change from Cassie Anderson to Shar Robinson
- Item 7.1 – PC By-laws have been added to the electronic copy of the agenda packet
- Item 7.2 – Governance Screener - Revised handouts were distributed
- Item 7.3 – Health & Safety Screener – Revised handouts were distributed. Correction to name of presenter - Dr. LaTrenda Terrell

Executive Report/Program Updates

4.1 Program Updates
Phalos Haire, Director, reported the following Preschool Services Department (PSD) program updates.

Inland Empire Fatherhood Involvement Coalition Annual Breakfast – August 17
PSD attended and supported the event along with Children's Network. PSD staff assisted with child care during the event.

<u>Arrowhead Grove Head Start Grand Opening – August 15</u>
The grand opening of the former and renovated Waterman Garden's site went well. Supervisor Gonzales' staff and San Bernardino County Superintendent of Schools Board, attended and supported the event. PSD is looking forward to providing excellent service to the community.

<u>PSD Recruitment items at First 5</u>
With Supervisor Gonzales direction, Joy Anderson, Program Manager, has made sure we have PSD recruitment materials at First 5.

<u>PSD Preservice – Aug 20</u>
The annual conference went well. Superintendent Alejandre welcomed staff and Jordan Wright, Administrative Analyst, also attended the event.

4.2 Early Head Start-Child Care Partnership Disabilities Update
Phalos reported that the waiver the SGB approved in May was not needed because PSD was able to meet the Head Start Disabilities enrollment requirement.

4.3 – School Readiness Goals/Child Outcomes – Assessment #1, #2 and #3 Comparison
Julia Chukumerije, Program Manager, presented the 2018-19 School Readiness Goals/Child Outcomes comparisons of the 3 Assessments done throughout the year. The comparisons show the growth and development of the children.

<u>Early Head Start (EHS) 0 – 3 years old</u>
The EHS detailed measure report (0-3 years old) includes areas of Approaches to Learning – Self Regulation, Social and Emotional Development, Language and Literacy Development, Cognition- Including Math and Science, and Physical Development – Health. The report shows that there is growth in each area.

<u>Head Start (HS)</u>
The HS detailed measure report (3-5 years old) includes areas of Approaches to Learning – Self Regulation, Social and Emotional Development, Language and Literacy Development, English Language Development, Cognition- Including Math and Science, and Physical Development – Health.   The report shows that children are improving in all categories.

4.4 English Language Development (ELD) Three-Year Comparison Table Update
Jacquie Greene, Deputy Director, shared the 2017, 2018, and 2019 comparison report for children who have English as a second language. The areas reviewed are as follows:
- ELD1 – Comprehensive of English
- ELD2 – Self-Expression in English
- ELD3 – Understanding and Response to English Literacy Activities
- ELD4 – Symbol, Letter and Print Knowledge in English

The report shows great improvement. PSD Management utilizes the reports to focus on areas needing improvement.

4.5 Performance Measures – Quarter 3 of 2018-19
Phalos presented the 2018-19 Performance Measures Quarter 3 Report as follows:

GOAL	TARGET 18-19	Quarter 1	Quarter 2	Quarter 3	Quarter 4 Estimate
Identify the number of Head Start/State Preschool full-day children ages 3 – 5 scoring below Building Middle Level in Literacy skills on the assessment, and reduce this count 50% by June 30, 2019 (the end of the program year).	50%	N/A	49%	70%	72%
Identify the number of Early Head Start children ages 18 – 36 months scoring below Exploring Later Level in social emotional skills on the first quarter's assessment, and reduce this count 25% by June 30, 2019 (the end of the program year).	25%	N/A	24%	40%	45%
Increase the enrollment opportunities for foster children.	350	255	323	393	400
Decrease the number of children who are initially identified as obese or overweight from the higher level of Body Mass Index (BMI) classification to the next lower level by children's height and weight.	70%	N/A	43%	47%	60%

Dr. Ohikhuare commented on how successful the reduction of obesity levels in PSD children has been and suggested improving even more by continuing to work with families by working with Pediatricians on BMI reports and Dieticians to educating the families on nutrition. Phalos will look into this suggestion.

4.6 Performance Measures – 2019-20

Phalos presented the 2019-20 Performance Measures as follows:

GOAL	2017-18 Actual	2018-19 Target	2018-19 Estimate	2019-20 Target
Identify the number of Head Start/State Preschool children ages 3 – 5 scoring below Building Middle Level in Literacy skills on the assessment, and reduce this count 55% by June 30, 2020 (the end of the program year).	97%	50%	52%	55%
Identify the number of Early Head Start children ages 18 – 36 months scoring below Exploring Earlier Level in social emotional skills on the assessment, and reduce this count 30% by June 30, 2020 (the end of the program year).	68%	25%	27%	30%
Enhance the referral process of enrollment with the Children and Family Services Department.	405	350	429	415
Decrease the number of children who are identified as obese or overweight from the higher level of Body Mass Index (BMI) classification to the next lower level by children's height and weight	72%	70%	60%	70%

4.7 Countywide Child care Referral Status Update

Phalos shared that with Supervisor Gonzales' direction, he met with San Bernardino County Schools, Child Care Resource Center and First 5, on a plan for a Countywide Child Care Referral system. They will have a meeting with SBC Information Services Department (ISD) to discuss coordination of a system using GIS mapping that would

enable all Child Care entities providing services to report vacancies in real time for parents to view areas of availability. Phalos will be sharing updates at a future SGB meeting.

4.8 Finance Reports

4.8.1 Budget to Actual 2018-19
Cheryl Adams, Administrative Manager, presented the Budget-to-Actual and Projected Expenditure Report as of July 31, 2019 for the Head Start, Early Head Start, and Early Head Start-Child Care Partnership programs as follows:

	Budget/Balance	Percentage Analysis
Head Start		
Modified Budget	$45,305,988	
Projected Budget Balance	$151,660	0.3%
Early Head Start		
Modified Budget	$4,993,411	
Projected Budget Balance	$0	0.0%
Early Head Start-Child Care Partnership		
Modified Budget	$2,012,226	
Projected Budget Balance	$9,073	0.5%

4.8.2 Budget to Actual 2019-20
Cheryl Adams, Administrative Manager, presented the Budget-to-Actual and Projected Expenditure Report as of July 31, 2019 for the Head Start, Early Head Start, and Early Head Start-Child Care Partnership programs as follows:

	Budget/Balance	Percentage Analysis
Head Start		
Modified Budget	$46,098,418	
Projected Budget Balance	$0	0.0%
Early Head Start		
Modified Budget	$5,079,748	
Projected Budget Balance	$0	0.0%
Early Head Start-Child Care Partnership		
Modified Budget	$1,930,858	
Projected Budget Balance	$0	0.0%

SB Training/Refresher

5.1 Overview of Governance Requirement
Phalos Haire, Director, presented an overview of the Office of Head Start Governance requirements. Documents included in the training were as follows:
- PSD Policy – Community Complaint Policy and Procedure
- Focus Area Two – Program Design and Management – Protocol Guide/Talking Points for Federal Review preparation
- Head Start Governance and Management Responsibilities
- PSD Organizational Chart
- Governance Internal Dispute Resolution/Impasse Policy
- Office of Head Start Required Reports
- Appendix A – Approvals Required by Head Start Boards & Policy Council
- Shared Governance Board By-laws
- San Bernardino County Board of Supervisors Resolution to Establish Impasse Procedures for the Head Start Shared Governance Board

- PSD Policy – Governing Bodies Shared Decision Making

Phalos asked the SGB for input on what they would like to see in training.

Phalos shared his vision on working on including staff to give input on PSD policies and procedures to improve the program. Phalos would like to improve communication with staff and empower staff to help us go to the next level. Supervisor Gonzales would like Phalos to share more with her about turnover at their next agenda review meeting and to discuss collaborations to address the duplication of services. Supervisor Gonzales also shared her thoughts on the SGB/PSD goals to creating efficiencies and effectiveness using technology and a plan on how we can partner with other agencies to prevent duplication of services and meet our goals with the reductions in budget.

Alfredo Adkins, Policy Council Community Representative, encouraged Phalos in his new leadership role as PSD Director and to continue guiding PSD and PSD staff in doing the great job PSD does.

Superintendent Alejandre shared his appreciation on Phalos' comments regarding increased collaborations with County Schools and First 5 with the Quality Start and Literacy Programs. Superintendent Alejandre also stated that he has received many comments from SBC school principals on the coordinated efforts with TK and Head Start which have increased children's Literacy which in turn impact a reduction in the need for immediate kindergarten remediation. Supervisor Gonzales agreed and stated as we note family needs through each child and we make sure we connect the families with other County department services right away, we can create efficiencies.

5.2 Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
Joy Anderson, Program Manager, presented the ERSEA training. Items highlighted were as follows:
- Regulations
- Final Rule – 2015
- Program Performance Standard 2016
- Program Instructions
- Information Memorandums
- Determining Community Strengths, Needs and Resources
- Additional Allowances for Programs
- Training on Eligibility
- Selection Process
- Enrollment
- Continuity of Enrollment and Transitioning Between Programs
- Reserved Slots
- State Immunization Enrollment Requirements
- Attendance
- Supporting Attendance of Homeless Children
- Suspension and Expulsion

Consent Items

The following consent items were approved.
- 6.1 SGB Minutes for May 23, 2019
- 6.2 Delegate Appointment 2019-20 for SBC Children's Network

APPROVED
Motion/Second: Superintendent Alejandre/Dr. Ohikhuare
AYES: Supervisor Gonzales, Superintendent Alejandre, Dr. Ohikhuare, Janki Patel, and Michael Knight

ABSENT: Veronica Kelley

Discussion Items

7.1 Approval of Head Start Policy Council By-laws
Phalos highlighted the changes the Head Start Policy Council (PC) made. The PC approved these changes on August 19, 2019. The SGB discussed increasing PC participation with reminders and a possible stipend. Cheryl will inquire on OHS approval on a stipend. Superintendent Alejandre also suggesting a list of PC names on the PSD website.

APPROVED
Motion/Second: Dr. Ohikhuare/Michael Knight
AYES: Supervisor Gonzales, Superintendent Alejandre, Dr. Ohikhuare, Janki Patel, and Michael Knight
ABSENT: Veronica Kelley

7.2 Approval of Office of Head Start Governance Screener and Training Plan/Early Head Start-Child Care Partnership
Phalos presented the Governance Screener for the EHS-CCP program and the training plan.

APPROVED
Motion/Second: Dr. Ohikhuare/Janki Patel
AYES: Supervisor Gonzales, Superintendent Alejandre, Dr. Ohikhuare, Janki Patel, and Michael Knight
ABSENT: Veronica Kelley

7.3 Approval of the Office of Head Start Health/Safety 45-Day Screener certification/Early Head Start-Child Care Partnership
Dr. LaTrenda Terrell, Program Manager, presented the Health/Safety 45-Day Screener certification for the EHS-CCP program.

APPROVED
Motion/Second: Ted Alejandre/Michael Knight
AYES: Supervisor Gonzales, Superintendent Alejandre, Dr. Ohikhuare, Janki Patel, and Michael Knight
ABSENT: Veronica Kelley

7.4 Approval of the 2019-20 California Department of Education for the Child and Adult Care Food Program
Cheryl presented the request to submit the annual Grant Application to the California Department of Education, Nutrition Services Division, in the amount of $2,270.634 for October 1, 2019 through September 30, 2020.

This was also approved by the San Bernardino County Board of Supervisors on August 6.

APPROVED
Motion/Second: Janki Patel/ Dr. Ohikhuare
AYES: Supervisor Gonzales, Superintendent Alejandre, Dr. Ohikhuare, Janki Patel, and Michael Knight
ABSENT: Veronica Kelley

7.5 Approval of 2018-19 Head Start and Early Head Start Carryover Request

Cheryl presented the request to carryover unobligated Head Start and Early Head Start funds totaling $547,246 from Fiscal Year 2018-2019 program year to Fiscal Year 2019-2020 program year.

APPROVED

Motion/Second: Michael Knight/Ted Alejandre

AYES: Supervisor Gonzales, Superintendent Alejandre, Dr. Ohikhuare, Janki Patel, and Michael Knight

ABSENT: Veronica Kelley

7.6 Approval of 1303 Applications

> 7.6.1 Barstow Parking Lot - $781,852
> 7.6.2 Grand Terrace Parking Lot - $400,000
> 7.6.3 Crestline Modular - $759,618

APPROVED

Motion/Second: Ted Alejandre/Janki Patel

AYES: Supervisor Gonzales, Superintendent Alejandre, Dr. Ohikhuare, Janki Patel, and Michael Knight

ABSENT: Veronica Kelley

Informational Items

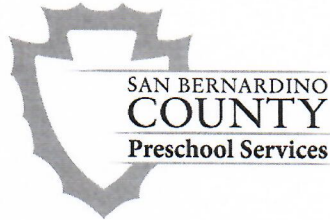**8.1 Next SGB Meeting**

The next SGB meeting is October 24, 2019.

Executive Comment

Public Comment

There was no Public comment.

Adjournment

The meeting adjourned at 4:01 P.M.

SAN BERNARDINO COUNTY
Preschool Services

San Bernardino County (SBC) Head Start Shared Governance Board

JOSIE GONZALES, CHAIR
SBC Fifth District Supervisor

TED ALEJANDRE, VICE-CHAIR
SBC Superintendent of Schools

MAXWELL OHIKHUARE, M.D., HEALTH OFFICER
SBC Public Health

VERONICA KELLEY, DIRECTOR
SBC Behavioral Health

JANKI PATEL, CHILDREN'S NETWORK OFFICER
SBC Children's Network

Shared Governance Board Delegate Appointment Form

Mail to: PSD | Attn: Shar Robinson | 662 S. Tippecanoe Ave., San Bernardino, CA 92415-0630

Fax to: (909) 383-2080 | Email to: Sharmaine.Robinson@psd.sbcounty.gov

The Head Start Shared Governance Member: Maxwell Ohikhuare, MD

Title: Health Officer

wishes to appoint: Erin Gustafson, MD, MPH _____ **to serve as Delegate**
for a one-year term beginning July 1, 2019 through June 30, 2020 to represent the member in
the event the member must be absent from a meeting. The designation must be renewed
every twelve months and is subject to disapproval by a majority of the remaining SGB members.

Appointee Title: Medical Director/Assistant Health Officer

By signing below, the Head Start Shared Governance Board Member authorizes the appointee to serve on the Head Start Shared Governance Board in the absence of the Member, and acknowledges the appointee shall act in the capacity of the member for purposes of that meeting, including full voting rights. The member further confirms by signing below that the appointee has consented to this appointment.

_____
Head Start Shared Governance Board Member (signed)

10/9/2019
_____
Date

Maxwell Ohikhuare, MD
SGB Member (printed)

If you have any questions, please contact Preschool Services Department Administration at 909-383-2005 or Shar Robinson at Sharmaine.robinson@psd.sbcounty.gov . Thank you.

Rev. 4/2019