



**District
Mission:**

**To ignite a
passion for
learning.**

**Board
Priorities:**

Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career.

Every day, we are college or career ready.

Provide all students with engaging learning opportunities.

Rigor and engagement are everywhere.

Create a space that is safe, inclusive and welcoming for all.

Diversity and culture make us better.

Plan and execute the capital and human capital investments that will make our district better.

We plan for the future.

Lake County School District Board of Education
Nov. 27, 2018 6:30 pm Work Session
Location: Lake County District Office, 328 West 5th Street-Room 11

1. 6:30 Calendar Committee Update
2. 7:00 Master Plan Update
3. 7:45 Horizon Goals and Next Steps
4. 8:15 Onboarding Road Map
5. 8:45 Cultural Responsive Questionnaire Results
6. 9:30 Agenda planning:
 - a. Oversight Calendar: School Culture Overview Diversity and Inclusion
7. Informational Items
 - a. Head Start Reports
8. Next Meeting:
 - a. Dec. 11, 2018 Regular Meeting 7:00 pm @ District Office
 - b. Jan. 8, 2019 Regular Meeting 7:00 pm @ District Office

Estimated duration of meeting is 2.5 to 3 hours **Updated 11/19/2018

A few welcoming notes:

The board's meeting time is dedicated to its strategic mission and top priorities. • The "consent agenda" has items which have either been discussed prior or are highly routine. By not discussing these issues, we are able to spend time on our most important priorities. • "Public participation" is an opportunity to present brief comments or pose questions to the board for consideration or follow-up. Each person is asked to focus comments to five minutes. The boundaries are designed to help keep the strategic meeting focused and in no way limits conversations beyond the board meeting. • Your insights are needed and welcomed and the board encourages you to request a meeting with any board member, should you have something to discuss. • If you are interested in helping the district's achievement effort, please talk with any member of the leadership team or call the district office at 719-486-6800. Opportunities abound. Your participation is highly desired.

Calendar committee updates:

Research Analysis

The Lake County School District calendar committee has created a research sub-committee to examine the multitudes of research in regards to school calendars. The sub-committee focused on analyzing research surrounding the switch to four-day school weeks and extended year calendars. All research was examined, but merit was given to the most recently published studies. Studies and findings that were more than ten years old were deemed less valid due to the shifts in education that have occurred in that given time.

Research examination was completed by four members of the sub-committee and their findings have been compiled in this document for ease of reference. If you would like to view the research in its entirety, please use this link to access the folders where the research has been stored: <https://drive.google.com/open?id=1EUHRkrXVbs7MBAFzpW72HVjQA8yqVeyb>

In order to make the data easily accessible and comparable, we have compiled a “pro-con” list for you to examine.

- **Four-Day School Week(traditional calendar, not extended year)**
 - Pro:
 - Increased teacher retention
 - Increases ease of recruitment for new teachers and gives district an advantage over other competing districts
 - Potential to save money for district (transportation, food, facility costs, etc) Granby school district experienced significant savings when they switched their district to four-day weeks.
 - Decrease in suspensions and code of conduct violations
 - CDE has found that students, parents, and teachers overwhelmingly favored the shorter week.
 - Removing one day from the standard school week and lengthening the school day showed an increase in math scores in small rural districts.
 - Potential to increase collaboration and planning time among teachers which in turn improved academic rigor and lesson preparation.
 - Some evidence in labor studies show that a four day work week enhances productivity.
 - Very little evidence has proven that a shorter school week would compromise academics. Standardized test scores show that students do “no worse” than those on the traditional five day calendar.
 - “Research suggests that improving the quality of instructional time is at least as important as increasing the quantity of time in school.” (Silva)
 - Potential increase in student attendance. Provides flexibility for parents to schedule medical appointments on the weekday that school is out.
 - Increase in teacher attendance and decrease in “Friday Flu” for teachers
 - Flexibility for high school students to attend college on weekday or to obtain a job on a weekday
 - Can allow student athletes to attend Friday games without missing out on the same classes every week.
 - After the switch to four day weeks was made, the families and staff were pleased with the switch.

- There are 181 districts in Colorado. 89 have completely made the switch to four-day weeks, 12 have made a partial switch to four-day weeks.
 - Con:
 - Can be tough on lower-income or dual-income parents due to possible child-care costs.
 - Lower-income families often rely on public schools for almost half of their children's meals during the school week. (breakfast & lunch)
 - Effects on student achievement were not as substantial as the financial gain
 - The school day would be lengthened for some students in order to meet the hourly requirement set forth by the state
 - Can be hard on hourly employees.
- **Extended Year Calendar (four or five day weeks)**
 - Pro:
 - Student contact days are the same, there are just more frequent small breaks.
 - Students from medium to high income families show slightly higher retention of learned materials with extended year calendars. This is worse for low income families.
 - Schools that show positive growth or experience with this calendar offer enrichment and remediation programs during the frequent breaks.
 - Deepened relationships between adults-children
 - Potential lower child care costs for parents
 - Some districts have seen fewer behavioral issues due to shorter breaks and classroom/school routines
 - Remediation can occur when it is most needed during the school year
 - A few meta-analyses indicate a positive relationship between a year round schedule and academic performance.
 - Of 33 studies, 27 found "significant" positive effects.
 - Parents and staff that participated in a modified calendar were quite positive about their experience.
 - Con:
 - In reference to many short breaks or a few longer breaks, no matter when the child is out of school, they experience the same inequality.
 - Students from low-socioeconomic levels can benefit from the extended year calendar only if the school provides intentional learning opportunities during break.
 - Von Hippel states: "...year round schools don't really solve the problem of summer learning set back, they simply spread it out across the year." Von Hippel found mixed results for summer set back, including hispanic and low-socioeconomic families.
 - Dividing a long summer break into more frequent shorter breaks does not have a positive impact on achievement as measured through standardized test scores. (McMullen and Rouse)
 - More research has been focused on the elementary level, so less is known about achievement at the secondary level
 - Teacher and administrator burn-out due to extended days/hours
 - May interfere with summer vacations or other family time
 - Has not had a positive correlation on student attendance or grades.

- Extracurricular activities and band can suffer from problems with scheduling out of school practices and competitions.
- Studies have been inconclusive as to the extended year's academic benefits.
- Mixed results were found in the studies that investigated the interaction of year round schooling and student attendance rates, teacher absenteeism, teacher attitudes, and teacher professional development.
- "Current research suggests that improving the quality of instructional time is at least as important as increasing the quantity of time in school."
(Silva)
- Some extended year calendars are making the switch back to traditional after many years.

The Straw-Design sub-committee is currently drafting a number of different school calendar options for the 4 different types of calendars that the calendar committee is considering: Traditional 5-day, Traditional 4-day, Extended 5-day, & Extended 4-Day. All of the school calendars being drafted fit within the current constraints of our school district: Number of contract days, number of PD and work days, number of student contact days, etc. They also are not to cost the school district more money to enact. The Straw-Design sub-committee is meeting the week of 11/26 to review and reflect on the strengths and weaknesses (in relation to our stakeholders) of the calendars we have created to create one option for each type of the four calendars being considered. These four final straw design calendars will be brought back to the whole calendar committee for presentation and feedback when the committee meets again in December. Jeff Spencer

LAKE COUNTY SCHOOL DISTRICT MASTER PLAN

UPDATE 3
NOVEMBER 27, 2018

Executive Summary

➤ Team Members

- Executive Team – LCSD
- Visioning Team – Lake County Parents/Community Members/Staff/Students
- Owner’s Representative – NV5
- Design Team – TreanorHL

➤ Master Plan General Schedule

- October/November 2017 – Design Team selection process (complete)
- March 2018 – Fall 2018 – Visioning Team meetings (in progress)
- Early Fall 2018 – Community meeting (complete)
- November 2018 – BEST project plan options presented to BOE (in progress)
- November 2018 – BOE approval to move forward with BEST Grant application (in progress)
- December 2018 - Master plan completion & presented to BOE
- December 2018 – January 2019 – BEST Grant application preparation
- January 2019 – Summer 2019 – Community Meetings/Outreach
- May 2019 – BEST Grant presentations / notice of award
- Summer/Fall 2019 - Potential bond ballot language identified
- November 2019 – Potential bond vote
- December 2019/January 2020 – Potential re-application to BEST (if not awarded in 2019)
- May 2020 – BEST Grant presentations / notice of award (if not awarded in 2019)

➤ Master Plan Core Values

- Safe, secure and promoting healthy development;
- Equitable for all learners;
- Engaging and inspiring;

- Right-sized, located appropriately, and flexible;
- Technology-rich and preparing students for a wide-range of post-secondary options and careers;
- Community-oriented;
- Energy-efficient and in tune with our natural environment.

➤ **Recently Completed Activities**

- Executive Team meetings
 - October 3
 - October 10
 - October 24
 - November 7
 - November 15
- Community meeting
 - October 8
- Reviewed community prioritization with BOE
- Draft program created for a new pk-2 school, met with principals
- Preliminary pricing on pk-2 school

➤ **In Progress**

- Continued refinement of pk-2 educational program
- Continued refinement of program pricing packages
- Communication planning

➤ **Upcoming**

- School tours
- Visioning Team meeting #5 – November 28
- Recommendation to BoE to for location of new pk-2 from Visioning Team
- Presentation of Master Plan to BOE – December 11
- Community meetings and outreach

These are our horizon goals that each one of us came up with. I took them and arranged them where I thought they best fit in with our current goals. As you all can see, they fit in with our current goals well, other than the “we plan for the future section,” however, we have a master plan process that should take care of that for us.

Now that we can see clearly our thinking, I think we should look at moving forward with getting some help to build our strategic plan in a way that sticks to our goals and helps us find measurable ways to complete these tasks.

CURRENT GOALS	HORIZON GOALS
<p>1. Ensuring all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career</p> <p><i>Every day, we are college and career ready</i></p>	<ul style="list-style-type: none"> • Work experience: ranging from field trips to just see different work spaces and options, to summer job/internships, etc. • Bilingual/Bi-Literacy School- I would really like for us to consider this and look at what the benefits are, especially since 70% of our students are Hispanic. Some of the benefits include: students would learn in a multicultural environment, have increased listening skills and memory. • 85% of students will be on or above grade level in all areas (will score proficient or higher on state tests).
<p>2. Providing all student with engaging learning opportunities</p> <p><i>Rigor and engagement are everywhere</i></p>	<ul style="list-style-type: none"> • Maker spaces, or similar 21st century technology/hands-on learning classrooms. • ...and a path for teachers to continue their progression within Expeditionary Learning principles. • Advanced, rigorous interdisciplinary expeditions for every grade level- especially if they build on each other and involve faculty collaboration, and, eventually, travel. Maybe, eventually, student led expeditions with students taking the lead on planning, organizing, and executing. • Bilingual opportunities/classrooms for K-12, with a large percentage of the students graduating with bilingual certificates. (80%? 60%) • Teaching history other ways - less USA centric, less white centric. What was the history here before gold was found? Don't teach Native American history as something found by whites but something that existed in this place long before. In other words, history is written by the conquerors - how might that change the perspective of immigrant students? (Why are laws not equally enforced? - social justice thinking) • Broaden student horizons beyond this valley, this state, this country. More foreign language, cultural exchanges, trips through the country, and beyond. I remember school trips to our state capital, to Boston and Philly for American history, and to DC. Can we expand our language offerings? Chinese, Hindi, Arabic are languages with huge native speakers' populations, and teaching them young will give Lake County students a window into a very different world. • Building more options on the after-school/Project Dream, and tighter integration with the regular school schedule. I.e., make sure they have structure and progression.

<p>3. Creating a space that is safe, inclusive, and welcoming to all</p> <p><i>Diversity and culture make us better</i></p>	<ul style="list-style-type: none"> • Diversity in Leadership- When going to Lake County Schools, I always felt more encouraged when I would see a person that looked like me and spoke my language in schools. When speaking to parents, they often don't feel heard or understood, and I think that the underlying issue is that there aren't any people of color in leadership positions in our schools. There's a lot more opportunities for our students to obtain higher education so somehow encouraging students to take on leadership positions in our schools would be great. • Use trauma informed practices- Because I know and have relationships with a lot of the families in the Lake County Schools, I can say that a lot of our families have experienced some form of trauma. We don't need to identify what kids need, but by using trauma informed practices with all children, it would benefit all of them. I myself am not yet well versed in this subject, but from the little that I do know, I think it would be a great model for our schools. • I feel like if we had this (bilingual/bi-literacy school), families would be more connected to their children's school work because it's being done in the language that they are able to understand. Because teachers would most likely be bi-lingual as well, they would be able to communicate in the family's language. • An Expeditionary Learning Teachers' Academy that includes full cultural responsiveness training- how can we use EL to push forward our vision of a fully inclusive dynamic cultural environment?... • Closer interactions with faculty in non-traditional ways. GOL is starting this but how do we maintain in years to come. Expeditions, backpacking trips give students a knowledge of and a trust in their teachers that is hard to replicate. • All students, in their surveys, will say they have at least one adult in their building that they can trust and confide in. • Bullying will be reduced by 75% from 2018 to 2028.
<p>4. Planning and executing the capital and human capital investments that will make our district better</p> <p><i>We plan for the future</i></p>	<ul style="list-style-type: none"> •

DRAFT

Month/Year	Activity	Who facilitates	
November 2019	Election	The Public	
	At meeting, welcome	Board president	
December 2019	Board basic orientation	Board president	
	Roles	Board president	
January 2020	At work session, red line scenarios	Board president	
February 2020	At work session, constituent service	Katie Baldassar	
March 2020	At work session, acronyms and partner orientation	Board member	
April 2020	At work session, financial	Keith Moffett	
May 2020	At work session, unwritten expectations	Board president	
June 2020	Board retreat		
September 2020	Legal training	Caplan and Ernst	
	CASB fall gathering		
December 2020	CASB winter gathering		
January 2021	School finance workshop	CASB	

DRAFT

Month/Year	Activity	Who facilitates	

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities	On Boarding Activities
August	District Preparedness Overview: Facilities, Transportation, Hiring, Safety	Superintendent		
Work session	Workshop 1: Food Service	Food Service Director		
September	District Performance	Superintendent	State Assessment Enrollment update	
	Strategic Plan Review	Superintendent	Strategic Plan	
	Student Representative Approval			
Work session	Workshop 2: Safety and Security	Director of Safety & Security		
October	Student Achievement Overview; College and Career Readiness	Superintendent	College and career readiness data Enrollment numbers Update on ICAP Graduation Rollout	
	Policy Review		SP-1-SP-5	
Work session	Workshop 3: Athletics & Extracurricular Activities	Athletic Director		
November	Early Childhood Update	Early Childhood Director	The Center School Plan, goals, data specific to school	
	Student Achievement Overview Part 2; Rigor and Engagement	Superintendent	School Performance Framework	
	Accreditation of			

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities	On Boarding Activities
	Schools(Resolution)			
Work session	Horizon Goals & Next Steps Cultural Responsive Questioner			Outline plan for new board members
December	Audit Certify Mill Levy School Culture Overview; Diversity and Inclusion	CFO/Auditor CFO Superintendent	Audit	
Work session	Holiday Break			
January	Superintendent Evaluation Revised Budget Policy Review	Superintendent CFO	Data related to engagement and rigor: i.e. walk through data, EL updates, ANet updates Final Budget GP-1 to GP-9	
Work session	Work Shop 4: Communications	CFO		Legal Training Red Line scenarios. Where do we have power or not?

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities	On Boarding Activities
February	High School Update Enrollment: Choice in/out	Principal Superintendent	PM Tool - LCHS School plan, goals, data specific to school, curriculum updates LCHS Walkthroughs	
Work session	Capital Plan Overview; Master Plan Non-Renewal Overview	Superintendent /CFO	Master Plan Review of practices from CASB	Unwritten expectations Acronyms CASB Handbook
March	LCIS Update	Principal	PM Tool - LCIS School plan, goals, data specific to school, curriculum updates LCIS Walkthroughs	
Work session				

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities	On Boarding Activities
April	West Park Elementary Update	Principal	PM Tool - WPE School plan, goals, data specific to school, curriculum updates WPE Walkthroughs	
	Student Health & Wellness	Health & Wellness Coordinator	Data Specific	
	Policy Review		GP-10 to GP-13 and BRS-1 to BRS-5E	
Work session				
May	Celebrations	Superintendent	Celebrations Data related to progress	Procession (to & from stage), introduction, President's part, diplomas, etc.
	Leaving student representative celebration			
	Graduation Expectations			
Work session	Work Shop 5: Finance	CFO	Draft Budget	Finance (unless this is too much together, in which case, April)
	Work Shop 6: Human Resource	HR Director		

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities	On Boarding Activities
June	Budget approval/Capital strategic plan approval	Superintendent	Community satisfaction measures	
	Master Plan Update Policy Review Interest Free Loan Approval	Superintendent/CFO	SSG-1 to SSG-9	
Work session	Board Retreat Board Evaluation Goal setting			
July	Holiday			
Work session	Holiday			

Cultural Responsiveness Questionnaire

The following pages are a collection of all the answers from the board. Lines under each number show that a member answered that way. The last page contains more answers from the two questions at the end.

Cultural Responsiveness in a School/District Setting

Readiness Questionnaire



But do we need to strengthen?

1. Our mission and vision communicates a meaningful and equitable education for all students?

1 2 3 4 5 6 7 8 9 10
Not at all 6 7 8 10 Extremely well

8.38 Avg.

- part of mission core commitments goals

2. Our school/district communicates an understanding of diversity and a commitment to inclusion?

1 2 3 4 5 6 7 8 9 10
Not at all 5 6 7 Extremely well

6.22 Avg.

- How do we do this?

3. Our school/district is strategic about forming relationships to increase participation and engagement in every student's education?

1 2 3 4 5 6 7 8 9 10
Strongly disagree 4 6 7 9 Strongly agree

6.28 Avg.

- Area of growth

4. We have identified the range of values and behaviors within our school/district that reflect a response to diversity.

1 2 3 4 5 6 7 8 9 10
Not at all 3 6 8 9 Extremely well

6.12 Avg.

- No - this is new language for us. But maybe this has started to happen?

5. We have reviewed school/district policies and practices to reflect a response to diversity.

1 2 3 4 5 6 7 8 9 10
Not at all 2 3 4 5 6 7 Extremely well

4.63 Avg.

- What would this mean?

6. Our school/district has defined long-term, short-term goals/cultural expectations and work that reflect a systemic approach for a culturally responsive learning environment?

1 2 3 4 5 6 7 8 9 10
Not at all 2 4 6 7 Extremely well

5.13 Avg.

- yes but how explicit is it?

- not sure

7. Our current goals/cultural expectations and work for the year strategically define how to meet the needs of all students?

1 2 3 4 5 6 7 8 9 10
Strongly disagree 2 4 5 6 7 Strongly agree

5.38 Avg.

- not sure

culturally / linguistically

academically



8. Our goals/cultural expectations and work for the year were created with an eye for overcoming barriers, including cultural, economic accessibility, and educational opportunity?

1 2 3 4 5 6 7 8 9 10
Strongly disagree 4 5 6 7 8 Strongly agree 6.25 Avg.

9. Our school/district has identified processes and procedures used to evaluate goals/cultural expectations and work throughout the year?

1 2 3 4 5 6 7 8 9 10
Strongly disagree 3 4 5 6 8 Strongly agree 4.88 Avg.

- not sure

10. Our school/district has identified the use of qualitative and quantitative data collection techniques to measure the impact of current work throughout the year?

1 2 3 4 5 6 7 8 9 10
Not at all 3 4 5 6 7 8 9 10
Annually Quarterly Monthly Bi-Weekly Weekly 5.63 Avg.

Board

Teachers

- not sure really can't answer

11. Leadership is intentional in assigning work that directly relates to set goals/cultural expectations?

1 2 3 4 5 6 7 8 9 10
Not at all 3 4 5 7 8 9 Always 6.0 Avg.

- assigning work to who? the kids?

12. We have the resources to align goals/cultural expectations and work to support all students through an equitable lens?

1 2 3 4 5 6 7 8 9 10
No resources available 4 6 7 I have everything I need 4.75 Avg.

13. We have the necessary background and training to align goals/cultural expectations and work to support all students?

1 2 3 4 5 6 7 8 9 10
Not at all 3 4 5 6 7 8 I'm ready to move forward 4.63 Avg.

14. My school/district has identified current and potential stakeholders that can serve as partners in supporting all students?

1 2 3 4 5 6 7 8 9 10
Not at all 4 5 6 7 8 Absolutely 6.0 Avg.

Cultural Responsiveness in a School/District Setting Readiness Questionnaire



As a result of our responses on the readiness questionnaire and subsequent conversation with colleagues, I feel our school/district strengths in moving forward with a culturally responsive learning environment are:

①

- * We have some partnerships
- * We have done a district wide training
- * We have a culture of crew.
- * It has been a part of explicit conversations & training
- * All staff & admin & board have begun training
- * We've identified this as a need/value.
- * We recognize this as a need and are working toward expanding district wide awareness & capacity for the work.

- continued on
next page

As a result of our responses on the readiness questionnaire and subsequent conversation with colleagues, I feel our school/district challenges in moving forward with a culturally responsive learning environment are:

②

- * Resources for more training
- * Time
- * We need to build stronger academic partnerships w/ parents
- * We need to develop more specific strategies & earlier interventions
- * Resources & competing priorities → how does this meld with/support the other things we are doing?
- * Understanding that there are inequities
- * Resources (time in the day per say)

* Community Splits - outside of school, community community does not "cross lines" well, especially Latino population

Based on the Readiness Questionnaire and subsequent conversation with colleagues, my school/district has done the work and is ready to move forward to support systemically culturally responsive goals/expectations.

1 2 3 4 5 6 7 8 9 10
 Not at all — — — — — ≡ ≡ ≡ Absolutely Ready

6.38
Avg.

This question made me realize I don't know enough about existing efforts.

① * Efforts we have made w/equity in mind:

- Remake of counseling dept.
- Graduation req.
- Restorative Justice
- Family Liaison (still searching)
- Celebrations & Learning
- crew/habits

* There's an interest and opens to it

* Intent from school

* One district in community - stops intended/unintended segregation

* We have a growth mindset

* We have a deep fundamental commitment to equity (even though I'm not sure we always know how to create it)

* We are very good listeners and we have a lot of humility 😊

② * I don't perceive that we know what to do or what resource allocation can help make our plan (once created) actionable.



The Center
Early Childhood Programs
Lake County School District R-1

315 West 6th Street
Leadville, CO 80461

Phone 719 486-6928
Fax 719 486-9992

Head Start, Colorado Preschool Program, Tuition-Based Preschool and School Age Programs, Services for Children with Special Needs

Head Start Items for Governing Board

Contents:

Informational Items:

1. October Director's Report
2. October Head Start and Early Head Start Budget Reports
3. Policy Council Minutes
 - October Regular Meeting
 - October 17 Special Meeting
 - October 31 Special Meeting
4. Head Start PIR (Program Information Report) data 2017-2018
 - This report reflects the information that was reported to the Office of Head Start for the 2017-2018 school year. The categories that are reflected include: Enrollment, Transportation, Program Staff and Qualifications, Child and Family Services, and Family and Community Partnerships. The data reflects the number of children and families that met requirements or received services though out the year. This data is reviewed and used throughout the year within our program monitoring and self-assessment process.

**Lake County School District
Head Start Program
Director Report Month of – October 2018**

Program Enrollment					
Head Start:	40		We are fully enrolled		
CPP:	65		74 CPP spots assigned 65 children served 9 Children served through double CPP slots		
Early Head Start:	0		Recruitment Materials have been distributed Currently accepting applications Due to hiring constraints we have moved our goal for full enrollment, working toward January 2019		
Wait List					
<u>Head Start</u>	<u>Income Eligible</u>	<u>Over-Income</u>	<u>Early Head Start</u>	<u>Income Eligible</u>	<u>Over-Income</u>
	9	1		NA	NA
Total unserved by Any ECE Program	14				
Attendance					
Average Percentage	89.1%			Following up with any individual child attendance concerns	
In-Kind and Volunteers					
In-kind to date FY18	YEAR TO DATE: In Progress			Total In-kind Required by Jan 31, 2018: \$150,408	
Parent Volunteers	In Progress				
Budget					
Head Start Budget-FY18	<u>Attached</u>				
Early Head Start Budget FY18	<u>Attached</u>				
CACFP- Free/reduced meal Reimbursement	(total claim amount includes our sponsor sites)			September Meal Counts:	
				Breakfast:	1280
				Lunch:	1260
			Snack	265	
Grant Updates, Goals, Program Monitoring and Self-Assessment					
Program Self-Assessment and Monitoring	No updates at this time				

1) Head Start Federal Financial Reports	No Updates at this time			
2) Grant Awards	Head Start Year 5 Continuation Grant Ready to Submit for Nov 1, 2018 deadline			
Program Goal			Year 5 Objectives	
I. Our program will be productive and efficient with respect to building use and school district partnerships			Refine program wide systems, structure, and program design for a birth to 5 program with full implementation of Early Head Start Services.	
II. Our program will provide high quality services through clear communication of updated policies and resources.			Provide families with more direct communication related to classroom communication with the Creative Curriculum and Dinosaur School.	
III. Our program will focus on mentoring, team building, and targeted professional development to provide high quality learning experiences for children.			Provide ongoing professional development with the implementation and fidelity with the Creative Curriculum and utilize coaching systems to support teacher goals and progress.	
IV. Our program will celebrate and enhance parent's role as their child's first and most important teacher by providing access to resources about child development, early learning, health, wellness, and strong families.			Streamline program systems for a coordinated approach with health and family engagement specifically focused on dental and mental health services and follow up care.	
V. Our program will understand and promote the connection between family engagement and school readiness.			Continue with family engagement and outcomes data and analysis to refine family goal setting, parent training, and resource systems.	
Head Start Health and Developmental Screenings				
Physicals	<i>Complete</i>	<i>No Exam</i>	<i>Expired</i>	Notes/Comments
	40	0	0	All physicals complete and submitted within 30 day deadline
Lead	40	0	0	All complete within the 45 day deadline
Hemoglobin	40	0	0	All complete within the 45 day deadline
Dental	36	2	2	90 Day Deadline: 11/16/18 Restorative Care Needed: 5 children, working with families
Immunizations	<i>Up to date</i>	<i>Follow Up</i>		
	39	1 needed		
Hearing	<i>Passed</i>	<i>Rescreen Required</i>	<i>No Exam</i>	All complete within 45 day deadline
	40	0	2	
Vision	40	0	0	All complete within 45 day deadline
Speed Dial 4	<i>Complete</i>	<i>Incomplete</i>	<i>Notes:</i>	IEP: Head Start: 6 Child Care: 9 Total: 15
	22			
Ages and Stages SE	15			

Task	X = Attended	Comment
Meetings attended: Policy Council Parent Committee/FFN Manager's Meeting School Board LCECC CHSA Child Care Collab Health Services Advisory Committee Education Committee	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p> <p style="text-align: center;">X</p>	<p>DECP and FCPM visited Salida Early Head Start Program on October 1st, 2018</p> <p>DECP and CCD met with Quality Improvement Coach on October 3, 2018</p> <p>DECP and Special Education Specialist attended CPP and Child Find Regional Meeting on October 30, 2018</p>
Program Trainings	<p>October Training Included the Following Topics for All Staff</p> <ul style="list-style-type: none"> • October Professional Development Day <ul style="list-style-type: none"> ▪ Creative Curriculum Training Focused on Small Group and use of Intentional Teaching Cards ▪ Pyramid Training Focused on Social Emotional Topics, Instruction Expectations, and Resources • October PLC Topics <ul style="list-style-type: none"> ▪ Pyramid Reflections – making deposits ▪ Teaching Strategies GOLD – Fall Checkpoints ▪ Parent Teacher Conferences ▪ CR Success and Letter and Sound Instruction 	
<p>Other:</p> <p>Staffing Updates:</p> <ul style="list-style-type: none"> • Positions Posted – Early Head Start Bilingual Home Visitor, currently accepting applications • All Preschool Teaching Positions Filled: <ul style="list-style-type: none"> ○ Noemi Lopez – Assistant Teacher Room 5; Started October 29, 2018 ○ Chantell Chavez – Assistant Teacher Room 4; Started October 29, 2018 ○ Shelby Lepore – Assistant Teacher Room 2; Started November 5, 2018 ○ Mary Jelf – Lead Teacher Room 2; Started November 5, 2018 ○ Jenny Sheleg – Substitute Teacher; will serve in a long term sub position for room 4 during an extended absence for lead teacher <p>Parent Teacher Conferences Held on October 16 and 18</p> <ul style="list-style-type: none"> • 97% Attendance of Families for Parent Teacher Conferences (Program Wide); 95% (Head Start) 		

<p>Approval Items:</p> <ul style="list-style-type: none"> • Policy Council By-Laws • 2018-2019 Program Improvement Plan • Selection Criteria Revisions <p>Informational Items: Attached please find for your information –</p> <ul style="list-style-type: none"> • Head Start and Early Head Start Budgets October 2018
--

Submitted by: Tanya Lenhard Date: 11/5/18

FY 18 Budget HS

February 1, 2017 to January 31, 2018		FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
REV 27.97.17.0000.40	FY17 Revenue	\$ 40,735.00	\$ 39,884.00	\$ 41,764.00	\$ 39,968.00	\$ 41,707.00	\$ 37,816.00	\$ 44,993.00
27.971.17.2600.0110	CUSTODIAN SALARY	\$ 1,298.23	\$ 1,298.23	\$ 1,159.51	\$ 1,444.81	\$ 1,528.57	\$ 670.05	\$ 637.82
27.971.17.2600.0221	CUSTODIAN MEDICARE	\$ 16.65	\$ 16.65	\$ 13.93	\$ 18.25	\$ 19.15	\$ 8.31	\$ 9.19
27.971.17.2600.0230	CUSTODIAN PERA	\$ 231.49	\$ 231.49	\$ 193.61	\$ 253.58	\$ 266.11	\$ 115.45	\$ 127.63
27.971.17.2600.0250	CUSTODIAN HEALTH	\$ 457.83	\$ 457.83	\$ 448.51	\$ 441.38	\$ 570.04	\$ 289.34	\$ 71.40
27.971.17.2700.0110	BUS DR SALARY	\$ 1,546.30	\$ 1,546.30	\$ 1,546.30	\$ 1,546.30	\$ 1,546.30	\$ 590.92	\$ 590.92
27.971.17.2700.0221	BUS DR MEDICARE	\$ 8.09	\$ 8.09	\$ 7.86	\$ 7.78	\$ 7.70	\$ 6.93	\$ 6.68
27.971.17.2700.0230	BUS DR PERA	\$ 288.19	\$ 288.19	\$ 284.94	\$ 283.94	\$ 282.77	\$ 96.22	\$ 92.84
27.971.17.2700.0250	BUS HEALTH	\$ 394.09	\$ 394.09	\$ 361.99	\$ 344.91	\$ 374.16	\$ 251.89	\$ 236.27
27.971.17.3330.0110	ADM SALARIES	\$ 4,087.02	\$ 4,087.02	\$ 4,087.02	\$ 4,087.02	\$ 4,087.02	\$ 4,087.02	\$ 4,209.62
27.971.17.3330.0110	CC SALARY	\$ 21,784.50	\$ 21,784.50	\$ 22,538.38	\$ 21,456.90	\$ 21,787.84	\$ 21,118.39	\$ 24,722.24
27.971.17.3330.0221	ADM MEDICARE	\$ 57.96	\$ 57.96	\$ 57.96	\$ 57.96	\$ 57.98	\$ 57.98	\$ 59.73
27.971.17.3330.0221	CC MEDICARE	\$ 298.83	\$ 298.83	\$ 309.93	\$ 293.80	\$ 298.59	\$ 284.48	\$ 332.88
27.971.17.3330.0230	ADM PERA	\$ 805.40	\$ 805.40	\$ 805.40	\$ 805.40	\$ 805.40	\$ 805.72	\$ 830.11
27.971.17.3330.0230	CC PERA	\$ 4,152.50	\$ 4,152.50	\$ 4,307.06	\$ 4,083.17	\$ 4,149.39	\$ 3,953.04	\$ 4,625.98
27.971.17.3330.0250	ADM HEALTH	\$ 2.07	\$ 2.07	\$ 2.07	\$ 2.07	\$ 2.07	\$ 2.07	\$ 2.07
27.971.17.3330.0250	CC HEALTH	\$ 2,959.21	\$ 2,959.21	\$ 2,951.38	\$ 3,200.50	\$ 3,206.46	\$ 4,658.87	\$ 5,184.19
27.971.17.3330.0300	PRO/TECH							
27.971.17.3330.0320	EDUCATION	\$ 1,500.00	\$ 450.00	\$ 543.48	\$ 350.00	\$ 265.00		\$ 746.25
27.971.17.3330.0330	COPY MACHINE	\$ 444.66	\$ 450.00	\$ 444.66	\$ 784.91	\$ 1,115.05	\$ 444.66	\$ 444.66
27.971.17.3330.0335	MED/DENTAL							
27.971.17.3330.0500	PARENT FUND	\$ 125.75	\$ 125.00	\$ 179.10		\$ 36.78		
27.971.17.3330.0510	STUD TRANS			\$ 138.34				
27.971.17.3330.0520	INSURANCE/AUDIT			\$ 78.74				
27.971.17.3330.0531	TELEPHONE	\$ 33.31	\$ 35.00	\$ 45.42	\$ 112.06	\$ 78.54	\$ 75.69	\$ 112.27
27.971.17.3330.0533	POSTAGE					\$ 95.95		\$ 30.00
27.971.17.3330.0580	TRAVEL/REGISTRATION			\$ 105.71	\$ 23.50			
27.971.17.3330.0610	SUPPLIES	\$ 71.46	\$ 265.20	\$ 415.68	\$ 108.90	\$ 77.64		\$ 1,371.54
27.971.17.3330.0620	UTILITIES	\$ 171.12	\$ 170.00	\$ 737.38	\$ 261.31	\$ 1,048.33	\$ 299.33	\$ 548.44
27.971.17.3330.0810	DUES/FEES							
27.971.17.3330.0730	EQUIPMENT							
TOTAL	CASH	\$ 40,734.66	\$ 39,883.56	\$ 41,764.36	\$ 39,968.45	\$ 41,706.84	\$ 37,816.36	\$ 44,992.73

FY 18 Budget HS

FY 18 Budget HS

SEPTEMBER	OCTOBER	YTD	FY 18 BUDGET
\$ 49,475.00	\$ 53,908.00	\$ 390,250.00	\$ 581,369.00
\$ 1,492.04	\$ 1,548.98	\$ 11,078.24	\$ 14,000.00
\$ 21.48	\$ 18.77	\$ 142.38	\$ 500.00
\$ 298.39	\$ 260.87	\$ 1,978.62	\$ 3,848.00
\$ 181.02	\$ 628.76	\$ 3,546.11	\$ 5,100.00
\$ 2,632.12	\$ 2,632.12	\$ 14,177.58	\$ 16,000.00
\$ 7.20	\$ 7.21	\$ 67.54	\$ 370.00
\$ 511.36	\$ 511.58	\$ 2,640.03	\$ 3,249.00
\$ 590.14	\$ 656.14	\$ 3,603.68	\$ 4,500.00
\$ 4,209.62	\$ 4,209.62	\$ 37,150.98	\$ 34,971.00
\$ 26,311.01	\$ 29,100.41	\$ 210,604.17	\$ 248,112.00
\$ 59.73	\$ 59.73	\$ 526.99	\$ 704.00
\$ 352.38	\$ 392.85	\$ 2,862.57	\$ 3,598.00
\$ 830.11	\$ 830.11	\$ 7,323.05	\$ 7,344.00
\$ 4,896.60	\$ 5,458.63	\$ 39,778.87	\$ 52,104.00
\$ 2.07	\$ 2.07	\$ 18.63	\$ 6,500.00
\$ 5,946.84	\$ 5,954.87	\$ 37,021.53	\$ 39,747.00
		\$ -	\$ 50.00
		\$ 3,854.73	\$ 10,817.00
\$ 444.66	\$ 444.66	\$ 5,017.92	\$ 2,500.00
		\$ -	\$ 750.00
	\$ 147.50	\$ 614.13	\$ 1,500.00
		\$ 138.34	\$ 800.00
		\$ 78.74	\$ 400.00
\$ 84.79	\$ 85.65	\$ 662.73	\$ 1,500.00
		\$ 125.95	\$ 195.00
		\$ 129.21	\$ 1,000.00
\$ 103.23	\$ 790.97	\$ 3,204.62	\$ 5,195.00
\$ 500.46	\$ 166.29	\$ 3,902.66	\$ 6,000.00
		\$ -	\$ 500.00
		\$ -	\$ -
\$ 49,475.25	\$ 53,907.79	\$ 390,250.00	\$ 471,854.00

FY 18 Budget HS

FY 18 EHS Budget

FY 2018 EHS Budget	FEBRUARY	MARCH	FY18 BUDGET
ADM SALARIES			\$ 8,743.00
CC SALARY			\$ 36,830.00
ADM MEDICARE			\$ 127.00
CC MEDICARE			\$ 534.00
ADM PERA			\$ 1,836.00
CC PERA			\$ 7,733.00
ADM HEALTH			\$ -
CC HEALTH			\$ -
HV SALARY			\$ 26,880.00
HV MEDICARE			\$ 390.00
HV HEALTH			\$ 6,500.00
HV PERA			\$ 5,645.00
PRO/TECH			\$ -
EDUCATION			\$ 6,432.00
COPY MACHINE			\$ 2,700.00
MED/DENTAL			\$ -
PARENT FUND			\$ -
STUD TRANS			\$ -
INSURANCE/AUDIT			\$ -
TELEPHONE			\$ 840.00
POSTAGE			\$ -
TRAVEL/REGISTRATION			\$ 4,500.00
SUPPLIES			\$ 4,138.00
UTILITIES			\$ 1,000.00
DUES/FEES			\$ -
EQUIPMENT			\$ -

The Center Early Childhood Programs – Policy Council Minutes – Meeting Date – October 1, 2018

Attending: Chelsa Parsons, Sarah Hart, Kelly Callahan, Christina Wood, Anahise Shoukas, Beverly Lauchner, and Marika Guthrie

Not Attending: Alexandra Mejia, Casey McGovern, and Maria Perez

New Member Introductions: Kelly Callahan introduced herself to the Policy Council.

Roll Call: Christina called roll and determined that a quorum was present.

Approval of Agenda: Marika made a motion to approve the agenda, and Chelsa seconded. All were in favor and no one was opposed.

Approval of Meeting Minutes from September 5, 2018: Marika made a motion to approve the meeting minutes, and Chelsa seconded. All were in favor with no one opposed.

New Business: The Council reviewed the Community Complaint Process, and there was a little bit of discussion with examples of what a community complaint may look like. Marika made a motion to accept the Community Complaint Process and Kelly seconded. All were in favor with no one being opposed. The Council then reviewed the by-laws. There was discussion about excused and unexcused absences and how many absences in a row can be missed, before a member is terminated or asked to step down. The Council also had a discussion about the term length a person may serve. The changes will be red marked and emailed to the council and they will vote on the by-laws next meeting. There were two staff approvals. Both positions are substitute positions. Rachel Willey is a student at Colorado Mountain College and is in the Early Childhood Education program. She has applied to substitute on the days she is not in class. Marika motioned to approve Rachel for the substitute teaching position. Kelly seconded. All were in favor with no one apposed. Our second staff approval is for another substitute teacher. Her name is Jenny Sheleg. She is already a substitute for the school district, and loves working with younger children. Marika made a motion to approve Jenny for a substitute teaching position. Kelly Seconded. With no one apposed. The final piece of business was a power point presentation given to the council by Tanya. This was to review our five year program goals and objectives. There was lots of discussion around health and health needs. The council had the chance to ask questions and become informed with these goals!!

Unfinished Business: There is no Unfinished Business at this time

Treasures Report: The balance of the Parent Activity Fund is 1, 0633.22.

Committee Reports: Ellie reported on the Lake County School Board. There was lots of talk about the Facilities Master Plan and how the Board is encouraging the community to come to the High School on October 8th and share their ideas. Ellie read to us the new missions statement, and talked a little about the state and federal audit the school has. The School Board is also reviewing assessments and scores. There is talk around where the school district is, and where they want to be!! There were no other committee reports.

Announcements:

October 8, Facilities Master Plan / LCHS 6:00. October 16th & 18th, Parent Teacher Conferences and The Center closes at 4. October 19, The Center is Closed. October 22, The Center is closed for Professional Development Day. October 25, Picture retake day at The Center. October 27, Pumpkin Patch. October 31, Halloween and classroom celebrations at The Center 11:00-11:45.

Adjournment: The meeting was adjourned at 7:23 PM by Beverly.

Respectfully Submitted,

Christina Wood –Policy Council Secretary

The Center Early Childhood Programs – Policy Council Minutes – Special Meeting Meeting
Date – October 17, 2018

Attending: Casey McGovern, Christina Wood, Marika Guthri, Beverly Lauchner, Maria Perez

Not Attending: Chelsa Parsons, Sarah Hart, Kelly Callahan, Anahise Shoukas

Roll Call: Christina called roll and determined that a quorum was present.

Approval of Agenda: Marika moved to approve the agenda, Casey seconded. All were in favor with none opposed.

Special Meeting Business: Policy Council reviewed the Head Start Year 5 Continuation grant. There was opportunity for discussion and questions. Marika moved to approve the Head Start Year 5 Continuation grant application. Casey seconded. All were in favor with none opposed.

Tanya presented Chantell Chavez as a candid for assistant teacher, she is currently a sub at The Center and was previously an assistant teacher in the program. Policy Council was in favor of this staffing decision.

Tanya shared that the wage scale has proven to be a hindrance to hiring new staff to fill open positions. She presented a mid-year increase of \$1.25 an hour to all current staff to support with continuing to retain staff. This same raise will be added to the wage scale to make wages more competitive. Marika motioned to approve the mid-year increase, Maria seconded, all were in favor with none opposed.

Adjournment: The meeting was adjourned at 7:02 PM by Beverly.

Respectfully Submitted,

Christina Wood –Policy Council Secretary

The Center Early Childhood Programs – Policy Council Minutes – Special Meeting Meeting
Date – October 31, 2018

Attending: Casey McGovern-Call In, Christina Wood, Marika Guthrie, Beverly Lauchner, Maria Perez, Kelly Callahan, and Anahise Shoukas-Call In

Not Attending: Chelsa Parsons, and Sarah Hart

Roll Call: Christina called roll and determined that a quorum was present.

Special Meeting Business: Tanya started the meeting with all of the staffing updates. She let the council know that Chantell Chavez will be the new Assistant teacher in Room 4. Noemi Lopez, who has worked here at The Center as the Bilingual Aide will move into a new role as Assistant Teacher in Room 5. She let the council know that Darcey Byers would be leaving and her last day would be November 2, 2018. This news left a Lead Teacher position open in room 2. Mary Jelf the Assistant Teacher in room 2 will move into the Lead Teacher position. Hannah Finn is also leaving as an Assistant Teacher, but is willing to sub a few days a week.

Tanya then introduced the candidate for the Assistant Teaching position in room 2. Shelby Lepore has a Colorado Credential Level 2; she has some college ECE credits, and has six years' experience working with children ages birth through preschool. Marika made a motion to accept all the staffing changes as well as hiring Shelby. Maria seconded, and all were in favor with no one opposed.

Lisa then updated the Council that the vacant Policy Council spot has been filled. Viviana Cano a head start parent will start at the next regular meeting which will take place on Monday November 5, 2018.

Adjournment: The meeting was adjourned at 10:46 AM by Beverly.

Respectfully Submitted,

Christina Wood –Policy Council Secretary



2017-2018 HEAD START PROGRAM INFORMATION REPORT
08CH1096-000 LAKE COUNTY SCHOOL DISTRICT #1

A. PROGRAM INFORMATION

GENERAL INFORMATION

Grant Number	08CH1096
Program Number	000
Program Type	Head Start
Program Name	LAKE COUNTY SCHOOL DISTRICT #1
Program Address	315 W 6th St Leadville CO 80461-3519
Program Phone Number	(719) 486 6921
Program Fax Number	(719) 486 9992
DUNS Number	557338282
Program Email Address	tdlenhard@lakecountyschools.net
Head Start Director Name	Ms. Tanya Lenhard
Head Start Director Email	tdlenhard@lakecountyschools.net
Agency Web Site Address	www.lakecountyschools.net/thecenter/
Agency Type	School System
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	08/23/2017
b. End Date	05/25/2018

FUNDED ENROLLMENT

Funded enrollment by funding source

A.2 Funded Head Start Enrollment	# of children/ pregnant women
a. Head Start Funded Enrollment, as identified on NOA	68
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	0
1. Of these, the number available as full-working-day enrollment	0
a. Of these, the number available for the full-calendar-year	0
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	15
b. Part-day enrollment	53
1. Of these, the number in double sessions	0
A.5 Home-based program	0
A.6 Combination option program	0
A.7 Family child care option	0
a. Of these, the number available as full-working-day enrollment	0
1. Of the these, the number available for the full-calendar-year	0
A.8 Locally designed option	0

Funded enrollment at child care partner

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

CLASSES

Classes

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

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	<i># of children at enrollment</i>
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	11
e. 4 years old	28
f. 5 years and older	1

Total cumulative enrollment

	<i># of children / pregnant women</i>
A.15 Total cumulative enrollment	40

Type of eligibility

A.16 Report each enrollee only once by primary type of eligibility:	<i># of children</i>
a. Income below 100% of federal poverty line	32
b. Public assistance such as TANF, SSI	1
c. Status as a foster child - # children only	0
d. Status as homeless	0
e. Over income	4

		# 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		3
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:	Policies and procedures are followed to assign spots to all income eligible and categorically eligible children first at first selection in June. If there are still open slots after all income and categorically eligible children are served, up to 6 spots may be assigned to families whose income is above the poverty level but who have the most selection points. Recruitment efforts continue until all spots are filled.	

Prior enrollment

A.18 Enrolled in Head Start or Early Head Start for:	# of children
a. The second year	16
b. Three or more years	3

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	0
a. Of the preschool children who left the program during the program year, the number of preschool children who were enrolled less than 45 days	0
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	26

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	3

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	1	0
b. Asian	0	0
c. Black or African American	0	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	18	8
f. Biracial/Multi-racial	0	0
g. Other	1	0
1. Explain: Not specified at time of enrollment.		
h. Unspecified	12	0
1. Explain: Not specified at time of enrollment		

Primary language of family at home

A.26 Primary language of family at home:	# of children
a. English	17
b. Spanish	23
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?	Yes
--	-----

	# of children
a. Number of children for whom transportation is provided	36

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	1
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
<i>Name/title</i>	<i>Locally designed</i>	<i>Web Based</i>
CAP 60	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	34	1
a. Of these, the number who are current or former Head Start or Early Head Start parents	7	0
b. Of these, the number who left since last year's PIR was reported	3	0
1. Of these, the number who were replaced	2	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	154
a. Of these, the number who are current or former Head Start or Early Head Start parents	76

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	4
c. Family & Community Partnerships Manager	4
d. Disability Services Manager	12

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	6	6

	(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	0	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	0	0
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	1	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	3	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) # 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	2	5
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	2	5
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	2	1

	(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	1
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	1

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	6
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	4

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	0	0
b. Asian	0	1
c. Black or African American	0	0
d. Native Hawaiian or other Pacific Islander	0	0
e. White	2	6
f. Biracial/Multi-racial	1	0
g. Other	1	0
1. Explain: Not specified		
h. Unspecified	1	0
1. Explain: Not specified		

Child development staff - language

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	4
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)	1
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.	2
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	2
1. Comments: Moved from teaching positions to management staff	
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	2

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	1	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:	<i>(1)</i> # of family workers	<i>(2)</i> # of FCP supervisors
a. A related advanced degree	0	0
b. A related baccalaureate degree	0	1
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	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	38	37
a. Number enrolled in Medicaid and/or CHIP	36	35
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	0	0
c. Number with private health insurance (for example, parent's insurance)	2	2
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	0	0
1. Specify		
C.2. Number of children with no health insurance	2	3

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	40	40
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	40	39
		# 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		4
1. Of these, the number who have received or are receiving medical treatment		4
b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it:		

C.9 Number of all children who received medical treatment for the following chronic conditions since last year's PIR was reported, regardless of when the condition was first diagnosed by a health care professional:	<i># of children</i>
a. Anemia	0
b. Asthma	1
c. Hearing Difficulties	0
d. Vision Problems	1
e. High Lead Levels	2
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	<i># of children at enrollment</i>
a. Underweight (BMI less than 5th percentile for child's age and sex)	3
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	26
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	6
d. Obese (BMI at or above 95th percentile for child's age and sex)	5

Immunization services - children

	<i>(1) # of children at enrollment</i>	<i>(2) # of children at end of enrollment year</i>
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	34	39
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	6	0
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	0	1

Dental

Dental home - children

	<i>(1) # of children at enrollment</i>	<i>(2) # of children at end of enrollment year</i>
C.17 Number of children with continuous, accessible dental care provided by a dentist	36	39

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	33
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	33
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	4
1. Of these, the number of children who have received or are receiving treatment	3
b. Specify the primary reason that children who needed dental treatment did not receive it:	Children left the program before their appointment date

MENTAL HEALTH SERVICES

Mental health professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	8

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	3
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	3
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	3
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	3
c. Number of children for whom the MH professional provided an individual mental health assessment	3
d. Number of children for whom the MH professional facilitated a referral for mental health services	3

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	3
a. Of these, the number who received mental health services since last year's PIR was reported	3

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	13
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	10
2. During this enrollment year	3
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')	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	5	5
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	8	8
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	22
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	22
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	2
C.30 The instrument(s) used by the program for developmental screening: ASQ-SE (Ages & Stages Questionnaire Social-Emotional)	

Assessment

C.31 Approach or tool(s) used by the program to support ongoing child assessment:	
Name/title	Locally designed
Teaching Strategies GOLD Online	No

Curriculum

C.32 What curriculum does your program use:

a. For center-based services:

<i>Name/title</i>	<i>Locally designed</i>
Creative Curriculum (Early Childhood)	No

b. For family child care services:

c. For home-based services:

STAFF-CHILD INTERACTION OBSERVATION TOOLS

		<i># of programs</i>
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?		Yes
C.34 If yes, interaction observation tool(s) used by the program:		
	<i>(1)</i> <i>Name/title</i>	<i>(2)</i> <i>Locally designed</i>
a. Center-based settings		
b. Home-based settings		
c. Family child care settings		

FAMILY AND COMMUNITY PARTNERSHIPS

Number of families

	# of families at enrollment
C.35 Total number of families:	39
a. Of these, the number of two-parent families	31
b. Of these, the number of single-parent families	8

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.)	31
b. Grandparents	0
c. Relatives other than grandparents	0
d. Foster parents not including relatives	0
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.)	6
b. Father (biological, adoptive, stepfather, etc.)	1
c. Grandparent	1
d. Relative other than grandparent	0
e. Foster parent not including relative	0
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	8
b. One parent/guardian is employed	21
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	8
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	0

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	0
b. At least one parent/guardian is a veteran of the United States military	0

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	2	2
C.42 Total number of families receiving Supplemental Security Income (SSI)	1	1
C.43 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	0	0
C.44 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	0	0

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	0
c. Neither parent/guardian is in job training or school	31
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	0
b. The parent/guardian is not in job training or school	8
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)	0
b. Completed high school or was awarded a GED during this program year	0
c. Completed an associate degree during this program year	0
d. Completed a baccalaureate or advanced degree during this program year	0
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	# of families at end of enrollment 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	1
b. An associate degree, vocational school, or some college	11
c. A high school graduate or GED	20
d. Less than high school graduate	6

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	3	1
b. Housing assistance such as subsidies, utilities, repairs, etc.	4	1
c. Mental health services	3	3
d. English as a Second Language (ESL) training	15	5
e. Adult education such as GED programs and college selection	12	4
f. Job training	10	2
g. Substance abuse prevention	2	1
h. Substance abuse treatment	1	1
i. Child abuse and neglect services	0	0
j. Domestic violence services	6	4
k. Child support assistance	17	8
l. Health education	21	10
m. Assistance to families of incarcerated individuals	1	1
n. Parenting education	21	9
o. Relationship/marriage education	8	4
p. Asset building services (such as financial education, opening savings and checking accounts, debt counseling, etc.)	6	1
C.51 Of these, the number of families who were counted in at least one of the services listed above	29	18

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	10
b. Family goal setting	6
c. Involvement in child's Head Start child development experiences (e.g. home visits, parent-teacher conferences, etc.)	18
d. Head Start program governance, such as participation in the Policy Council or policy committees	0
e. Parenting education workshops	4

Homelessness services

	# of families
C.53 Total number of families experiencing homelessness that were served during the enrollment year	0
	# of children
C.54 Total number of children experiencing homelessness that were served during the enrollment year	0
	# 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	0
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 agreements with Child Care Partners during program year	0
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	0

Local education agency (LEA)

	# of LEAs
C.59 Number of LEAs in the program's service area	1
	# of formal agreements
C.60 Number of formal agreements the program has with LEAs:	
a. To coordinate services for children with disabilities	1
b. To coordinate transition services	1

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	18083141935
Last Update Date	08/31/2018