



# Pickens County Community Action Committee & CDC, Inc.

**Cynthia Simpson, Executive Director**

*Helping People! Changing Lives!*

## 2021-2022

# ANNUAL REPORT



**71 Lakeside  
Street  
Carrollton, AL  
35447**



Website:  
[www.caapickens](http://www.caapickens)



**205-367-8166**

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# PROMISES OF COMMUNITY ACTION

## Our Promise

Community Action changes people's lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other.

## Our Mission

Pickens County Community Action Committee and CDC, Inc. is dedicated to mobilizing resources in an effort to eliminate poverty and improve the quality of life for the low income and vulnerable populations.

## Our Methodology

To provide low-income persons with the information, opportunities, education, and increase self-assurance that they need to become self-sufficient.

## Our Philosophy

We believe that every individual seeks to be an asset to the community in which they live, and that circumstance sometimes interferes with one's ability to reach their full potential and to meet their individual needs and the continuing needs of their families. We believe that disadvantaged members of our community deserve to be supported in their effort to acquire the necessities of life, their quest to enter the mainstream of society, and in improving the quality of their life and the lives of their families. We believe that this support can be provided by creating access to community programs that are responsive to the needs of these individuals. The mobilization and coordination of local, state, and national resources will result in the creation of positive outcomes.

***"Helping People! Changing Lives!"***

# FROM THE CHAIRMAN OF THE BOARD OF DIRECTORS

It gives me great honor to present to the citizens of Pickens County the 2021 - 2022 Annual Report for the Pickens County Community Action Committee and Community Development Corporation, Inc. I have volunteered the past years as a member of the Board of Directors, and now as Chairman of the Board of Directors. As a Board, we have worked with the staff and community partners to identify effective strategies that will increase the quality of life for the residents of Pickens County. Collectively we have come a long way, but we have a long way to go. I encourage all stakeholders to work with us as we identify strategies that will increase the quality of life here in Pickens County.

Sincerely,

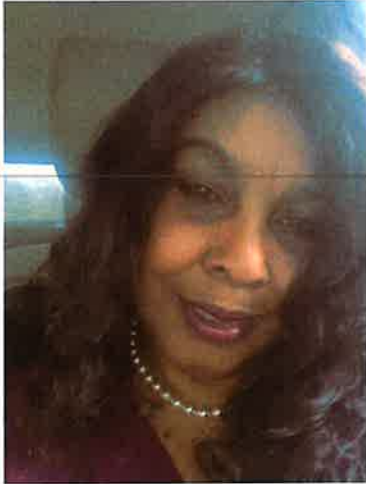
*Mr. Stanley Jones,*

Board Chairman



# FROM THE EXECUTIVE DIRECTOR

This Annual Report reflect the Program Year 2021-2022 for Pickens County Community Action Committee and Community Development Corporation, Inc. We are



celebrating fifty-six (57) years of changing lives and revitalizing communities. Pickens County Community Action Committee and Community Development Corporation, Inc. is responsible for providing services to the citizens and families of Pickens County. We work hard to eliminate the paradox of poverty in the mist of plenty. To provide transparency to the full scope of services provided by our Agency we present to the community as well as our federal and state funding partners a review of our success.

From my personal point of view, the success of the Pickens County Community Action Committee and Community Development Corporation, Inc. would not have been realized without the tremendous support of the entire Organization and its Board of Directors. Because of our commitment to the Agency's mission, we have stepped out on faith and grasped opportunities that came our way. We were also blessed to have these opportunities fall on fertile ground. This success is rooted in a coalition of team members that fully understand the call for community action, the needs of our community, and strategies designed to effectively mobilize community resources. This success lays upon a foundation provided by our Board of Directors that stood fearless in its pursuit of nontraditional opportunities that with unity of community will enhance the lives of the residents of Pickens County.

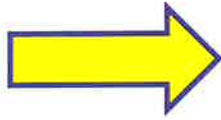
It is my honor and pleasure to serve Pickens County Community Action Committee and Community Development Corporation, Inc., Board of Directors, staff, and the residents of Pickens County through my role as the Executive Director.

Respectfully,

*Ms. Cynthia Simpson,*

Executive Director

TAB 1



## **AGENCY'S GENERAL INFORMATION**



Board of Directors



Policy Council Members



Programs and Services



Agency's Management Team Staff



# THE AGENCY'S GENERAL INFORMATION

## Pickens County Community Action Board of Directors

Mr. Stanley Jones, Chairman

Ms. Andrea Ellis, Vice Chairman

Mr. Charlie Taggart, Treasurer

Ms. Marva Gipson, Secretary

Mayor Craig Patterson

Mayor Donald Sherrod

Commissioner Jerry Fitch

Ms. Shirley Fields

Mrs. Gwendolyn Taylor

Attorney William King

Ms. Emma Forte'

Rev. Marcus Wright

Mr. Willie Colvin

Chief Anthony Durrah

Mr. Jimmy Garner

Mr. Willie Thomas

Ms. Cassandra Crawford

Mr. Fate Jones

## Pickens County Community Action Head Start Policy Council Members

Ms. Shameka Cousette

Ms. Amalia Deleon-Domingo

Mrs. Gwendolyn Henderson

Ms. Tekela McGee

Ms. Narkita Morrow

Ms. Sandra Mayhew (Community Representative)

Ms. Jacqueline Oliver (Community Representative)

Mrs. Gwen Taylor (Community Representative & Board Member)

## Programs and Services

- CSBG
- CSBG CARES

- Head Start (Ages 3-5)
- LIHEAP Energy Assistance Program
- LIHEAP CARES
- LIHEAP ARP
- Alabama Charitable Trust Energy Assistance
- Pre-K Program (Age 4)
- Red Cross/Project Share
- Emergency Food and Shelter Program (FEMA)
- Dollar Help Program (Spire - Alagasco)
- Health Resources and Services Administration Covid-19 Vaccine Access Program
- National Community Action, ASTHO, Gramercy Research Group Vaccination Disparities Effort- Vaccine Equity Program

## **Management Team Staff**

### EXECUTIVE MANAGEMENT TEAM

- Cynthia Simpson, Executive Director
- Lafrench Ingram, Executive Administrative Assistant/Human Resource Manager
- Victoria Gosa, Fiscal Director
- Demeka Lark, Program Administrative Assistant/Data Manager

### COMMUNITY ACTION AGENCY TEAM

- Anne Jones, Community Service Specialist
- Tabbatha Sommerville, Community Service Specialist
- Meschelle Miller, Receptionist

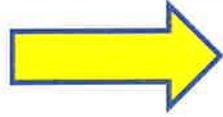
### HEAD START MANAGEMENT TEAM

- Fredrick Woods, Center Manager/Compliance Manager/Nutrition Manager/ERSEA
- Joanna Williams, Health/Mental Health Manager/Transportation Manager
- Vanessa Hopkins, Education Services Manager
- Lillie Garner, Disabilities Services/In-kind Services Manager
- Fannie Hinton, Family and Community Engagement Manager
- Linda Corder, Family Literacy Service Manager
- Fred McGee, Maintenance Technician

### HRSA COVID-19 VACCINE ACCESS MANAGEMENT TEAM

- Wayne Davis, Director
- Parvia Bonner, Co-Director





## **BUDGETS**

- ✚ Contracts and Grants
- ✚ CSBG Budgets
  - CSBG CARES Budget
- ✚ Head Start Budgets
  - Head Start American Rescue Plan Act Budget
  - Head Start COVID Supplies Budget
  - Head Start One-Time COVID-19 Enrichment Funding
- ✚ LIHEAP Budgets
  - LIHEAP CARES Budget
- ✚ Pre-K 1-6 Budget

# BUDGETS

## Contracts and Grants

# ECONOMIC IMPACT SUMMARY 2021-2022



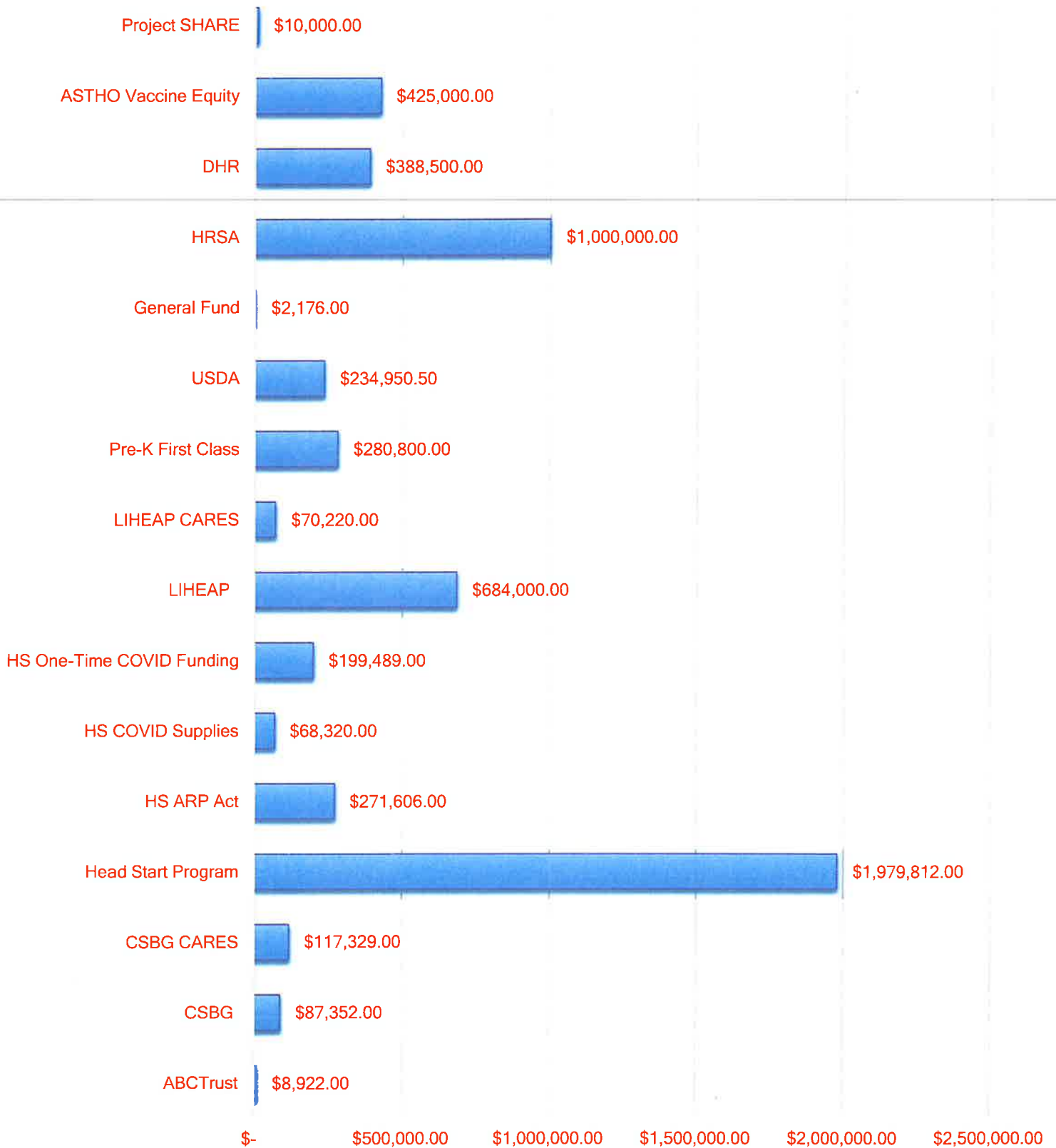
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### Grants By Titles:

Alabama Business Charitable Trust:	\$8,922.00
Community Service Block Grant (CSBG):	\$87,352.00
Community Service Block Grant (CSBG) CARES:	\$117,329.00
General Fund:	\$2,176.00
Head Start:	\$1,979,812.00
Head Start-American Rescue Plan Act:	\$271,606.00
Head Start COVID Supplies:	\$68,320.00
Head Start One-Time COVID19 Enrichment Funding:	\$199,489.00
Low Income Home Energy Assistance Program (Liheap):	\$ 684,000.00
Low Income Home Energy Assistance Program (Liheap) CARES:	\$ 70,220.00
Low Income Home Energy Assistance Program (Liheap) ARP:	\$ 409,896.00
Pre-K First Classes 1 -6:	\$285,800.00
U.S. Department of Agriculture (USDA):	\$234,950.50
Health Resources and Services Administration (HRSA):	\$1,000,000.00
DHR:	\$388,500.00
ASTHO Vaccine Equity:	\$425,000.00
Project Share:	\$10,000.00
TOTAL FEDERAL AWARDS:	\$6,243,376.50

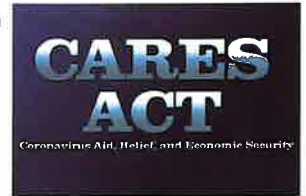
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# Budgets: Contracts & Grants





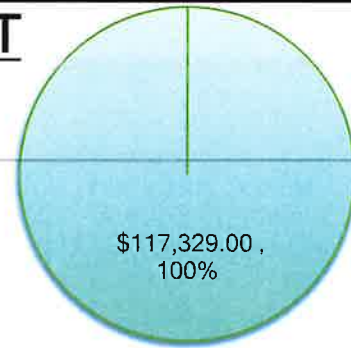
# CSBG CARES BUDGET 2021-2022



## SUPPORT

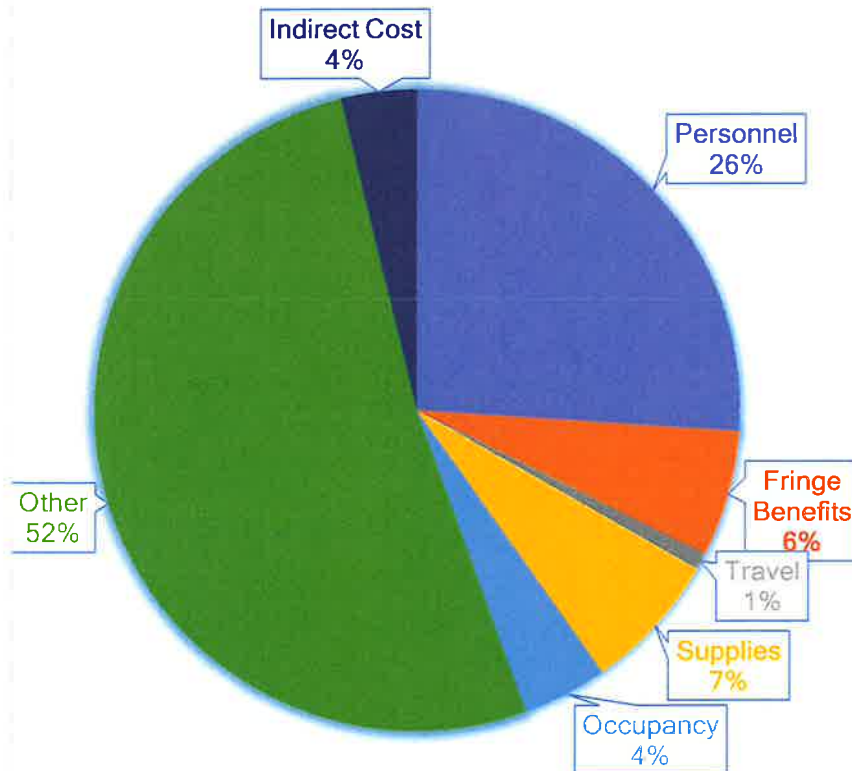
Approved Funds Awarded: \$117,329.00

TOTAL SUPPORT: \$117,329.00

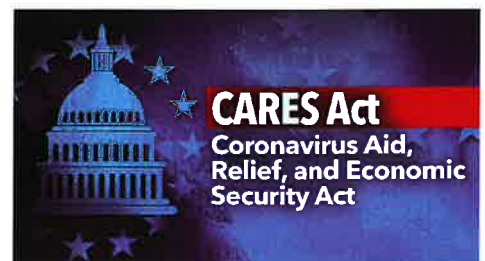


Approved Funds Awarded

## EXPENSE - DIRECT COST



Personnel:	\$30,600.00
Fringe Benefits:	\$7,466.00
Travel:	\$1,000.00
Supplies:	\$8,125.00
Occupancy:	\$5,000.00
Other:	\$60,664.00
Indirect Cost:	\$4,474
TOTAL:	\$117,329.00



# Community Action in Action



National Welding Academy, LLC ·

Follow

Aug 16, 2022 · 🌐

Congrats to Lamarkus Barnes on completing our Basic SMAW & Oxy/Fuel Cutting course this past Thursday. Special thanks to [Pickens County Family Resource Center](#) and [Pickens County Community Action Committee](#) for all your support! #NWAalumni #supportnonprofits



Choose a career in welding!! We have spots open now! Visit [www.natwelding.com](http://www.natwelding.com) or call 205-657-2967 for more information on starting your new lucrative career! #InvestInYourself #InvestInYourCareer #SignUpToday #NationalWeldingAcademy #NWA #WeldersAreEssential #weld #welder #weldernation #trainingnewwelders #learnatrade #yourfuturestartswithyou #welding





# CSBG BUDGET 2021-2022

## SUPPORT

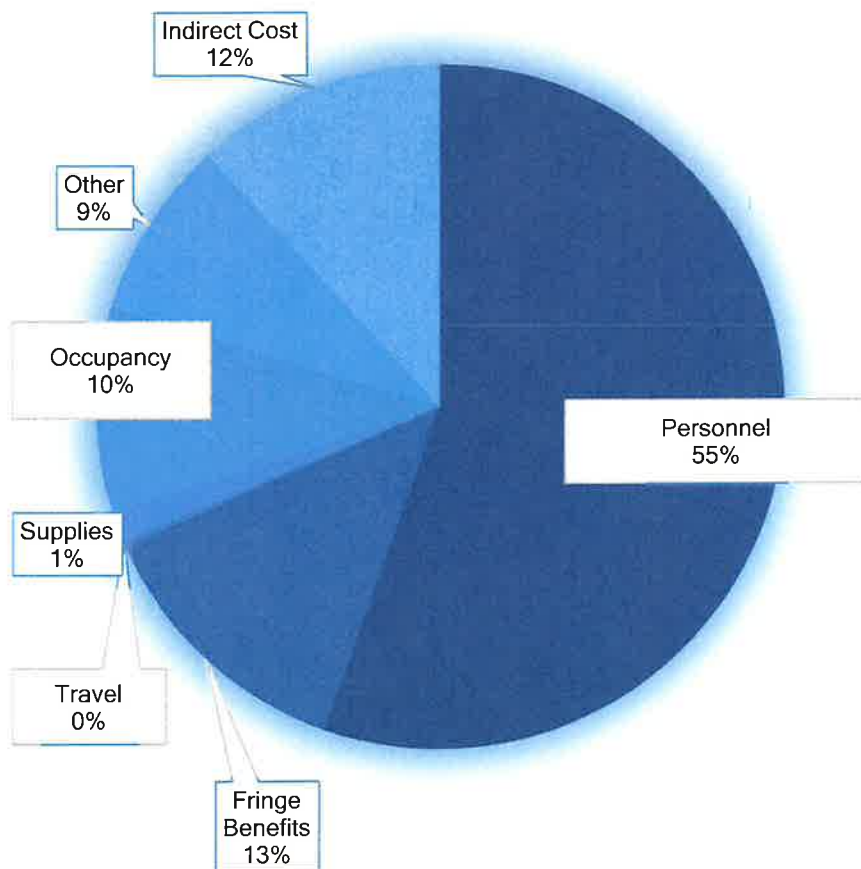
■ Approved Funds Awarded

Approved Funds Awarded: \$87,352.00

TOTAL SUPPORT: \$87,352.00



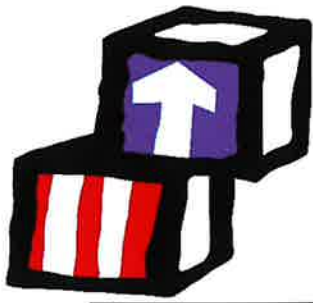
## EXPENSE - DIRECT COST



Personnel:	\$48,421.37
Fringe Benefits:	\$11,271.75
Travel:	\$230.31
Supplies:	\$1,249.76
Occupancy:	\$8,490.26
Other:	\$7,386.58
Indirect Cost:	\$10,301.97
TOTAL:	\$87,352.00







# HEAD START BUDGET 2021-2022

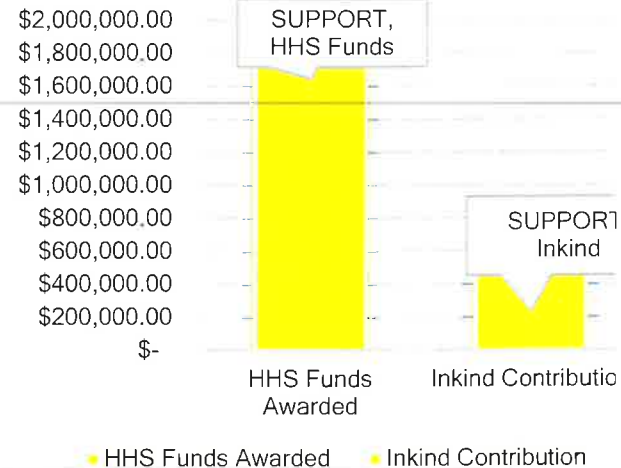


## SUPPORT

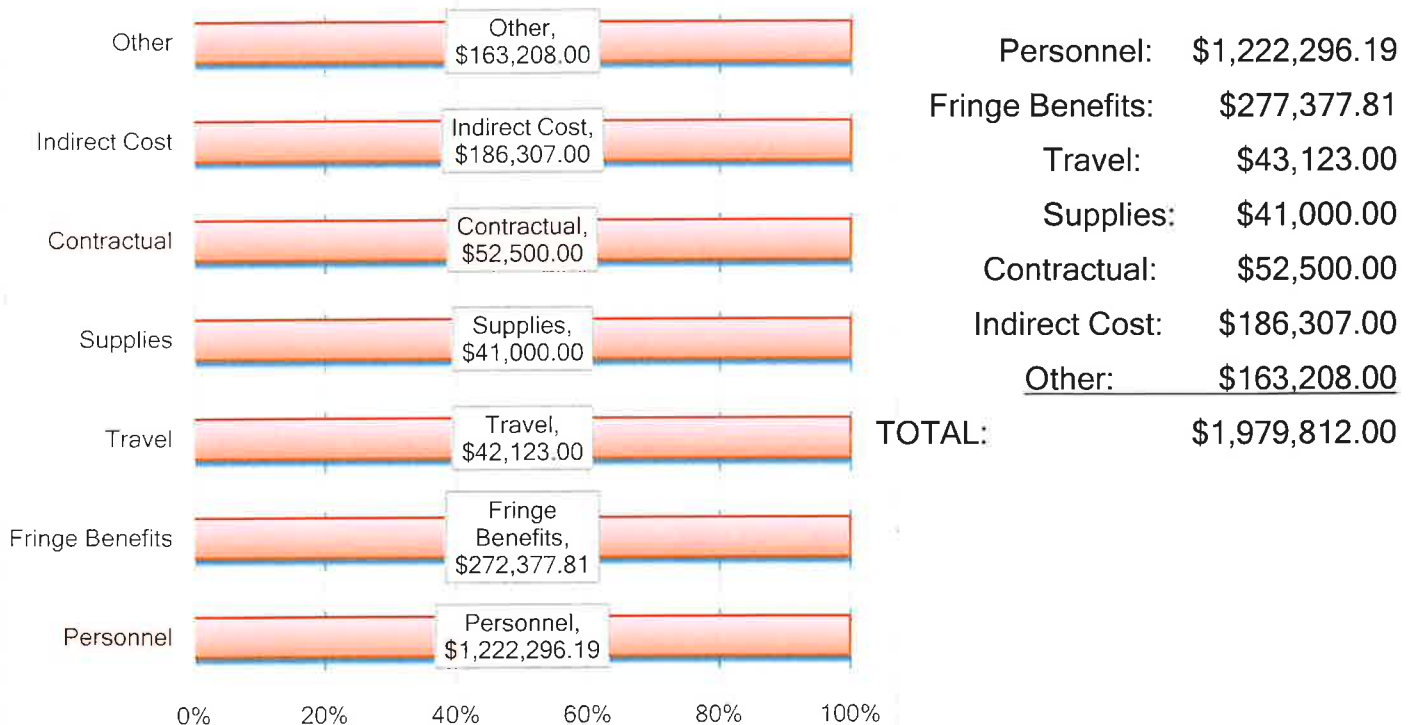
HHS Approved Funds Awarded: \$1,979,812.00

Grantee's Inkind Contribution: \$494,954.00

**TOTAL SUPPORT: \$2,474,766.00**



## EXPENSE - DIRECT COST



**TOTAL: \$1,979,812.00**

## Head Start Spotlights



Head Start Awareness Day Balloon

Release



Whatley Health System providing dental services to our

children

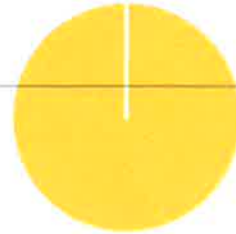
# HEAD START AMERICAN RESCUE PLAN ACT BUDGET 2021-2023



## SUPPORT

HHS Approved Funds Awarded: \$271,606.00

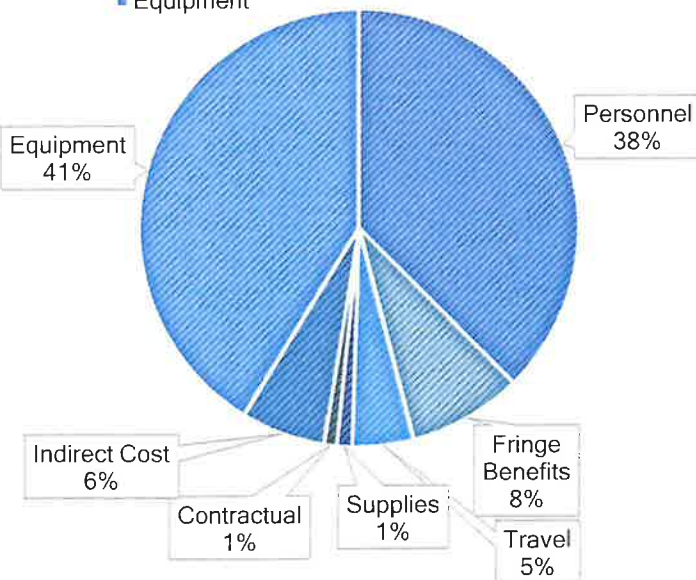
TOTAL SUPPORT: \$271,606.00



■ HHS Funds Awarded

## EXPENSE - DIRECT COST

■ Personnel   ■ Fringe Benefits   ■ Travel  
■ Supplies   ■ Contractual   ■ Indirect Cost  
■ Equipment



Personnel:	\$102,065.00
Fringe Benefits:	\$22,845.00
Travel:	\$12,283.00
Supplies:	\$3,000.00
Contractual:	\$2,500.00
Indirect Cost:	\$16,913.00
Equipment:	\$112,000.00
<b>TOTAL:</b>	<b>\$271,606.00</b>

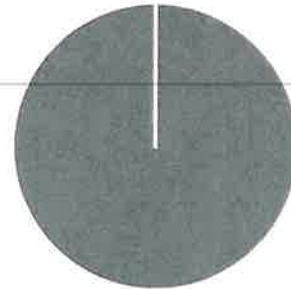


# HEAD START COVID BUDGET 2021-2022

## SUPPORT

HHS Approved Funds Awarded: \$68,320.00

TOTAL SUPPORT: \$68,320.00



■ HHS Funds Awarded

## EXPENSE - DIRECT COST



Supplies: \$68,320.00

TOTAL: \$68,320.00

*Additional*  
**COVID-19**  
*Funding*



## HRSA Covid-19 Vaccine Access & Vaccine Equity Project Highlights



Representatives From Atlanta, New York, Washington from the Funding Sources of the Vaccine Equity Project on their site visit. We were selected at the New York Conference to present about our Agency and Program.



Vaccine Health Fair Flyer. We had over 400 participants and gave @ 150



vaccinations.

Vaccine Outreach Day at City of Reform Christmas Festival



HRSA Covid-19 Handicap Accessible Van



Vaccine Outreach and Pop-Up Clinic at Aliceville Youth Football Practice



SMART Clinic Nursing Staff providing Vaccines



Whatley Health System Nursing Staff providing Vaccines

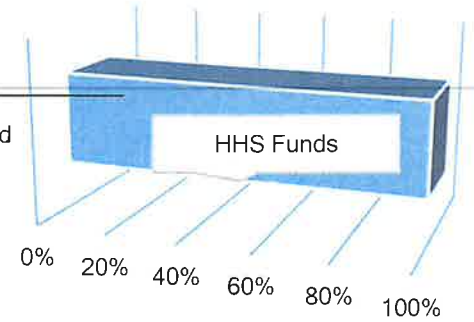


# HEAD START ONE-TIME COVID19 ENRICHMENT FUNDING BUDGET 2021-2022

## SUPPORT

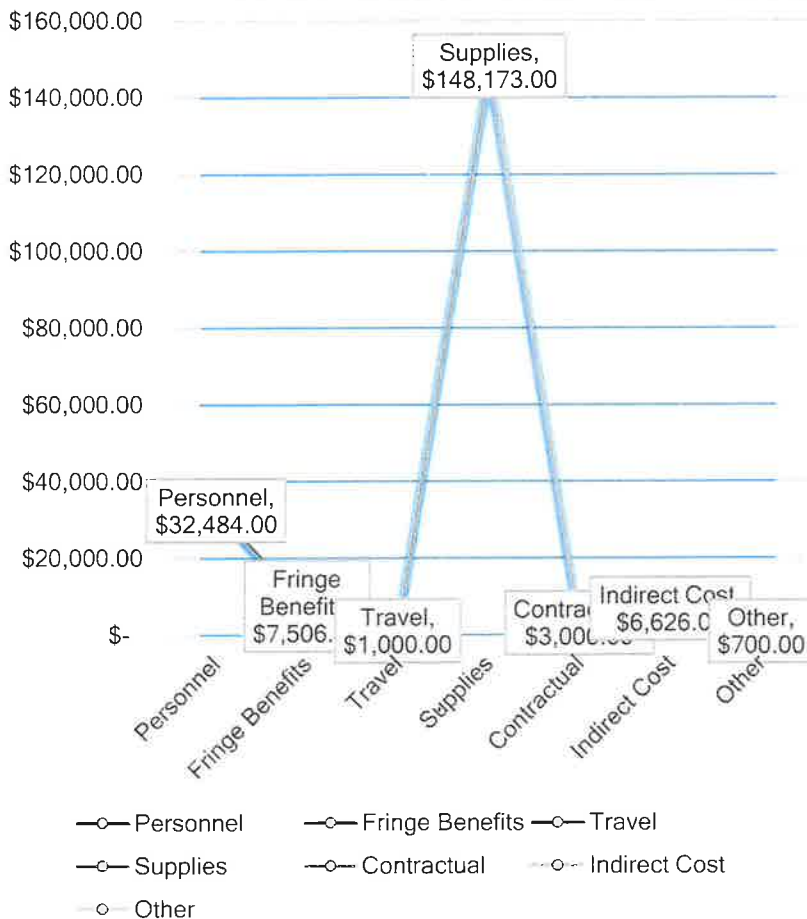
HHS Approved Funds Awarded: \$199,489.00

TOTAL SUPPORT: \$199,489.00 HHS Funds Awarded



■ HHS Funds Awarded

## EXPENSE - DIRECT COST



Personnel:	\$32,484.00
Fringe Benefits:	\$7,506.00
Travel:	\$1,000.00
Supplies/Equipment:	\$148,173.00
Contractual:	\$3,000.00
Indirect Cost:	\$6,626.00
Other:	\$700.00
<b>TOTAL:</b>	<b>\$199,489.00</b>





## SUPPORT

Approved Funds Awarded: \$70,220.00

TOTAL SUPPORT:	\$70,220.00
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■ Approved Funds Awarded

**EXPENSE - DIRECT COST**



Administrative: \$5,063.00

General Assistance: \$65,157.00

**TOTAL:** \$70,220.00





# LIHEAP BUDGET 2021-2022

## SUPPORT

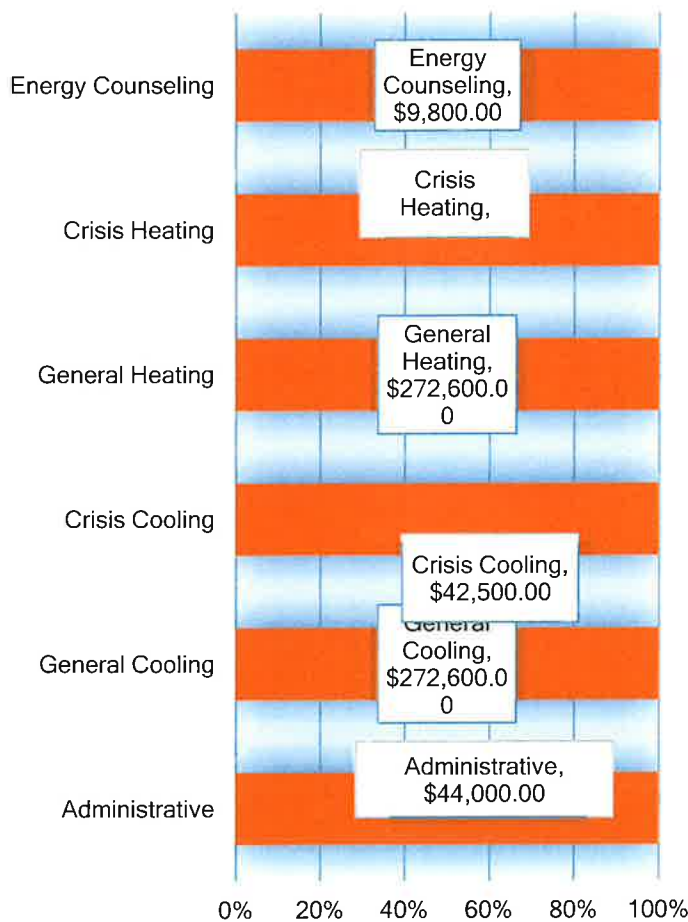
Approved Funds Awarded: \$684,800.00

TOTAL SUPPORT: \$684,000.00



■ Approved Funds Awarded

## EXPENSE - DIRECT COST



Administrative:	\$44,000.00
General Cooling:	\$272,600.00
Crisis Cooling:	\$42,500.00
General Heating:	\$272,600.00
Crisis Heating:	\$42,500.00
Energy Counseling:	\$9,800.00
<b>TOTAL:</b>	<b>\$684,000.00</b>

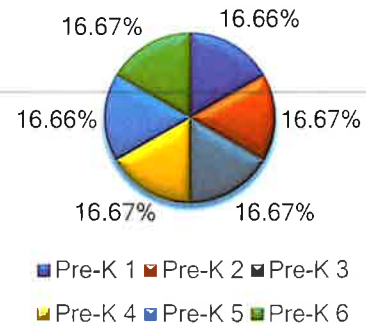




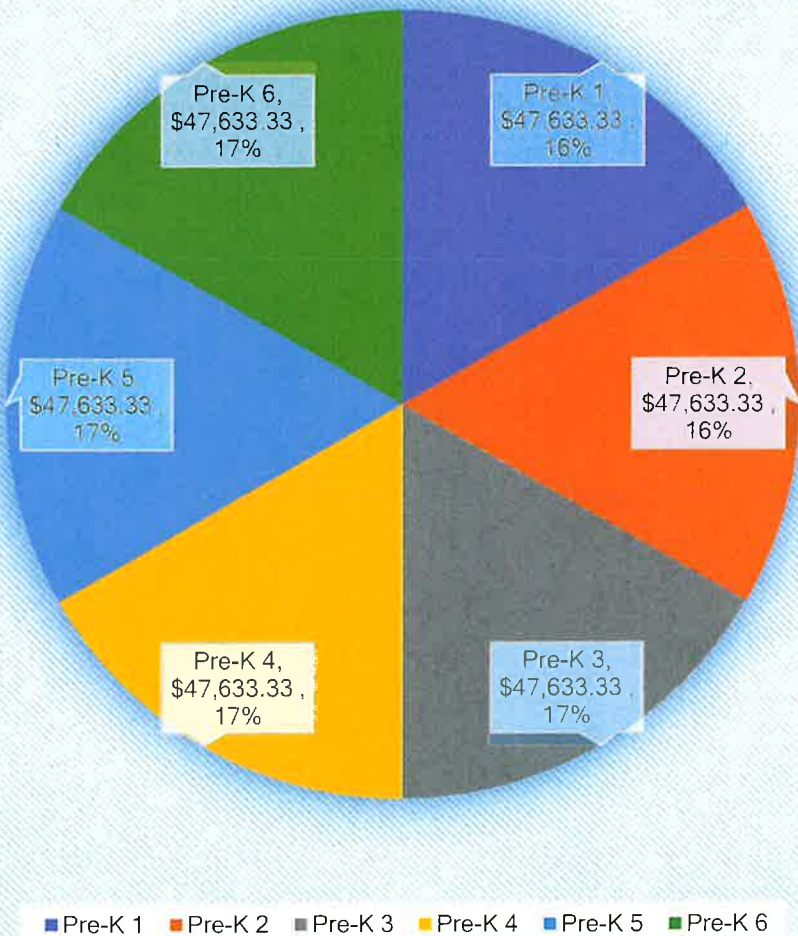
# PRE-K CLASSES 1 -6 BUDGET 2021-2022

## SUPPORT

Approved Funds Awarded: **\$285,800.00**  
TOTAL SUPPORT: **\$285,800.00**



## EXPENSE - DIRECT COST

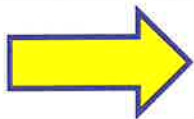


Personnel: **\$189,783.56**  
Fringe Benefits: **\$55,676.44**  
Travel: **\$2,000.00**  
Equipment: **\$6,000.00**  
Supplies: **\$12,000.00**  
Indirect Cost: **\$14,340.00**  
Other: **\$6,000.00**

**TOTAL: \$285,800.00**



TAB 3



## PROGRAM INFORMATION

 Head Start Program Information Report







# 2021-2022 HEAD START PROGRAM INFORMATION REPORT

## 04CH010927-000 PICKENS COMMUNITY ACTION COMMITTEE, INC

### A. PROGRAM INFORMATION

#### GENERAL INFORMATION

Grant Number	04CH010927
Program Number	000
Program Type	Head Start
Program Name	PICKENS COMMUNITY ACTION COMMITTEE, INC
Program Address	71 Lakeside St
Program City, State, Zip Code (5+4)	Carrollton, AL, 35447-2232
Program Phone Number	(205) 367 1283 - 25
Head Start or Early Head Start Director Name	Ms. Cynthia Simpson
Head Start or Early Head Start Director Email	csimpson@nctv.com
Agency Email	csimpson@nctv.com
Agency Web Site Address	www.caapickens.org
Name and Title of Approving Official	Mr. Stanley Jones, Board Chairman
Unique Entity Identifier (UEI)	XQGHCG7BF9Q6
Agency Type	Community Action Agency (CAA)
Agency Description	Grantee that directly operates program(s) and has no delegates

#### FUNDED ENROLLMENT

#### Funded enrollment by funding source

	# of children
A.1 Funded Enrollment:	227
a. Head Start/Early Head Start Funded Enrollment, as identified on the NOA that captures the greatest part of the program year	227
b. Funded Enrollment from non-federal sources, i.e., state, local, private	0

#### Funded enrollment by program option

	# of slots
A.2 Center-based option	
a. Number of slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	227
1. Of these, the number that are available for the full-working-day and full-calendar-year	0
b. Number of slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	0
1. Of these, the number that are available for 3.5 hours per day for 128 days	0
2. Of these, the number that are available for a full working day	0
A.3 Home-based option	0
A.4 Family child care option	0
A.5 Locally designed option	0

## Funded slots at child care partner

	# of slots
A.7 Total number of slots in the center-based or locally designed option	227
a. Of these, the total number of slots at a child care partner	0
A.8 Total funded enrollment at child care partners (includes center-based, locally designed, and family child care program options)	0

## CLASSES IN CENTER-BASED

	# of classes
A.9 Total number of center-based classes operated	13
a. Of these, the number of double session classes	0

## CUMULATIVE ENROLLMENT

### Children by age

	# of children at enrollment
A.10 Children by age:	
a. Under 1 year	0
b. 1 year old	0
c. 2 years old	0
d. 3 years old	108
e. 4 years old	95
f. 5 years and older	0
g. Total cumulative enrollment of children	203

### Total cumulative enrollment

	# of children
A.12 Total cumulative enrollment	203

### Primary type of eligibility

	# of children
A.13 Report each enrollee only once by primary type of eligibility:	
a. Income at or below 100% of federal poverty line	166
b. Public assistance such as TANF and SSI	2
c. Foster care	1
d. Homeless	0
e. Eligibility based on other type of need, but not counted in A.13.a through d	15
	# of children
f. Incomes between 100% and 130% of the federal poverty line, but not counted in A.13.a through e	19

A.14 If the program serves enrollees under A.13.f, specify how the program has demonstrated that all income-eligible children in their area are being served.

The Head Start Program exhausted its wait list of income eligible children and used the option of servicing children with family incomes between 100% and 130% of the federal poverty line.

## Prior enrollment

	# of children
A.15 Enrolled in Head Start or Early Head Start for:	
a. The second year	41
b. Three or more years	4

## Transition and turnover

	# of children
A.16 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	20
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	7

	# of preschool children
A.17 Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	83

## Child care subsidy

	# of children
A.24 The number of enrolled children for whom the program and/or its partners received a child care subsidy during the program year	0

## Ethnicity and race

	# of children	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
A.25 Race and ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	172
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	12
f. Bi-racial/Multi-racial	0	14
g. Other	5	0
Explain:	Mexican	
h. Unspecified	0	0

## Primary language of family at home

	# of children
<b>A.26 Primary language of family at home:</b>	
a. English	198
1. Of these, the number of children acquiring/learning another language in addition to English	0
b. Spanish	5
c. Native Central American, South American & Mexican Languages (e.g., Mixteco, Quichean.)	0
d. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
e. Middle Eastern & South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
f. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
g. Native North American/Alaska Native Languages	0
h. Pacific Island Languages (e.g., Palauan, Fijian)	0
i. European & Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
j. African Languages (e.g., Swahili, Wolof)	0
k. American Sign Language	0
l. Other (e.g., American Sign Language)	0
m. Unspecified (language is not known or parents declined identifying the home language)	0

## Dual language learners

	# of children
A.27 Total number of Dual Language Learners	5

## Transportation

	# of children
A.28 Number of children for whom transportation is provided to and from classes	203

## RECORD KEEPING

### Management Information Systems

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



## B. PROGRAM STAFF & QUALIFICATIONS

### TOTAL STAFF

#### Staff by type

	(1) # of Head Start or Early Head Start staff	(2) # of contracted staff
B.1 Total number of staff members, regardless of the funding source for their salary or number of hours worked	51	6
a. Of these, the number who are current or former Head Start or Early Head Start parents	30	2

### TOTAL VOLUNTEERS

#### Volunteers by type

	# of volunteers
B.2 Number of persons providing any volunteer services to the program during the program year	241
a. Of these, the number who are current or former Head Start or Early Head Start parents	191

### EDUCATION AND CHILD DEVELOPMENT STAFF

#### Preschool classroom and assistant teachers (HS and Migrant programs)

	(1) # of classroom teachers	(2) # of assistant teachers
B.3 Total number of preschool education and child development staff by position	13	13

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
a. An advanced degree in:		
1. Early childhood education		
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	2	0

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
b. A baccalaureate degree in one of the following:		
1. Early childhood education		
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or	6	1
3. Any field and is part of the Teach for America program and passed a rigorous early childhood content exam		

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
c. An associate degree in:		
1. Early childhood education		
2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	5	6

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
d. A Child Development Associate (CDA) credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements	0	4
1. Of these, a CDA credential or state-awarded certification, credential, or licensure that meets or exceeds CDA requirements and that is appropriate to the option in which they are working	0	0

	(1) # of classroom teachers	(2) # of assistant teachers
Of the number of preschool education and child development staff by position, the number with the following:		
e. None of the qualifications listed in B.3.a through B.3.d	0	2

### Preschool classroom teachers program enrollment

	# of classroom teachers
B.4 Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	5
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b	0

### Preschool classroom assistant teachers program enrollment

	# of assistant teachers
B.5 Total number of preschool assistant teachers that do not have any qualifications listed in B.3.a through B.3.d	2
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.3.a through B.3.d.	2

### Home visitors and family child care provider staff qualifications

	# of home visitors
B.8 Total number of home visitors	0
a. Of these, the number of home visitors that have a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate's, baccalaureate, or advanced degree	0
b. Of these, the number of home visitors that do not meet one of the qualifications described in B.8.a.	0



	# of home visitors
1. Of the home visitors in B.8.b, the number enrolled in a degree or credential program that would meet a qualification described in B.8.a.	0

	# of family child care providers
B.9 Total number of family child care providers	0
a. Of these, the number of family child care providers that have a Family Child Care CDA credential or state equivalent, or an associate, baccalaureate, or advanced degree in child development or early childhood education	0
b. Of these, the number of family child care providers that do not meet one of the qualifications described in B.9.a.	0
1. Of the family child care providers in B.9.b, the number enrolled in a degree or credential program that would meet a qualification described in B.9.a.	0

	# of child development specialists
B.10 Total number of child development specialists that support family child care providers	0
a. Of these, the number of child development specialists that have a baccalaureate degree in child development, early childhood education, or a related field	0
b. Of these, the number of child development specialists that do not meet one of the qualifications described in B.10.a.	0
1. Of the child development specialists in B.10.b, the number enrolled in a degree or credential program that would meet a qualification described in B.10.a.	0

## Ethnicity and race

	# of non-supervisory education and child development staff	
	(1) Hispanic or Latino origin	(2) Non-Hispanic or Non-Latino origin
B.13 Race and Ethnicity		
a. American Indian or Alaska Native	0	0
b. Asian	0	0
c. Black or African American	0	25
d. Native Hawaiian or other Pacific Islander	0	0
e. White	0	1
f. Biracial/Multi-racial	0	0
g. Other	0	0
h. Unspecified	0	0

## Language

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

	# of non-supervisory education and child development staff
<b>B.15 Language groups in which staff are proficient:</b>	
a. Spanish	1
b. Native Central American, South American, and Mexican Languages (e.g., Mixteco, Quichean.)	0
c. Caribbean Languages (e.g., Haitian-Creole, Patois)	0
d. Middle Eastern and South Asian Languages (e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)	0
e. East Asian Languages (e.g., Chinese, Vietnamese, Tagalog)	0
f. Native North American/Alaska Native Languages	0
g. Pacific Island Languages (e.g., Palauan, Fijian)	0
h. European and Slavic Languages (e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)	0
i. African Languages (e.g., Swahili, Wolof)	0
j. American Sign Language	0
k. Other	0
l. Unspecified (language is not known or parents declined identifying the language)	0

## STAFF TURNOVER

### All staff turnover

	(1) # of Head Start staff	(2) # of contracted staff
<b>B.16 Total number of staff who left during the program year (including turnover that occurred while the program was not in session, e.g., summer months)</b>	1	0
a. Of these, the number who were replaced	1	0

### Education and child development staff turnover

	# of staff
<b>B.17 The number of teachers, preschool assistant teachers, family child care providers, and home visitors who left during the program year (including turnover that occurred while classes and home visits were not in session, e.g., during summer months)</b>	1
a. Of these, the number who were replaced	1
b. Of these, the number who left while classes and home visits were in session	1
c. Of these, the number that were teachers who left the program	0

	# of staff
<b>B.18 Of the number of education and child development staff that left, the number that left for the following primary reason:</b>	
a. Higher compensation	0
1. Of these, the number that moved to state pre-k or other early childhood program	0
b. Retirement or relocation	0
c. Involuntary separation	1
d. Other (e.g., change in job field, reason not provided)	0

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B.19 Number of vacancies during the program year that remained unfilled for a period of 3 months or longer
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0
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## C. CHILD AND HEALTH SERVICES

### HEALTH SERVICES

#### Health insurance – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.1 Number of all children with health insurance	202	202
a. Of these, the number enrolled in Medicaid and/or CHIP	185	185
b. Of these, the number enrolled in state-only funded insurance (e.g., medically indigent insurance), private insurance, or other health insurance	17	17
C.2 Number of children with no health insurance	1	1

#### Accessible health care - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care provided by a health care professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care	190	190
a. Of these, the number of children that have accessible health care through a federally qualified Health Center, Indian Health Service, Tribal and/or Urban Indian Health Program facility	0	0

#### Medical services – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.7 Number of 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	188	190

	# of children
a. Of these, the number of children diagnosed with any chronic condition by a health care professional, regardless of when the condition was first diagnosed	26
1. Of these, the number who received medical treatment for their diagnosed chronic health condition	26
b. Specify the primary reason that children with any chronic condition diagnosed by a health care professional did not receive medical treatment:	# of children
1. No medical treatment needed	0
2. No health insurance	0
3. Parents did not keep/make appointment	0
4. Children left the program before their appointment date	0
5. Appointment is scheduled for future date	0
6. Other	0



C.8 Number of children diagnosed by a health care professional with the following chronic condition, regardless of when the condition was first diagnosed:	# of children
a. Autism spectrum disorder (ASD)	2
b. Attention deficit hyperactivity disorder (ADHD)	0
c. Asthma	7
d. Seizures	0
e. Life-threatening allergies (e.g., food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	10
f. Hearing Problems	1
g. Vision Problems	6
h. Blood lead level test with elevated lead levels >5 g/dL	0
i. Diabetes	0

### Body Mass Index (BMI) – children (HS and Migrant programs)

	# of children at enrollment
C.9 Number of children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	
a. Underweight (BMI less than 5th percentile for child's age and sex)	7
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	141
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	24
d. Obese (BMI at or above 95th percentile for child's age and sex)	31

### Immunization services - children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.10 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	145	161
C.11 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	57	41
C.12 Number of children who meet their state's guidelines for an exemption from immunizations	1	1

### Accessible dental care – children

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.16 Number of children with continuous, accessible dental care provided by an oral health care professional which includes access to preventive care and dental treatment	121	186



## Preschool dental services (HS and Migrant programs)

	# of children at end of enrollment
C.17 Number of children who received preventive care during the program year	200
C.18 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination during the program year	200
a. Of these, the number of children diagnosed as needing dental treatment during the program year - at end of enrollment	36
1. Of these, the number of children who have received or are receiving dental treatment - at end of enrollment	28
b. Specify the primary reason that children who needed dental treatment did not receive it:	# of children
1. Health insurance doesn't cover dental treatment	0
2. No dental care available in local area	0
3. Medicaid not accepted by dentist	0
4. Dentists in the area do not treat 3 – 5 year old children	0
5. Parents did not keep/make appointment	0
6. Children left the program before their appointment date	8
7. Appointment is scheduled for future date	0
8. No transportation	0
9. Other	0

## Mental health consultation

	# of staff
C.20 Total number of classroom teachers, home visitors, and family child care providers	13
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	13

## DISABILITIES SERVICES

### IDEA eligibility determination

	# of children
C.21 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA) during the program year	30
a. Of these, the number who received an evaluation to determine IDEA eligibility	30
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	30
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA	0
1. Of these children, the number for which the program is still providing or facilitating individualized services and supports such as an individual learning plan or supports described under Section 504 of the Rehabilitation Act.	0
b. Of these, the number who did not receive an evaluation to determine IDEA eligibility	0

	# of children
<b>C.22 Specify the primary reason that children referred for an evaluation to determine IDEA eligibility did not receive it:</b>	
a. The responsible agency assigned child to Response to Intervention (RTI)	0
b. Parent(s) refused evaluation	0
c. Evaluation is pending and not yet completed by responsible agency	0
d. Other	0

### Preschool disabilities services (HS and Migrant programs)

	# of children
<b>C.23 Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the program year, indicating they were determined eligible by the LEA to receive special education and related services under the IDEA</b>	30
<b>a. Of these, the number who were determined eligible to receive special education and related services:</b>	<b># of children</b>
1. Prior to this program year	9
2. During this enrollment year	21
b. Of these, the number who have not received special education and related services	0

### Preschool primary disabilities (HS and Migrant programs)

	(1) # of children determined to have this disability	(2) # of children receiving special services
<b>C.25 Diagnosed primary disability:</b>		
a. Health impairment (i.e., meeting IDEA definition of "other health impairment")	0	0
b. Emotional disturbance	0	0
c. Speech or language impairments	22	22
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	1	1
j. Traumatic brain injury	0	0
k. Non-categorical/developmental delay	4	4
l. Multiple disabilities (excluding deaf-blind)	3	3
m. Deaf-blind	0	0

## EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

### Screening

	# of children
C.26 Number of all newly enrolled children since last year's PIR was reported	158
C.27 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	15
C.28 The instrument(s) used by the program for developmental screening	
<i>Name/title</i>	
LAP-D (Learning Accomplishment Profile – Diagnostic Screener)	
ASQ (all editions)	

### Assessment

C.29 Approach or tool(s) used by the program to support ongoing child assessment
<i>Name/title</i>
Teaching Strategies GOLD Online
Portfolios

### Curriculum

C.30 Curriculum used by the program:
a. For center-based services
<i>Name/title</i>
Creative Curriculum (PreSchool)
e. For building on the parents' knowledge and skill (i.e., parenting curriculum)
<i>Name/title</i>
Ready Rosie

### Classroom and home visit observation tools

	Yes (Y) / No (N)
C.31 Does the program routinely use classroom or home visit observation tools to assess quality?	Yes
C.32 If yes, classroom and home visit observation tool(s) used by the program:	
a. Center-based settings	
<i>Name/title</i>	
Classroom Assessment Scoring System (CLASS: Infant, Toddler, or Pre-K)	



## FAMILY AND COMMUNITY PARTNERSHIPS

### Number of families

	# of families at enrollment
C.33 Total number of families:	196
a. Of these, the number of two-parent families	13
b. Of these, the number of single-parent families	183
C.34 Of the total number of families, the number in which the parent/guardian figures are best described as:	
a. Parent(s) (e.g., biological, adoptive, stepparents)	189
1. Of these, the number of families with a mother only (biological, adoptive, stepmother)	186
2. Of these, the number of families with a father only (biological, adoptive, stepfather)	2
b. Grandparents	6
c. Relative(s) other than grandparents	1
d. Foster parent(s) not including relatives	0
e. Other	0

### Parent/guardian education

	# of families at enrollment
C.35 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s):	
a. An advanced degree or baccalaureate degree	26
b. An associate degree, vocational school, or some college	15
c. A high school graduate or GED	115
d. Less than high school graduate	40

### Employment, Job Training, and School

	# of families at enrollment
C.36 Total number of families in which:	
a. At least one parent/guardian is employed, in job training, or in school at enrollment	102
1. Of these families, the number in which one or more parent/guardian is employed	98
2. Of these families, the number in which one or more parent/guardian is in job training (e.g., job training program, professional certificate, apprenticeship, or occupational license)	19
3. Of these families, the number in which one or more parent/guardian is in school (e.g., GED, associate degree, baccalaureate, or advanced degree)	5
b. Neither/No parent/guardian is employed, in job training, or in school at enrollment (e.g., unemployed, retired, or disabled)	94

	# of families at end of enrollment
<b>C.37 Total number of families in which:</b>	
a. At least one parent/guardian is employed, in job training, or in school at end of enrollment	102
1. Of these families, the number of families that were also counted in C.36.a (as having been employed, in job training, or in school at enrollment)	98
2. Of these families, the number of families that were also counted in C.36.b (as having not been employed, in job training, or in school at enrollment)	0
b. Neither/No parent/guardian is employed, in job training, or in school at end of enrollment (e.g., unemployed, retired, or disabled)	94
1. Of these families, the number of families that were also counted in C.36.a	11
2. Of these families, the number of families that were also counted in C.36.b	83

	# of families at enrollment
<b>C.38 Total number of families in which:</b>	
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	1

### Federal or other assistance

	# of families at enrollment	# of families at end of enrollment
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance to Needy Families (TANF) Program	5	9
C.40 Total number of families receiving Supplemental Security Income (SSI)	20	18
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	78	77
C.42 Total number of families receiving benefits under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	91	108



## Family services

	# of families
<b>C.43 The number of families that received the following program service to promote family outcomes:</b>	
a. Emergency/crisis intervention (e.g., meeting immediate needs for food, clothing, or shelter)	12
b. Housing assistance (e.g., subsidies, utilities, repairs)	52
c. Asset building services (e.g., financial education, debt counseling)	44
d. Mental health services	0
e. Substance misuse prevention	1
f. Substance misuse treatment	1
g. English as a Second Language (ESL) training	10
h. Assistance in enrolling into an education or job training program	40
i. Research-based parenting curriculum	196
j. Involvement in discussing their child's screening and assessment results and their child's progress	196
k. Supporting transitions between programs (i.e., EHS to HS, HS to kindergarten)	196
l. Education on preventive medical and oral health	89
m. Education on health and developmental consequences of tobacco product use	0
n. Education on nutrition	196
o. Education on postpartum care (e.g., breastfeeding support)	5
p. Education on relationship/marriage	95
q. Assistance to families of incarcerated individuals	9
<b>C.44 Of these, the number of families who were counted in at least one of the services listed above</b>	<b>196</b>

## Father engagement

	# of father/ father figures
<b>C.45 Number of fathers/father figures who were engaged in the following activities during this program year:</b>	
a. Family assessment	42
b. Family goal setting	42
c. Involvement in child's Head Start child development experiences (e.g., home visits, parent-teacher conferences, etc.)	28
d. Head Start program governance, such as participation in the Policy Council or policy committees	1
e. Parenting education workshops	72

## Homelessness services

	# of families
<b>C.46 Total number of families experiencing homelessness that were served during the enrollment year</b>	<b>0</b>
	# of children
<b>C.47 Total number of children experiencing homelessness that were served during the enrollment year</b>	<b>0</b>

	# of families
C.48 Total number of families experiencing homelessness that acquired housing during the enrollment year	0

### Foster care and child welfare

	# of children
C.49 Total number of enrolled children who were in foster care at any point during the program year	1
C.50 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	1

## D. GRANT LEVEL QUESTIONS

### INTENSIVE COACHING

	# of education and child development staff
D.1 The number of education and child development staff (i.e., teachers, preschool assistant teachers, home visitors, FFC providers) that received intensive coaching	26
	# of coaches
D.2 The number of individuals that provided intensive coaching, whether by staff, consultants, or through partnership	2

### FAMILY SERVICES STAFF QUALIFICATIONS

	# of family services staff
D.5 Total number of family services staff:	4
a. Of these, the number that have a credential, certification, associate, baccalaureate, or advanced degree in social work, human services, family services, counseling, or a related field	3
b. Of these, the number that do not meet one of the qualifications described in D.5.a	1
1. Of the family services staff in D.5.b, the number enrolled in a degree or credential program that would meet a qualification described in D.5.a.	0
2. Of the family services staff in D.5.b, the number hired before November 7, 2016	0

### FORMAL AGREEMENTS FOR COLLABORATION

	# of formal agreements
D.6 Total number of formal agreements with child care partners	0
D.7 Total number of LEAs in the service area	1
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	1
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	1

### REPORTING INFORMATION

PIR Report Status	Completed
Confirmation Number	22083156052
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