U.S. Department of Health and Human Services
Administration for Children & Families

Office of Head Start

2016-2017 HEAD START PROGRAM INFORMATION REPORT

REPORTING REQUIREMENTS
The annual Head Start Program Information Report (PIR) must be completed by **ALL** programs funded by the federal government to operate Head Start and Early Head Start programs. A separate PIR must be completed for each grantee and each delegate agency. Separate reports must be completed for Head Start and Early Head Start Programs.

DEADLINE: The 2016-17 PIR is due no later than August 31, 2017
Programs are encouraged to submit their reports as soon as their enrollment year is complete.

Submitting the PIR

All programs are required to submit PIR data electronically using the Head Start Enterprise System (HSES), located at http://hses.ohs.acf.hhs.gov/hsprograms.

Delegate programs will submit their PIR through HSES to their grantee agency for review and approval. When all of an agency's PIRs are complete, grantees will submit the PIRs through HSES to the Office of Head Start.

There are three steps to submitting the PIR:

1. Input or upload the PIR, review and answer all questions
2. Use the system validation functions to check the program's PIR for errors and make any necessary corrections
3. If validation is successful, mark the PIR complete

Guidance and Reference Materials

2016-2017 PIR Guidance and Reference materials are available at http://eclkc.ohs.acf.hhs.gov/pir.

Instructions and definitions in the report can be activated and deactivated by selecting the "Hide" and "Show" buttons at the top of each PIR section.

Frequently Asked Questions are answered at http://eclkc.ohs.acf.hhs.gov/pir.

Programs are encouraged to reference this copy of 2016-2017 PIR Form as they are preparing their data for submission.

There are no changes in the 2016-2017 Program Information Report (PIR) from the 2015-2016 form.

Assistance and Support

Please contact the HSES Help Desk at help@hsesinfo.org or (866) 771-4737 if you require assistance with reporting.

The Paperwork Reduction Act of 1995 (Public Law 104-13) Public reporting burden for this collection of information is estimated to average 4 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing collection information. The project description is approved under the Office of Management and Budget (OMB) control number 0970-0427. An agency may not collect or sponsor and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

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A. PROGRAM INFORMATION

GENERAL INFORMATION

The General Information data already exists in HSES. HSES provides the ability for programs to update this information as changes occur. Programs are asked to verify the accuracy and, if necessary, complete or update the following information.		
Program Information	*HSES Data*	*Value Options*
Program Information Note: Programs can make changes to Agency Type and Agency Description, if incorrect, by sending an email to the HSES Help Desk at help@hsesinfo.org and copying the assigned Program Specialist.	Grant Number	
	Delegate Number	
	Program Type	▪ Head Start ▪ Early Head Start ▪ Migrant & Seasonal Head Start
	Program Name	
	Program Address	
	Program City, State, Zip Code (5+4)	
	Program Phone Number	
	Program Fax Number	
	Head Start or Early Head Start Director Name	
	Head Start or Early Head Start Director Email	
	Agency Email	
	Agency Web Site Address	
	Name and Title of Approving Official	
	DUNS Number (if available)	
	Agency Type	▪ Community Action Agency (CAA) ▪ School System ▪ Charter School ▪ Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital) ▪ Private/Public For-Profit (e.g. for-profit hospitals) ▪ Government Agency (Non-CAA) ▪ Tribal Government or Consortium (American Indian/Alaska Native)
	Agency Affiliation	▪ A secular or non-religious agency ▪ A religiously affiliated agency or organization providing essentially secular services
	Agency Description	▪ Grantee that directly operates program(s) and has no delegates ▪ Grantee that directly operates programs and delegates service delivery ▪ Grantee that maintains central office staff only and operates no program(s) directly ▪ Grantee that delegates all of its programs; it operates no programs directly and maintains no central office staff ▪ Delegate agency

ENROLLMENT YEAR

Enrollment dates

Instructions and Definitions

Enrollment Year - The period of time, not to exceed 12 months, during which the program provides direct child development services to a group of children and their families. Enrollment Years, also sometimes called Program Years, **do not** need to align with budget period dates.

- **Full-year options** - Although full-year programs run continuously, such programs need to define a 12-month period as their Enrollment Year for reporting PIR data.

  Since the 2016-2017 PIR is due August 31, 2017, the Enrollment End Date should not be later than this date. Year-round programs typically define their Enrollment Year as beginning and ending in the summer, when programs may have significant turnover related to the school year.

	Enrollment Start Date	Enrollment End Date
Example 1:	08/01/2016	07/31/2017
Example 2:	07/15/2016	07/14/2017

- **Part-year options** - Use the first and last dates on which classes and/or home visits begin and end to specify the program's Enrollment Year. Since the 2016-2017 PIR is due August 31, 2017, the Enrollment End Date should not be later than this date.

	Enrollment Start Date	Enrollment End Date
Example 1:	08/17/2016	06/13/2017
Example 2:	09/08/2016	06/17/2017

- **Migrant programs** - May report both Start and End Dates either in the same calendar year or in different years, not to exceed a 12 month period. Any of the following Migrant program examples would be acceptable:

	Enrollment Start Date	Enrollment End Date
Example 1:	06/06/2017	08/26/2017
Example 2:	08/10/2016	05/13/2017

Do not report on children and families enrolled for the first time that will begin services in the **next** enrollment year.

A.1 Enrollment Year:	*Date (mm/dd/yyyy)*
a. Start Date	
b. End Date	

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FUNDED ENROLLMENT

Instructions and Definitions

Funded Enrollment is the total number of enrollees (children and pregnant women) the program was funded to serve for the 2016-2017 enrollment year.

Head Start/Early Head Start Funded Enrollment - The total number of Head Start children and/or Early Head Start children and pregnant women identified on the Grantee's most recent Notice of Award (NOA).

Funded Enrollment from Non-Federal Sources - The total number of Head Start children and/or Early Head Start children and pregnant women fully funded by a non-federal source who receive comprehensive services in compliance with Head Start Program Performance Standards. This may include, for example, slots funded by the state or local school district.

Funded Enrollment from the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Grant Program (if EHS) – The total number of Early Head Start children and pregnant women funded through the MIECHV grant program to receive services that follow the Early Head Start home visiting model and are in compliance with the Head Start Program Performance Standards.

Funded enrollment in the PIR is reported at the program and delegate level.

Where "# of children / pregnant women" is used, it refers to:

- The total number of children enrolled if entering data for a Head Start program.
- The total number of children and pregnant women enrolled if entering data for an Early Head Start program

Funded enrollment by funding source

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

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Funded enrollment by program option – children

Instructions and Definitions

Refer to regulations on program options, 45 CFR 1306 Head Start Staffing Requirements and Program Options.

Report funded enrollment for the program option used for the greatest part of the year when more than one program option is used with the same group of children. For example, programs with center-based services in the school year (9 months) and home-based services for the summer months (3 months) would report funded enrollment as center-based services. This example is an implementation of consecutive program options in a single program year, **not** a combination option.

Center-based option - services provided to children primarily in classroom settings.

- **Full-day enrollment** - services provided for more than 6 hours per day.
  - **Full-working-day enrollment** - services provided for not less than 10 hours per day as permitted by State law (including regulation) for the provision of services.
  - **Full-calendar-year** - all the days of the year other than Saturday, Sunday, and a legal public holiday.
- **Part-day enrollment** - services provided for 6 hours or less per day
  - **Double session option** - option in which a single teacher is employed to work with one group of children in the morning and a different group of children in the afternoon.

    The double session option **does not** refer to a program that employs a teacher to work with one group of children in the morning and a different teacher to work with a different group of children in the afternoon, even if the same classroom space is used.

Home-based option - services provided to children, primarily in the child's home, through intensive work with the child's parents and family as the primary factor in the growth and development of the child.

Combination option - services provided to children in both a center setting and through intensive work with the child's parents and family at home.

The combination option **does not** refer to a program that operates a center-based option during one part of the year and a home-based option during another part of the year (consecutively). When consecutive program options are operating within the same program year, report funded enrollment for the primary option.

For example, programs may operate center-based services for teen parents during the school year and home-based services in the summer months. In this example, report the center-based option funded enrollment and note the details of the home-based services in the question comments box.

Family child care option - services provided to children receiving child care primarily in the home of a family child care provider or other family-like setting.

- **Full-working-day enrollment** - services provided for not less than 10 hours per day as permitted by State law (including regulation) for the provision of services.
- **Full-calendar-year** - all the days of the year other than Saturday, Sunday, and a legal public holiday.

Locally designed option - services provided through an alternative program variation that has been formally approved by the Office of Head Start.

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A.3 Center-based option - 5 days per week:	*# of children*
a. Full-day enrollment	
1. Of these, the number available as full-working-day enrollment	
a. Of these, the number available for the full-calendar-year	
b. Part-day enrollment	
1. Of these, the number in double sessions	
A.4 Center-based option - 4 days per week:	*# of children*
a. Full-day enrollment	
b. Part-day enrollment	
1. Of these, the number in double sessions	
A.5 Home-based option	
A.6 Combination option	
A.7 Family child care option	
a. Of these, the number available as full-working-day enrollment	
1. Of these, the number available for the full-calendar-year	
A.8 Locally designed option	

Funded enrollment of pregnant women (EHS programs)

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

Funded enrollment at child care partner

Instructions and Definitions

Child Care Partners - An individual child care center, umbrella organization operating multiple child care centers, child care resource and referral (CCR&R) network, or other entity with whom the Head Start program has formal contractual agreements to provide child care services to enrolled children that meet the Head Start Program Performance Standards.

Funded enrollment in child care partners may be through the center-based program option or through the family child care program option. A.10 only includes the center-based program option. The funded enrollment in the family child care program option is already reported in A.7. The system will calculate A.11, total funded enrollment in partners, by adding A.7 and A.10.

	# of children
A.10 Funded enrollment at child care partners in the center-based program option	
Include only those children served through a partner organization; not those in your own program's extended day or wrap-around care.	
A.11 Total funded enrollment at child care partners (A.10, center-based and A.7, family child care program options)	*System calculates total*

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CLASSES

Instructions and Definitions

Class - A group of children that functions as a single unit, including preschool, infants/toddlers, and mixed-age groupings.

Double Session Classes - Classes for which a single teacher is employed to work with one group of children in the morning and a different group of children in the afternoon. Count each session as a separate class. For example, if a program had 5 classes that operated mornings and 5 that operated afternoons with the same 5 teachers, this would count as 10 classes.

Include both classes operated directly by Head Start and Early Head Start, as well as those operated by child care partners.

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

CUMULATIVE ENROLLMENT

Children by age

Instructions and Definitions

Cumulative Enrollment - Include ALL children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit. Include ALL pregnant women who have been enrolled in the program and received Early Head Start services.

Age of Child - Use the age of the child at the time of enrollment according to the date used by the local school system in determining eligibility for public school.

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

Pregnant women (EHS programs)

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

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Total cumulative enrollment

	# of children / pregnant women
A.15 Total cumulative enrollment	*System calculates total*

Type of eligibility

Instructions and Definitions Report each enrollee only once, in A.16, by primary type of eligibility.

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

** Section 645(a)(1)(B)(iii)(I) of the Head Start Act specifies that programs may serve, to a reasonable extent, up to 10 percent of participants in the area served who would benefit from such programs but who are not eligible due to options A.16.a through A.16.d above.* ***Report in A.16.e above.***

*** Section 645(a)(1)(B)(iii)(II) of the Head Start Act specifies that programs may serve children whose families have incomes below 130% of the federal poverty line if programs can demonstrate that all income-eligible children in their area are being served. This question applies only to those programs that have met the requirements of the Head Start Act and have enrolled children below 130% of the federal poverty line.* ***Report in A.16.f above.***

** Section 645(d) of the Head Start Act specifies that AIAN programs may enroll participants who do not meet the low-income criteria, as long as these participants comprise less than 50 percent of total enrollment.* ***Report in A.16.e above.***

** Section 645(a)(2) of the Head Start Act specifies that programs serving communities that meet these criteria may enroll participants who do not meet the low-income criteria, as long as these participants comprise less than 50 percent of total enrollment.* ***Report in A.16.e above.***

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	

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Prior enrollment

Instructions and Definitions

Include children who were enrolled previously in Early Head Start, Head Start or some combination. For example, a child enrolled at birth in Early Head Start who is now in his or her second year of Head Start preschool should be counted in "Three or more years."

Prior enrollment includes only those children who, in their previous year of Head Start or Early Head Start, were enrolled for at least half of the time that classes or home visits were in session.

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

Transition and turnover (HS programs)

Instructions and Definitions

HS Programs:

When counting the number of children who were enrolled less than 45 days, count from the date the child began classes or, for home-based programs, the date home visits began. Grantees should include **all** children who have been enrolled in the program and have attended at least one class. Programs with home-based options should include children who have received at least one home visit during that month.

	# 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	
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	

Instructions and Definitions

For Question A.19.b, report on all preschool children enrolled in Head Start at the end of the current enrollment year. If a child left the program prior to the end of the current enrollment year, do not report on that child.

	# of preschool children
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	

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Transition and turnover (EHS programs)

Instructions and Definitions

EHS Programs:

When counting the number of children who were enrolled less than 45 days, count from the date the child began classes or, for home-based programs, the date home visits began. Grantees should include **all** children who have been enrolled in the program and have attended at least one class. Programs with home-based options should include children who have received at least one home visit during that month.

Grantees should also include **all** pregnant women who have been enrolled in their program and received Early Head Start services. Pregnant women who gave birth and subsequently enrolled their infant in an Early Head Start program should **NOT** be included in turnover.

	# of children
A.20 Total number of infants and toddlers who left the program any time after classes or home visits began and did not re-enroll	
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	
3. Of the infants and toddlers who aged out of Early Head Start, the number who did **NOT** enter another early childhood program	

	# of pregnant women
A.21 Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	
A.22 Number of pregnant women receiving Early Head Start services at the time their infant was born	
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in the program	
b. Of the pregnant women enrolled when their infant was born, the number whose infant was N**OT** subsequently enrolled in the program	

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Transition and turnover (Migrant programs)

Instructions and Definitions

Migrant Programs:

When counting the number of children who were enrolled less than 45 days, count from the date the child began classes. Grantees should include **all** children who have been enrolled in the program and have attended at least one class.

If the program operated for less than 45 days, do **NOT** include children who completed the program in Turnover.

	# of children
A.23 Total number of children who left the program any time after classes or home visits began and did not re-enroll	
a. Of the children who left the program during the program year, the number of children who were enrolled less than 45 days	
b. Of the children who left the program during the program year, the number of preschool children who aged out, i.e. left the program in order to attend kindergarten	

Child care subsidy

Instructions and Definitions

Report the number of enrolled children for whom the program and/or its partners received a child care subsidy. Include all children who received services that met the Head Start Program Performance Standards regardless of the funding source.

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

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Ethnicity and race

Instructions and Definitions

The Office of Head Start follows the U.S. Census Bureau in terms of data collection on race and ethnicity. Each family should choose how to report their own ethnicity and race to the program for enrolled children (and enrolled pregnant women, if EHS).

Each enrollee will be included in **both** an ethnicity category and a race category. For example, a family that self-identifies their child as Black and Cuban will be counted in the *"Black or African American AND Hispanic or Latino origin,"* Box A.25.c-1 below. A family that self-identifies their child as Chinese and not Hispanic will be counted in the "*Asian AND Non-Hispanic Non-Latino origin,"* Box A.25.b-2 below.

Ethnicity

Hispanic or Latino origin - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of their race.

Race

American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America or Central America, and who maintains tribal affiliation or community attachment.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

Black or African American - A person having origins in any of the Black racial groups of Africa.

Native Hawaiian or other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Bi-Racial/Multi-Racial - A person of 2 or more races.

Other - A person reporting a race other than those listed.

Unspecified - A person whose race is unknown or whose parents declined to identify their race.

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

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Primary language of family at home

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

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TRANSPORTATION

Instructions and Definitions Please read transportation questions carefully as responses are required from all programs, including those that do not provide transportation.

Transportation services

	Yes (Y) / No (N)
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?	

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

Buses

Instructions and Definitions Include only buses purchased or leased with ACF grant funds that were used in the last program year to support the operation of the Head Start or Early Head Start program

	# 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	
a. Of these, the number of buses purchased since last year's PIR was reported	

	Yes (Y) / No (N)
A.29 Are any of the buses used by the program leased by the program itself?	

	# of buses leased
a. Number of buses leased	

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RECORD KEEPING

Management information systems

			Yes (Y) / No (N)
A.30 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?			
If yes, list software programs - primary tool first.	*(1) Name/title*	*(2) Locally designed Yes (Y) / No (N)*	*(3) Web-based Yes (Y) / No (N)*
a. Enter name/title, if locally designed, and if web-based			
b. Enter name/title, if locally designed, and if web-based			
c. Enter name/title, if locally designed, and if web-based			

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B. PROGRAM STAFF & QUALIFICATIONS

Instructions and Definitions

This section of the PIR is used to describe all staff involved in the Head Start or Early Head Start program.

Programs should include all staff on the payroll at any time since last year's PIR was reported.

- If more than one individual held the position during the year, provide information for the person who was in the position at the time the PIR is reported.
- If the position is vacant at the time the PIR is reported, provide information on the last person to hold the position during the year.
- Head Start and Early Head Start programs must report separately. Report staff members who work with both programs on both PIRs.
- Grantees and delegate agencies must also report staff separately.

Staff to include or not to include in the PIR counts.

Included	**Head Start or Early Head Start Staff** - Includes all administrative, management, child development, content area, and support staff such as custodians, regardless of the funding source for their salaries or number of hours worked.
	Contracted Staff - Includes individuals who are not Head Start or Early Head Start employees with whom the program has contracted to provide an ongoing service (e.g., disabilities specialists and mental health professionals, child care providers, collaborative teaching staff, family child care providers, or bus drivers).
May be included	**Substitutes** - For PIR purposes, include only those substitutes that replaced a staff member for an extended period of time. Examples include turnover, maternity, or other extended leave.
Not included	**Consultants** - Individuals providing short-term services to the program are not to be counted as staff. **Volunteers, student interns, or trainees** are not to be counted as staff.

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		
a. Of these, the number who are current or former Head Start or Early Head Start parents		
b. Of these, the number who left since last year's PIR was reported		
1. Of these, the number who were replaced		
Programs completing the PIR survey for the first time should report the number of staff who left since the program began.		

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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	
a. Of these, the number who are current or former Head Start or Early Head Start parents	
Include both classroom and non-classroom volunteers. Count each person only once, regardless of the number of times they have volunteered in the program.	

MANAGEMENT STAFF

Management staff – salaries

Instructions and Definitions

Complete the table below for management staff and individual staff persons with lead responsibility for each content area. **Do not** use averages.

Annual Salary - Report the staff member's full annual salary for each position, even if part or all of the salary is funded by a non-ACF source or if the position is split between programs. Specify the actual salary per year. **Do not** annualize this figure if the staff member works less than 12 months of the year.

Report the percentage of the staff member's salary that is paid by Federal Head Start or Early Head Start funds. Enter the percentage (%); **Do not** enter the dollar amount.

For example:

The Program Director's annual salary is $75,000. One-third of their salary is paid for by the local school district and two-thirds is paid by Head Start. Report the full annual salary of "$75,000." Report the percentage funded by Head Start as "66%."

B.3 Management staff:	*(1) Annual salary*	*(2) % of salary funded by Head Start or Early Head Start*
a. Executive Director	$	%
b. Head Start or Early Head Start Director	$	%
c. Child Development & Education Manager	$	%
d. Health Services Manager	$	%
e. Family & Community Partnerships Manager	$	%
f. Disability Services Manager	$	%
g. Fiscal Officer	$	%

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Coordination of services

Instructions and Definitions

Report the average number of hours per week services managers in the listed positions spend working with community partners/service providers to plan and implement coordinated services for Head Start children and families.

Examples include:

- hours a Disability Services Manager spends with LEA officials coordinating how a child's IEP or IFSP will be integrated into and supported by the Head Start program;
- time a Health Services Manager spends developing and maintaining partnerships with local health care providers to assure children have access to services for which they are referred.

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	
b. Health Services Manager	
c. Family & Community Partnerships Manager	
d. Disability Services Manager	
If more than one person has lead responsibility for the role, provide the combined number of hours per week devoted, on average, to coordinating services.	

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CHILD DEVELOPMENT STAFF

Child development staff qualifications - preschool classroom and assistant teachers (HS and Migrant programs)

Instructions and Definitions

Include **ALL** preschool child development staff providing direct services to Head Start children in classroom settings, both part-time and full-time, regardless of the funding source for their salaries. Include contracted child development staff and the child development staff of partnering agencies that provide direct services to Head Start children.

Count each preschool child development staff person by the highest degree or credential held. Staff persons that are continuing their education in pursuit of a higher degree or credential should also be reported in the relevant subsections of that category.

Preschool Child Development Staff - refers to child development staff serving Head Start program children, as well as child development staff serving Migrant and Seasonal Head Start program children ages three to five.

Early Childhood Education Degree - Is an associate, baccalaureate, or advanced degree in early childhood education.

Classroom Teachers - Includes all lead teachers and co-lead teachers.

Assistant Teachers - for preschool classes, this refers to either the second paid staff in the classroom or, when two teachers are present, the third paid staff working as a teacher aide.

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

	(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		
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children		

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	(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		
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children		
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		
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		

	(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		
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		
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		

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	(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		
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		
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		
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		

	(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		
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		
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		
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		

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	
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	
*Only include center-based option classes serving preschool-age children; **do not** include combination option or locally designed option classes serving preschool-age children; **do not** include classes serving only infants and toddlers.*	

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Child development staff qualifications - infant and toddler classroom and assistant teachers (EHS and Migrant programs)

Instructions and Definitions

Includes child development staff, both part-time and full-time in classroom settings, regardless of the funding source for their salaries, who provide services to infants, toddlers and pregnant women.

Include contracted child development staff and the child development staff of partnering agencies that provide services to infants, toddlers and pregnant women.

Count each infant and toddler child development staff person by the highest degree or credential held. Staff persons that are continuing their education in pursuit of a higher degree or credential should also be reported in the relevant subsections of that category.

Infant and Toddler Child Development Staff - refers to child development staff serving Early Head Start program children, child development staff serving Migrant and Seasonal Head Start program infants and/or toddlers, and, where applicable, staff serving pregnant women.

Early Childhood Education Degree - Is an associate, baccalaureate, or advanced degree in early childhood education.

Classroom Teachers - Includes all lead teachers and co-lead teachers. Each center-based infant and toddler class must provide one teacher for each group of four children, with a total group size of no more than eight infants and/or toddlers. All infant and toddler classrooms must be staffed by two teachers.

Assistant Teachers - For infant and toddler classes, this refers to the third paid staff in a center-based class working as a teacher aide.

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

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

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

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

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	(1) # of Classroom Teachers	(2) # of Assistant Teachers
Of the number of infant and toddler child development staff by position, the number with the following credentials:		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements		
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		
Of the infant and toddler child development staff with the credentials in B.8.d above, the number enrolled in:		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development		
3. An associate degree program in early childhood education or in a related field and coursework equivalent to a major relating to early childhood education with a focus on infant and toddler development		

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

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Child development staff qualifications - home-based and FCC

Instructions and Definitions

Include all home-based visitors and family child care staff, both part-time and full-time, regardless of the funding source for their salary.

Count each child development staff person **once** by the highest degree or credential held. It is recognized that staff may have multiple degrees and/or credentials.

Home-based Visitors - Includes home visitors with a caseload providing child development services in the home-based option only, whether or not they also function as family service workers. Family & community partnerships staff are reported in a separate section.

Home-based Visitor Supervisor – Staff responsible for supervising home-based visitors.

Family Child Care Providers - Includes the provider of services in his or her place of residence or in another family-like setting.

Family Child Care Specialist - a child development specialist or other Head Start or delegate agency staff member with responsibilities related to the provision of comprehensive Head Start and Early Head Start services delivered in the family child care option.

	(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				

	(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:				
a. An advanced degree in/ licensed as:				
1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LMSW)				
2. Marriage and family therapy/ Licensed marriage and family therapist (LMFT)				
3. Psychology				
4. Sociology				
5. Human services (include related areas such as child and family services or social services)				
6. Nursing plus Nurse Practitioner (NP) license				
7. Early childhood education				
8. Other				
1. Specify:				

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	(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. An baccalaureate degree in:				
1. Social work				
2. Psychology				
3. Sociology				
4. Human services (include related areas such as child and family services or social services)				
5. Nursing plus Registered Nurse (RN) license				
6. Early childhood education				
7. Other				
1. Specify:				

	(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				
2. Psychology				
3. Sociology				
4. Human services (include related areas such as child and family services or social services)				
5. Nursing plus Registered Nurse (RN) license				
6. Early childhood education				
7. Other				
1. Specify:				

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	(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 licenses, certifications, or credentials:				
d. License, certification, or credential held:				
1. Nursing, non-RN, e.g. LPN, CNA, etc.				
2. Family development credential (FDC)				
3. Child development associate credential (CDA)				
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				
5. Other				
1. Specify:				

	(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.				
Of the staff in B.9.e above, the number enrolled in:				
1. An advanced degree or license				
2. A baccalaureate degree				
3. An associate degree				
4. Studies leading to a non-degree license, certificate, or credential				

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NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Instructions and Definitions Non-supervisory child development staff members are reported in questions B.10 through B.22. **Do not** include supervisory staff (child development supervisors or home-based supervisors).

Child development staff – classroom teacher salary by level of education

Instructions and Definitions **Average Annual Salary** - Report the average annual salary for classroom teachers with each listed degree or credential type, even if part or all of their salaries are funded by a non-ACF source. Report the actual average salaries, not the pay scale for teachers with this degree or credential.

B.10 Classroom teacher salary by level of education:	*Average annual salary*
a. Advanced degree in early childhood education or related degree	$
b. Baccalaureate degree in early childhood education or related degree	$
c. Associate degree in early childhood education or related degree	$
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	$
e. Classroom teachers that do not have the qualifications listed in B.10.a through B.10.d	$

Child development staff – average salary

Instructions and Definitions **Average Annual Salary** - Report the average annual salary for all staff in each position, even if part or all of the salary is funded by a non-ACF source or if the position is split between programs. Calculate the average using actual salary per year. **Do not** annualize this figure if staff members work less than 12 months of the year.

Average Hourly Rate - Report the average annual salary as an hourly dollar amount. For example, an average annual of salary of $30,000 in a 36-week, 40-hour per week program equals an average hourly rate of $20.83.

B.11 Average salary:	*(1) Average annual salary*	*(2) Average hourly rate*
a. Classroom Teachers	$	$
b. Assistant Teachers	$	$
c. Home-Based Visitors	$	$
d. Family Child Care Providers	$	$

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Child development staff – ethnicity and race

Instructions and Definitions

The Office of Head Start follows the U.S. Census Bureau in terms of data collection on race and ethnicity. Each staff person should choose how to report their own ethnicity and race to the program.

Each staff person will be included in **both** an ethnicity category and a race category. This includes classroom teachers, assistant teachers, home-based visitors, and family child care providers. For example, a staff member that identifies as Black and Cuban will be counted in the *"Black or African American AND Hispanic or Latino origin,"* Box B.12.c-1 below. A staff member that identifies as Chinese and not Hispanic will be counted in the "*Asian AND Non-Hispanic Non-Latino origin,"* Box B.12.b-2 below.

Ethnicity

Hispanic or Latino origin - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of their race.

Race

American Indian or Alaska Native - A person having origins in any of the original peoples of North and South America or Central America, and who maintains tribal affiliation or community attachment.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

Black or African American - A person having origins in any of the Black racial groups of Africa.

Native Hawaiian or other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Bi-Racial/Multi-Racial - A person of 2 or more races.

Other - A person reporting a race other than those listed.

Unspecified - A person whose race is unknown or whose parents declined to identify their race.

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

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Child development staff – language

Instructions and Definitions Report each non-supervisory child development staff member. This includes classroom teachers, assistant teachers, home-based visitors, and family child care providers.

	# of non-supervisory child development staff
B.13 The number who are proficient in a language(s) other than English	
a. Of these, the number who are proficient in more than one language other than English	
B.14 Language groups in which staff are proficient:	*# of non-supervisory child development staff*
a. Spanish	
b. Native Central American, South American, and Mexican Languages *(e.g., Mixteco, Quichean.)*	
c. Caribbean Languages *(e.g., Haitian-Creole, Patois)*	
d. Middle Eastern & South Asian Languages *(e.g., Arabic, Hebrew, Hindi, Urdu, Bengali)*	
e. East Asian Languages *(e.g., Chinese, Vietnamese, Tagalog)*	
f. Native North American/Alaska Native Languages	
g. Pacific Island Languages *(e.g., Palauan, Fijian)*	
h. European & Slavic Languages *(e.g., German, French, Italian, Croatian, Yiddish, Portuguese, Russian)*	
i. African Languages *(e.g., Swahili, Wolof)*	
j. Other *(e.g., American Sign Language)*	
1. Specify:	
k. Unspecified *(language is not known or staff declined identifying the language)*	

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Child development staff – classroom teacher turnover

Instructions and Definitions This item applies to classroom teachers only. **Do not** include assistant teachers, home-based visitors, or family child care providers.

	# of classroom teachers
B.15 The number of classroom teachers who left the program during the year	
Include those who left since last year's PIR was reported.	
B.16 Of these, the number who left for the following reasons:	*# of classroom teachers*
a. Higher compensation/benefits package in the same field (e.g., teacher left to school system)	
b. Change in job field	
c. Other	
1. Comments:	
B.17 Number of classroom teacher vacancies in the program that remained unfilled for a period of 3 months or longer	
B.18 Number of classroom teachers hired during the year due to turnover	
***Count only replacement staff; do not** count staff added due to expansion.*	

Child development staff – home-based visitor turnover

Instructions and Definitions This item applies to home-based visitors only. **Do not** include family service workers, teachers, or family child care child development specialists.

	# of home-based visitors
B.19 The number of home-based visitors who left the program during the year	
Include those who left since last year's PIR was reported.	
B.20 Of these, the number who left for the following reasons:	*# of home-based visitors*
a. Higher compensation/benefits package in the same field	
b. Change in job field	
c. Other	
1. Comments:	
B.21 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	
B.22 Number of home-based visitors hired during the year due to turnover	
***Count only replacement staff; do not** count staff added due to expansion.*	

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FAMILY & COMMUNITY PARTNERSHIPS STAFF

Number of family and community partnerships staff

Instructions and Definitions

Include all family service staff, both part-time and full-time, regardless of the funding source for their salary.

Include FCP staff shared by Head Start and Early Head Start programs on the PIR of the program in which the majority of their time is spent.

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

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

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Family and community partnerships staff qualifications

Instructions and Definitions

Include all family service staff, both part-time and full-time, regardless of the funding source for their salary.

Include family service staff shared by Head Start and Early Head Start programs on the PIR of the program in which the majority of their time is spent.

For B.25, count each staff member only **once** by the highest level of education completed. Separately, count any staff with a family-development-related credential (regardless of highest degree completed) in B.26.

Examples:
-- A family worker with a baccalaureate degree in social work who does not have a family-development-related credential would be counted in B.25.b-1, but not counted in B.26-1.
-- An FCP supervisor with a related associate degree and a family-development-related credential would be counted in B.25.c-2 and in B.26-2.
-- A family worker whose highest level of education completed is a family-development-related credential would be recorded in B.25.d-1 and in B.26-1.

Related Degree - Is an advanced degree, baccalaureate degree, or an associate degree with a major in such fields as social work, sociology, psychology, family studies, counseling, family development, family systems theory, or human resources development.

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

	(1) # of family workers	*(2) # of FCP supervisors*
B.26 Of the family & community partnerships staff, the number with a family-development-related credential, regardless of highest level of education completed		

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EDUCATION & CHILD DEVELOPMENT MANAGEMENT STAFF

Education & child development managers/coordinators qualifications

Instructions and Definitions

Head Start programs are required to hire staff or consultants to provide context area expertise in several key areas; see section 1304.52(d) of the Head Start Program Performance Standards. The titles of these staff members vary; programs may refer to these persons as managers, coordinators, or content area experts, for example.

The following PIR questions ask specifically about the manager(s)/coordinator(s) providing content area expertise and oversight on education & child development services. The role of the education & child development manager/coordinator includes serving as a curriculum specialist and providing assistance to teachers in the implementation and adaptation of curricula to a group of children or the needs of an individual child.

Note that in larger programs, there may be multiple education & child development (ECD) managers/coordinators, whereas in smaller programs, one individual may spend part of his or her time in the education & child development manager/coordinator role and part of his or her time in another role(s). Report on all individuals with a full- or part-time role as ECD managers/coordinators

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

	# of ECD managers/ coordinators
Of the education & child development managers/coordinators, the number with the following degrees or credentials:	
a. An advanced degree in early childhood education, or an advanced degree in any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	
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	

	# 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	
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	

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	# 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	
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	

	# 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	
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	

B.28 Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:

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C. CHILD & FAMILY SERVICES

Instructions and Definitions

Selected items in this section require data to be reported both at the time of enrollment and at the end of the enrollment year.

Report on **ALL** children and pregnant women enrolled during the course of the enrollment year in both columns, including those who left the program and late enrollees.

At Enrollment - The status of the individual enrollee at the time of his or her enrollment (i.e., include the status of children who enrolled during the enrollment year).

At End of Enrollment - The status of each enrollee at the end of his or her enrollment in the program. Include the status of those who left the program during the enrollment year.

Since last year's PIR was reported – Time frame to report on any services that occurred since the prior year's PIR was submitted. Include any services delivered after the end of the program year to children and pregnant women enrolled in the 2016-2017 program, providing they occur prior to PIR submission.

For example, a child who is transitioning into the public school may be supported by family service staff to complete or continue medical treatments through the summer months, even though classes have ended.

Also, include children who received services in preparation for their enrollment in Head Start or Early Head Start, such as EPSDT screenings. These screenings may have occurred prior to last year's PIR submission. However, these children were not included in that report and therefore would be included in the current year's report.

HEALTH SERVICES

Instructions and Definitions

Health information should be obtained from the medical, dental, and immunization records of all children and pregnant women enrolled for any length of time since last year's PIR was reported.

Indian Health Services and Migrant Health Services are not considered health insurance for purposes of the PIR.

Refer to the State EPSDT schedules – Early and Periodic Screening, Diagnostic, and Treatment (EPSDT)

- **Medicaid enrolled** - The child or pregnant woman has been officially certified as eligible for Medicaid paid services. The term does not include children or pregnant women who are thought to be eligible but have not been officially certified. Include children or pregnant women enrolled in Medicaid for any length of time since last year's PIR was reported.
- **Children's Health Insurance Program** - A federal-state partnership administered by the state under broad federal guidelines. The program may be known as "CHIP" or function under a different name.
- **CHIP enrolled** - The child has been officially certified as eligible to receive services covered by the Children's Health Insurance Program. Include children enrolled in CHIP for any length of time.

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Health insurance – children

Instructions and Definitions

- Count each child only once
- In C.1.a, report children enrolled in Medicaid, CHIP, or a program jointly-funded by Medicaid and CHIP, which is sometimes referred to as a Medicaid expansion program.

	(1) *# of children at enrollment*	*(2)* *# of children at end of enrollment year*
C.1 Number of all children with health insurance		
Of these, the number of children whose primary health insurance fits into the following categories:		
a. Number enrolled in Medicaid and/or CHIP		
b. Number enrolled in state-only funded insurance (e.g., medically indigent insurance)		
c. Number with private health insurance (e.g., parent's insurance)		
d. Number with health insurance other than those listed above, e.g., Military Health (Tri-Care or CHAMPUS)		
1. Specify:		
C.2 Number of children with no health insurance		

Health insurance - pregnant women (EHS programs)

	(1) *# of pregnant women at enrollment*	*(2)* *# of pregnant women at end of enrollment year*
C.3 Number of pregnant women with at least one type of health insurance		
Of these, the number of pregnant women whose primary health insurance fits into the following categories:		
a. Number enrolled in Medicaid		
b. Number enrolled in another publicly funded insurance program that is not Medicaid		
c. Number with private health insurance		
d. Number with health insurance other than those listed above, e.g., Military Health (Tri-Care or CHAMPUS)		
1. Specify:		
C.4 Number of pregnant women with no health insurance		

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Medical

Instructions and Definitions

- **Medical Home** - An ongoing source of continuous, accessible health care excluding urgent care centers and emergency room settings.
- **Medical Treatment** - Any service that is required to improve the physical condition of the child, including all forms of medical follow-up.
- **Chronic Condition** - Health conditions that continue over a long period of time. Examples include allergies, asthma, hearing loss, diabetes, etc. Include only those enrolled children diagnosed with a chronic condition that required ongoing medical treatment since last year's PIR was reported.

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		
C.6 Number of children receiving medical services through the Indian Health Service		
C.7 Number of children receiving medical services through a migrant community health center		

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Medical services – children

Instructions and Definitions

- Include children who left the program, if they were up-to-date when they left the program, when counting children who are up-to-date on a schedule of age-appropriate preventive and primary health care.
- Question C.8.a.and C.8.b ask specifically about children with any chronic condition needing medical treatment that have been newly diagnosed with this chronic condition since last year's PIR was reported, by a health care professional.
- Question C.9 asks about all children receiving medical treatment for the specific chronic conditions listed, regardless of when the condition was first diagnosed by a health care professional.

	(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		

	# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with any chronic condition needing medical treatment since last year's PIR was reported	
1. Of these, the number who have received or are receiving medical treatment	
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:	*Select one primary reason (X)*
1. No health insurance	
2. No pediatric care available in local area	
3. Medicaid not accepted by health provider	
4. Parents did not keep/make appointment	
5. Children left the program before their appointment date	
6. Appointment is scheduled for future date	
7. No transportation	
8. Other (please specify):	

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

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

Instructions and Definitions

- Migrant programs should report on children age 3 and older only when completing this item.
- Body Mass Index (BMI) is a number calculated from a child's weight and height. For children and teens, BMI is age- and sex-specific and is often referred to as BMI-for-age. After BMI is calculated for children and teens, the BMI number is plotted on the CDC BMI-for-age growth charts (for either girls or boys) to obtain a percentile ranking. The percentile indicates the relative position of the child's BMI number among children of the same sex and age. For children, BMI is used to screen for underweight, healthy weight, overweight, or obese.
- For more information, including BMI-for-age growth charts, see the Centers for Disease Control and Prevention (CDC) website, at About BMI for Children and Teens.

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

Immunization services - children

	(1) *# of children at enrollment*	*(2)* *# of children at end of enrollment year*
C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age		
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		
C.13 Number of children who meet their state's guidelines for an exemption from immunizations		

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Pregnant women – services (EHS programs)

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

Pregnant women – prenatal health (EHS programs)

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

Dental

Instructions and Definitions

- **Dental Home** - An ongoing source of continuous, accessible dental care provided by a dentist.
- **Dental Services** - Include enrollees who left the program, those that re-enrolled, and late enrollees if they have completed a professional dental examination since last year's PIR was reported.
- **Preventive Care** - Includes fluoride application, cleaning, sealant application, etc.
- **Dental Treatment** - Includes restoration, pulp therapy, or extraction. It **does not** include fluoride application or cleaning.

Dental home – children

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

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Preschool dental services (HS and Migrant programs)

Instructions and Definitions Migrant programs should report on children age 3 and older only when completing this item.

	# of children at end of enrollment year
C.18 Number of children who received preventive care since last year's PIR was reported	
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	
a. Of these, the number of children diagnosed as needing dental treatment since last year's PIR was reported	
1. Of these, the number of children who have received or are receiving dental treatment	
b. Specify the primary reason that children who needed dental treatment did not receive it:	*Select one primary reason (X)*
1. Health insurance doesn't cover dental treatment	
2. No dental care available in local area	
3. Medicaid not accepted by dentist	
4. Dentists in the area do not treat 3 – 5 year old children	
5. Parents did not keep/make appointment	
6. Children left the program before their appointment date	
7. Appointment is scheduled for future date	
8. No transportation	
9. Other (please specify):	

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

Instructions and Definitions Migrant programs should report on infants and toddlers only when completing this item.

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

Pregnant women dental services (EHS programs)

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

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MENTAL HEALTH SERVICES

Mental health professional

Instructions and Definitions Report the number of hours a mental health professional spent with children, parents and families within or outside of the classroom, and in training or consultation with Head Start staff.

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

Mental health services

Instructions and Definitions **Do not** include routine communication with staff or parents or routine child screenings and assessments.

C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported:	*# of children at end of enrollment year*
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	
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	
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	
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	
c. Number of children for whom the MH professional provided an individual mental health assessment	
d. Number of children for whom the MH professional facilitated a referral for mental health services	

Mental health referrals

	# of children at end of enrollment year
C.24 Number of children who were referred by the program (by the MH professional or another staff member) for mental health services outside of Head Start, since last year's PIR was reported	
a. Of these, the number who received mental health services since last year's PIR was reported	

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DISABILITIES SERVICES

Preschool disabilities services (HS and Migrant programs)

	# of children
C.25 Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the enrollment year, indicating they were determined eligible by the LEA to receive special education and related services	
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	
2. During this enrollment year	
b. Of these, the number who have not received special education and related services	

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

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

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Preschool primary disabilities (HS and Migrant programs)

Instructions and Definitions

Migrant Programs should report on children age 3 and older only when completing this item.

Report the number of children with an Individualized Education Program (IEP), enrolled during this enrollment year, whose primary or most significant disability was determined by a multidisciplinary team to be one of the following disabilities as categorized and defined in regulations for the Individuals with Disabilities Education Act (IDEA).

Report each child only **once**, by primary disability.

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 impairment")		
b. Emotional disturbance		
c. Speech or language impairments		
d. Intellectual disabilities		
e. Hearing impairment, including deafness		
f. Orthopedic impairment		
g. Visual impairment, including blindness		
h. Specific learning disability		
i. Autism		
j. Traumatic brain injury		
k. Non-categorical/developmental delay		
l. Multiple disabilities (excluding deaf-blind)		
m. Deaf-blind		

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EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

Instructions and Definitions

The Head Start Act requires all children to receive a developmental, sensory, and behavioral screening within 45 days of entering the program, in order to determine if further evaluation is needed. If a child was enrolled in Head Start as a three-year-old, received the screening, and is returning to Head Start as a four-year-old, that child does NOT need to be re-screened (see Policy Clarification OHS – PC – C – 002 Must a Head Start child in the child's second year of Head Start be re-screened for developmental concerns?).

This question asks about the initial screenings within 45 days of entry for children who are enrolled in the program for the first time. These screenings may take place prior to the child receiving services, for example, developmental screening of children during summer months before classes start at the beginning of fall.

This does not include ongoing screenings that children may receive as part of their regularly scheduled EPSDT visits nor does it include ongoing assessment of children's health and development.

Report on **ALL** children enrolled for the first time, including children who were screened but then left the program prior to 45 days.

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	
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	
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	

C.30 The instrument(s) used by the program for developmental screening:	
Enter primary tool first	*Name/title*
a. Enter name/title	
b. Enter name/title	
c. Enter name/title	

Common titles have been pre-populated in a dropdown for your convenience and are listed below. If available, please select the appropriate title with your cursor from the dropdown, to help ensure consistency in reporting. If your screening instrument is not available in the common titles, please select "Other (Please Specify)" and enter the title in its entirety. The Office of Head Start does not endorse specific screening tools.

Acuscreen
AGS Screening Profile
ASQ- 3 (Ages & Stages Questionnaire)
ASQ-SE (Ages & Stages Questionnaire Social-Emotional)
Battelle Developmental Inventory
Battelle Developmental Inventory, 2nd Edition (BDI-2)
Brigance Early Childhood Screen III
Brigance Early Preschool Screen – II
Brigance Infant and Toddler Screen
Brigance Preschool Screen
Brigance Preschool Screen - II
Chicago Early Screening
CIP (Comprehensive Identification Process)
Denver Developmental Screening – II
Dial 3
Dial 4
Dial R
Early Screening Profile
EDEN (Evaluacion Desarrollo Del Nino)
ESI-R (Early Screening Inventory Revised – Preschool)
First Step
LAP-D (Learning Accomplishment Profile – Diagnostic Screener)

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Assessment

Instructions and Definitions

Head Start regulations at 45 CFR 1307.2 define **child-level assessment data** as the data collected by an agency on an individual child from one or more valid and reliable assessments of a child's status and progress, including but not limited to direct assessment, structured observations, checklists, staff or parent report measures, and portfolio records or work samples.

C.31 Approach or tool(s) used by the program to support ongoing child assessment:		
Enter primary tool first	*(1) Name/title*	*(2) Locally designed Yes (Y) / No (N)*
a. Enter name/title and if locally designed		
b. Enter name/title and if locally designed		
c. Enter name/title and if locally designed		

Common titles have been pre-populated in a dropdown for your convenience and are listed below. If available, please select the appropriate title with your cursor from the dropdown, to help ensure consistency in reporting. If your assessment tool is not available in the common titles, please select "Other (Please Specify)" and enter the title in its entirety. The Office of Head Start does not endorse specific assessment tools.

AEPS (Assessment Evaluation and Program System)	*E-LAP (Early Learning Accomplishment Profile)*
Brigance Inventory of Early Development	*Galileo Assessment Scales Online*
Child Development Checklist	*HELP (Hawaii Early Learning Profile)*
Child Observation Record (COR) High Scope	*High Reach Learning - GRO*
Child Outcome Measures	*LAP-3 (Learning Accomplishment Profile – 3)*
Creative Curriculum Assessment Tool	*LAP-D (Learning Accomplishment Profile – Diagnostic)*
Creative Curriculum Developmental Continuum for Ages 3-5	*LAP-R (Learning Accomplishment Profile – Revised)*
Creative Curriculum Developmental Continuum for Infants, Toddlers and Twos	*Ounce Scale*
Creative Curriculum (Infants & Toddlers)	*Portage*
DRDP (Desired Results Developmental Profile)	*Portfolios*
DRDP+ (Desired Results Developmental Profile +)	*Pre-K Success*
DRDP-R (Desired Results Developmental Profile – Revised)	*Teaching Strategies GOLD Online*
DRDP-I/T (Desired Results Developmental Profile- Infant/Toddler)	*Work Sampling*

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Curriculum

Instructions and Definitions

EHS programs:
If no specific curriculum is used for pregnant women services (C.32.d), leave the item blank.

C.32 Curriculum used by the program:		
a. For center-based services:		
Enter curriculum used as primary foundation first	*(1) Name/title*	*(2) Locally designed Yes (Y) / No (N)*
1. Enter name/title and if locally designed		
2. Enter name/title and if locally designed		
3. Enter name/title and if locally designed		

Common titles have been pre-populated in a dropdown for your convenience and are listed below. If available, please select the appropriate title with your cursor from the dropdown, to help ensure consistency in reporting. If your curriculum is not available in the common titles, please select "Other (Please Specify)" and enter the title in its entirety. The Office of Head Start does not endorse specific curricula.

Assessment, Evaluation and Programming System (AEPS) Core Knowledge
Creative Curriculum (Early Childhood)
Creative Curriculum (Infant & Toddler)
Creative Curriculum (PreSchool)
Creative Curriculum for Infants, Toddlers, and Twos
DLM (Developmental Learning Materials)
Domains Based Curriculum
Frog Street Infant
Frog Street Toddler
Frog Street Pre-K
High Reach
High Scope (Infant & Toddler)
High Scope (Preschool)
Innovations
Scholastic

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b. For family child care services:		
Enter curriculum used as primary foundation first	*(1) Name/title*	*(2) Locally designed Yes (Y) / No (N)*
1. Enter name/title and if locally designed		
2. Enter name/title and if locally designed		
3. Enter name/title and if locally designed		

Common titles have been pre-populated in a dropdown for your convenience and are listed below. If available, please select the appropriate title with your cursor from the dropdown, to help ensure consistency in reporting. If your curriculum is not available in the common titles, please select "Other (Please Specify)" and enter the title in its entirety. The Office of Head Start does not endorse specific curriculum.

Born to Learn (Parents as Teachers)

Creative Curriculum for Family Child Care

Creative Curriculum (Other)

Growing Great Kids

High Scope (Infant & Toddler)

High Scope (Preschool)

Partners For a Healthy Baby (Florida State University)

c. For home-based services:		
Enter curriculum used as primary foundation first	*(1) Name/title*	*(2) Locally designed Yes (Y) / No (N)*
1. Enter name/title and if locally designed		
2. Enter name/title and if locally designed		
3. Enter name/title and if locally designed		

Common titles have been pre-populated in a dropdown for your convenience and are listed below. If available, please select the appropriate title with your cursor from the dropdown, to help ensure consistency in reporting. If your curriculum is not available in the common titles, please select "Other (Please Specify)" and enter the title in its entirety. The Office of Head Start does not endorse specific curriculum.

Born to Learn (Parents as Teachers)

Creative Curriculum (Early Childhood)

Creative Curriculum (Infant & Toddler)

Creative Curriculum (PreSchool)

Creative Curriculum for Infants, Toddlers, and Twos

Growing Great Kids

High Reach

High Scope (Infant & Toddler)

High Scope (PreSchool)

Partners For A Healthy Baby (Florida State University)

d. For pregnant women services:		
Enter curriculum used as primary foundation first	*(1) Name/title*	*(2) Locally designed Yes (Y) / No (N)*
1. Enter name/title and if locally designed		
2. Enter name/title and if locally designed		
3. Enter name/title and if locally designed		

Common titles have been pre-populated in a dropdown for your convenience and are listed below. If available, please select the appropriate title with your cursor from the dropdown, to help ensure consistency in reporting. If your curriculum is not available in the common titles, please select "Other (Please Specify)" and enter the title in its entirety. The Office of Head Start does not endorse specific curriculum.

Becoming A Mom (March of Dimes)
Born to Learn (Parents as Teachers)
Comenzado Bien (March of Dimes)
Great Beginnings
Growing Great Kids
Partners For A Healthy Baby (Florida State University)

Staff-child interaction observation tools

Instructions and Definitions

For C.34, only report staff-child interaction observation tools routinely used for settings applicable to the program. Examples of staff-child interaction tools are provided below for your convenience. The Office of Head Start does not endorse specific staff-child interaction tools.

Examples: Arnett Caregiver Interaction Scale (CIS)
Classroom Assessment Scoring System (CLASS)
Home Visiting Rating-Scales (HOVRS)

	Yes (Y) / No (N)
C.33 Does the program routinely use staff-child interaction observation tools to assess quality?	

C.34 If yes, interaction observation tool(s) used by the program:		
Enter tool(s) used to observe staff-child interactions in each setting offered	*(1) Name/title*	*(2) Locally designed Yes (Y) / No (N)*
a. Center-based settings		
b. Home-based settings		
c. Family child care settings		

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FAMILY AND COMMUNITY PARTNERSHIPS

Instructions and Definitions

The following questions refer to the families of children and pregnant women enrolled in Head Start and Early Head Start.

Parents/guardians – Throughout this question (except for C.36 and C.37), include the biological or non-biological person(s) identified as the primary caregiver(s). Include, for example, custodial grandparents, stepparents, guardians, and foster parents.

Number of families

Instructions and Definitions

Count families, not children. Families with more than one child enrolled should be counted only once. Count dual-custody families as two families.

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

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.)	
b. Grandparents	
c. Relatives other than grandparents	
d. Foster parents not including relatives	
e. Other	
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.)	
b. Father (biological, adoptive, stepfather, etc.)	
c. Grandparent	
d. Relative other than grandparent	
e. Foster parent not including relative	
f. Other	
1. Specify:	

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Employment

Instructions and Definitions Count each family only **once** in the appropriate category according to their employment status at the time of enrollment.

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	
b. One parent/guardian is employed	
c. Both parents/guardians are not working *(e.g. unemployed, retired, or disabled)*	

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	
b. The parent/guardian is not working *(e.g. unemployed, retired, or disabled)*	

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

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

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Job training/school

Instructions and Definitions

For C.45 and C.46, count each family only **once** in the appropriate category according to their status at the time of enrollment.

For C.47 and C.48, review family status at end of enrollment year. Families may be counted in multiple questions.

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	
b. One parent/guardian is in job training or school	
c. Neither parent/guardian is in job training or school	

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	
b. The parent/guardian is not in job training or school	

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)	
b. Completed high school or was awarded a GED during this program year	
c. Completed an associate degree during this program year	
d. Completed a baccalaureate or advanced degree during this program year	

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

Parent/guardian education

Instructions and Definitions

Count each family only **once**. For example, if one parent completed high school and one has an associate degree, count this family once under associate degree.

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	
b. An associate degree, vocational school, or some college	
c. A high school graduate or GED	
d. Less than high school graduate	

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Family services

Instructions and Definitions

Families may be counted in more than one category if more than one type of service was identified/received.

In Column 2, include families that received services directly through the program or through program referrals. In terms of services, please count only those families that actually received the services, not those that were referred and either did not go or were not yet able to receive the services due to denial or postponement.

Families who attend educational presentations on the items clearly labeled as education may be counted as receiving the relevant type of education service. Informational brochures and pamphlets distributed to all families are not counted in the PIR.

New category: Asset building services enable individuals and families to learn about and use sound family budgeting and money management practices to address financial issues and to plan for long-term success. For more information on key asset building strategies, see "ACF-IM-HS-11-05: Early Childhood Education, Financial Stability, and Asset Building Strategies for Families with Young Children."

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

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Father engagement

Instructions and Definitions This section examines the participation of father/father figures across program activities open to all parents/guardians. (Note: prior to the 2015-2016 program year, the PIR included a different section called "Father involvement" that asked programs to report on activities that had a specific focus ONLY on fathers or father figures. This section on "Father engagement" is different, asking more broadly about father/father figure participation in program activities.)

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

Homelessness services

Instructions and Definitions **Homeless** - The lack of a fixed, regular, and adequate nighttime residence. See Policy Clarification Policy Clarification OHS – PC – I – 081 What is the definition of "homeless children"? for more information.

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

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

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

Foster care and child welfare

Instructions and Definitions Children in foster care are categorically eligible for Head Start. In C.57, report the number of ALL enrolled children who were referred by a child welfare agency, regardless of whether that child was in foster care.

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

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Collaboration agreements and community engagement

Child care partners

Instructions and Definitions

Child Care Partner - An individual child care center, umbrella organization operating multiple child care centers, child care resource and referral (CCR&R) network, or other entity with whom the Head Start program has formal contractual agreements to provide child care services to enrolled children that meet the Head Start Program Performance Standards.

Examples:
—If a Head Start program has three formal contractual agreements with three separate family child care providers, then they would record three partners.
—If a Head Start program has one formal contractual agreement with a family child care network, but no direct formal agreements with individual family child care providers, then the program would record one partner.

	# of formal agreements
C.58 Total number of formal agreements with Child Care Partners during the program year	
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	

Local education agency (LEA)

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

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

Public school pre-kindergarten programs

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

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

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Part C agencies

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

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

Child welfare agencies

Instructions and Definitions Foster children are categorically eligible for Head Start and Early Head Start. See Information Memorandum ACF – IM – HS – 10 – 04 Head Start and child welfare partnerships for more information.

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

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

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D. APPENDIX

REFERENCE LINKS

Link to where referenced in this document	Link as referenced in this document	URL or Mail To Address for Link
Top of the Document	http://hses.ohs.acf.hhs.gov/hsprograms	All programs are required to submit PIR data electronically using the Head Start Enterprise System (HSES), located at http://hses.ohs.acf.hhs.gov/hsprograms.
	http://eclkc.ohs.acf.hhs.gov/pir	PIR Guidance and Reference materials, as well as, Frequently Asked Questions are available at http://eclkc.ohs.acf.hhs.gov/pir.
	help@hsesinfo.org	Please contact the HSES Help Desk at help@hsesinfo.org or (866) 771-4737 if you require assistance with reporting.
Funded enrollment by program option – children	45 CFR 1306 Head Start Staffing Requirements and Program Options	http://eclkc.ohs.acf.hhs.gov/hslc/standards/hspps/1306
Type of eligibility	Section 645(a)(1)(B)(iii)(I)	http://eclkc.ohs.acf.hhs.gov/hslc/standards/law/headstartact.html#645
	Section 645(a)(1)(B)(iii)(II)	
	Section 645(d)	
	Section 645(a)(2)	
Health services	Early and Periodic Screening, Diagnostic, and Treatment (EPSDT)	http://eclkc.ohs.acf.hhs.gov/hslc/states/epsdt
Body Mass Index (BMI)	About BMI for Children and Teens	http://www.cdc.gov/healthyweight/assessing/bmi/childrens_bmi/about_childrens_bmi.html
Screening	Policy Clarification OHS – PC – C – 002 Must a Head Start child in the child's second year of Head Start be re-screened for developmental concerns?	http://eclkc.ohs.acf.hhs.gov/hslc/standards/pc/c_pc.htm#c002
Family services	ACF-IM-HS-11-05: Early Childhood Education, Financial Stability, and Asset Building Strategies for Families with Young Children	http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2011/resour_ime_005_092111.html
Homelessness services	Policy Clarification OHS – PC – I – 081 What is the definition of "homeless children"?	http://eclkc.ohs.acf.hhs.gov/hslc/standards/pc/i_pc_actual.htm#I081
Child welfare agencies	Information Memorandum ACF – IM – HS – 10 – 04 Head Start and child welfare partnerships	http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2010/resour_ime_004_071910.html

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