

Biennial Report to Congress

The Status of Children in
Head Start Programs

2015



ADMINISTRATION FOR
CHILDREN & FAMILIES

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I. Executive Summary

The 2015 Biennial Report to Congress was prepared in accordance with Section 650 of the Head Start Act, as amended. This report presents information on the status of Head Start during fiscal year (FY) 2015.

Early Head Start Expansion and Early Head Start-Child Care Partnership grant awards are only included for information on funding amounts, funded enrollment, and research. Other information (e.g. cumulative enrollment, demographics, family services, health services, and qualifications) for these grant awards is not included since these programs were funded in the middle of the 2014-2015 program year and start-up activities shortly followed. These programs were not required to submit other information during the start-up period.

A summary of the information contained in this report is outlined below. Please note that data on funding is not rounded, while counts on children, families, and staff are rounded:

Funding

- In FY 2015, Head Start received a total of \$8,717,818,235.
- In FY 2015, 1,572 grantees with a total of 2,935 programs that provide direct services to children and families were funded (the count of programs includes those operated by a delegate agency).
- In FY 2015, there were 1,799 Head Start preschool programs and 1,136 Early Head Start programs.
- The national average cost per child was \$8,772.
- Training and Technical Assistance (T/TA) funds totaled \$215,395,335.

Population Served

- Head Start cumulatively served 1,085,000 children and 15,400 pregnant women.
- Twenty-nine percent of children and pregnant women served primarily spoke a language other than English at home.
- Of the children enrolled in Head Start, 24,500 (2.3%) were in foster care at one point during the program year.
- Head Start enrolled 50,300 children from 46,600 homeless families (4.6% of the total children and their families served). Of these families, 32.9 percent (15,300 families) acquired housing themselves during the program year.
- Almost 111,000 enrolled preschool children had an Individualized Education Program (IEP) representing 12.2 percent of enrolled preschool children.
- Approximately 22,200 infant and toddlers had an Individualized Family Service Plan (IFSP) representing 12.8 percent of enrolled infant and toddlers.

Staff, Volunteers, and Parents

- In 2015, there were a total of 243,000 Head Start staff and contracted staff; of these, 58,700 current or former Head Start parents (24.1%) worked as paid Head Start staff.
- Nationally, over 1.14 million individuals volunteered in Head Start; of these, 782,200 volunteers (68.5%) were current or former Head Start parents.
- Of the 2,935 programs across Head Start, about 2,400 (82.9%) had organized and regularly scheduled activities designed to involve fathers/father figures.
- In 2015, 44,700 teachers were instructing in preschool classrooms. Seventy-three percent of all preschool classroom teachers possessed a Bachelor's or advanced degree in Early Childhood Education, or related field with experience teaching preschool.
- During 2015, 12.6 percent of total staff or contracted staff left their positions. Of the 12.6 percent, 73.2 percent of the staff were replaced within the same year.

Health Services

- Of the 96,300 children in need of medical treatment, 92.4 percent (88,900 children) received needed treatment by the end of the program year.
- At the beginning of enrollment, only 62.3 percent (675,900) of children served were up-to-date according to their State's Early and Periodic Screening, Diagnostic and Treatment (EPSDT) schedule. At the end of enrollment, 86.2 percent (935,400) of all children served were up-to-date and completed medical screenings, including all tests and physical examinations.
- At the end of the program year, 96.8 percent (1,049,800) of children were up-to-date with immunizations, had all possible immunizations to date, or were exempt from immunizations in accordance with state guidelines.
- Of the 757,600 children enrolled in Head Start preschool programs who had an oral health exam, 18.1 percent required dental treatment; and, 72.7 percent received or were receiving the treatment required.

II. Introduction

Introduction

Scope of Report

The Office of Head Start (OHS) is pleased to submit this report pursuant to Section 650 of the Head Start Act, as amended. This Section requires the Secretary of Health and Human Services (HHS) to submit a report to Congress on the status of children in Head Start at least once during every two-year period. Information included in this report was gathered from fiscal year (FY) 2015, which encompasses program year 2014-2015.

Terms and Abbreviations for Program Types

For the purposes of this report, the following table describes the terms and abbreviations used for the types of programs in Head Start. For example, the term ‘Head Start’ encompasses programs for both preschool-age children and infants and toddlers while the abbreviation ‘HS’ only encompasses program services for preschool-age children. Note that Appendix B-D display existing documents that do not adhere to these standards.

Program	Scope	Abbreviation
Head Start	All program services	<i>Not Abbreviated</i>
Head Start preschool	Program services for primarily preschool to kindergarten entry	HS
Early Head Start	Program services for infants, toddlers, and pregnant women. Unless otherwise specified or separated, this includes Early Head Start Expansion and Early Head Start Child-Care Partnerships.	EHS
Unless otherwise specified or separated, Head Start, HS, and EHS includes age-relevant services from AIAN and MSHS programs		
American Indian and Alaska Native	All services funded under American Indian and Alaska Native programs	AIAN
American Indian and Alaska Native Head Start	Services funded under American Indian and Alaska Native programs for preschool -age children	AIAN HS
American Indian and Alaska Native Early Head Start	Services funded under American Indian and Alaska Native programs for infants, toddlers, and pregnant women	AIAN EHS
Migrant and Seasonal Head Start	All services funded under Migrant and Seasonal Head Start programs	MSHS

About Head Start

Each program in Head Start is dedicated to serving low-income families, families which are at or below the poverty line (information on poverty guidelines can be found at <https://aspe.hhs.gov/prior-hhs-poverty-guidelines-and-federal-register-references>). Since Head Start's inception in 1965, Head Start has provided high-quality, comprehensive services to more than 33 million children and their families. During program year 2014-2015, Head Start served 1,085,000 children and 15,400 pregnant women.

Head Start promotes the school readiness of young children from low-income families through programs operated by agencies in their local community. These programs support the mental, social, and emotional development of children from birth to age five. In addition to education services, programs provide children and their families with health, nutrition, social, and other services. These services are responsive to each child and family's ethnic, cultural, and linguistic heritage. EHS programs are available to the family until the child turns three years old and is ready to transition into a HS program or another pre-K program. EHS support helps families as their child's first teacher and promotes the positive development of care for their infants and toddlers.

Head Start grants are awarded to local public and private for-profit and non-profit agencies by the Administration for Children and Families (ACF). In FY 2015, 1,572 grantees with a total of 2,935 programs that provide direct services to children and families were located throughout the 50 states, the District of Columbia, and the territories (the count of programs includes those operated by a delegate agency). Of the 2,935 programs, there were 1,799 HS programs and 1,136 EHS programs. Additionally, 275 EHS Expansion and Early Head Start-Child Care Partnerships (EHS-CCP) grants were funded during FY 2015.

Each year, programs are required to submit Program Information Reports (PIR) on the services they have provided to children and families throughout the program year, including child, family, and staff demographics and program characteristics. A copy of the PIR form, detailed reports, and access to data sets for the 2015 PIR and prior years is available at <https://eclkc.ohs.acf.hhs.gov/hslc/data/pir>.

About EHS Expansion and EHS-CCP Grants

In January of 2014, Congress appropriated \$500 million to expand the number and improve the quality of early learning opportunities for infants and toddlers through EHS Expansion and EHS-CCP grants. This funding opportunity led to 275 new grants that were funded during FY 2015. These grants are only included throughout this report for information on funding amounts, funded enrollment, and research. Other information (e.g. cumulative enrollment, demographics, family services, health services, and staff qualifications) for these grant awards is not included since these programs were funded in the middle of the 2014-2015 program year and start-up activities shortly followed. These programs were not required to submit other information through their 2014-2015 PIR during the start-up period.

About FY 2015 Monitoring

Ongoing monitoring is conducted to assess grantee compliance with requirements governing Head Start grants to confirm that all grantees are meeting the high-quality performance standards of Head Start.

In FY 2015, OHS implemented a newly Aligned Monitoring System to address the OHS grant cycle shift from an indefinite to a five-year project period. Additionally, OHS increased its focus on measuring quality along with compliance, and is prioritizing having more frequent interaction with grantees to provide information to support their continuous improvement in core performance areas. In 2015, 1,471 monitoring reviews were conducted and subsequently completed.

About Head Start Research

Head Start plays an important role as a national laboratory for early childhood development programs. Head Start has attracted an extensive network of highly accomplished research and practice partners who strive to improve the quality of the program through extensive, empirical research.

***III. Response to Section 650
of the Head Start Act***

This section of the report responds in sequence to the following information requested in Section 650 of the Head Start Act, as amended:

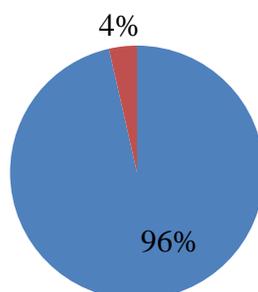
(1) A statement for the most recently concluded fiscal year specifying—

(A) The amount of funds received by Head Start agencies designated under section 641 to provide Head Start services in a period before such fiscal year;

In FY 2015, Head Start expended a total of \$8,717,818,235. Of this amount, \$8,386,771,830 was awarded directly to agencies designated to provide Head Start services in local communities.

FY 2015

- Funds awarded directly to agencies designated to provide Head Start services to local communities
- Funds for support activities (e.g. program support, research/evaluation, and training & technical assistance)



(B) The amount of funds received by Head Start agencies newly designated under section 641 to provide such services in such fiscal year;

In FY 2015, funding for Head Start agencies newly designated by a new grant start totaled \$2,253,506,187 through 945 grants. New grant starts include newly awarded five year grant awards and EHS Expansion and EHS-CCP grant awards.

(2) A description of the distribution of Head Start services relative to the distribution of children who are eligible to participate in Head Start programs, including geographic distribution within states, and information on the number of children served under this subsection, disaggregated by type of eligibility criterion;

Please see Appendix A for the list of Head Start funded enrollment by state in FY 2015.

(3) A statement identifying how funds *made available under section 640(a)* were distributed and used at national, regional and local levels;

Funds allocated under Section 640(a)(2) in FY 2015 were used for the following purposes:

<u>FY 2015 Actual Expenditures</u>	
PURPOSE	AMOUNT
Service Grants	\$8,386,771,830
Training/Technical Assistance	\$215,395,355
DRS Transition Funding	\$25,000,000
Research/Evaluation	\$21,060,757
Program Support	\$24,615,642
Monitoring Support	\$44,974,651
Total	\$8,717,818,235

As authorized under Section 640(a)(2)(D) and 640(a)(2)(E), funding for research, demonstration, and evaluation projects and program support activities totaled \$39,349,000.

Section 640(a)(2)(C), Training and Technical Assistance funds totaled \$215,395,355. Of these funds, \$119,912,476 (55.7%) was awarded directly to Head Start grantees to allow grantees to purchase their own Training and Technical Assistance (T/TA) services. The distribution of T/TA allocations by HHS region is shown below.

<u>FY 2015 T/TA Allocations Directly to Grantees, by Region</u>	
REGION	AMOUNT
Region I – CT, MA, ME, NH, RI, VT	\$4,174,835
Region II – NJ, NY, PR, VI	\$12,375,633
Region III – DE, DC, MD, PA, VA, WV	\$9,476,962
Region IV – AL, FL, GA, KY, MS, NC, SC, TN	\$21,704,216
Region V – IL, IN, MI, MN, OH, WI	\$17,969,584
Region VI – AR, LA, NM, OK, TX	\$15,224,949
Region VII – IA, KS, MO, NE	\$4,999,290
Region VIII – CO, MT, ND, SD, UT, WY	\$3,850,088
Region IX – AZ, CA, HI, NMI, GU, OP, Am. Samoa	\$15,632,995

FY 2015 T/TA Allocations Directly to Grantees, by Region

Region X – AK, ID, OR, WA	\$3,895,334
American Indian and Alaska Native Programs	\$4,307,163
Migrant and Seasonal Programs	\$6,301,427
TOTAL	\$119,912,476

Funds not awarded directly to grantees were used to support a variety of T/TA efforts, such as six national T/TA centers that provide the cornerstone of Head Start’s T/TA System, state T/TA contracts, training special populations, and conducting other activities designed to improve grantee performance.

Note on Base Program Operations Funding

The FY 2015 total actual expenditures for Head Start service grants is \$8,386,771,830 as described above, but the annual base program operations used for the following sections totals \$8,285,544,370 by removing carryover from the FY 2014 EHS Expansion and EHS-CCP funding. This FY 2014 funding was available for obligation until March 31, 2015. To better display the annual base operations by state and calculate cost per child, we remove the carryover from FY 2014 and use \$8,285,544,370 for the remaining sections of this report.

Base Program Operations by Region

FY 2015 Base Program Operations by Region

REGION	BASE PROGRAM OPERATIONS	FUNDED ENROLLMENT
Region I – CT, MA, ME, NH, RI, VT	\$291,981,460	28,447
Region II – NJ, NY, PR, VI	\$980,487,952	104,798
Region III – DE, DC, MD, PA, VA, WV	\$612,307,469	75,183
Region IV – AL, FL, GA, KY, MS, NC, SC, TN	\$1,478,069,246	178,854
Region V – IL, IN, MI, MN, OH, WI	\$1,259,558,129	152,304
Region VI – AR, LA, NM, OK, TX	\$1,033,557,628	127,622
Region VII – IA, KS, MO, NE	\$322,667,684	38,365
Region VIII – CO, MT, ND, SD, UT, WY	\$224,429,560	27,559
Region IX – AZ, CA, HI, NMI, GU, OP, Am. Samoa	\$1,240,670,814	126,294
Region X – AK, ID, OR, WA	\$250,754,694	30,294

<u>FY 2015 Base Program Operations by Region</u>		
American Indian and Alaska Native Programs	\$237,307,858	22,760
Migrant and Seasonal Programs	\$353,751,876	32,101
TOTAL	\$8,285,544,370	944,581

See Appendix D for base program operations and funded enrollment by state.

(4) A statement specifying the amount of funds provided by the state, and by local sources, to carry out Head Start programs;

Head Start grantees are required to generate, from non-federal sources, 20 percent of their total Head Start funding (or 25% of their federal funding). The total funding for base program operations in FY 2015 was \$8,285,544,370. The non-federal share requirement on this amount was \$2,071,386,093. Grantees rely on many funding sources to generate this match including state or local government funding, private or corporate donations (e.g. monetary and supplies), and volunteer services. This non-federal share requirement is met by each grantee unless a non-federal share waiver request is approved. Waivers for some or all of the amount are considered, as described in Sec. 640(b) of the act, when: (1) there is a lack of resources available in the community that may prevent the Head Start agency from meeting the match; (2) the impact of the cost to the Head Start agency during the initial years; (3) the impact of an unanticipated increase in the cost to the Head Start agency for program operations; (4) whether the Head Start agency is located in a community adversely affected by a major disaster; and (5) the impact on the community that would result if the Head Start agency ceased to operate.

(5) Cost per child and how such cost varies by region;

Cost per child is calculated as base program operations divided by the total number of funded slots. The national average cost per child in FY 2015 was \$8,772. The variation in cost per child across regions is attributed to a number of factors, such as the type of program model offered, staffing patterns, the availability of non-federal support, and differences based on the cost-of-living. Funds are allocated to states in an equitable fashion as required by the statutory formula.

<u>FY 2015 Average Cost per Child by Region</u>	
REGION	COST
Region I – CT, MA, ME, NH, RI, VT	\$10,264
Region II – NJ, NY, PR, VI	\$9,356
Region III – DE, DC, MD, PA, VA, WV	\$8,144
Region IV – AL, FL, GA, KY, MS, NC, SC, TN	\$8,264

FY 2015 Average Cost per Child by Region

Region V – IL, IN, MI, MN, OH, WI	\$8,270
Region VI – AR, LA, NM, OK, TX	\$8,099
Region VII – IA, KS, MO, NE	\$8,410
Region VIII – CO, MT, ND, SD, UT, WY	\$8,144
Region IX – AZ, CA, HI, NMI, GU, OP, Am. Samoa	\$9,824
Region X – AK, ID, OR, WA	\$8,277
American Indian and Alaska Native Programs	\$10,427
Migrant and Seasonal Programs	\$11,020

Notes for Remaining Sections on PIR Data

As described in the introduction, the following sections reporting program data from the 2014-2015 PIR do not include EHS Expansion and EHS-CCP grants since they were funded in the middle of the 2014-2015 program year and start-up activities shortly followed. These grants were not required to submit a PIR for their 2014-2015 program year.

There are slight differences from funded enrollment reported above and funded enrollment reported in the PIR. In the PIR, programs may include enrollees receiving comprehensive services that meet Head Start standards that are fully funded through non-federal sources such as the state or local school district or enrollees funded through the MIECHV program that follow the EHS home visiting model. These enrollees account for less than 3% of funded enrollment reported in the PIR. Additionally, if changes were made to a program’s funded enrollment during the year, then a program has more flexibility in how they report those changes in the PIR.

(6) A description of the level and nature of participation of parents in Head Start programs as volunteers and in other capacities;

Head Start Families and Parents as Volunteers

- In 2015, there were a total of 1,007,800 families in 2,935 Head Start programs.
- Over 1.14 million individuals volunteered at Head Start programs nationally; of these, 782,200 volunteers (68.5%) were current or former Head Start parents.

Parents as Staff

- In 2015, there were a total of 243,000 Head Start staff and contracted staff; of these, 58,700 current or former Head Start parents (24.1%) worked as paid Head Start staff.

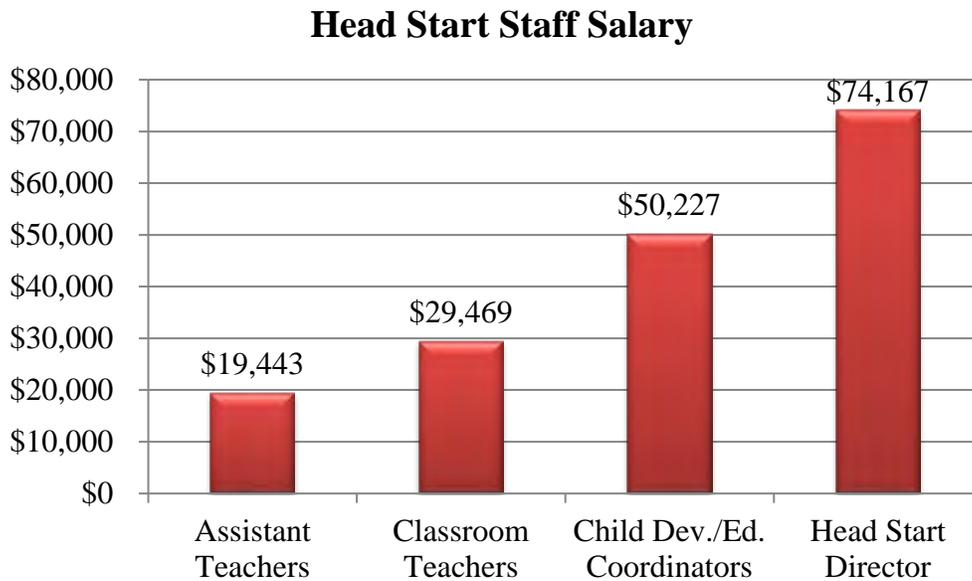
Father Involvement

- Of the 2,935 programs across Head Start, about 2,400 (82.9%) had organized and regularly scheduled activities designed to involve fathers/father figures.
- About 234,000 children had fathers participate in organized, regularly scheduled activities designed to encourage their involvement in Head Start programs.

(7) Information concerning Head Start staff, including salaries, education, training, experience, and staff turnover;

Salaries

The following graph depicts Head Start employee average salaries for the 2014-2015 program year:



Staff Education, Training and Experience, and Turnover

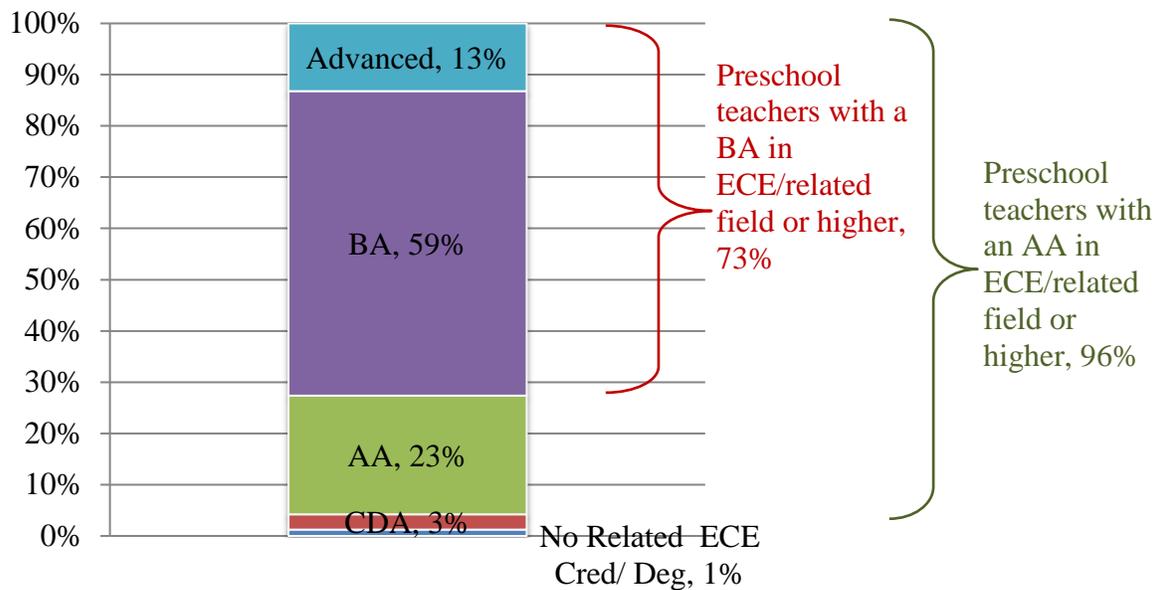
The Head Start Act was amended in 2007 to require that, by September 30, 2013, at least 50 percent of all HS (preschool) classroom teachers nationwide either possess a Bachelor’s or advanced degree in early childhood education (ECE); or, a Bachelor’s or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching

preschool-age children. The HS program surpassed the statutory requirement of September 30, 2013 in the 2010 program year.

Preschool Teachers: In 2015, 44,700 teachers were instructing in preschool classrooms. Seventy-three percent of all preschool classroom teachers possessed a Bachelor’s or advanced degree in ECE or related field with experience teaching preschool.

The following graph depicts the percentage of HS classroom teachers with each type of degree or credential:

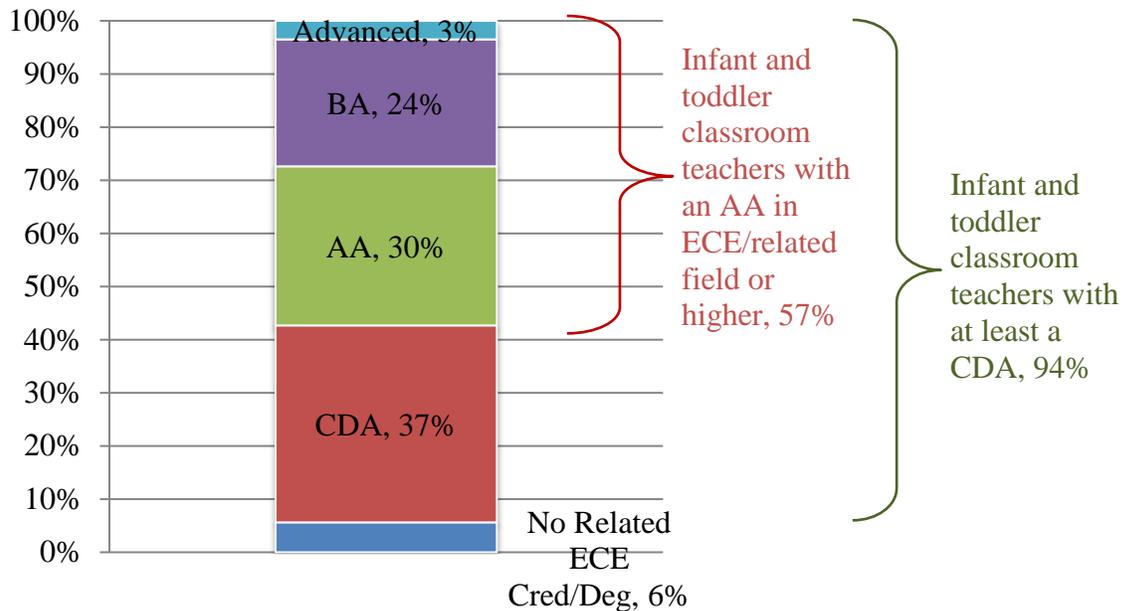
Education and Training of Preschool Classroom Teachers



Infant and Toddler Classroom Teachers: In 2015, 16,800 teachers were instructing in infant and toddler classrooms. Of these teachers, 93.5 percent possessed at least a Child Development Associate (CDA). Additionally, 67.8 percent of infant and toddler classroom teachers without a related ECE credential or degree were enrolled in a CDA, Associate, or Baccalaureate degree program.

The following graph depicts the percentage of EHS infant and toddler classroom teachers with each type of degree or credential:

Education and Training of Infant and Toddler Classroom Teachers

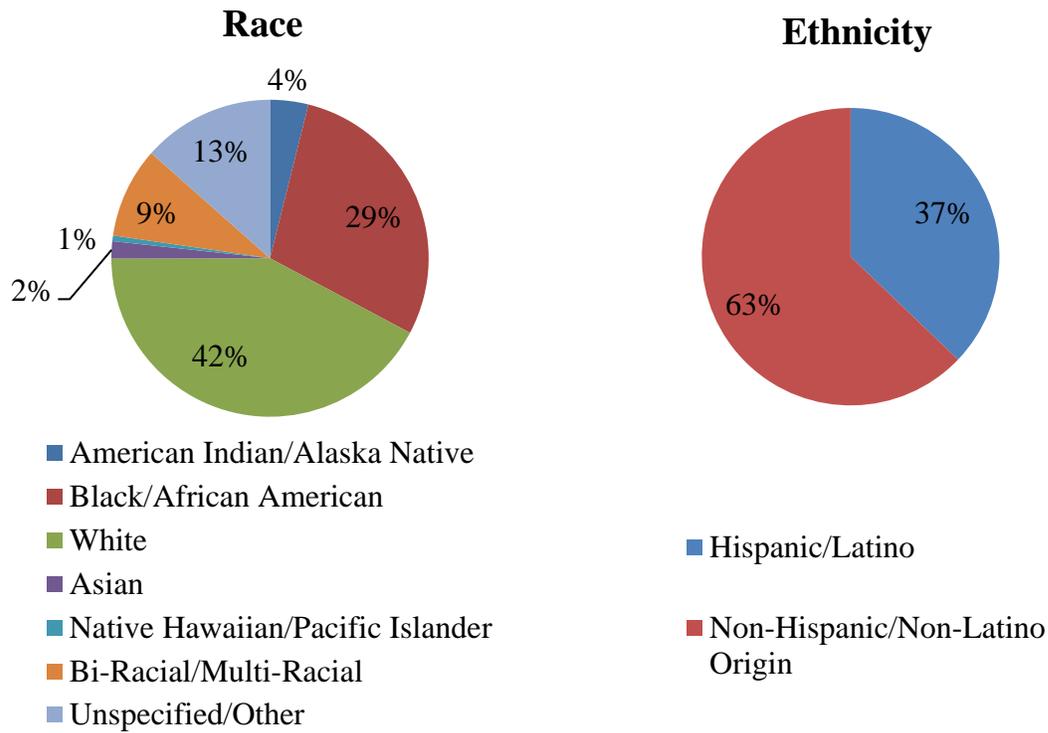


During 2015, 12.6 percent of total staff or contracted staff left their positions. Of the 12.6 percent, 73.2 percent of the staff were replaced within the same year.

(8) Information concerning children participating in programs that receive Head Start funding, including information on family income, racial and ethnic background, homelessness, whether the child is in foster care or was referred by a child welfare agency, disability, and receipt of benefits under part A of title IV of the Social Security Act;

Head Start served a diverse group of children, families, and pregnant women. (Note: Each enrollee is asked to self-identify both an ethnicity and a race category based on U.S. Census Bureau measures. For example, a family that identifies their child as Black and Cuban would be counted in the “Black or African American” race category for the race question and counted in the “Hispanic or Latino” category for the separate question on ethnicity. Information on race ethnicity and race categories can be found at <http://www.census.gov/topics/population/race/about.html>.)

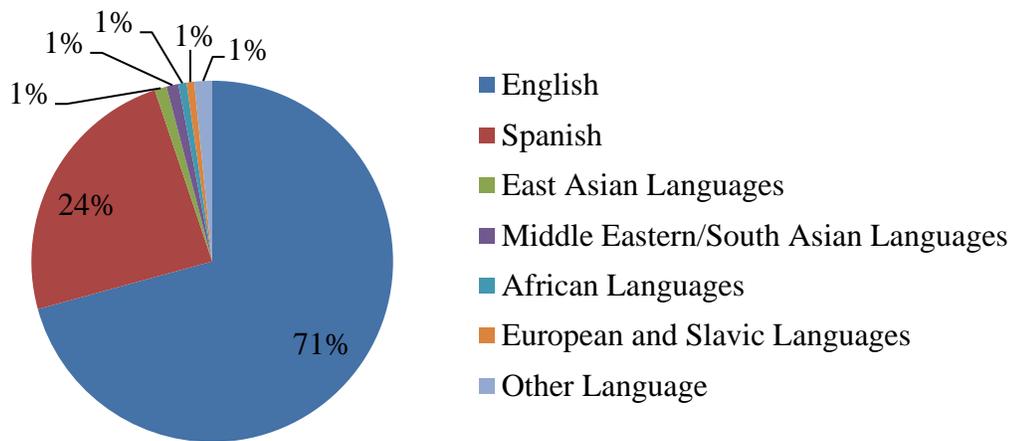
The following chart depicts the distribution by ethnic/racial origins for children and pregnant women served during the 2014-2015 program year:



The following table displays the distribution of primary home language among children and pregnant women:

LANGUAGE	ENROLLMENT
English	778,400
Spanish	265,300
East Asian Languages	11,900
Middle Eastern/South Asian Languages	11,700
African Languages	8,000
European and Slavic Languages	7,600
Other Languages (i.e. Central/South American and Mexican, Caribbean, Native North American/Alaska Native, Pacific Island, other/unspecified)	17,500
Total Cumulative Enrollment	1,100,400

Primarily Language of Family at Home



Twenty-nine percent of children and pregnant women served primarily spoke a language other than English at home.

Family Income

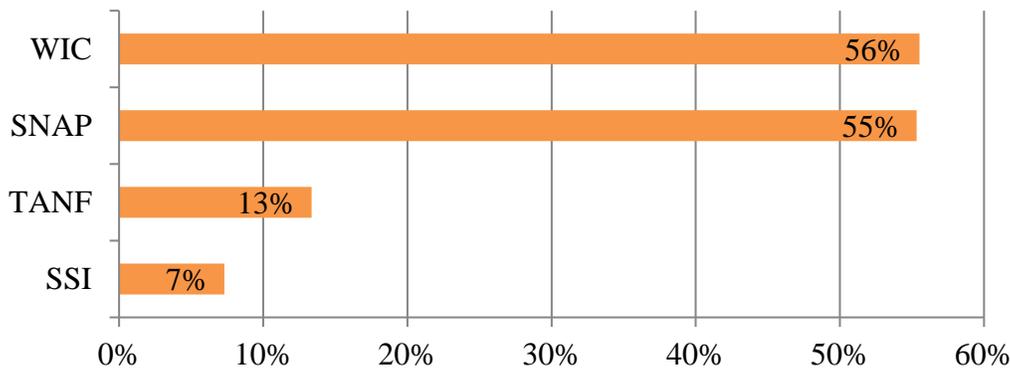
About 91 percent of enrollees were found income eligible at below the 100 percent federal poverty line or categorically eligible based on the status as homeless, eligible to receive public assistance such as Temporary Assistance to Needy Families (TANF) and Supplemental Security Income (SSI), or the status as a foster child. The remaining nine percent of enrollees had families that were over income (6%) or incomes between 100 and 130 percent of the federal poverty line (3%).

Receipt of Federal Benefits

The majority of Head Start families (56%) received a benefit through the Special Supplemental Nutrition Program for Women, Infants and Children (WIC).

The following graph presents the percent of Head Start families that were recipients of four federal benefits during the 2014-2015 program year. These benefits include WIC, Supplemental Nutrition Assistance Program (SNAP), TANF, and SSI.

**Percent of Head Start Families:
Federal Benefit Receipt**
Total number of families = 1,007,800



Foster Care and Homelessness

There were 24,500 children enrolled in Head Start who were in foster care at any point during the 2014-2015 program year. This represented 2.3 percent of total enrollment. Head Start served 22,400 children referred by a child welfare agency which represents 2.1 percent of total enrollment. Head Start served 50,300 homeless children from 46,600 homeless families (4.6 % of the total children and their families served). These are children and families who experienced homelessness at some point during the program year.

Disabilities

There were 111,000 enrolled preschool children with an Individualized Education Program (IEP). This represented 12.2 percent of enrolled preschool children. Further, there were 22,200 infant and toddlers with an Individualized Family Service Plan (IFSP). This represented 12.8 percent of enrolled infant and toddlers.

The table below presents the number of preschool children who received disabilities services for a specific diagnosed disability:

DISABILITY	NUMBER OF CHILDREN RECEIVED SERVICES
Speech Impairment	62,500
Non-categorical/Developmental Delay	35,330
Autism	3,250
Health Impairment	1,340

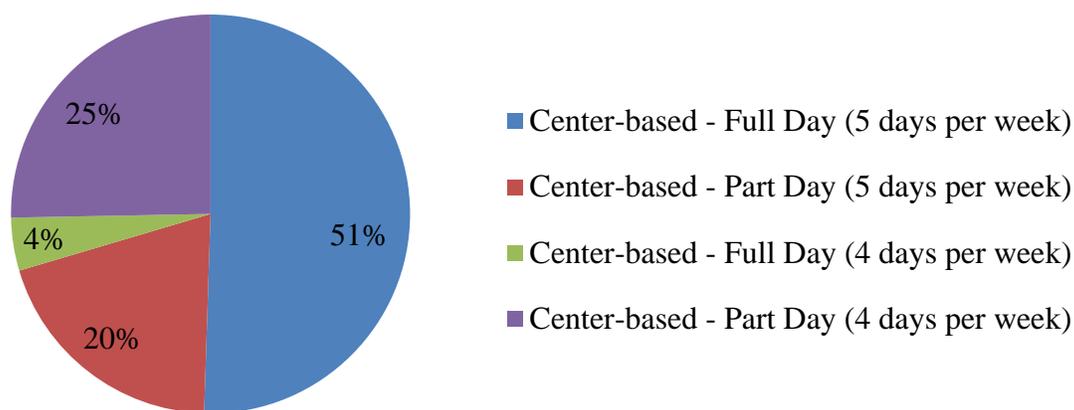
Multiple Disabilities, Excluding Deaf-blind	900
Intellectual Disabilities	770
Emotional Disturbance	570
Learning Disabilities	490
Hearing Impairment, Including Deafness	540
Orthopedic Impairment	490
Visual Impairment, Including Blindness	280
Traumatic Brain Injury	110
Deaf-blind	50

Ninety-nine percent of children with an IEP have received special education and related services during the program year.

(9) The use and source of funds to extend Head Start services to operate full-day and year-round

Nationwide, most of Head Start’s funded enrollment (90.5%) is for center-based programs. Although among Early Head Start programs only, funded enrollment for center-based services and home-based services are roughly equal. Over half (55%) of all Head Start center-based funded enrollment is for full-day, center-based services. The Head Start Act defines full-day services as those provided for more than six hours per day.

Center-Based Funded Enrollment by Days of Services



Of those receiving center-based full-day services for five days per week, 32.6 percent are enrolled for full-working-day Head Start services and 18.1 percent are enrolled for both full-

working-day and full-year enrollment. Full-working-day services are services provided for not less than 10 hours per day.

(10) Using data from the monitoring conducted under section 641A(c):

(10)(A) A description of the extent to which programs funded under this subchapter comply with performance standards and regulations in effect under this subchapter;

In FY 2015, OHS implemented a newly Aligned Monitoring System to address the OHS grant cycle shift from an indefinite to a five-year project period. Additionally, OHS increased its focus on measuring quality along with compliance, and is prioritizing having more frequent interaction with grantees to provide information to support their continuous improvement in core performance areas.

OHS identified core performance areas as:

- Environmental Health and Safety,
- Management Systems and Program Governance,
- Fiscal Integrity and Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA),
- Comprehensive Services and School Readiness, and
- Teacher-Child Interactions (as addressed through the CLASS observation instrument)

During FY 2015, all five-year grants were monitored using the Aligned Monitoring System. The OHS designed the Aligned Monitoring System to provide different review processes based on the grantee's history: the *Comprehensive Monitoring Process* and the *Differential Monitoring Process*. The monitoring process that a grantee receives is determined by whether or not they meet a specific set of criteria. Grantees that met certain eligibility criteria received an enhanced Head Start Key Indicator-Compliant (HSKI-C) review. The HSKI-C protocol is an abbreviated version of the protocols used in the Comprehensive Monitoring System. It is comprised of 27 Compliance Measures that were selected based on how strongly they differentiated between high and low performing grantees. If grantees did not pass the HSKI-C, they went through the *Comprehensive Monitoring Process*.

Grantees also received "Other" reviews if OHS determined that the grantee was at risk. Any grantee found to be out of compliance with Head Start requirements during any review received a "Follow-up" review to ensure that all findings were corrected.

In FY 2015, 1,565 grantees received final reports from 1,471 monitoring reviews by September 30, 2016.¹ The 1,565 grantees received monitoring reviews included:

- 562 received an Environmental Health and Safety review

¹ The number of grantees is greater than the number of reviews due to reviews of multi-grant agencies. In those cases, two or more grantees under the same agency were reviewed at the same time.

- 339 received a Fiscal/ERSEA review
- 231 received a CLASS review
- 66 received a HSKI-C review
- 65 received an Other review
- 302 received a Follow-up review

After a review is complete, a Monitoring Review Report is issued to the grantee. The report indicates the compliance outcome of the review and applicable Head Start program requirements. The compliance outcome is a function of the final determination made by OHS on each of the findings documented by the review team during the review. Each finding sustained by OHS will be one of two types: noncompliant or deficient.

- **Over 50 percent of monitored grantees were compliant on EnvHS and almost 75 percent of monitored grantees were compliant on Fiscal ERSEA, a decrease from FY 2014 in those content areas.** Of the 562 grantees that underwent an EnvHS review in FY 2015, 53.6 percent were found to be compliant, 41.1 percent were found to have one or more noncompliances, and the remaining 5.3 percent were found to have one or more deficiencies (these grantees may have also had noncompliances). Of the 339 grantees that underwent a Fiscal/ERSEA review in FY 2015, 74.9 percent were found to be compliant and 25.1 percent were found to have one or more noncompliances. No grantees were found to have one or more deficiencies in Fiscal/ERSEA in FY 2015.
- **Grantees correct nearly all findings on follow-up reviews.** 97.1 percent of grantees corrected all findings reviewed on FY 2015 follow-up reviews.
- **Larger grantees had more performance issues than smaller grantees.** Among those reviewed in FY 2015, larger grantees had more findings in EnvHS and (to a lesser degree) Fiscal/ERSEA reviews than smaller grantees.
- **Head Start program CLASS® average scores in FY 2015 were slightly higher than those found in FY 2014:** Grantees received an average CLASS® score of 6.03 out of 7 for Emotional Support and 5.80 out of 7 for Classroom Organization domains. Scores for Instructional Support also were notably lower than the other domains, averaging 2.88 out of 7.

OHS transmits a report to Congress on Head Start monitoring for each fiscal year pursuant to the Head Start Act. Please refer to the monitoring reports as they become available for more information on compliance status of grantees following a review, commonly cited noncompliances and deficiencies, outcomes/findings of monitoring reviews, and more (<https://eclkc.ohs.acf.hhs.gov/hslc/data/rc>).

(10)(B) A description of the types and conditions of facilities in which program are located;

Head Start program services are offered in a variety of facilities which reflect the varying nature of grantees (see discussion of paragraph 10(C) below), service delivery models, and their

respective communities. Service locations include classrooms in grantee-owned, leased, and public facilities, and services may be also be offered in family child care settings or through partnerships with existing child care providers in the community. Grantees serve children in a variety of locations: public schools, public housing, city buildings, churches, synagogues, community centers and privately owned buildings. Head Start facilities must meet state and local child care licensing health and safety requirements and Head Start-specific requirements related to health, safety, and the amount and type of indoor and outdoor space needed for appropriate child development. Community support for Head Start is evidenced by some facilities being made available to grantees for no cost or at below market rental rates. The Head Start Act and Head Start Program Performance Standards (45 CFR 1303 – Subpart E) provide authority for the use of Head Start funds to purchase, construct, renovate or repair facilities. Grantees are required to file a notice of federal interest to protect federal funds used for purchase, construction, and major renovations. If a facility funded by Head Start is no longer needed for program purposes, disposition of the facility is governed by 45 CFR §75.318 and the grantee is required to account for the federal share in the property.

In FY 2015, OHS completed a comprehensive review of Head Start facilities using multiple sources of data:

- Monitoring data from FY 2015 Environmental Health and Safety (EnvHS) review events, which included observations of 5,513 centers from 562 grantees
- Self-report data on 3,603 centers (e.g., age of the center, recent renovation)
- Grantee administrative and characteristic data collected and archived in the Head Start Enterprise System (HSES)

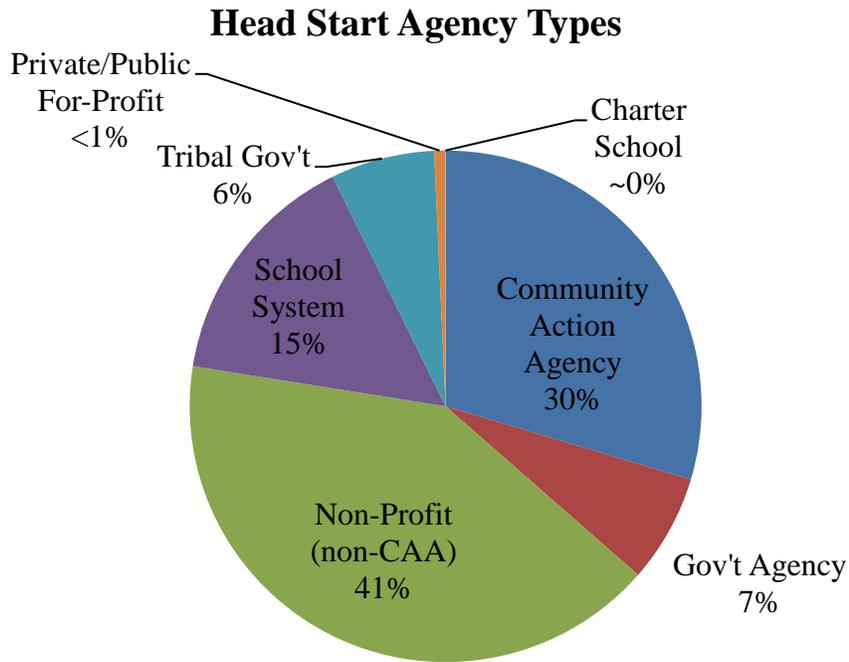
Data on Head Start centers indicate that many Head Start centers are older buildings. Over half of the centers were reported to have been built before 1990 with over a third reported to have been built before 1970. Less than half of the monitored centers built before 1970 have been renovated. The average age of the centers is approximately 40 years old with the oldest center reported as 176 years old.

Most Head Start centers appear to be suitable, sustainable, and functional. Some observed buildings have issues that are expected in older buildings, such as poorly maintained or unclean environments and safety code issues (e.g., fire safety). Age and weather pose challenges, including weatherization, deterioration, structural defects, and maintenance of playground safety.

(10)(C) The types of organizations that receive Head Start funds under such programs;

Non-profits (non-CAAs) received the largest share of Head Start funds. Non-profit community action agencies received the second largest share of Head Start funds. This organization type includes non-profit hospitals and religious-based programs. Other organizations to receive Head Start funds were school systems, tribal government, and other government agencies.

The following graph represents the percentages of Head Start programs by agency type.



(10)(D) The number of children served under each program option.

Head Start offers a variety of program options to meet the needs of its enrolled children and families. The majority of families receive center-based programs, which offer services to children primarily in a classroom setting.

The table below represents funded enrollment by Head Start program option during the 2014-2015 program year as reported in the PIR:

PROGRAM OPTION	FUNDED ENROLLMENT
Center-based	847,500
Home-based	70,400
Combination	8,100
Pregnant Women	6,200
Locally Designed	4,500
Family Child Care	5,600

(11) The information contained in the documents entitled “Program Information Report” and “Head Start Cost Analysis System” (or any document similar to either), prepared with respect to Head Start programs;

The information contained in the Program Information Report (PIR) and the Head Start Cost Analysis system is used to respond to the requested information throughout this report.

National level summary data from the PIR forms for 2015 is included as Appendix B. Head Start's Grant Application and Budget Instrument (GABI), the tool which replaced the Head Start's Cost Analysis System, is included as Appendix C. This Office of Management and Budget (OMB) approved document is filed electronically by grantees and is designed both to streamline the grant application process and to provide cost information efficiently. Excerpts from the 2015 Head Start Fact Sheet on program year statistics is included in Appendix D.

(12) A description of the types of services provided to children and their families, both on-site and through referrals, including health, mental health, dental care, vision care, parenting education, physical fitness, and literacy training;

Unless otherwise indicated, information in this section is based on the total cumulative enrollment of 1,085,000 Head Start children during the 2014-2015 program year.

Medical Services for Children including Vision Care

- At the beginning of enrollment, only 62.3 percent (675,900) of children served were up-to-date according to their State's Early and Periodic Screening, Diagnostic and Treatment (EPSDT) schedule. At the end of enrollment, 86.2 percent (935,400) of all children served were up-to-date and completed medical screenings, including all tests and physical examinations.
- Of these children who were up-to date at the end of enrollment, 10.3 percent (96,300) were found to be in need of medical treatment.
- Of these children in need of medical treatment, 92.4 percent (88,900) received needed treatment by the end of the program year.
- At the end of the program year, 96.8 percent (1,049,800) of children were up-to-date with immunizations, had all possible immunizations to date or were exempt from immunizations in accordance with state guidelines.
- There were 29,300 children that received medical treatment for a vision problem during the program year.

Dental Services for Children

- Of the 911,200 children enrolled in HS programs, 83.3 percent received preventive services (e.g. fluoride application, cleaning, sealant application) and 83.1 percent completed a professional dental examination.
- Of the 757,600 (83.1 percent) children enrolled in HS programs who had an oral health exam, 18.1 percent required dental treatment; and, 72.7 percent received or were receiving the treatment required. The primary reasons children do not receive dental

treatment is due to the parent not keeping/making the appointment, the appointment is scheduled for a later date, or the child left the program before their appointment date.

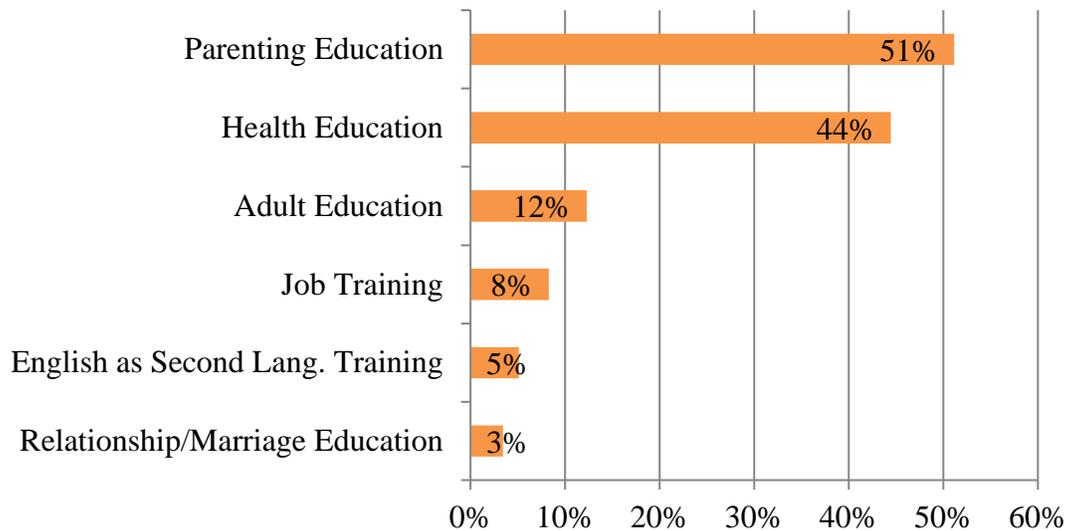
Parenting Education and Training Services

The majority of education and training services parents received as part of Head Start were in the areas of parenting and health education. About five percent of families received English as a second language training.

The following graph depicts the use of parenting education services during the 2014-2015 program year. Families may be counted in more than one category if more than one type of service was received.

Percentage of Families Utilizing Education Services

Total number of families = 1,007,800



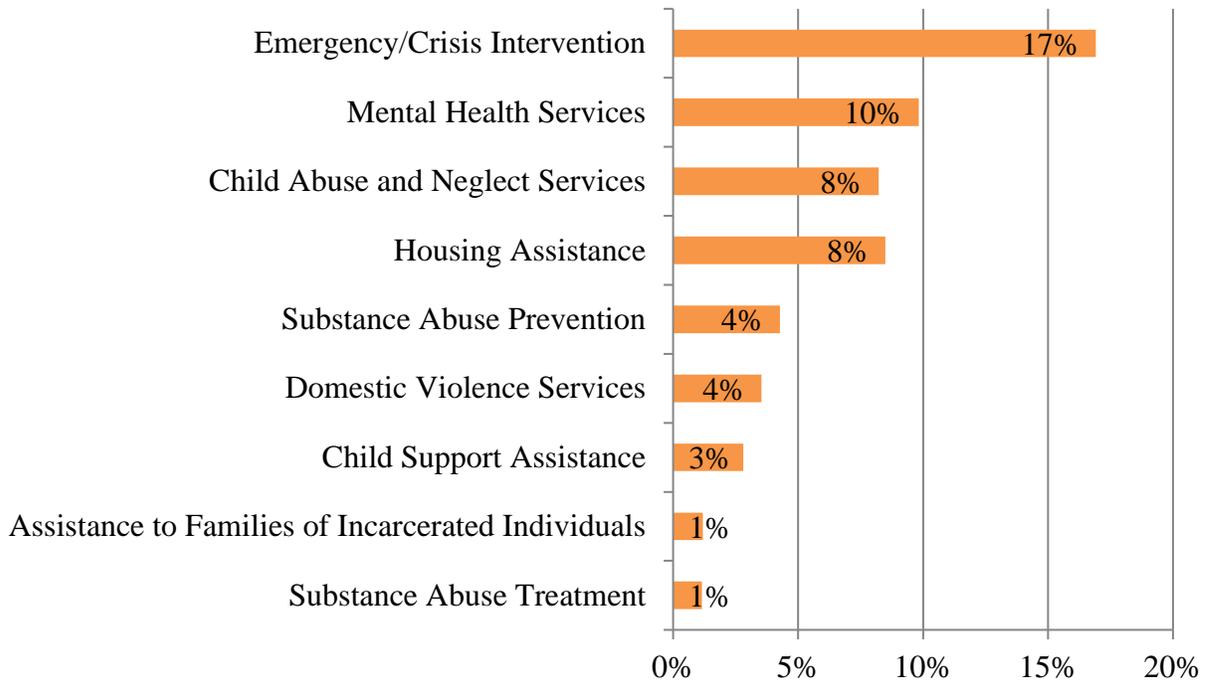
Social Services including Mental Health Services

Social services are provided to families directly through the program or through program referrals. About 10 percent of families received mental health services during the program year.

The following graph displays social services provided during the 2014-2015 program year; families may be counted in more than one category.

Percentage of Families Utilizing Social Services

Total number of families = 1,007,800



Physical Fitness

Head Start has always prioritized physical fitness for enrolled children. Head Start Program Performance Standards require active play and movement to support gross motor skills, physical fitness, and healthy mental development. Program staff must also periodically assess children's health and fitness and make referrals to health professionals.

In FY2015, programs and staff received training and new tools to help them support young families in developing healthy habits, especially around physical activity and nutrition. Low-income households have higher rates of overweight and obesity weight categories, and these conditions affect many children enrolled in Head Start.

Teacher/staff trainings included "Engaging Families in Healthy Active Living", "Nutrition and Physical Activity in the Head Start Program Performance Standards", and "I am Moving, I am Learning" approach to healthy habits.

Resources for programs included:

- [I Am Moving, I Am Learning Interactive tool](#). This tool includes quick and easy ideas for integrating movement, nutrition, and healthy habits into everyday life. It is available in two formats: one for classroom teachers and caregivers, and one for staff that visit families at home.
- [National Center on Health Nutrition Education Gamelettes](#). These e-learning games support Head Start families and staff in making healthy eating choices. Games include:
 - Choosing healthy beverages and snacks for young children;

- Building healthy meals in a Head Start program;
- Choosing appropriate portions sizes for infants, toddlers, and young children;
- Learning the sugar content of common beverage choices; and
- Modeling healthy eating.
- Growing Healthy Flipchart. This chart provides healthy eating guidance and talking points so staff can discuss healthy meal routines with families.
- [Feeding Your 9 month old](#), [Feeding Your Toddler](#), [Feeding Your Preschooler](#)

(13) A summary of information concerning the research, demonstration, and evaluation activities conducted under Section 649 including: (A) a status report on ongoing activities; and (B) results, conclusions, and recommendations not included in any previous report, based on completed activities;

Head Start has attracted an extensive network of highly accomplished research and practice partners who strive to improve the quality of the program through extensive, empirical research. Head Start is able to collect data and analyze findings by working closely with research firms and university partnerships. It is critical that Head Start continues to invest in research and evaluation which builds upon existing studies so that Head Start children have the best opportunity for success.

In addition, ACF undertakes activities aimed at enhancing the capacity in the field for high quality Head Start research, through grants, conferences, and small meetings; and conducts activities that provide guidance to the Head Start practice community about relevant research findings.

Individual studies or activities contained within the broad categories are summarized below to respond to (13)(A) and (B):

1. National Descriptive Studies

The Head Start Family and Child Experiences Survey (FACES) (1997-present) provides data from successive, nationally representative samples of Head Start children on the characteristics, experiences, and outcomes of Head Start children and families as well as the characteristics of the Head Start programs that serve them. FACES also provides information on the relationships among family and program characteristics and outcomes. Five cohorts of FACES have been fielded to date – FACES 1997, 2000, 2003, 2006, and 2009. Following a redesign, a sixth cohort was fielded in fall 2014. Numerous publications from FACES data are available at <https://www.acf.hhs.gov/opre/research/project/head-start-family-and-child-experiences-survey-faces>, including a brief exploring factors associated with children/families exit from the program before their eligibility ends released in 2014.

Early Head Start Descriptive Survey (Baby FACES) (2007-present) – Similar in design to the Head Start FACES study, the project provides information about key characteristics of families currently served in EHS, investigates what services are offered and how programs individualize services to meet family needs, describes how EHS children and families are faring, and explores associations between the type and quality of EHS services and child and family well-being. The

first cohort of Baby FACES was funded in 2007 with four waves of data collection between 2009 and 2012. Several publications from the study were released in 2014 and 2015, including reports describing the national picture of children and families in EHS and the services they receive as well as a brief describing the quality of center-based and home-based services and relationships to child/family outcomes. A second Baby FACES cohort was funded in 2015.

Survey of Head Start Health Managers (2011-2015) explores the implementation of the Head Start health component through a nationally representative survey of health managers and other staff who are central to implementing the health component. Data collection was completed in early FY2014. Analyses and planning for research briefs and dissemination materials were ongoing throughout 2014 and 2015. Preliminary findings were shared in presentations and briefings during this time.

National Survey of Early Care and Education (NSECE) (2010-2015) documents the nation's current utilization and availability of early care and education (including school-age care), in order to deepen the understanding of the extent to which families' needs and preferences coordinate well with provider's offerings and constraints. The experiences of low-income families are of special interest as they are the focus of a significant component of early care and education/school-age (ECE/SA) public policy. The NSECE involves nationally-representative samples and interviews in all fifty states and Washington, DC. Although the study represents the full array of early care and education options, Head Start funding allowed for data collection and analyses that are specific to Head Start within the larger early childhood context. Data collection occurred in 2012 and numerous reports and briefs were released in 2014 and 2015 describing the characteristics of center-based programs, the workforce, parental search and perceptions, and the cost of care.

The Study of Early Head Start-Child Care Partnerships (2012-2016) offers a comprehensive review and theory of change model for understanding EHS-Child Care partnerships. The study identifies purposes, goals, and key characteristics of partnerships, supports necessary for their success, and challenges or barriers they face. This work includes studying the implementation of ACF's EHS-Child Care Partnerships program and informs future or existing studies or data collections of child care partnerships nationwide. OPRE released the literature review, "Early Care and Education Partnerships" in the winter of 2015.

2. Implementing and Evaluating Enhancements and Interventions

Head Start CARES (2006-2015) project is a large-scale group randomized trial of three evidence-based social emotional program enhancements within Head Start classrooms. The project includes an impact and implementation study of the following enhancements: Incredible Years Classroom Management program, Preschool PATHS, and an adaptation of Tools of the Mind. Data collection began in spring 2009. A kindergarten follow-up data collection was completed in the spring of 2012. Implementation results were published in 2014 and, in 2015, OPRE released the report, "Exploratory Impacts of Three Social-Emotional Curricula on Three-Year-Olds in the Head Start CARES Demonstration."

Early Head Start –University Partnerships (2011-2016) – In 2011, ACF funded six research grants to evaluate whether promising parenting interventions in Early Head Start could ameliorate the effects of early adversity and chronic stress on children’s development. In 2014, these grants implemented interventions and collected data. In 2015, four grants completed data collection and began analysis; two grants continued data collection.

Head Start – University Partnerships (2013-2018) – Four grantees were funded to implement and rigorously evaluate promising interventions that combine intensive, high-quality, child-focused programs with intensive, high-quality, adult-focused services to support both parent well-being and children’s school readiness, within the context of Head Start. In FY2014 and FY2015, the grantees implemented their interventions and collected data from program and control participants.

Early Head Start – University Partnerships (2015-2020) – In FY2015, ACF awarded four grants aimed at expanding the knowledge base regarding how programs serving infant and toddlers can promote and improve early child development by supporting both parenting and caregiving. Researchers are working in partnership with one or more EHS center-based programs and/or EHS-Child Care Partnership programs to implement and rigorously evaluate strategies that target both parents and center-based teachers as a means of achieving child development goals.

3. Developing and Evaluating Innovative Strategies

Evaluation of the Head Start Designation Renewal System (DRS) (2012-2016) is a formative evaluation of the DRS. The purpose of the study is to evaluate the early implementation of the DRS, describe the mechanisms by which DRS supports quality improvement in Head Start, examine how well DRS is able to identify grantees providing lower quality services for competition, and describe the results of competitions. Data collection for the study was completed in 2015.

Head Start Use of Technology (2012-2015) – The goal of this project is to better understand and assess how technology can be used to support and improve the quality of practice used by early childhood professionals who work directly with children and families. This includes technology used to (a) support better individualization of services – whether those services are provided by teachers, home visitors, or family service workers, and (b) technology used to support the professional development of these direct services staff. A review of the literature examines the technologies that are currently available to early childhood programs, how practitioners are using these technologies, and the barriers to and facilitators for practitioner use. This review was released in the spring of 2015, along with three research-to-practice briefs on the uses of technology to support parent, family and community engagement, professional development and informal learning, and instruction and assessment.

Head Start Leadership, Excellence, and Data Systems (LEADS; 2012-2015) project sought to develop a literature review and conceptual model to describe key factors in management systems that promote effective early childhood practices. The project supports a small set of case studies of programs that use data effectively. The information developed through these efforts was also used to produce a resource guide to help Head Start programs improve their use of data and

organizational systems. OPRE released the literature review, conceptual framework, and resource guide in 2015.

4. Understanding Special Populations

American Indian/Alaskan Native Head Start Family and Child Experiences Survey (AIAN FACES) will provide a picture of AIAN Head Start programs, including describing the development and school readiness of the children served, characteristics of their parents and families, program engagement, and characteristics of teachers, classrooms and programs. Since 1997, the FACES study has been a major source of information on Head Start programs and the children and families they serve, but has historically not included Region XI, whose programs are designed to serve predominantly AIAN children and families. AIAN FACES, is designed to fill this information gap. The design of the study is informed by the AIAN FACES Workgroup, which includes tribal Head Start directors, researchers with expertise working in tribal communities, and federal officials. A particular focus of the work is ensuring AIAN FACES is responsive to the unique cultural and self-governing contexts of tribal Head Start programs. Data collection with 21 Region XI programs began in the fall of 2015 and will be repeated in the spring of 2016.

Migrant and Seasonal Head Start Study (2015-2019) – In 2015, ACF funded this descriptive study of the characteristics and experiences of children and families enrolled in a representative sample of Migrant and Seasonal Head Start programs. Experts and stakeholders from the MSHS community will provide guidance in the design, analyses and interpretation of results. The study will provide information about MSHS programs and the children and families they serve, including bilingual language practice; language functioning for MSHS infants, toddlers and preschoolers; markers of classroom and program quality, and the status of MSHS children and families.

Migrant and Seasonal Head Start (MSHS) Supplement to the National Agricultural Workers Survey (NAWS) – Originally established in 1988, the NAWS is sponsored by the Employment and Training Administration of the Department of Labor and collects demographic, employment and health characteristics of the U.S. crop labor force. The MSHS Supplement to NAWS was initiated in 2009 and includes questions regarding farmworkers' child care preference and knowledge of MSHS, household characteristics and employment, health, and service utilization of MSHS-eligible agricultural workers. Two briefs were released in 2015 describing the households of MSHS-eligible families and their language and literacy backgrounds.

Center for the Early Care and Education of Dual Language Learners is a cooperative agreement with the University of North Carolina-Frank Porter Graham Center to provide leadership in the field for the development and dissemination of research and evidence-based practices for children who are dual language learners and their families. The center will focus on assessment, classroom and program practices, and family issues for children ages zero to five. A number of briefs and reviews have been published by the Center, including two documents released in 2014: (1) a brief describing the cognitive development of dual language learners and (2) a working paper describing the development of infants and toddlers who are dual language learners.

Tribal Early Childhood Research Center is a cooperative agreement with the University of Colorado at Denver – Health Sciences Center to address gaps in early childhood research with American Indian and Alaska Natives through partnerships with tribal Head Start, Early Head Start, child care, and home visiting programs. The goals of the TRC are to engage in a participatory research process and to build capacity for researchers to work effectively with early childhood programs in tribal communities. The grant award was made to the University of Colorado Denver. Links to TRC activities and the resources they have developed can be found at www.tribalearlychildhood.org

5. Capacity Building

Head Start Scholars – ACF awards grants to support graduate students who plan dissertation research in partnership with Head Start programs. The required partnerships with Head Start programs bring original, program-relevant research capacity to local programs, and provide the beginning of a career path for young scholars who are interested in Head Start. Six new scholars grants were awarded in 2014 and another six in 2015. Grantees are conducting research on a range of topics such as the effects of EHS home visiting, identifying risks for maltreatment in EHS, efficacy of a literacy curriculum, school readiness of dual language learners, parents enrollment decisions, measuring executive function in dual language learners, assessment of AIAN children’s development, and two-generation approaches.

Head Start Research Conference – The conference, held every two years, features state-of-the-art and research methodologies and emerging program approaches that inform both researchers and practitioners. Head Start’s 12th National Research Conference on Early Childhood was held in 2014 with the theme “Collaboration and Coordination: Understanding Systems Supporting Young Children and Their Families.

Head Start Data Archive – Data sets from large Head Start projects are made available for secondary analysis through the *Research Connections* project, which supports training and technical assistance in the use of the data sets. In FY2014 and FY2015, the project added several new datasets to the archive and conducted trainings to support the use of those data, including data from the third-grade follow-up to the Head Start Impact Study, the Early Head Start Family and Child Experiences Survey (Baby FACES), and the Head Start CARES demonstration.

6. Guidance to the Practice Community

School Readiness Goals and Head Start Program Functioning (2012-2014) generates knowledge about how Head Start grantees develop and utilize school readiness goals. The contract supports a study of the process used by Head Start grantees to define, measure, and prioritize their goals for children’s school readiness. The study also examines the mechanisms programs use to communicate these goals to relevant stakeholders as well as how programs use data and other management strategies for linking their school readiness goals to inform program planning. Several reports describing how Head Start programs set and use their school readiness goals, as well as how they use data for program improvement, were released in 2015.

Assessing Early Childhood Teachers' Use of Child Progress Monitoring to Individualize Teaching Practices (2012-2015) supports the development of a literature review, a conceptual model, and a plan for measuring teachers' use of progress monitoring to support children's development in an early childhood setting. A measurement plan derived from the literature review outlines key constructs, defines relevant terms and mechanisms, and proposes options for measurement that would be feasible in a variety of early childhood contexts. In 2014, ACF released the literature review, conceptual model, and measurement plan describing what we know about and how to assess teachers' use of ongoing assessment to individualize instruction. A series of briefs distilling the lessons from this work, as well as a report on the progress monitoring measure developed under this contract, were released in 2015.

7. National Impact Evaluations

The Head Start Impact Study is a congressionally-mandated longitudinal study that involves approximately 5,000 three and four year old preschool children across 84 nationally representative grantee/delegate agencies. The children participating were randomly assigned to either a treatment group (which had access to Head Start services) or a comparison group (which could receive other community resources, but not Head Start). The goals of the study were to determine how Head Start affects the school readiness of children participating in the program as compared to children not enrolled in Head Start, and to determine under which conditions Head Start works best and for which children. Data collection began in the fall of 2002 and has followed children through the spring of their third grade year. In 2014, OPRE released the report "The Role of Program Quality in Determining Head Start's Impact on Child Development: Third Grade Follow-Up to the Head Start Impact Study." In addition, OPRE funded a grant to allow for secondary analysis of data from the Impact Study to better understand the relationships between teacher, classroom, and center characteristics and program impacts.

The Early Head Start (EHS) Research and Evaluation project is a rigorous, large-scale, random-assignment evaluation of EHS, originally designed to meet the 1994 reauthorization requirement for a national evaluation of the new infant-toddler program. It has continued to follow EHS children as they entered school. The project was funded in three waves: The Birth to Three Phase (1996-2001) investigated program impacts on children and families through their time in the program; the Pre-Kindergarten Follow-up Phase (2001-2004) built on the earlier research to follow the children and families who were in the original study from the time they left the EHS program until they entered kindergarten; and the Elementary School Follow-up Phase (2005-2010) followed children and families while the children were in fifth grade. Results have been published by ACF for the Birth to Three and the Pre-Kindergarten Follow-up Phases. The fifth grade findings were published in 2013 in a peer-reviewed Monograph of the Society for Research in Child Development. Researchers continue to use the datasets for scholarly publications, including papers published in 2014 and 2015 on the impact of EHS on child maltreatment, transitions between child care and preschool, and outcomes for children in home-based programs.

(14) A study of the delivery of Head Start programs to Indian children living on and near Indian reservations, to children of Alaskan Natives, and to children of migrant and seasonal *farmworker* families;

Services to Enrolled American Indian and Alaska Native Children

Approximately \$222.7 million was allocated to grantees providing Head Start services to AIAN children, pregnant women, and their families (this figure excludes EHS Expansion and EHS-CCP grants). During the 2014-2015 program year, AIAN programs cumulatively served more than 24,000 children and pregnant women. A majority of the grants were awarded to Tribal governments or consortiums. Program designs include full and part-day, full and part-year, center-based, home-based, locally designed, and combination options. The majority of the children (20,200) enrolled in AIAN Head Start programs had health insurance. Of the 16,400 who received a dental exam, 4,000 were identified as needing treatment. Of these children, 62.8 percent (2,500) received the necessary treatment. Approximately 12 percent of enrolled children were diagnosed with disabilities and 99 percent of these children received special education and related services.

In 2014, ACF launched an effort to design and conduct a research study of Head Start programs in Region XI, who serve predominantly AIAN children and families. The *American Indian/Alaskan Native Head Start Family and Child Experiences Survey (AIAN FACES)* will provide a picture of AIAN Head Start programs, including describing the development and school readiness of the children served, characteristics of their parents and families, program engagement, and characteristics of teachers, classrooms and programs. Since 1997, the FACES study has been a major source of information on Head Start programs and the children and families they serve, but has historically not included Region XI. AIAN FACES, is designed to fill this information gap. The design of the study is informed by the AIAN FACES Workgroup, which includes tribal Head Start directors, researchers with expertise working in tribal communities, and federal officials. A particular focus of the work is ensuring AIAN FACES is responsive to the unique cultural and self-governing contexts of tribal Head Start programs. Data collection with 21 Region XI programs began in the fall of 2015 and will be repeated in the spring of 2016.

Services to Children Enrolled in Migrant and Seasonal Head Start Programs

Approximately \$334.5 million was allocated to grantees providing MSHS program services to children and their families (this figure excludes EHS Expansion and EHS-CCP grants). During the 2014-2015 program year, MSHS programs reported cumulatively serving more than 28,000 children and pregnant women. Almost all MSHS families enrolled their children in Head Start program options that provided at least six hours per day of service (28,300). Of those children, 61.7 percent (17,500) spent at least eight hours per day in Head Start. Some grantees provided services six days per week to accommodate the needs of parents doing farm work.

Approximately 85 percent of children had health insurance at the time of their enrollment, a figure which grew to 91 percent of children having health insurance at the end of enrollment in

Head Start. As part of the required medical screening, 2,800 children were identified as needing medical treatment and 95.7 percent of those children received the needed treatment. At the end of enrollment, 97.7 percent of children were up-to-date on all immunizations.

In 2015, ACF began work on a new research study of MSHS programs. The *Migrant and Seasonal Head Start Study (2015-2019)* is a descriptive study of the characteristics and experiences of children and families enrolled in a representative sample of MSHS programs. Experts and stakeholders from the MSHS community will provide guidance in the design, analyses and interpretation of results. The study will provide information about MSHS programs and the children and families they serve, including bilingual language practice; language functioning for MSHS infants, toddlers and preschoolers; markers of classroom and program quality, and the status of MSHS children and families.

Appendix A

**2015 Geographic Distribution of Head Start Services
within States**

Appendix A – 2015 Geographic Distribution of Head Start Services within States

This appendix presents information on the funded enrollment of HS and EHS programs within states. The within-state numbers do not include MSHS programs. In 2015, MSHS programs were funded to serve approximately 32,100 children birth to five years old and their families move geographically with agricultural work. Thus, allocations and enrollment for these services cannot be attributed to individual states.

Notes: The data below display the funded enrollment by the city of the grantee's primary address. Large grantees may serve children in multiple cities, or even across state lines. For such grantees, their primary address is typically their administrative office which may not be located in the same city as service delivery. Particularly, Community Development Institute (CDI) operates as a nationwide interim provider of Head Start services when a grantee either relinquishes their sponsorship or can no longer operate as the grantee. The city of CDI's primary address is Denver, Colorado, but their funded enrollment spanned about 10 states at any time during FY 2015. Current information on individual HS/EHS center locations is available on the Head Start Locator (<http://eclkc.ohs.acf.hhs.gov>). Historic information on enrollment by state for 2015 is available in ACF Congressional Justification documents and the Head Start Fact Sheets (<http://eclkc.ohs.acf.hhs.gov/hslc/mr/factsheets>).

STATE	CITY OF GRANTEE'S PRIMARY ADDRESS	2015 HEAD START ENROLLMENT	2015 EARLY HEAD START ENROLLMENT
AK	Anchorage	1180	260
AK	Bethel	220	0
AK	Dillingham	80	0
AK	Fairbanks	420	260
AK	Fort Yukon	0	30
AK	Juneau	260	0
AK	Kenai	60	0
AK	Metlakatla	30	40
AK	Nome	160	70
AK	Palmer	260	60
AL	Auburn	420	150
AL	Birmingham	1790	380
AL	Carrollton	260	0
AL	Cullman	100	0
AL	Dadeville	530	0
AL	Daphne	470	0
AL	Decatur	2510	200

AL	Dothan	680	110
AL	Gadsden	340	90
AL	Hayneville	280	0
AL	Jasper	260	0
AL	Livingston	400	50
AL	Marion	180	0
AL	Mobile	1360	100
AL	Montgomery	1320	680
AL	Pell City	220	0
AL	Talladega	1050	130
AL	Troy	730	0
AL	Tuscaloosa	890	90
AL	Tuskegee	300	0
AL	Wetumpka	550	90
AR	Batesville	300	0
AR	Benton	560	20
AR	Bentonville	320	50
AR	Blytheville	530	380
AR	Conway	600	50
AR	El Dorado	720	220
AR	Fayetteville	180	100
AR	Harrison	440	0
AR	Helena	250	0
AR	Hot Springs National	220	210
AR	Jasper	0	50
AR	Jonesboro	740	450
AR	Little Rock	840	90
AR	Pine Bluff	480	90
AR	Pocahontas	190	100
AR	Rison	110	0
AR	Van Buren	250	80
AR	Warren	370	0
AS	Pago Pago	1330	0
AZ	Coolidge	730	220
AZ	Flagstaff	1480	220
AZ	Kykotsmovi Village	200	0
AZ	Parker	180	0
AZ	Phoenix	6200	1630
AZ	Sacaton	200	150
AZ	San Carlos	230	0
AZ	Scottsdale	100	100
AZ	Sells	220	0
AZ	Somerton	20	0

AZ	Supai	20	0
AZ	Tucson	2400	520
AZ	Whiteriver	250	0
AZ	Window Rock	2070	40
AZ	Winterhaven	90	0
AZ	Yuma	990	110
CA	Alameda	180	100
CA	Alturas	0	100
CA	Arcadia	330	340
CA	Arcata	420	240
CA	Auberry	20	0
CA	Auburn	400	330
CA	Bakersfield	2350	660
CA	Baldwin Park	790	270
CA	Bell Gardens	380	120
CA	Berkeley	230	360
CA	Bishop	140	50
CA	Chatsworth	2650	380
CA	Chula Vista	1870	390
CA	City Of Industry	380	0
CA	Colusa	110	60
CA	Concord	1570	310
CA	Covelo	20	0
CA	Covina	2210	80
CA	Culver City	0	90
CA	Culver City	0	50
CA	Downey	10760	1510
CA	El Centro	260	140
CA	Fresno	3020	310
CA	Goleta	990	110
CA	Hanford	480	140
CA	Happy Camp	60	0
CA	Havasu Lake	20	0
CA	Hoopa	70	40
CA	Inglewood	1620	0
CA	Jackson	190	90
CA	Kelseyville	0	70
CA	Klamath	60	70
CA	Livermore	0	90
CA	Long Beach	1940	150
CA	Los Angeles	5770	2170
CA	Madera	310	40
CA	Martinez	0	70

CA	Marysville	830	300
CA	Merced	1060	300
CA	Mission Hills	0	140
CA	Modesto	1790	480
CA	Montebello	760	0
CA	Napa	790	260
CA	Oakland	1530	590
CA	Oxnard	1120	310
CA	Pasadena	0	290
CA	Pine Valley	20	0
CA	Placerville	350	150
CA	Quincy	170	70
CA	Red Bluff	240	100
CA	Redding	510	310
CA	Riverside	3250	310
CA	Sacramento	4790	1020
CA	Salinas	1170	80
CA	San Andreas	150	90
CA	San Bernardino	4360	520
CA	San Diego	6390	1520
CA	San Francisco	940	370
CA	San Jose	2060	580
CA	San Luis Obispo	750	480
CA	San Marcos	0	70
CA	San Mateo	650	220
CA	San Rafael	240	150
CA	Santa Ana	3790	790
CA	Santa Cruz	460	170
CA	Santa Rosa	520	30
CA	Smith River	30	0
CA	Stockton	2030	150
CA	Torrance	0	110
CA	Ukiah	380	110
CA	Union City	1060	190
CA	Venice	0	180
CA	Visalia	1470	290
CA	Willows	120	80
CA	Woodland	290	90
CA	Yreka	0	90
CO	Akron	40	0
CO	Alamosa	0	70
CO	Boulder	160	0
CO	Breckenridge	40	20

CO	Brighton	520	0
CO	Brush	70	0
CO	Canon City	160	80
CO	Center	90	0
CO	Colorado Springs	1030	200
CO	Cripple Creek	20	70
CO	Del Norte	80	0
CO	Denver	10780	1210
CO	Durango	230	60
CO	Eagle	70	80
CO	Englewood	0	240
CO	Fort Collins	280	110
CO	Fort Morgan	110	0
CO	Golden	410	0
CO	Greeley	560	50
CO	Ignacio	100	40
CO	Iliff	70	0
CO	La Junta	380	110
CO	Lakewood	100	20
CO	Leadville	70	0
CO	Limon	50	0
CO	Longmont	160	80
CO	Loveland	140	0
CO	Monte Vista	100	0
CO	Montrose	100	0
CO	Salida	60	60
CO	Towaoc	60	0
CO	Wray	30	0
CT	Bridgeport	790	150
CT	Danbury	310	40
CT	Derby	350	300
CT	East Hartford	220	0
CT	Fairfield	2070	620
CT	Hampton	270	160
CT	Hartford	650	90
CT	Jewett City	400	80
CT	Litchfield	210	30
CT	Manchester	270	50
CT	Meriden	160	0
CT	New Britain	270	0
CT	New Haven	820	310
CT	Norwalk	180	0
CT	Stamford	220	30

CT	West Haven	140	0
DC	Washington	2340	890
DE	Dover	0	70
DE	Newark	620	200
DE	Wilmington	500	0
FL	Bartow	940	0
FL	Bonifay	200	40
FL	Boynton Beach	0	150
FL	Bradenton	620	50
FL	Brooksville	980	0
FL	Clearwater	0	90
FL	Coral Gables	0	750
FL	Daytona Beach	0	50
FL	Eustis	330	60
FL	Fort Lauderdale	2040	80
FL	Fort Myers	720	200
FL	Fort Walton Beach	260	60
FL	Gainesville	640	0
FL	Hobe Sound	0	40
FL	Immokalee	970	560
FL	Jacksonville	390	240
FL	Key West	180	0
FL	Lake Alfred	690	140
FL	Lake City	320	180
FL	Land O Lakes	700	130
FL	Marianna	210	30
FL	Melbourne	620	0
FL	Miami	6310	1010
FL	Milton	240	40
FL	Naples	410	0
FL	Ocala	910	440
FL	Orlando	1970	510
FL	Panama City	390	200
FL	Pensacola	860	80
FL	Perry	150	0
FL	Port Charlotte	300	60
FL	Quincy	260	0
FL	Saint Augustine	140	0
FL	Sarasota	310	220
FL	Stuart	260	0
FL	Tallahassee	380	330
FL	Tampa	8150	1210
FL	Vero Beach	340	0

FL	Wewahitchka	180	160
FL	Winter Park	0	140
GA	Athens	150	160
GA	Atlanta	3600	960
GA	Augusta	1940	70
GA	Brunswick	980	100
GA	Cartersville	610	100
GA	Clarkston	1200	240
GA	Columbus	1530	450
GA	Cuthbert	130	0
GA	Eatonton	180	0
GA	Fayetteville	160	80
GA	Forest Park	350	80
GA	Fort Valley	360	560
GA	Gainesville	2320	70
GA	Jackson	320	130
GA	Macon	710	100
GA	Milledgeville	210	0
GA	Monticello	80	0
GA	Moultrie	2190	220
GA	Sandersville	390	0
GA	Savannah	700	80
GA	Sparta	160	70
GA	Swainsboro	0	60
GA	Valdosta	910	0
GA	Warner Robins	1090	0
GA	Waycross	840	180
GA	Waynesboro	0	90
GU	Barrigada	530	0
HI	Ewa Beach	120	20
HI	Honolulu	2230	360
HI	Kailua Kona	0	90
HI	Wailuku	280	120
IA	Burlington	300	60
IA	Carroll	250	40
IA	Chariton	180	30
IA	Creston	120	0
IA	Davenport	550	80
IA	Decorah	260	80
IA	Des Moines	840	180
IA	Dubuque	230	0
IA	Fort Dodge	180	70
IA	Graettinger	310	180

IA	Harlan	490	140
IA	Hiawatha	640	110
IA	Marshalltown	220	80
IA	Mason City	300	0
IA	Ottumwa	270	0
IA	Remsen	180	70
IA	Sioux City	360	90
IA	Waterloo	560	340
ID	Boise	440	250
ID	Coeur D Alene	290	0
ID	Fort Hall	70	0
ID	Idaho Falls	240	0
ID	Idaho Falls	0	80
ID	Lapwai	100	80
ID	Lewiston	330	80
ID	Payette	480	150
ID	Plummer	40	40
ID	Pocatello	190	0
ID	Twin Falls	590	80
IL	Alton	620	240
IL	Aurora	890	170
IL	Bloomington	220	90
IL	Breese	0	50
IL	Carbondale	370	0
IL	Centralia	440	0
IL	Chicago	19410	3930
IL	Danville	410	70
IL	Decatur	380	70
IL	East Peoria	330	0
IL	Edwardsville	1360	200
IL	Effingham	440	100
IL	Enfield	300	200
IL	Evanston	250	180
IL	Freeport	190	0
IL	Gillespie	240	0
IL	Greenup	500	0
IL	Joliet	560	300
IL	Kankakee	400	0
IL	La Grange Park	380	170
IL	Lincoln	310	90
IL	Maywood	0	100
IL	Monmouth	330	0
IL	Mount Sterling	230	150

IL	Mount Vernon	220	0
IL	Peoria	670	110
IL	Quincy	300	0
IL	Rock Falls	600	100
IL	Rock Island	680	0
IL	Rockford	590	130
IL	Springfield	620	100
IL	Steeleville	310	0
IL	Ullin	500	70
IL	University Park	0	70
IL	Urbana	440	140
IL	Waukegan	540	0
IL	West Frankfort	0	90
IL	Woodstock	270	0
IN	Aurora	270	0
IN	Bloomington	270	60
IN	Cloverdale	420	40
IN	Columbus	370	80
IN	Connersville	160	0
IN	Covington	290	80
IN	Evansville	540	120
IN	Fort Wayne	590	70
IN	Fremont	190	0
IN	Garrett	140	60
IN	Huntington	0	80
IN	Indianapolis	1880	210
IN	Jasper	190	0
IN	Jeffersonville	290	70
IN	Kokomo	380	110
IN	Lafayette	330	90
IN	Liberty	50	20
IN	Logansport	200	0
IN	Madison	200	0
IN	Marion	170	130
IN	Merrillville	1370	340
IN	Michigan City	310	0
IN	Mitchell	290	80
IN	Monon	150	0
IN	New Albany	280	0
IN	New Castle	270	0
IN	Plymouth	180	40
IN	Portland	310	0
IN	Richmond	310	70

IN	South Bend	1020	210
IN	Tell City	290	80
IN	Terre Haute	220	80
IN	Vincennes	390	70
IN	Warsaw	140	40
KS	Arkansas City	150	0
KS	Clay Center	120	80
KS	Dodge City	240	50
KS	Girard	490	240
KS	Hays	120	80
KS	Hiawatha	310	220
KS	Horton	30	10
KS	Hutchinson	220	100
KS	Kansas City	880	390
KS	Manhattan	170	20
KS	Mayetta	30	10
KS	Mc Pherson	120	0
KS	Newton	130	0
KS	Oakley	210	40
KS	Olathe	180	0
KS	Ottawa	280	120
KS	Overland Park	110	100
KS	Salina	310	200
KS	Topeka	530	80
KS	Wellington	90	50
KS	Wichita	1360	360
KY	Ashland	280	0
KY	Bedford	80	0
KY	Booneville	0	60
KY	Bowling Green	860	0
KY	Carrollton	110	80
KY	Covington	440	80
KY	Crestwood	70	0
KY	Flemingsburg	430	0
KY	Frankfort	300	0
KY	Gray	800	290
KY	Hardinsburg	140	0
KY	Jackson	320	0
KY	Jamestown	710	30
KY	Lebanon	520	0
KY	Leitchfield	140	140
KY	Lexington	960	460
KY	Louisville	1740	170

KY	Murray	440	120
KY	Olive Hill	350	0
KY	Owensboro	1600	410
KY	Paducah	240	0
KY	Paintsville	1150	0
KY	Paris	180	0
KY	Pineville	300	80
KY	Redfox	610	110
KY	Richmond	800	110
KY	Shelbyville	240	280
KY	Stanford	180	30
KY	West Liberty	410	0
KY	Williamstown	120	0
LA	Bastrop	310	0
LA	Baton Rouge	1500	220
LA	Belle Chasse	110	0
LA	Bossier City	400	40
LA	Chalmette	110	0
LA	Columbia	100	0
LA	Crowley	390	0
LA	Deridder	70	0
LA	Donaldsonville	250	0
LA	Franklin	650	0
LA	Gretna	930	0
LA	Hammond	180	0
LA	Houma	170	0
LA	Jonesboro	390	0
LA	Lafayette	1230	370
LA	Lake Charles	500	0
LA	Leesville	230	0
LA	Luling	200	40
LA	Lutcher	190	0
LA	Many	210	0
LA	Mathews	290	0
LA	Minden	310	0
LA	Monroe	770	60
LA	Moreauville	270	0
LA	Napoleonville	100	0
LA	Natchitoches	310	0
LA	New Orleans	1710	1060
LA	New Roads	150	0
LA	Oberlin	150	0
LA	Plaquemine	280	0

LA	Port Allen	140	0
LA	Reserve	190	0
LA	Robert	1500	270
LA	Ruston	340	0
LA	Saint Francisville	50	40
LA	Shreveport	1560	80
LA	Sicily Island	440	0
LA	Tallulah	420	70
LA	Ville Platte	230	0
LA	Winnsboro	140	0
MA	Avon	690	0
MA	Boston	2160	240
MA	Chelsea	250	0
MA	Dedham	0	80
MA	Fall River	410	40
MA	Fitchburg	440	0
MA	Framingham	360	0
MA	Gloucester	330	20
MA	Greenfield	490	80
MA	Haverhill	180	160
MA	Hyannis	380	0
MA	Lawrence	460	120
MA	Lowell	520	150
MA	Lynn	290	80
MA	New Bedford	310	0
MA	Oak Bluffs	40	0
MA	Pittsfield	330	0
MA	Plymouth	200	70
MA	Quincy	210	80
MA	Roxbury	150	170
MA	Somerville	330	0
MA	Springfield	980	150
MA	Taunton	220	220
MA	Watertown	240	40
MA	Weymouth	0	70
MA	Worcester	870	60
MD	Annapolis	850	0
MD	Baltimore	3530	850
MD	Columbia	260	0
MD	Cumberland	280	50
MD	Frederick	280	0
MD	Gaithersburg	0	150
MD	Hagerstown	380	110

MD	Hughesville	120	0
MD	Leonardtwn	170	0
MD	Oakland	180	110
MD	Prince Frederick	170	0
MD	Rockville	650	150
MD	Salisbury	1060	80
MD	Takoma Park	0	140
MD	Upper Marlboro	930	0
ME	Bangor	320	90
ME	Bath	200	70
ME	Belfast	130	50
ME	Calais	20	0
ME	Ellsworth	150	10
ME	Farmingdale	220	70
ME	Houlton	20	0
ME	Lewiston	200	50
ME	Portland	240	60
ME	Presque Isle	200	60
ME	Sanford	240	60
ME	South Paris	290	180
ME	Waterville	260	130
MI	Adrian	360	70
MI	Allegan	250	80
MI	Alpena	2360	320
MI	Ann Arbor	470	40
MI	Battle Creek	720	110
MI	Bessemer	100	30
MI	Caro	0	150
MI	Centreville	0	40
MI	Clinton Township	840	180
MI	Coldwater	250	70
MI	Detroit	6070	1430
MI	Escanaba	250	80
MI	Farwell	0	140
MI	Flint	1850	450
MI	Grand Rapids	1430	90
MI	Greenville	740	270
MI	Houghton	280	150
MI	Howell	190	0
MI	Inkster	900	430
MI	Iron Mountain	200	50
MI	Jackson	690	80
MI	Lansing	1460	280

MI	Marquette	280	40
MI	Monroe	320	70
MI	Muskegon	980	90
MI	Paw Paw	890	100
MI	Pontiac	1520	170
MI	Port Huron	310	110
MI	Portage	630	0
MI	Saginaw	860	160
MI	Sault Sainte Marie	560	280
MI	Scottville	360	50
MI	Southfield	160	0
MI	Suttons Bay	40	50
MI	Traverse City	650	260
MI	Zeeland	370	60
MN	Badger	170	80
MN	Bemidji	210	60
MN	Blaine	0	110
MN	Cass Lake	190	70
MN	Cloquet	100	80
MN	Crookston	170	100
MN	Detroit Lakes	280	200
MN	Duluth	260	0
MN	Elbow Lake	410	0
MN	Grand Portage	20	0
MN	Grand Rapids	200	0
MN	Little Falls	330	230
MN	Mankato	470	0
MN	Maple Lake	210	20
MN	Marshall	170	20
MN	Minneapolis	2320	390
MN	Montevideo	230	0
MN	Moorhead	130	70
MN	Mora	300	30
MN	Nett Lake	50	30
MN	Ogema	120	40
MN	Oklee	140	40
MN	Onamia	50	80
MN	Redlake	130	0
MN	Rochester	390	200
MN	Rushford	260	60
MN	Saint Cloud	370	60
MN	Saint Paul	1240	150
MN	Shakopee	370	0

MN	Virginia	290	90
MN	Willmar	260	20
MN	Worthington	150	0
MN	Zumbrota	210	0
MO	Appleton City	440	110
MO	Columbia	460	180
MO	Hannibal	390	210
MO	Hillsboro	420	70
MO	Joplin	610	180
MO	Kansas City	2380	400
MO	Kirksville	220	50
MO	Marshall	480	50
MO	Marshall	0	30
MO	Maryville	170	0
MO	Park Hills	540	0
MO	Portageville	950	230
MO	Richland	540	0
MO	Saint Charles	490	820
MO	Saint Joseph	330	90
MO	Saint Louis	3030	330
MO	Sedalia	0	170
MO	Springfield	1090	170
MO	Trenton	250	0
MO	West Plains	510	0
MO	Winona	450	100
MP	Saipan	460	80
MS	Biloxi	0	100
MS	Choctaw	210	60
MS	Clarksdale	660	0
MS	Cleveland	770	120
MS	Columbia	1740	240
MS	Greenville	940	210
MS	Gulfport	1370	0
MS	Holly Springs	3850	250
MS	Jackson	10800	590
MS	Lucedale	140	10
MS	Moss Point	640	20
MS	Natchez	950	40
MS	Picayune	0	220
MS	Prentiss	900	0
MS	Stoneville	0	200
MS	Winona	1080	100
MT	Anaconda	90	0

MT	Billings	360	30
MT	Box Elder	170	70
MT	Bozeman	170	0
MT	Browning	290	120
MT	Butte	210	40
MT	Butte	0	80
MT	Crow Agency	300	0
MT	Glendive	150	0
MT	Great Falls	390	160
MT	Hamilton	120	140
MT	Harlem	140	50
MT	Havre	140	60
MT	Helena	240	0
MT	Kalispell	210	0
MT	Lame Deer	150	0
MT	Lewistown	120	0
MT	Libby	100	50
MT	Missoula	350	0
MT	Pablo	180	90
MT	Poplar	240	0
NC	Andrews	180	0
NC	Asheboro	490	0
NC	Asheville	510	180
NC	Bakersville	220	0
NC	Boonville	390	0
NC	Burgaw	200	0
NC	Chapel Hill	540	160
NC	Charlotte	780	300
NC	Cherokee	140	90
NC	Columbus	80	0
NC	Concord	170	0
NC	Durham	0	170
NC	Edenton	360	0
NC	Fayetteville	790	210
NC	Forest City	210	50
NC	Franklin	180	140
NC	Gastonia	460	0
NC	Goldsboro	450	260
NC	Greensboro	870	410
NC	Henderson	450	0
NC	Hendersonville	250	300
NC	Jacksonville	230	70
NC	Kannapolis	190	0

NC	Kenansville	170	0
NC	Kings Mountain	0	160
NC	Kinston	310	70
NC	Lumberton	1000	0
NC	Marion	140	50
NC	Monroe	500	130
NC	Morganton	220	220
NC	Newport	620	140
NC	Newton	0	80
NC	North Wilkesboro	150	0
NC	Pembroke	160	40
NC	Raleigh	2340	880
NC	Rich Square	530	90
NC	Rocky Mount	630	0
NC	Roxboro	110	0
NC	Salisbury	860	240
NC	Shelby	220	0
NC	Smithfield	640	80
NC	Statesville	350	0
NC	Taylorsville	110	0
NC	Waynesville	180	50
NC	Wentworth	250	0
NC	Wilmington	260	0
NC	Winston Salem	500	0
NC	Winston-Salem	0	140
ND	Belcourt	330	0
ND	Bismarck	220	0
ND	Dickinson	140	60
ND	Fargo	310	60
ND	Fort Totten	100	80
ND	Fort Yates	260	80
ND	Grand Forks	360	0
ND	Jamestown	190	40
ND	Mandan	150	0
ND	Mayville	80	160
ND	Minot	260	90
ND	New Town	160	0
ND	Towner	180	60
NE	Chadron	200	60
NE	Fairbury	240	130
NE	Fremont	90	0
NE	Hastings	330	160
NE	Humboldt	150	0

NE	Kearney	380	50
NE	Lincoln	520	190
NE	Loup City	370	180
NE	Macy	100	0
NE	Niobrara	40	0
NE	Omaha	800	460
NE	Papillion	130	100
NE	Pender	300	60
NE	Plattsmouth	120	0
NE	Scottsbluff	300	50
NE	Winnebago	90	70
NH	Berlin	240	0
NH	Concord	200	150
NH	Dover	190	120
NH	Keene	190	0
NH	Manchester	480	120
NJ	Bayonne	160	0
NJ	Bridgeton	1830	520
NJ	Burlington	430	60
NJ	Camden	720	100
NJ	Dover	200	50
NJ	East Orange	400	100
NJ	Hackensack	1660	360
NJ	Hoboken	430	120
NJ	Lakewood	0	60
NJ	Montclair	440	50
NJ	Newark	2010	370
NJ	Passaic	260	0
NJ	Phillipsburg	310	190
NJ	Ringwood	350	140
NJ	Toms River	600	0
NJ	Trenton	270	100
NJ	Union City	400	120
NJ	Vauxhall	0	100
NJ	Vineland	0	280
NM	Acoma	110	0
NM	Albuquerque	1690	630
NM	Carlsbad	880	0
NM	Dulce	100	60
NM	Espanola	40	20
NM	Hobbs	260	60
NM	Holman	170	0
NM	Isleta	90	50

NM	Jemez Pueblo	70	0
NM	Laguna	130	70
NM	Las Cruces	670	200
NM	Las Vegas	200	0
NM	Los Lunas	820	0
NM	Magdalena	60	40
NM	Mescalero	120	0
NM	Ramah	60	0
NM	Rio Rancho	50	0
NM	Ruidoso	120	40
NM	San Felipe Pb	90	0
NM	San Juan	40	0
NM	San Juan Pueblo	80	0
NM	Santa Fe	1070	440
NM	Santo Domingo Pueblo	120	90
NM	Silver City	180	0
NM	Taos	60	0
NM	Tucumcari	330	100
NM	Zuni	150	0
NV	Elko	110	40
NV	Ely	50	50
NV	Gardnerville	90	0
NV	Las Vegas	0	460
NV	Reno	840	250
NY	Akwesasne	60	0
NY	Albany	470	120
NY	Albion	220	110
NY	Auburn	290	80
NY	Ballston Spa	310	120
NY	Bath	280	130
NY	Belmont	200	110
NY	Binghamton	590	120
NY	Bronx	360	210
NY	Brooklyn	5630	1310
NY	Buffalo	2180	540
NY	Canton	350	0
NY	Cobleskill	150	90
NY	Cortland	200	70
NY	Dunkirk	500	160
NY	Elizabethtown	130	70
NY	Elmira	350	0
NY	Elmsford	1630	300
NY	Fonda	290	0

NY	Fulton	240	0
NY	Geneva	150	0
NY	Glen Cove	160	0
NY	Glens Falls	230	50
NY	Hamden	220	0
NY	Haverstraw	850	80
NY	Hempstead	560	0
NY	Hudson	140	0
NY	Hudson Falls	310	110
NY	Ithaca	220	130
NY	Kingston	220	30
NY	Lowville	130	0
NY	Lyons	250	140
NY	Manhasset	50	0
NY	Middletown	180	0
NY	Monroe	190	100
NY	Montour Falls	80	10
NY	Morrisville	190	70
NY	Mount Morris	70	0
NY	New York	20790	2030
NY	New York-New York	410	160
NY	Newburgh	230	0
NY	Norwich	200	100
NY	Nyack	0	110
NY	Olean	320	50
NY	Oneonta	300	100
NY	Patchogue	1460	270
NY	Plattsburgh	340	0
NY	Port Chester	190	40
NY	Rhinebeck	450	190
NY	Richmond Hill	100	90
NY	Rochester	1400	280
NY	Ronkonkoma	140	100
NY	Salamanca	80	0
NY	Schenectady	400	180
NY	Sea Cliff	0	70
NY	South Cairo	190	0
NY	Spring Valley	0	140
NY	Syracuse	860	210
NY	Troy	420	180
NY	Utica	770	100
NY	Valhalla	1010	0
NY	Watertown	280	0

NY	West Nyack	0	100
NY	Woodbourne	240	110
NY	Woodside	0	100
NY	Yonkers	170	140
OH	Akron	1490	120
OH	Ashtabula	310	90
OH	Athens	290	0
OH	Caldwell	350	110
OH	Canton	770	250
OH	Celina	160	0
OH	Chillicothe	260	0
OH	Cincinnati	3010	620
OH	Circleville	210	70
OH	Cleveland	4090	340
OH	Columbus	2930	280
OH	Coshocton	490	70
OH	Dayton	2420	690
OH	Defiance	400	0
OH	Dennison	360	0
OH	Findlay	390	0
OH	Fremont	730	180
OH	Georgetown	280	70
OH	Glouster	390	100
OH	Hamilton	890	130
OH	Hillsboro	170	70
OH	Ironton	400	210
OH	Lancaster	190	110
OH	Lebanon	250	150
OH	Lima	370	210
OH	Lisbon	550	0
OH	Lorain	990	40
OH	Mansfield	0	40
OH	Marietta	250	40
OH	Marion	830	0
OH	Mentor	0	60
OH	Mount Vernon	210	80
OH	Newark	480	100
OH	Painesville	410	0
OH	Piketon	200	70
OH	Piqua	1180	280
OH	Portsmouth	340	110
OH	Ravenna	240	80
OH	Sandusky	300	0

OH	St. Clairsville	210	0
OH	Toledo	1030	90
OH	Warren	670	0
OH	Washington Court House	190	150
OH	Wellston	230	0
OH	Wilmington	130	0
OH	Wooster	370	170
OH	Youngstown	770	70
OH	Zanesville	280	0
OK	Ada	260	0
OK	Altus	250	70
OK	Binger	80	0
OK	Carnegie	140	0
OK	Chickasha	380	100
OK	Claremore	570	140
OK	Concho	130	0
OK	Durant	1980	250
OK	Frederick	440	0
OK	Hugo	430	180
OK	Jay	390	100
OK	Lindsay	350	60
OK	Mcloud	60	0
OK	Muskogee	340	110
OK	Norman	810	270
OK	Oklahoma City	1940	430
OK	Okmulgee	290	0
OK	Pawhuska	210	0
OK	Pawnee	990	320
OK	Perkins	0	30
OK	Ponca City	40	0
OK	Red Rock	40	0
OK	Shawnee	110	30
OK	Stigler	1470	0
OK	Tahlequah	680	200
OK	Tishomingo	380	0
OK	Tulsa	1530	550
OK	Wewoka	370	60
OR	Albany	160	0
OR	Burns	80	0
OR	Central Point	1110	150
OR	Coos Bay	380	70
OR	Grand Ronde	20	30

OR	Gresham	1000	230
OR	Hermiston	550	130
OR	Hillsboro	820	110
OR	Hood River	380	170
OR	Klamath Falls	290	30
OR	La Grande	180	0
OR	Lebanon	470	50
OR	Mcminnville	330	100
OR	Milwaukie	650	70
OR	North Bend	20	0
OR	Ontario	210	0
OR	Pendleton	40	0
OR	Portland	1490	420
OR	Redmond	450	0
OR	Roseburg	290	60
OR	Salem	810	240
OR	Siletz	110	0
OR	Springfield	1050	70
OR	St. Helens	370	0
OR	Warm Springs	110	70
OR	Wilsonville	0	200
PA	Allentown	880	230
PA	Altoona	480	0
PA	Bloomsburg	250	0
PA	Blossburg	320	70
PA	Brookville	220	80
PA	Butler	330	190
PA	Chambersburg	320	70
PA	Danville	90	0
PA	Downingtown	480	0
PA	Doylestown	510	30
PA	East Stroudsburg	220	0
PA	Emporium	280	0
PA	Erie	810	80
PA	Franklin	0	120
PA	Gettysburg	220	0
PA	Greensburg	1860	350
PA	Harrisburg	810	640
PA	Hollidaysburg	170	80
PA	Homestead	0	70
PA	Huntingdon	220	70
PA	Indiana	270	50
PA	Johnstown	380	100

PA	Kittanning	210	0
PA	Lancaster	1110	0
PA	Mc Veytown	110	60
PA	Mcconnellsburg	0	30
PA	Meadville	460	0
PA	Mifflinburg	320	150
PA	Milton	250	80
PA	Minersville	370	0
PA	Morton	800	150
PA	New Castle	450	70
PA	Norristown	490	0
PA	Oil City	0	70
PA	Philadelphia	7420	720
PA	Philipsburg	650	220
PA	Pittsburgh	3730	800
PA	Reading	640	0
PA	Scranton	1200	240
PA	Sharon	370	70
PA	Shippensburg	70	40
PA	Somerset	110	50
PA	Warren	190	0
PA	Washington	620	90
PA	Wilkes-Barre	800	200
PA	Williamsport	440	110
PA	York	530	100
PR	Adjuntas	140	0
PR	Arecibo	90	160
PR	Barceloneta	0	110
PR	Bayamon	1890	60
PR	Caguas	1780	720
PR	Carolina	690	130
PR	Dorado	0	80
PR	Guaynabo	1020	250
PR	Hato Rey	3630	250
PR	Humacao	100	50
PR	Isabela	130	80
PR	Mayaguez	1140	170
PR	Patillas	120	0
PR	Ponce	1680	70
PR	Sabana Grande	0	50
PR	San German	70	220
PR	San Juan	16460	600
PR	San Sebastian	0	70

PR	Toa Baja	0	90
PR	Utua	0	40
PW	Koror	400	0
RI	Cranston	180	20
RI	Johnston	130	60
RI	Newport	290	110
RI	Providence	1030	330
RI	Wakefield	140	0
RI	Warwick	290	110
RI	Woonsocket	190	0
SC	Beaufort	450	110
SC	Charleston	1000	140
SC	Cheraw	510	0
SC	Columbia	810	560
SC	Conway	690	60
SC	Florence	740	70
SC	Greenville	1480	230
SC	Greenwood	1730	170
SC	Hartsville	430	0
SC	Lancaster	150	140
SC	Moncks Corner	620	0
SC	North Charleston	0	120
SC	Orangeburg	700	50
SC	Rock Hill	810	40
SC	Spartanburg	510	330
SC	Sumter	0	100
SC	Walterboro	320	0
SD	Aberdeen	380	0
SD	Agency Village	150	40
SD	Belle Fourche	120	60
SD	Eagle Butte	250	0
SD	Kyle	490	100
SD	Lower Brule	60	0
SD	Madison	250	190
SD	Pierre	160	50
SD	Rapid City	620	310
SD	Rosebud	320	90
SD	Sioux Falls	410	0
SD	Vermillion	170	80
SD	Wagner	400	0
TN	Chattanooga	620	380
TN	Clarksville	270	0
TN	Cleveland	1160	450

TN	Clinton	290	70
TN	Cookeville	1340	0
TN	Dresden	1160	160
TN	Erin	230	0
TN	Fayetteville	950	170
TN	Henderson	560	0
TN	Kingsport	1050	0
TN	Kingston	240	120
TN	Knoxville	820	140
TN	Memphis	3200	400
TN	Morristown	990	70
TN	Murfreesboro	0	70
TN	Murfreesboro	840	60
TN	Nashville	1370	350
TN	Pikeville	370	0
TN	South Pittsburg	0	70
TN	Tazewell	490	60
TN	Wartburg	150	40
TX	Abilene	1050	300
TX	Alice	1190	290
TX	Amarillo	1340	420
TX	Angleton	430	60
TX	Austin	1900	300
TX	Bastrop	360	210
TX	Beaumont	510	0
TX	Bellaire	2550	540
TX	Bonham	140	0
TX	Bryan	510	40
TX	Center	430	190
TX	College Station	200	100
TX	Cooper	50	0
TX	Corpus Christi	1140	220
TX	Crowell	290	80
TX	Dallas	3910	940
TX	Del Rio	350	0
TX	Denton	190	0
TX	Detroit	130	0
TX	Eagle Pass	30	0
TX	Edinburg	3690	370
TX	El Paso	3980	390
TX	Fort Stockton	120	0
TX	Fort Worth	2010	370
TX	Galveston	400	0

TX	Georgetown	550	250
TX	Greenville	160	0
TX	Hitchcock	220	0
TX	Houston	4970	660
TX	Irving	0	70
TX	Kaufman	90	0
TX	Kerrville	90	0
TX	Kilgore	2040	130
TX	Lamesa	410	100
TX	Laredo	3240	370
TX	Levelland	1210	150
TX	Linden	520	0
TX	Livingston	100	0
TX	Lubbock	540	100
TX	Mount Pleasant	260	80
TX	Nacogdoches	580	100
TX	New Caney	800	380
TX	Odessa	930	0
TX	Orange	240	0
TX	Paris	210	0
TX	Plano	150	0
TX	Port Arthur	390	0
TX	Richardson	950	170
TX	San Angelo	720	110
TX	San Antonio	8780	1410
TX	San Benito	2710	210
TX	San Marcos	380	160
TX	San Saba	570	40
TX	Snyder	80	60
TX	Sulphur Springs	180	0
TX	Temple	380	180
TX	Terrell	150	0
TX	Texarkana	0	70
TX	Texas City	150	0
TX	Tulia	90	0
TX	Tyler	430	0
TX	Waco	870	130
TX	Weatherford	890	290
TX	Wichita Falls	630	100
UT	Cedar City	420	0
UT	Farmington	420	110
UT	Fort Duchesne	220	0
UT	Logan	400	200

UT	Ogden	700	0
UT	Orem	0	160
UT	Provo	820	0
UT	Salt Lake City	2080	440
UT	St George	0	130
UT	Wellington	390	60
VA	Abingdon	300	110
VA	Alexandria	310	160
VA	Arlington	0	220
VA	Ashburn	100	0
VA	Ashland	110	0
VA	Charlottesville	210	0
VA	Chatham	240	0
VA	Chesterfield	200	0
VA	Colonial Beach	120	0
VA	Culpeper	130	80
VA	Danville	200	0
VA	Emporia	260	0
VA	Exmore	220	0
VA	Fairfax	430	300
VA	Falls Church	0	80
VA	Farmville	180	60
VA	Federicksburg	140	0
VA	Fishersville	280	0
VA	Franklin	300	260
VA	Fredericksburg	120	0
VA	Galax	150	120
VA	Grundy	160	0
VA	Hopewell	160	0
VA	Jonesville	200	0
VA	Lynchburg	450	0
VA	Madison	200	0
VA	Manassas	400	0
VA	Marion	170	0
VA	N Tazewell	0	30
VA	Newport News	1390	30
VA	Norfolk	230	0
VA	North Tazewell	170	10
VA	Norton	320	100
VA	Oakton	200	280
VA	Orange	120	60
VA	Radford	320	0
VA	Richmond	1190	60

VA	Roanoke	780	360
VA	Rocky Mount	140	80
VA	South Boston	180	0
VA	Stafford	250	30
VA	Verona	0	50
VA	Warrenton	140	0
VA	Weber City	170	0
VA	West Point	220	70
VA	Williamsburg	150	150
VA	Winchester	160	0
VA	Yorktown	120	0
VI	St Croix	0	120
VI	St Thomas	890	0
VT	Barre	190	160
VT	Bennington	120	0
VT	Brattleboro	100	110
VT	Burlington	280	60
VT	Newport	180	100
VT	Rutland	120	0
VT	Westminster	90	0
WA	Anacortes	30	0
WA	Auburn	90	0
WA	Bellingham	370	110
WA	Bremerton	420	240
WA	Centralia	190	0
WA	Cheney	0	120
WA	Colville	150	0
WA	Deming	60	0
WA	Ellensburg	110	50
WA	Everett	0	80
WA	Kingston	20	30
WA	La Push	50	0
WA	Longview	250	60
WA	Lynnwood	490	40
WA	Moses Lake	140	130
WA	Mount Vernon	340	90
WA	Neah Bay	50	30
WA	Nespelem	120	0
WA	Oakville	50	40
WA	Olympia	720	20
WA	Omak	140	110
WA	Port Angeles	40	20
WA	Port Townsend	110	40

WA	Pullman	70	10
WA	Renton	1910	390
WA	Richland	390	60
WA	Seattle	870	700
WA	Sedro Woolley	40	0
WA	Skokomish Nation	40	0
WA	Spokane	670	210
WA	Spokane	0	60
WA	Sunnyside	410	160
WA	Suquamish	40	40
WA	Tacoma	560	0
WA	Taholah	60	40
WA	Toppenish	170	0
WA	Tulalip	0	70
WA	Vancouver	540	160
WA	Walla Walla	230	0
WA	Wellpinit	70	0
WA	Wenatchee	210	80
WA	Yakima	340	90
WI	Bayfield	50	70
WI	Beloit	350	140
WI	Black River Falls	110	0
WI	Bowler	20	0
WI	Dodgeville	250	30
WI	Fond Du Lac	260	0
WI	Green Bay	550	90
WI	Hayward	100	90
WI	Independence	460	30
WI	Kenosha	330	100
WI	Keshena	180	70
WI	La Crosse	410	0
WI	Lac Du Flambeau	40	60
WI	Ladysmith	360	100
WI	Madison	710	260
WI	Merrill	90	0
WI	Milwaukee	3170	630
WI	Odanah	60	0
WI	Oneida	110	60
WI	Oshkosh	540	0
WI	Portage	520	150
WI	Rhineland	470	50
WI	Sheboygan	180	0
WI	Stevens Point	310	100

WI	Superior	410	80
WI	Turtle Lake	470	250
WI	Waukesha	280	170
WI	Wausau	210	0
WI	Webster	30	0
WI	West Bend	140	0
WI	Whitewater	300	0
WI	Wisconsin Rapids	260	60
WV	Beckley	350	50
WV	Bluefield	310	140
WV	Buckhannon	190	0
WV	Charleston	1380	0
WV	Clarksburg	390	0
WV	Fairmont	840	50
WV	Huntington	700	130
WV	Keyser	130	0
WV	Lewisburg	140	0
WV	Logan	250	0
WV	Martinsburg	410	110
WV	Moorefield	260	0
WV	Morgantown	0	120
WV	Oak Hill	250	40
WV	Oceana	180	130
WV	Summersville	120	0
WV	Sutton	120	0
WV	Union	60	40
WV	Wheeling	420	200
WV	Williamson	620	0
WY	Cheyenne	200	40
WY	Evanston	0	70
WY	Fort Washakie	200	100
WY	Gillette	0	40
WY	Guernsey	400	130
WY	Jackson	40	50
WY	Laramie	80	0
WY	Mountain View	100	0
WY	Rawlins	130	0
WY	Rock Springs	100	0
WY	Worland	300	40

Appendix B

**National Level Program Information
Report Data**

Appendix B:

Please note that this data was pulled on December 28, 2016. Programs are able to make corrections to submitted PIRs. For the most current PIR, contact the Head Start Enterprise System (HSES) help desk to request access to the PIR reports.

Email: help@hsesinfo.org

Toll Free: 1-866-771-4737 Local: 703-312-5363

Hours of Operation:

Monday–Friday 8 a.m.–7 p.m. ET (excluding federal holidays and weather-related federal office closures)



Office of Head Start - Program Information Report (PIR) Summary Report - 2015 - National Level

For a summary of the filters selected to generate this report, please see the last page of this document.

PROGRAM INFORMATION

GENERAL INFORMATION

<i>Program Types</i>	<i># Programs</i>
Total	2,935
Head Start	1,614
Early Head Start	1,063
Migrant and Seasonal Head Start	37
Migrant and Seasonal Early Head Start	15
AIAN Head Start	148
AIAN Early Head Start	58

<i>Agency Types</i>	<i>#</i>
Community Action Agency (CAA)	868
Government Agency (Non-CAA)	200
Charter School	1
Private/Public For-Profit (e.g., for-profit hospitals)	20
Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital)	1,203
School System	446
Tribal Government or Consortium (American Indian/Alaska Native)	192

<i>Agency Descriptions</i>	<i>#</i>
Delegate agency	505
Grantee that delegates all of its programs; it operates no programs directly and maintains no central office staff	9

Grantee that directly operates program(s) and has no delegates	2,274
Grantee that directly operates programs and delegates service delivery	112
Grantee that maintains central office staff only and operates no program(s) directly	35

FUNDED ENROLLMENT

Funded Enrollment by Funding Source

<i>Funded enrollment by funding source</i>	<i># of children / pregnant women</i>
A.2 Total Funded Enrollment	942,335
a. ACF Funded Enrollment	916,138
b. Non-ACF Funded Enrollment	25,236
c. MIECHV Funded Enrollment	961

Funded Enrollment by Program Option - Children

<i>Funded enrollment by program option - children</i>	<i># of children</i>
A.3 Center-based program - 5 days per week:	
a. Full-day enrollment	428,119
1. Of these, the number available as full-working-day enrollment	139,508
a. Of these, the number available for full-calendar-year	77,538
b. Part-day enrollment	168,569
1. Of these, the number in double sessions	25,038
A.4 Center-based program - 4 days per week:	
a. Full-day enrollment	36,404
b. Part-day enrollment	214,379
1. Of these, the number in double sessions	117,207
A.5 Home-based program	70,400
A.6 Combination option program	8,130
A.7 Family child care program	5,616
a. Of these, the number available as full-working-day enrollment	3,564
1. Of these, the number available for full-calendar-year	1,927
A.8 Locally designed option	4,508

Funded Enrollment of Pregnant Women (EHS Programs)

<i>Funded enrollment of pregnant women (EHS programs)</i>	<i># of pregnant women</i>
A.9 Total number of pregnant women positions in funded enrollment	6,210

Funded Enrollment at Child Care Partner

<i>Funded enrollment at child care partner</i>	<i># of children</i>
A.10 The number of funded enrollment positions at center-based child care partners with whom the program has formal contractual arrangements	35,165
Total funded enrollment at child care partners (A.10, center-based partner and A.7, family child care program option)	40,781

CLASSES

<i>Classes</i>	<i># of classes</i>
A.12 Total number of classes operated	56,009
a. Of these, the number of double session classes	9,720

CUMULATIVE ENROLLMENT

Children by age

A.13 Children by age:	<i># of children at enrollment</i>
a. Under 1 year	50,781
b. 1 year old	55,886
c. 2 years old	86,542
d. 3 years old	399,449
e. 4 years old	480,095
f. 5 years and older	12,211

Pregnant Women (EHS Programs)

<i>Pregnant women (EHS programs)</i>	<i># of pregnant women</i>
A.14 Total enrollment of pregnant women	15,395

Total Cumulative Enrollment

<i>Total cumulative enrollment</i>	<i># of children / pregnant women</i>
Total cumulative enrollment	
Children	
HS Children	897,710
EHS Children	158,558
MSHS Children	28,696
MSHS Children Age 3-5	13,532
MSHS Children Age 0-2	15,164
Preschool Children - (HS all ages) and (MSHS age 3-5)	911,242
Infants and Toddlers - (EHS all ages) and (MSHS age 0-2)	173,722

Type of Eligibility

A.16 Report each enrollee only once by primary type of eligibility:	<i># of children / pregnant women</i>
a. Income below 100% of federal poverty line	765,851
b. Receipt of public assistance such as TANF, SSI	170,702
c. Status as a foster child - # children only	21,548
d. Status as homeless	42,238
e. Over income	62,617
f. Enrollees exceeding the allowed over income enrollment (as noted below) with family incomes between 100% and 130% of the federal poverty line	37,403

Prior Enrollment

A.18 Enrolled in Head Start or Early Head Start for:	<i># of children</i>
a. The second year	287,902
b. Three or more years	56,387

Transition and Turnover (HS Programs)

<i>Transition and Turnover</i>	<i># of children</i>
A.19 Total number of preschool children who left the program any time after classes or home visits began and did not re-enroll	147,316
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	42,253
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	384,200

Transition and Turnover (EHS Programs)

<i>Transition and Turnover</i>	<i># of children</i>
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	50,579
a. Of the infants and toddlers who left the program above, the number of infants and toddlers who were enrolled less than 45 days	9,603
b. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start	18,675
1. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program	12,826
2. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program	2,954
3. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program	2,810

<i>Transition and Turnover</i>	<i># of pregnant</i>
A.21 Total number of pregnant women who left the program after receiving Early Head Start services but before the birth of their infant, and did not re-enroll	1,478
A.22 Number of pregnant women receiving Early Head Start services at the time their infant was born	10,574
a. Of the pregnant women enrolled when their infant was born, the number whose infant was subsequently enrolled in Early Head Start	8,234
b. Of the pregnant women who left the program during the program year, the number who aged out of Early Head Start	2,340

Transition and Turnover (Migrant Programs)

<i>Transition and Turnover</i>	<i># of children</i>
A.23 Total number of children who left the program any time after classes or home visits began and did not re-enroll	8,576
a. Of the children who left the program during the program year, the number of children who were enrolled less than 45 days	3,058
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	2,750

Child care subsidy

<i>Child care subsidy</i>	<i># of children at end of enrollment year</i>
A.24 The number of enrolled children for whom the program received a child care subsidy	53,952

Ethnicity

A.25 Ethnicity:	<i># of children / pregnant women</i>
a. Hispanic or Latino origin	413,980
b. Non-Hispanic or Non-Latino origin	686,329

Race

A.26 Race:	<i># of children / pregnant women</i>
a. American Indian or Alaska Native	45,409
b. Asian	21,828
c. Black or African American	318,323
d. Native Hawaiian or other Pacific Islander	9,765
e. White	473,509
f. Biracial/Multi-racial	107,210
g. Other	86,462
h. Unspecified	37,853

Primary language of family at home

A.27 Primary language of family at home:	<i># of children / pregnant women</i>
a. English	778,406
b. Spanish	265,288
c. Native Central American, South American, and Mexican Languages	3,071
d. Caribbean Languages	3,558
e. Middle Eastern & South Asian Languages	11,694
f. East Asian Languages	11,874
g. Native North American/Alaska Native Languages	777
h. Pacific Island Languages	2,902
i. European & Slavic Languages	7,551
j. African Languages	8,032
k. Other	1,319
l. Unspecified	5,887

TRANSPORTATION

Transportation Services

	<i># of programs</i>
A.28 Program provides transportation	1,283

	<i># of children</i>
a. Number of children transported	256,733

Buses

	<i># of buses</i>
A.29 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	9,661
a. Of these, the number of buses purchased since last year's PIR was reported	341

	<i># of programs</i>
A.30 Program Leases Buses	61

	<i># of buses</i>
a. Number of Leased Buses	242

PROGRAM STAFF & QUALIFICATIONS

TOTAL STAFF

Staff by Type

	<i>(1) # of Head Start staff</i>	<i>(2) # of contracted staff</i>
B.1 Number of all staff members, regardless of the funding source for their salary or number of hours worked	230,014	12,939
a. Of these, the number who are current or former Head Start or Early Head Start parents	57,461	1,204
b. Of these, the number who left since last year's PIR was reported	29,603	998
1. Of these, the number who were replaced	21,754	661

TOTAL VOLUNTEERS

Volunteers by Type

	<i># of volunteers</i>
B.2 Number of persons providing any volunteer services to the program since last year's PIR was reported	1,141,467

a. Of these, the number who are current or former Head Start or Early Head Start parents	782,223
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CHILD DEVELOPMENT STAFF

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

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.5 Total number of preschool child development staff by position	44,697	45,718
<i>Of the number of preschool child development staff by position, the number with the following degrees or credentials:</i>		
<i>a. An advanced degree in:</i>		
1. Early childhood education	4,166	198
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children	1,743	232
<i>Of the number of preschool child development staff by position, the number with the following degrees or credentials:</i>		
<i>b. A baccalaureate degree in:</i>		
1. Early childhood education	17,291	2,183
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children	9,104	2,834
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	165	35
<i>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:</i>		
4. Advanced degree in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	912	151
<i>Of the number of preschool child development staff by position, the number with the following degrees or credentials:</i>		
<i>c. An associate degree in:</i>		
1. Early childhood education	8,900	7,921
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	1,453	2,577
<i>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:</i>		
3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	2,220	1,099
<i>Of the number of preschool child development staff by position, the number with the following degrees or credentials:</i>		
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	1,314	18,656

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
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	805	10,521
<i>Of the preschool child development staff with the credentials in B.5.d above, the number enrolled in:</i>		
2. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	115	400
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	535	2,392
<i>Of the number of preschool child development staff by position:</i>		
e. The number who do not have the qualifications listed in B.5.a through B.5.d	559	11,027
<i>Of the preschool child development staff in B.5.e above, the number enrolled in:</i>		
1. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education	97	428
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	74	1,613
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	66	4,368

	# of classes
B.6 Total number of center-based option classes serving preschool-aged children	43,198
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:	38,668
- 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	

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

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.8 Total number of infant and toddler child development staff by position	17,816	2,649
<i>Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:</i>		
<i>a. An advanced degree in:</i>		
1. Early childhood education with a focus on infant and toddler development	372	3
2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	246	5
<i>Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:</i>		
<i>b. A baccalaureate degree in:</i>		
1. Early childhood education with a focus on infant and toddler development	2,626	68
2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	1,627	85
<i>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:</i>		
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	144	4
<i>Of the number of infant and toddler child development staff by position, the number with the following degrees or credentials:</i>		
<i>c. An associate degree in:</i>		
1. Early childhood education with a focus on infant and toddler development	4,532	287
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	808	95
<i>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:</i>		
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	739	42
<i>Of the number of infant and toddler child development staff by position, the number with the following credentials:</i>		
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	6,599	923

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
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	4,240	526
<i>Of the infant and toddler child development staff with the credentials in B.8.d above, the number enrolled in:</i>		
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	169	17
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	1,033	147
<i>Of the number of infant and toddler child development staff by position:</i>		
e. The number who do not have the qualifications listed in B.8.a through B.8.d	998	1,183
<i>Of the infant and toddler child development staff in B.8.e above, the number enrolled in:</i>		
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	34	42
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	114	103
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	460	462

Child development staff qualifications - home-based and FCC

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
B.9 Total number of child development staff by position	7,442	1,671	1,060	229
<i>Of the number of child development staff by position, the number with the following degrees or credentials:</i>				
<i>a. An advanced degree in/licensed as:</i>				
1. Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW)	128	88	0	3
2. Marriage and family therapy/ Licensed marriage and family	26	17	1	1

	(1) # of Home- Based Visitors	(2) # of Home- Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
3. Psychology	29	19	1	1
4. Sociology	7	4	0	2
5. Human services (include related areas such as child and family services or social services)	69	49	0	4
6. Nursing plus Nurse Practitioner (NP) license	5	6	0	0
7. Early childhood education	186	205	6	16
8. Other	136	97	11	2
<i>Of the number of child development staff by position, the number with the following degrees and licenses:</i>				
<i>b. A baccalaureate degree in:</i>				
1. Social work	357	63	3	3
2. Psychology	378	74	3	6
3. Sociology	167	32	0	5
4. Human services (include related areas such as child and family services or social services)	604	110	7	17
5. Nursing plus Registered Nurse (RN) license	41	16	0	0
6. Early childhood education	1,162	346	38	76
7. Other	725	202	17	18
<i>Of the number of child development staff by position, the number with the following degrees and licenses:</i>				
<i>c. An associate degree in:</i>				
1. Social work	43	4	6	0
2. Psychology	15	1	0	1
3. Sociology	6	1	0	0
4. Human services (include related areas such as child and family services or social services)	182	31	0	6
5. Nursing plus Registered Nurse (RN) license	16	5	0	2
6. Early childhood education	1,167	162	125	39
7. Other	164	13	11	3
<i>Of the number of child development staff by position, the number with the following credentials:</i>				
<i>d. License, certification, or credential held:</i>				
1. Nursing, non-RN, i.e. LPN, CNA, etc.	32	9	1	0
2. Family development credential (FDC)	67	8	9	1
3. Child development associate credential (CDA)	668	40	496	11

	(1) # of Home-Based Visitors	(2) # of Home-Based Visitor Supervisors	(3) # of Family Child Care Providers	(4) # of Family Child Care Specialists
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	129	2	152	1
5. Other	88	2	8	0
<i>Of the number of child development staff by position:</i>				
e. The number who do not have the qualifications listed in B.9.a through B.9.d	845	65	165	11
<i>Of the child development staff in B.9.e above, the number enrolled in:</i>				
1. An advanced degree or license	1	0	0	0
2. A baccalaureate degree	39	2	3	0
3. An associate degree	130	7	15	0
4. Studies leading to a non-degree license, certificate, or credential	228	6	76	0

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child Development Staff - Ethnicity

B.12 Ethnicity:	# of non-supervisory child development staff
a. Hispanic or Latino origin	33,941
b. Non-Hispanic or Non-Latino origin	85,099

Child Development Staff - Race

B.13 Race:	# of non-supervisory child development staff
a. American Indian or Alaska Native	3,781
b. Asian	2,595
c. Black or African American	31,351
d. Native Hawaiian or other Pacific Islander	1,081
e. White	61,890
f. Biracial/Multi-racial	5,564
g. Other	7,902
h. Unspecified	5,218

Child Development Staff - Language

	# of non-supervisory child development staff
B.14 The number who are proficient in a language(s) other than English	35,874
a. Of these, the number who are proficient in more than one language other than English	6,554
B.15 Language groups in which staff are proficient	# of non-supervisory child development staff

a. Spanish	30,511
b. Native Central American, South American, and Mexican	280
c. Caribbean Languages	397
d. Middle Eastern & South Asian Languages	1,154
e. East Asian Languages	1,493
f. Native North American/Alaska Native Languages	483
g. Pacific Island Languages	291
h. European & Slavic Languages	1,399
i. African Languages	369
j. Other	488
k. Unspecified	303

Child Development Staff - Classroom Teacher Turnover

	<i># of classroom teachers</i>
B.16 The number of classroom teachers who left your program during the year.	10,074
B.17 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	3,172
b. Change in job field	1,768
c. Other	5,134
B.18 Number of classroom teacher vacancies in your program that remained unfilled for a period of 3 months or longer	1,100
B.19 Number of classroom teachers hired during the year due to turnover	6,674

Child Development Staff - Home-based Visitor Turnover

	<i># of home-based visitors</i>
B.20 The number of home-based visitors who left the program during the year	1,382
B.21 Of these, the number who left for the following reasons:	
a. Higher compensation/benefits package in the same field	334
b. Change in job field	390
c. Other	658
B.22 Number of home-based visitor vacancies in the program that remained unfilled for a period of 3 months or longer	156
B.23 Number of home-based visitors hired during the year due to turnover	1,011

FAMILY AND COMMUNITY PARTNERSHIPS STAFF

Family and Community Partnerships Staff - Qualifications

	<i>(1) # of family workers</i>	<i>(2) # of FCP supervisors</i>
B.24 Total number of family & community partnerships staff	20,065	4,005
a. Of the FCP supervisors, the number who work directly with families, i.e. staff with a family caseload		1,098
B.25 Of the family & community partnerships staff, the number with the following education		
a. A related advanced degree	1,418	981
b. A related baccalaureate degree	8,100	1,769

	(1) # of family workers	(2) # of FCP supervisors
c. A related associate degree	3,018	459
d. GED or high school diploma	6,196	462
B.26 Of the family & community partnerships staff who do not have a degree, the number in training leading to a related degree or credential	1,389	154

EDUCATION AND CHILD DEVELOPMENT MANAGEMENT STAFF

Education and Child Development Managers/Coordinators - Qualifications

	# of ECD managers/ coordinators
B.28 Total number of education & child development managers/coordinators	7,329
<i>Of the education & child development managers/coordinators, the number with the following degrees or credentials:</i>	
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	2,694
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	3,877
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	474
<i>Of the education & child development managers/coordinators preschool child development staff in B.28.c above, the number enrolled in:</i>	
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	136
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	96
<i>Of the education & child development managers/coordinators preschool child development staff in B.28.d above, the number enrolled in:</i>	
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	21
e. None of the qualifications listed in B.28.a through B.28.d	188
<i>Of the education & child development managers/coordinators preschool child development staff in B.28.e above, the number enrolled in:</i>	
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	19

CHILD & FAMILY SERVICES

HEALTH SERVICES

Health Insurance - Children

	<i>(1)</i> # of children at enrollment	<i>(2)</i> # of children at end of enrollment
C.1 Number of all children with health insurance	1,0	1,0
a. Number enrolled in Medicaid and/or CHIP	9	9
b. Number enrolled in state-only funded insurance (for example, medically indigent insurance)	22,771	23,164
c. Number with private health insurance (for example, parent's insurance)	69,441	72,292
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	7,813	7,762
C.2 Number of children with no health insurance	65,332	37,797

Health Insurance - Pregnant Women (EHS Programs)

	<i>(1)</i> # of pregnant women at enrollment	<i>(2)</i> # of pregnant women at end of enrollment
C.3 Number of pregnant women with at least one type of health insurance	13,624	14,161
a. Number enrolled in Medicaid	12,128	12,664
b. Number enrolled in another publicly funded insurance program that is not Medicaid	376	385
c. Number with private health insurance	1,003	990
d. Number with health insurance other than those listed above, for example, Military Health (Tri-Care or CHAMPUS)	117	122
C.4 Number of pregnant women with no health insurance	1,771	1,234

Medical Home - Children

	<i>(1)</i> # of children at enrollment	<i>(2)</i> # of children at end of enrollment
C.5 Number of children with an ongoing source of continuous, accessible health care	1,006,519	1,047,678
C.6 Number of children receiving medical services through the Indian Health Service	20,410	20,561
C.7 Number of children receiving medical services through a migrant community health center	10,422	12,597

Medical Services - Children

	(1) # of children at enrollment	(2) # of children at end of enrollment year
C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	675,904	935,376

	# of children at end of enrollment year
a. Of these, the number diagnosed by a health care professional with a chronic condition needing medical treatment since last year's PIR was reported	96,289
1. Of these, the number who have received or are receiving medical treatment	88,939
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:	
1. No health insurance	17
2. No pediatric care available in local area	7
3. Medicaid not accepted by health provider	8
4. Parents did not keep/make appointment	533
5. Children left the program before their appointment date	174
6. Appointment is scheduled for future date	154
7. No transportation	9
8. Other	70

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	18,125
b. Asthma	59,937
c. Hearing Difficulties	11,029
d. Vision Problems	29,347
e. High Lead Levels	4,143
f. Diabetes	789

Body Mass Index (BMI) - Children (HS and Migrant Programs)

C.10 Number of all children who are in the following weight categories according to the 2000 CDC BMI-for-age growth charts	# of children at enrollment
a. Underweight (BMI less than 5th percentile for child's age and sex)	42,140
b. Healthy weight (at or above 5th percentile and below 85th percentile for child's age and sex)	592,679
c. Overweight (BMI at or above 85th percentile and below 95th percentile for child's age and sex)	117,011
d. Obese (BMI at or above 95th percentile for child's age and sex)	144,870

Immunization Services - Children

	<i>(1)</i> # of children at enrollment	<i>(2)</i> # 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	906,025	966,845
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	101,215	75,333
C.13 Number of children who meet their state's guidelines for an exemption from immunizations	7,087	7,580

Pregnant Women - Services (EHS Programs)

C.14 Indicate the number of pregnant women who received the following services while enrolled in EHS	<i># of pregnant women</i>
a. Prenatal health care	14,427
b. Postpartum health care	11,072

C.14 Indicate the number of pregnant women who received the following services while enrolled in EHS	<i># of pregnant women</i>
c. Mental health interventions and follow up	4,373
d. Substance abuse prevention	8,500
e. Substance abuse treatment	1,473
f. Prenatal education on fetal development	13,843
g. Information on the benefits of breastfeeding	13,750

Pregnant Women - Prenatal Health (EHS Programs)

C.15 Trimester of pregnancy in which the pregnant women served were enrolled:	<i># of pregnant women</i>
a. 1st trimester (0-3 months)	2,987
b. 2nd trimester (3-6 months)	6,220
c. 3rd trimester (6-9 months)	6,188
C.16 Of the total served, the number whose pregnancies were identified as medically high risk by a physician or health care provider	3,134

Dental Home - Children

	<i>(1)</i> # of children at enrollment	<i>(2)</i> # of children at end of enrollment year
C.17 Number of children with continuous, accessible dental care provided by a dentist	873,382	983,328

Preschool Dental Services (HS and Migrant Programs)

	<i># of children</i>
C.18 Number of children who received preventive care since last year's PIR was reported	758,655

	# of children
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	757,633
a. Of these, the number of children diagnosed as needing treatment since last year's PIR was reported.	136,796
1. Of these, the number of children who have received or are receiving treatment	99,414
b. Specify the primary reason that children who needed dental treatment did not receive it:	
1. Health insurance doesn't cover dental treatment	10
2. No dental care available in local area	22
3. Medicaid not accepted by dentist	20
4. Dentists in the area do not treat 3 - 5 year old children	25
5. Parents did not keep/make appointment	776
6. Children left the program before their appointment date	200
7. Appointment is scheduled for future date	265
8. No transportation	5
9. Other	84
10. None	59

Infant and Toddler Preventive Dental Services (EHS and Migrant Programs)

	# of children at end of enrollment year
C.20 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary oral health care according to the relevant state's EPSDT schedule	129,124

Pregnant Women Dental Services (EHS Programs)

	# of pregnant women
C.21 Of the number of pregnant women served, the number who received a professional dental examination(s) and/or treatment since last year's PIR was reported	5,533

MENTAL HEALTH SERVICES

Mental Health Professional

	# of hours
C.22 Average total hours per operating month a mental health professional(s) spends on-site	41

Mental Health Services

	# of children at end of enrollment year
C.23 Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported.	
a. Number of children for whom the MH professional consulted with program staff about the child's behavior / mental health	118,130
1. Of these, the number for whom the MH professional provided three or more consultations with program staff since last year's PIR was	42,330

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.	<i># of children at end of enrollment year</i>
b. Number of children for whom the MH professional consulted with the parent(s) / guardian(s) about their child's behavior/mental health	58,473
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	21,117
c. Number of children for whom the MH professional provided an individual mental health assessment	53,444
d. Number of children for whom the MH professional facilitated a referral for mental health services	28,984

Mental Health Referrals

	<i># of children at end of enrollment year</i>
C.24 Number of children who were referred by the program for mental health services outside of Head Start since last year's PIR was reported	21,695
a. Of these, the number who received mental health services since last year's PIR was reported	15,100

DISABILITIES SERVICES

Preschool Disabilities Services (HS and Migrant Programs)

	<i># of children</i>
C.25 Number of children enrolled in the program who have an Individualized Education Program (IEP) indicating they have been determined eligible by the LEA to receive special education and related services	110,975
a. Of these, the number who were determined eligible to receive special education and related services:	
1. Prior to enrollment into the program for this enrollment year	62,799
2. During this enrollment year	48,176
b. Of these, the number who have not received special education and related services	1,127

Infant and Toddler Part C Early Intervention Services (EHS and Migrant Programs)

	<i># of children</i>
C.26 Number of children enrolled in the program who have an Individualized Family Service Plan (IFSP) indicating they have been determined eligible by the Part C Agency to receive early intervention services under the Individuals with Disabilities Education Act (IDEA)	22,201
a. Of these, the number who were determined eligible to receive early intervention services:	
1. Prior to enrollment into the program for this enrollment year	14,016
2. During this enrollment year	8,169
b. Of these, the number who have not received early intervention services under IDEA	217

Preschool Primary Disabilities (HS and Migrant Programs)

C.27 Diagnosed primary disability	(1) # of children determined to have this disability	(2) # of children receiving special services
a. Health impairment(i.e. meeting IDEA definition of 'other health impairments')	1,370	1,336
b. Emotional disturbance	590	571
c. Speech or language impairments	64,163	62,504
d. Intellectual disabilities	814	770
e. Hearing impairment, including deafness	553	537
f. Orthopedic impairment	505	490
g. Visual impairment, including blindness	288	277
h. Specific learning disability	513	486
i. Autism	3,335	3,249
j. Traumatic brain injury	114	112
k. Non-categorical/developmental delay	36,480	35,328
l. Multiple disabilities (excluding deaf-blind)	926	904
m. Multiple disabilities (including deaf-blind)	45	45

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

	# of children
C.28 Number of all newly enrolled children since last year's PIR was reported	734,782
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	664,954
a. Of these, the number identified as needing follow-up assessment or formal evaluation to determine if the child has a disability	100,014

STAFF-CHILD INTERACTION OBSERVATION TOOLS

	# of programs
C.33 Programs routinely using staff-child interaction observation tools to assess quality	2,528
C.34 (2) Programs using locally designed interaction observation tools	
a. Center-based settings	211
b. Home-based settings	232
c. Family child care settings	14

FAMILY AND COMMUNITY PARTNERSHIPS

Number of Families

	# of families at enrollment
C.35 Total number of families:	
a. Of these, the number of two-parent families	426,004

	<i># of families at enrollment</i>
b. Of these, the number of single-parent families	581,831

Employment

	<i># of families at enrollment</i>
C.36 Of the number of two-parent families, the number of families in which:	
a. Both parents/guardians are employed	97,306
b. One parent/guardian is employed	256,106
c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	72,396
C.37 Of the number of single-parent families, the number of families in which:	
a. The parent/guardian is employed	304,497
b. The parent/guardian is not working (i.e. unemployed, retired, or disabled)	277,047
C.38 The number of all families in which at least one parent/guardian is a member of the United States military on active duty	7,191

Federal or Other Assistance

	<i># of families</i>
C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	134,596
C.40 Total number of families receiving Supplemental Security Income (SSI)	73,580
C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	559,518
C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	557,543

Job Training/School

	<i># of families at enrollment</i>
C.43 Of the number of two-parent families, the number of families in which:	
a. Both parents/guardians are in job training or school	10,935
b. One parent/guardian is in job training or school	51,178
c. Neither parent/guardian is in job training or school	363,598
C.44 Of the number of single-parent families, the number of families in which:	
a. The parent/guardian is in job training or school	76,786
b. The parent/guardian is not in job training or school	504,769

Parent/Guardian Education

	<i># of families at enrollment</i>
C.45 Of the total number of families, the highest level of education obtained by the child's parent(s) / guardian(s)	
a. An advanced degree or baccalaureate degree	58,884
b. An associate degree, vocational school, or some college	232,045
c. A high school graduate or GED	429,364
d. Less than high school graduate	270,446

Family Services

	<i># of families</i>
C.46 Report the number of families who received the following services since last year's PIR was reported	
a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter	170,493

C.46 Report the number of families who received the following services since last year's PIR was reported	<i># of families</i>
b. Housing assistance such as subsidies, utilities, repairs, etc.	85,538
c. Mental health services	98,997
d. English as a Second Language (ESL) training	51,442
e. Adult education such as GED programs and college selection	123,973
f. Job training	83,591
g. Substance abuse prevention	43,040
h. Substance abuse treatment	11,640
i. Child abuse and neglect services	82,879
j. Domestic violence services	35,572
k. Child support assistance	28,355
l. Health education	448,019
m. Assistance to families of incarcerated individuals	11,982
n. Parenting education	515,343
o. Relationship/marriage education	34,440
C.47 Of these, the number that received at least one of the services listed above	724,375

Father Involvement

	<i># of programs</i>
C.48 Program has organized and regularly scheduled activities designed to involve fathers / father figures	2,434

	<i># of children at end of</i>
a. Number of enrolled children whose fathers / father figures participated in these activities	234,002

Homelessness Services

	<i># of families</i>
C.49 Total number of families experiencing homelessness that were served during the enrollment year	46,587

	<i># of children</i>
C.50 Total number of children experiencing homelessness that were served during the enrollment year	50,274

	<i># of families</i>
C.51 Total number of families experiencing homelessness that acquired housing during the enrollment year	15,308

Foster Care and Child Welfare

	<i># of children</i>
C.52 Total number of enrolled children who were in foster care at any point during the program year	24,480
C.53 Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	22,405

COLLABORATION AGREEMENTS AND COMMUNITY ENGAGEMENT

Child Care Partners

	<i># of formal</i>
C.54 Total number of formal agreements with Child Care Partners during the program year	2,595
a. Of the Child Care Partners, the number of formal contractual agreements made void or broken during the program year	452

Local Education Agency (LEA)

	<i># of LEAs</i>
C.55 Number of LEAs in the service area	18,084
C.56 Number of formal agreements the program has with LEAs:	<i># of formal</i>
a. To coordinate services for children with disabilities	13,613
b. To coordinate transition services	13,291

Public School Pre-Kindergarten Programs

	<i># of programs</i>
C.57 Program has formal collaboration and resource sharing agreements with public school pre-kindergarten programs	2,073
	<i># of formal</i>
a. If yes, the number of formal agreements in which the program is currently participating	8,807

Part C Agencies

	<i># of Part C</i>
C.58 Number of Part C agencies in the program's service area	7,301
	<i># of formal</i>
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	5,601

Child Welfare Agencies

	<i># of programs</i>
C.59 Program has formal collaboration agreements with child welfare agencies	1,546
	<i># of formal agreements</i>
a. If yes, the number of formal agreements in which the program is currently participating	3,612

Average-based Summary

MANAGEMENT STAFF

Management Staff - Salaries

	<i>Average</i>
Executive Director - Annual Salary	
Executive Director - Percentage of Salary Funded by Head Start	39.8%
Head Start/Early Head Start Program Director - Annual Salary	\$74,167
Head Start/Early Head Start Program Director - Percentage of Salary Funded by Head Start	64.5%
Child Development & Education Manager - Annual Salary	\$50,227
Child Development & Education Manager - Percentage of Salary Funded by Head Start	71.5%
Health Services Manager - Annual Salary	\$43,993
Health Services Manager - Percentage of Salary Funded by Head Start	68.2%
Family & Community Partnerships Manager - Annual Salary	\$45,989
Family & Community Partnerships Manager - Percentage of Salary Funded by Head Start	70.2%
Disability Services Manager - Annual Salary	\$43,726
Disability Services Manager - Percentage of Salary Funded by Head Start	64.9%
Fiscal Officer - Annual Salary	\$73,534
Fiscal Officer - Percentage of Salary Funded by Head Start	46.4%

Coordination of Services

	<i>Average</i>
Child Development and Education Manager - No of hours spend on coordinating services	22
Health Services Manager - No of hours spend on coordinating services	20
Family and Community Partnerships Manager - No of hours spend on coordinating services	22
On average, number of hours per week disability services manager(s) spend coordinating disabilities services?	18

NON-SUPERVISORY CHILD DEVELOPMENT STAFF

Child Development Staff - Classroom Teacher Salary By Level Of Education

	<i>Average</i>
Advanced degree in early childhood education or related degree	\$41,010
Baccalaureate degree in early childhood education or related degree	\$31,007
Associate degree in early childhood education or related degree	\$25,050
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	\$22,079
Classroom teachers that do not have the qualifications	\$20,956

Child Development Staff - Average Salary

	<i>Average</i>
Average Salary - Classroom teachers - Avg. Annual Salary	\$29,469
Average Salary - Classroom teachers - Avg. Hourly Rate	\$17.57
Average Salary - Assistant Teachers - Avg. Annual Salary	\$19,443
Average Salary - Assistant Teachers - Avg. Hourly Rate	\$11.97
Average Salary - Home-based Visitors - Avg. Annual Salary	\$30,394
Average Salary - Home-based Visitors - Avg. Hourly Rate	\$15.93
Average Salary - Family Child care providers - Avg. Annual Salary	\$29,130
Average Salary - Family Child care providers - Avg. Hourly Rate	\$13.22

MENTAL HEALTH SERVICES

Mental Health Professional

	<i>Average</i>
Average total hours per operating month a mental health professional(s) spends on-site	41

Report Filters

<i>Filter Name</i>	<i>Filter Value</i>
Program Year	2015
Program Acronyms	CH, CI, CM, HP
Program Types	HS, EHS, Migrant HS, AIAN HS, AIAN EHS

Appendix C

**Head Start Grant Application
and Budget Instrument**

Appendix C:

FIVE YEAR GRANTS, APPLICATION INSTRUCTIONS v2 –
APRIL 2015

Submission and Approval Instructions

The initial five year grant application package was issued in March, 2014. This set of instructions has been edited for clarity and organization but contains the same content. Programs may begin using the updated instructions as early as April 2015, and all programs should submit applications based on this version by July 1, 2015.

The grant application package must be developed and submitted in an electronic format using the Head Start Enterprise System (HSES) at <https://hses.ohs.acf.hhs.gov/hsprograms>. **The Administration for Children and Families will no longer accept a hard copy of the application.**

Training materials and a User's Guide can be found in the "Instructions" section of HSES. Complete and submit the application in the HSES tab for "Financials," then "Grant Applications."

A **complete grant application package** requires the following tabs in HSES:

- Program Schedule
- Budget
- Other Funding
- SF-424A
- SF-424^a
- Documents:
 - Upload the **Application and Budget Justification Narrative** document (Limit 60 pp, additional instructions re: narrative requirements follow)
 - Upload supporting documents (Limit 50 pp total) in their respective folders in HSES:
 - Results of Self-assessment and Improvement Plan
 - Training & Technical Assistance Plan
 - Governing Body and Policy Council Decisions^b

a When grantees enter data for the SF-424 and then submit the application package, HSES automatically generates the following electronically signed Assurances and Certifications as a single PDF file. These can be downloaded at the bottom of the SF-424 tab.

1. SF-424B, Assurances – Non-Construction Programs;
2. Certification Regarding Lobbying;
3. Certification Regarding Compliance with Compensation Cap (Level II of Executive Schedule); and
4. Tax Certification Form.

b Include the following evidence of Governing Body approval and Policy Council approval or disapproval:

1. Signed statements of the Governing Body and Policy Council Chairs;
2. Governing Body and Policy Council minutes documenting each group's participation in the development and approval of the application; and
3. If the Policy Council did not approve the application, submit the required letter from the Policy Council indicating its reasons for withholding approval.

- Indirect Cost Rate Agreement, or records showing adoption of 10% de minimis indirect cost rate, *if applicable*.
- Sample Delegate and/or Partnership Contracts *if applicable*. NOTE: sample contracts do NOT count toward the 50pp limit.
- Other Supporting Documents

For further assistance, please contact help@hsesinfo.org or 1-866-771-4737. **Incomplete applications will not be processed.**

Application and Budget Justification Narrative: Instructions and Definitions

Content of Application and Budget Justification Narrative

Applications for Federal financial assistance to operate a Head Start and/or Early Head Start program must provide a comprehensive description of the organization’s plans to deliver quality Head Start and/or Early Head Start services and a detailed budget to support the planned delivery of services. Applications to obtain a grant for a five year project period or to continue operations during the five year project period contain two sections and are prefaced by a Table of Contents that follows the format and numbering of these Instructions:

- Section I. Program Design and Approach to Service Delivery
- Section II. Budget and Budget Justification Narrative

Section I, Program Design and Approach to Service Delivery, specifies the organization’s plans to operate the Head Start and/or Early Head Start programs. Detailed information is requested for the criteria outlined in five sub-sections:

- A. Goals;
- B. Service Delivery;
- C. Approach to School Readiness;
- D. Parent, Family, and Community Engagement (PFCE); and
- E. Governance, Organizational and Management Structure, and Ongoing Oversight.

Section II, Budget and Budget Justification Narrative, must identify and describe the resources needed to implement the project plans and approach described in Section I, Program Design and Approach to Service Delivery. The information in Section II must align with the data contained in the HSES tab for “Financials”, then “Grant Applications,” then within this current application, the “Budget” tab.

Organizations are required to submit either a Baseline Application or Continuation Application. The criteria for both types of applications are outlined below for each section and sub-section. A determination on the acceptability of the application will be made based on the extent to which each item is addressed.

Should I submit the Baseline Application Narrative or the Continuation Application Narrative for the various Sections and Sub-Sections?

Normally, grantees applying for a new five year project period, whether competitively or non-competitively, would follow the instructions for submitting a Baseline Application Narrative for the first year. Then grantees would follow the instructions for submitting a Continuation Application Narrative in future years of the five year grant.

Some grantees were already in a five year project period when these Instructions were first published in March, 2014. If this is your first time writing a five year application package, follow the Baseline Application Narrative instructions for Sub-Section I-A regarding Goals. There you will describe your program's plans for what you will accomplish during the remaining years of the grant. For the other sub-sections, follow the Continuation Application Narrative instructions.

Length and formatting requirements for Application and Budget Justification Narrative:

1. The information presented in Sections I and II cannot exceed 60 pages, not counting the Table of Contents.
2. Each page must be double-spaced, with one-inch margins on all sides.
3. Use a font size of 12.
4. A Table of Contents must be provided. Follow the format and numbering of these Instructions.
5. Each page must be numbered in the lower right hand corner.

Length and formatting requirements for Supporting Documentation:

1. Supporting documentation and appendices are limited to 50 pages.
2. Required supporting documents include:
 - i. Results of Self-assessment and Improvement Plan
 - ii. Training & Technical Assistance Plan
 - iii. Governing Body and Policy Council Decisions
 - iv. Indirect Cost Rate Agreement, or records showing adoption of 10% de minimis indirect cost rate, *if applicable*.
 - v. Sample Delegate and/or Partnership Contracts *if applicable*. NOTE: sample contracts do NOT count toward the 50pp limit.
 - vi. Other Supporting Documents

Terms and Definitions

Long Range Goals– Broad, inspirational statements that describe what you seek to accomplish; targets to be reached. (BROAD = **B**old/**B**eyond current expectations, **R**esponsive, **O**rganization-wide, **A**spirational, and **D**ynamic)

Program Goals– Broad statements that support the program’s mission to serve children, families, and the community. In Head Start, program goals may include goals related to parent, family, and community engagement; finances; service provision; etc.

School Readiness Goals– The expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten. (45 CFR 1307.20)

Short Term Objectives– Subparts of goals that are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely (= SMART).

Outcomes – Something that happened as a result of an activity or process. The actual results achieved. The term *outcome* is also used to refer to **Expected Outcomes**, that is, the results you *expect* to see because of an activity or process.

Program Impacts – The influence or effect on a specific Head Start population (e.g. staff, children, families, communities). Note: this term is often used in other settings to signify the findings from an experimental or quasi-experimental research study. Within Head Start’s five-year project period, *impact* refers to how the program, child, family, and/or community changed as a result of what the program did.

Progress – Forward movement toward the achievement of goals, objectives, and outcomes

Evidence – Facts, information, documentation, or examples given to support an assertion.

Resources

Training & Technical Assistance materials are available to help grantees complete their application narrative, particularly the sub-sections concerning planning. See the “Foundations for Excellence: Planning in Head Start” series available at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/planning.html>.

Section I. Program Design and Approach to Service Delivery

SUB-SECTION A: Goals

Requirements for Baseline Application Narrative

Describe your program’s plans for what you will accomplish during the five year project period or, for programs already operating in a five year project period, plans for what you will accomplish in the remaining years of the grant.

Notes/Definitions/Resources specific to Sub-Section A:

- **Program Goals** are broad statements that support the program’s mission to serve children, families, and the community. (See [Foundations for Excellence: Planning in Head Start, Topic #1: Understanding Goals, Objectives, Outcomes, Progress, and Action Plans](#))

- **School Readiness Goals** are the expectations of children’s status and progress across the domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten. (See [Foundations for Excellence: Planning in Head Start](#), Topic #3: Program Goals and School Readiness Goals—Understanding the Relationship)
 - Re: the integration of **Parent, Family, and Community Engagement (PFCE)**: Note that programs may develop PFCE goals as part of program goals that are broad statements that describe what a program intends to accomplish in its work with (and in support of) families. Alternatively, programs may find it more appropriate to develop objectives related to family outcomes and in support of *other* program goals and/or school readiness goals. (See [Foundations for Excellence: Planning in Head Start](#), Topic #5: Program Planning and Parent, Family, and Community Engagement)
1. What are your program goals, objectives, and expected outcomes for the next five years? (Examples of possible areas to consider: outcomes for children and families; family engagement or related family outcomes, program and fiscal management systems, oversight, and accountability; enhanced community involvement and resources; and unique community and organizational goals.)
For **each Program Goal**, include:
 - a. **Long Range Goal** statement that is BROAD (**B**old/**B**eyond current expectations, **R**esponsive, **O**rganization-wide, **A**spirational, and **D**ynamic), i.e., what does the program want to accomplish?
 - b. Under each goal, **Short Term Objectives** that are SMART (**S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**imely) for each year of the five year project period, i.e., what does the program plan to do to meet the goal?
 - c. **Expected Outcomes**, i.e., what does the program expect the results will be?
 - d. Data, Tools, or Methods for tracking **Progress**, i.e., what information will the program use during the next five years to determine how they are doing?
 2. Demonstrate how your program’s **Long Range Goals** and **Short Term Objectives** are informed by the findings from your communitywide strategic planning/needs assessment and the findings of your annual self-assessment. (Examples of possible areas to consider: priority service areas, special populations, family needs, child health needs.)
 3. Provide the list of your program’s **School Readiness Goals** across the five domains (language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development).
 - a. Include **Evidence** of your **School Readiness Goals** alignment with the Head Start Child Development and Early Learning Framework, State early learning guidelines as appropriate, and expectations of the local schools where children will transition.
 - b. Discuss how your program involved parents and the governing body in developing **School Readiness Goals**.

4. Discuss possible **Program Impacts** your program will achieve—i.e., at the conclusion of the five- year grant period, what difference will your program have made for children, families, and the community?

Requirements for Continuation Application Narrative

1. If applicable, list any additions, deletions, or revisions to your program’s **Long Term Goals, Short Term Objectives, and Expected Outcomes** that have occurred since last year’s application. If no updates or changes have occurred, include a sentence to that effect.
2. For each program **Long Term Goal**, describe your progress this year toward meeting your **Short Term Objectives** and **Expected Outcomes**. In your discussion, you may use the Data, Tools, or Methods for tracking **Progress** identified in your baseline application, or additional Data, Tools, or Methods identified since then.
3. Discuss **Progress** toward broad **Program Impacts**—i.e., at the conclusion of the five-year grant period, what difference will your program have made for children, families, and the community?
4. If applicable, list any additions, deletions, or revisions to your program’s **School Readiness Goals** that have occurred since last year’s application. Include information on how parents and the governing body were involved in changes. (Additional information on progress toward meeting School Readiness Goals is included in Sub-Section C.) If no updates or changes have occurred, include a sentence to that effect.

SUB-SECTION B: Service Delivery

Requirements for Baseline Application Narrative

In this section, provide a detailed plan to meet the need for comprehensive child development services for Head Start and/or Early Head Start eligible children and families in your service area.

1. Needs of Children and Families:
Include the following data. Throughout Sub-Section B, describe how the data informs or relates to your detailed plan for comprehensive child development services:
 - a. the estimated number of eligible children under five years of age and pregnant women by geographic location, and estimated number of children needing full day & full year care;
 - b. data regarding the education, health, nutrition, social service, child care, and other service needs of the proposed children, families and pregnant women;
 - c. the needs of children with disabilities; dual language learners; homeless children; children involved in the child welfare system and receiving foster care; working families; and pregnant women, if applicable.
2. Service Area:

- a. Identify the service and recruitment areas for proposed Head Start and/or Early Head Start operations. Provide a map labeling these areas.
 - b. Provide **Evidence** to demonstrate that the proposed area(s) is the area(s) of greatest need.
 - c. If delegates are proposed, identify the specific service area for each delegate, including the communities in which they will operate, the number of children proposed to be served, and proposed program option(s). If applicable, upload a sample delegate contract to the application Documents folder in HSES for “Sample Delegate and/or Partnership Contracts.” This will NOT count toward the 50pp limit on supporting documents.
 - d. If child care partners are proposed, identify the number of children proposed to be served through partnership slots. If applicable, upload sample partnership contracts for family child care and/or center based program options to the application Documents folder in HSES for “Sample Delegate and/or Partnership Contracts.” These will NOT count toward the 50pp limit on supporting documents. Note that grantees are responsible for keeping the location of all services, including partner sites, up-to-date in the “Centers” tab of HSES throughout their five-year project period.
3. Justification of Proposed Funded Enrollment and Program Options:
First, go to the HSES tab for “Financials,” then “Grant Applications,” then “Program Schedule,” and complete that tab for Head Start and/or Early Head Start. This tab includes funded enrollment by program option, as well as detailed program schedules for each program option and program option variation. Then, in this application narrative:
- a. Discuss how the program options and program option variations are most appropriate to meet the needs of children and families in your service area. Discuss both the program options (i.e., center-based, home-based, combination option, family child care, or approved locally designed option) and the intensity of services (part-day, full-day, part-year, or full-year models).
 - b. Special Situation: Enrollment Reduction or Expansion. Are you proposing to reduce or expand funded enrollment in Head Start and/or Early Head Start since last year? If so, state the difference and explain the rationale. You will include more detailed information on the budget implications in Section II: Budget and Budget Justification Narrative.
 - c. Special Situation: Conversion. Are you proposing to convert Head Start funds to provide Early Head Start services? If so:
 - i. Specify the planned reduction in Head Start enrollment and the number of infants, toddlers and pregnant women proposed to be served.
 - ii. Provide information on the amount of funds re-allocated from the Head Start program to support Early Head Start services. You will include more detailed information on the budget implications in Section II: Budget and Budget Justification Narrative.
 - iii. Describe how the needs of infants, toddlers and pregnant women will be met. If the agency does not currently operate an Early Head Start program, provide a detailed explanation of how Early Head Start is proposed to be operated,

including the service and recruitment areas, program options, qualifications and training of staff, and the physical infrastructure, including facilities.

- iv. Provide a description of how the needs of eligible Head Start children will be met.
- v. Discuss the transition plan between Early Head Start and Head Start.
- vi. Specify the proposed timeline for implementation of the conversion.

4. Centers and Facilities:

First, enter and/or review all data in the “Centers” tab in HSES to ensure the locations of all services are identified, including family and center based child care partners, home based socialization sites, and locations where pregnant women meet as groups. Then, in this application narrative:

- a. If applicable, list any additions, deletions, or revisions to your service locations since last year, including child care partners, and describe the reasons for changes.
- b. Explain how your choice of locations will ensure services are provided to areas with the greatest need.
- c. Describe plans to ensure the health and safety of children and staff at each center and to meet or exceed State and local requirements for licensing of facilities.

Describe planned changes that involve centers with Federal Interest, e.g., proposed loans, subordination agreements, major or minor renovations. Note that proposed facilities activities must be requested using the SF-429 Real Property Status Report and its relevant Attachments.

5. Recruitment and Selection:

- a. Describe the recruitment strategy and selection criteria to ensure services will be provided to those in greatest need of Head Start and/or Early Head Start services.
- b. Describe how the program will ensure that not less than 10 percent of the actual enrollment will be children with disabilities.

6. Transportation:

- a. Describe the level of need for child transportation services.
- b. Describe how the program will either directly meet transportation needs or assist families in accessing other transportation so that children can attend Head Start and/or Early Head Start services.

7. Educational Services:

- a. Describe how the program will meet the educational needs of Head Start and Early Head Start children for each program option. (Note: additional information around School Readiness is in Sub-Section C.)

8. Health:

- a. Describe how the program will meet the health, mental health, nutritional, and oral health needs of children.
- b. Describe the system for health screening and services that will ensure children are accurately referred for necessary follow-up evaluation and treatment within timeframes specified by Head Start regulations.

9. Family Services and Social Services:

- a. Discuss program plans to support families in obtaining needed family services and social services in support of family well-being. (Note: additional information around Parent and Family Engagement is in Sub-Section D.)
- b. Describe program services designed to facilitate parent engagement and parent involvement through meaningful staff-family relationships and program activities.
- c. Describe how individual family assessments will be used to individualize the approach for each family. Specify the number of families assigned to each family service worker and the number of planned contacts per family.
- d. Describe program services to facilitate parent participation, including, if applicable, transportation and child care services.
- e. Describe program services to support maximum child attendance.

10. Early Head Start Specific:

- a. Provide **Evidence** to demonstrate how the proposed service plan for Early Head Start addresses the need for continuity of services and provides a minimum of 48 weeks of service
- b. If the program will not operate for a minimum of 48 weeks per year, provide **Evidence** to demonstrate how quality services are maintained throughout the year.
- c. Describe the services to be provided to enrolled pregnant women.

11. Transition:

Describe a systematic procedure for transitioning children and parents, including pregnant women. As applicable, include a description of how the program will support transition:

- a. from Early Head Start to Head Start or other community-based programs;
- b. from Head Start to the local school system, including kindergarten; and
- c. within Head Start and/or Early Head Start, including serving infants upon birth, and moving a child from one program option to another or from one classroom to the next.

12. Coordination:

- a. Describe how the agency coordinates resources with other child care and preschool programs, State pre-kindergarten programs, and Local Education Agencies to provide high quality child health and developmental services.
- b. Describe the coordination of resources with community programs under Part C and Part B Section 619 of the Individuals with Disabilities Education Act (IDEA) to ensure high quality education and child development services.
 - i. If Memorandum of Understandings (MOUs) were established, describe how the MOUs include the process for referrals, intervention services and the development of individualized educational programs for preschool children, and individualized family service plans for infants and toddlers.

- ii. If MOUs were not established, provide an explanation for the reasons they were not established with Part C or Part B Section 619 agencies in the service area.

Requirements for Continuation Application Narrative

In this section, discuss any updates to your plans to meet the need for comprehensive child development services for Head Start and/or Early Head Start eligible children and families in the following categories. For each category, if no updates or changes have occurred, include a sentence to that effect. **See Requirements for Baseline Application above for additional detail on each category.**

1. Needs of Children and Families
2. Service Area
 - a. Include any changes to delegate agencies and/or child care partners.
3. Justification of Proposed Funded Enrollment and Program Options
 - a. First, go to the HSES tab for “Financials,” then “Grant Applications,” then “Program Schedule,” and complete that tab for Head Start and/or Early Head Start.
 - b. Special Situation: Enrollment Reduction or Expansion
 - c. Special Situation: Conversion
4. Centers and Facilities
 - a. First, review and/or update all data in the “Centers” tab in HSES to ensure the locations of all services are identified, including child care partners.
 - b. Discuss any changes, including changes to centers with federal interest. Note that proposed facilities activities must be requested using the SF-429 Real Property Status Report and its relevant Attachments.
5. Recruitment and Selection
6. Transportation
7. Educational Services
8. Health
9. Family Services and Social Services
10. Early Head Start Specific
 - a. Continuity of services (48 weeks per year)
 - b. Pregnant women services
11. Transition
12. Coordination

SUB-SECTION C: Approach to School Readiness

Requirements for Baseline Application Narrative

In addition to setting School Readiness Goals, included in Sub-Section A of this application, your program's approach to school readiness includes child assessment data and curriculum, and may include staff-child interaction observation tools.

1. Child Assessment Data:
 - a. Identify the child assessment(s) used or to be used by your program and discuss how it is developmentally, linguistically, and culturally appropriate for the group of enrolled children.
 - b. Describe your program's system to analyze child assessment data to individualize the instruction and learning for each child and to aggregate and analyze child assessment data at least three times per year. Note that Migrant and Seasonal Head Start programs operating less than 90 days are required to aggregate data at least twice within their operating period.
 - c. Explain how the child assessment data analysis, in combination with other program data, will be used to:
 - i. Determine the agency's progress toward meeting its goals and intended impacts
 - ii. Inform parents and the community of results
 - iii. Direct continuous improvement
 - d. Describe a plan to ensure the fidelity of assessment tools will be maintained.
2. Curriculum:
 - a. Identify the curriculum(a) used by your program and discuss how it is developmentally, linguistically, and culturally appropriate for the group of enrolled children.
 - b. Discuss how the curriculum(a) relates to the child assessment(s) used.
 - c. Include **Evidence** that your curriculum(a) is aligned with the Head Start Child Development and Early Learning Framework, State early learning guidelines as appropriate, and expectations of the local schools where children will transition to kindergarten.
3. Staff-Child Interaction Observation Tools:
 - a. Identify whether staff-child interaction observation tools (i.e. CLASS, HOVRS, Arnett Caregiver Interaction Scale) will be used by the program. If not, skip the remaining parts of this question.
 - b. Explain how the staff-child interaction tools will be used.
 - c. Describe your program's plan to use this data to improve the quality of children's experiences.
 - d. Describe a plan to ensure the fidelity of the assessment tools will be maintained.z

Requirements for Continuation Application Narrative

In addition to setting School Readiness Goals, included in Sub-Section A of this application, your program's approach to school readiness includes child assessment data and curriculum, and may include staff-child interaction observation tools.

1. Updates to Approach in School Readiness, if applicable. If no updates or changes have occurred, include a sentence to that effect.
 - a. Discuss any change in child assessment(s) used by your program since last year's application
 - b. Discuss any change in curriculum(a) used by your program since last year's application
 - c. Discuss any change in staff-child interaction observation tools (i.e. CLASS, HOVRS, Arnett Caregiver Interaction Scale) used by your program since last year's application
2. Report on the progress of children and the program towards achieving school readiness in each of the five domains. Provide specific examples as appropriate.
3. Describe program improvements implemented in response to the analysis of child assessment and other data. Provide specific examples as appropriate.

SUB-SECTION D: Parent, Family, and Community Engagement

Requirements for Baseline Application Narrative

In Sub-Section A, programs will have identified program level goals and/or objectives related to family outcomes. (For a discussion of the difference between program goals related to family outcomes and individual family goals related to individual family strengths, needs, and aspirations, see [*Foundations for Excellence: Planning in Head Start, Topic #5: Program Planning and Parent, Family, and Community Engagement.*](#)) In this Sub-Section D, programs will describe the processes and data sources for developing their PFCE goals/objectives related to family outcomes.

1. Describe the process to be used to identify and prioritize PFCE goals and/or objectives. (For example, will families be involved in the goal-setting process? Will information such as aggregated family assessment data be used to target outcome areas? Will the program seek staff input on priority goals/objectives?)
2. Identify the data, tools, or methods that will be used to support implementation of and track progress toward PFCE goals and/or objectives. (Examples could include evidence-based measures, National Center assessment tools, parent surveys, or other program-designed methods.)
3. Describe how aggregated program data related to family progress may also be analyzed in support of children's school readiness goals, as applicable.

Requirements for Continuation Application Narrative

For continuation applications, the following information must be provided:

1. In Sub-Section A, programs listed any additions, deletions, or revisions to the program Long Term Goals, Short Term Objectives, and Expected Outcomes. Did any of these changes involve program goals and/or objectives related to family outcomes? If so, describe the reasons and process for making changes. If no updates or changes have occurred, include a sentence to that effect.
2. If applicable, describe any new data sources used since last year's application to support the implementation and evaluation of PFCE goals and/or objectives. If no updates or changes have occurred, include a sentence to that effect.
3. Describe program data related to family progress that also supports children's school readiness.
Provide specific examples as appropriate.
4. Describe how program progress toward PFCE goals and/or objectives is communicated to families. Provide specific examples as appropriate.

SUB-SECTION E: Governance, Organizational and Management Structures, and Ongoing Oversight

Requirements for Baseline Application Narrative

In this section, describe the governance, organizational, and management structures that provide ongoing oversight to support quality services and maintain accountability, efficiency, and leadership within the program.

1. Describe the governing body structure and show how the structure meets the program governance composition requirements established in Section 642(c)(B-D) of the Head Start Act, including at least one member:
 - a. with expertise in fiscal management or accounting;
 - b. with expertise in early childhood education and development; and
 - c. who is a licensed attorney familiar with issues that come before the governing body.

Also provide information to assure that governing body members do not have a conflict of interest with the Head Start and/or Early Head Start programs, any delegate programs or other partners/vendors. If the program meets any criteria for exceptions in Section 642(c)(B-D) of the Head Start Act, discuss here also.

2. Describe how the program governance requirements established in Section 642(c) of the Head Start Act are met, including:
 - a. exercise effective oversight of program operations and accountability for Federal funds,;

- b. monthly reporting of required information to the Governing Body and Policy Council;
 - c. involvement of the Governing Body in the selection of the program's auditor and receipt of the annual audit report;
 - d. include the Policy Council in the planning and decision-making process;
 - e. assure representation of the diverse community served;
 - f. set and monitor overall agency priorities and operational systems; and
 - g. conduct the community assessment, annual self-assessment, ongoing monitoring and outcome-based evaluation.
3. Provide an explanation of the delegated responsibilities of any advisory committees, if applicable, that the Board has established to oversee key responsibilities related to program governance and improvement of the Head Start program. Include a description of the membership of each advisory committee.
 4. Provide a description of the composition of the Policy Council and Parent Committees. Describe how parents are meaningfully involved in setting direction for the program.
 5. Provide an organizational chart identifying the management team and staffing structure, including:
 - a. the executive director,
 - b. program director,
 - c. managers, and
 - d. other key staff.

Include assigned areas of responsibility and lines of communication and reporting. Identify staffing patterns and supervisory structure to accomplish goals and plans across systems and services.
 6. Provide a description of the systems developed to ensure criminal record checks occur prior to hire for all staff working in the Head Start and/or Early Head Start program. Include a description of the procedure followed to ensure staff remain up to date on required health exams and tuberculosis screenings.
 7. Demonstrate how all employees meet staff qualification requirements by identifying the qualifications of and competencies for staff, including Head Start and/or Early Head Start director(s); education and child development staff; health services staff; nutrition services staff; mental health services staff; family and community partnership staff; parent involvement services staff; disability services staff; and fiscal staff.
 8. Describe how staff will plan, organize and provide comprehensive services that include:
 - a. facilitating effective educator-child relationships that support children's development;
 - b. ensuring staff are prepared for and supported in implementing evidence-based instructional practices that are individualized based on the ongoing assessment of each child to support positive child outcomes;

- c. ensuring staff successfully partner with families in supporting children’s development; and
 - d. supporting staff, through regular provision of feedback, supervision, coaching and other mechanisms.
9. Describe the management systems in each of the following areas:
- a. program planning;
 - b. internal and external communication;
 - c. record-keeping and reporting;
 - d. ongoing program and fiscal monitoring; and
 - e. annual self-assessment, including a summary of the process used to conduct the self-assessment, the results of the most recent self-assessment conducted within the last year, and the improvement plan addressing any issues, including action steps, person(s) responsible, and timeframe for corrective action.
10. Upload, in the application Documents folder in HSES for “Training & Technical Assistance Plan,” a comprehensive Training and Technical Assistance plan that addresses mandatory training and priorities identified from ongoing monitoring and the annual self-assessment. Describe planned training for staff, parents, volunteers, governing body members and Policy Council members.

Requirements for Continuation Application Narrative

For continuation applications, the following information must be provided:

- 1. Describe changes to the roles and responsibilities of the Board and Policy Council, if applicable.
If no updates or changes have occurred, include a sentence to that effect.
- 2. Include a current organizational chart.
- 3. Provide updates of staff qualifications or competencies for the following groups: Head Start and/or Early Head Start director(s), education and child development staff, health services staff, nutrition services staff, mental health services staff, family and community partnership staff, parent involvement services staff, disability services staff, and fiscal staff. If no updates or changes have occurred, include a sentence to that effect.
- 4. Describe changes to the management systems for planning, communications, record-keeping and reporting, ongoing monitoring, and self-assessment. Include a summary of the results of the most recent self-assessment and the improvement plan addressing the issues, action steps, person(s) responsible, and timeframe for planned or completed corrective action.
- 5. Upload, in the application Documents folder in HSES for “Training & Technical Assistance Plan,” a comprehensive Training and Technical Assistance plan that addresses mandatory

training and priorities identified from ongoing monitoring and the annual self-assessment. Describe planned training for staff, parents, volunteers, governing body members and Policy Council members.

Section II. Budget and Budget Justification Narrative

Requirements for All Applications

A comprehensive budget that aligns with the proposed program approach and identifies allowable, reasonable, and allocable costs must be submitted for each year of the five year project period. First, go to the HSES tab for “Financials,” then “Grant Applications,” then within this current application, complete the following tabs:

- Budget
- Other Funding
- *SF-424A
- SF-424

Additional Notes:

* The SF-424A, Budget Information Non-Construction Programs, must provide the distribution of funds **by object class categories in separate columns** for Head Start Program Operations, Head Start Training and Technical Assistance, Early Head Start Program Operations and Early Head Start Training and Technical Assistance for the grant and for each delegate agency.

Also note that if applicable, you will include separate proposed budgets for Head Start and Early Head Start and each delegate agency. Then, in Section II of your **Application and Budget Justification Narrative** document, justify the budget by addressing the following items:

1. Provide a detailed budget narrative and justification that identifies the amount of funds and a description of the intended use of program operations and training and technical assistance funds by object class category for Head Start and/or Early Head Start. Include any one- time costs, for any proposed conversion requests, if applicable.
2. Demonstrate the proposed budget supports all direct costs and indirect costs, if appropriate.
3. Demonstrate funds are budgeted to provide all required comprehensive Head Start and/or Early Head Start services to eligible children and families in a cost- effective manner as indicated in Section I, Program Design and Approach to Service Delivery.
4. If applicable, provide a detailed budget narrative for the planned use of any cost-of- living adjustment (COLA) increases included in the projected funding level for the budget period. Describe the plans to increase the hourly rate of pay for staff and the pay scale subject to the provisions of Sections 653 and 640(j) of the Head Start Act. Specify the other planned uses of the funds to offset higher operating costs. Demonstrate the COLA

increase was provided to all delegate agencies or provide a justification if the full percentage is not provided to delegate agencies.

5. Describe the organization's financial and property management system and internal controls in place to maintain effective control of and accountability for grant funds, property and other assets.
6. Identify each source of non-federal share match, including the estimated amount per source and the valuation methodology. Demonstrate that the amounts and sources that will contribute to the required non-federal share match of the total project cost are allowable sources. Provide a detailed justification that conforms with the criteria under Section 640(b)(1)-(5) of the Head Start Act if the application proposes a waiver of any portion of the non-federal share match requirement.
7. Demonstrate the ability to meet the 15 percent limitation on funding and administrative (F & A) costs. Provide a detailed justification that meets the conditions of 45 C.F.R. 1301.32(g) if the applicant proposes a waiver of the limitation on development and administrative costs.
8. Discuss the source and amount of cash, donated goods and services, and other resources proposed such as United Way, State and/or local grant funds, etc. to support allowable non-federal match to the project, in addition to the federal funds requested.
9. Submit a cost allocation plan for any proposed costs to be shared between or among programs, including shared staff. Indirect cost must be included in the cost allocation plan unless the applicant has a negotiated indirect cost rate agreement or has adopted use of the 10% de minimis rate.
10. If applicable, in the application Documents folder in HSES for "Indirect Cost Rate Agreement," upload a copy of the current or proposed negotiated indirect cost agreement between the agency and/or delegate agencies and the respective cognizant Federal agency. If using the 10% de minimis indirect cost rate, upload a copy of the policy or other written record indicating date upon which the rate was adopted.
11. Special Situation: Reduction. If applicable, describe the planned use of the funds to support requests for enrollment reductions and proposed budget savings, if any.
12. Special Situation: Conversion. If applicable, identify the amount of funds that will be re-allocated by object class category to convert from either part day to full-working day services or from Head Start to Early Head Start services. Explain the changes in each object class category.
13. Provide a detailed explanation and supporting documents for any proposed use of Head Start grant funds for the initial or ongoing purchase, construction and major renovation of facilities. Identify all proposed sources of funding for facilities activities. Submission of form

SF-429 and relevant Attachments and compliance with application requirements in 45 C.F.R. Part 1309 will be required. No Head Start grant funds may be used toward the payment of acquisition, construction or major renovation of a facility without the express written approval of the Administration for Children and Families.

14. Provide explanation of the method of procurement to be used for any proposed equipment purchases over \$5,000.

Appendix D

**Excerpts from Fiscal Year 2015
Head Start Fact Sheet**

Federal Funding and Funded Enrollment by State

The Head Start program serves children, families, and pregnant women in all 50 states, the District of Columbia, and six territories. The table in this section presents the total allocations and funded enrollment of Head Start programs in each state and territory.

American Indian and Alaska Native (AIAN) funding is awarded to AIAN tribal governments. AIAN programs operate in 26 states, and in some cases their services cross state lines. Migrant and Seasonal Head Start (MSHS) funding and funded enrollment are shown as one total, as this program supports children and families who receive services in various states during the year. Thus, federal funding and funded enrollment for these services cannot simply be attributed to individual states.

Federal Funding and Funded Enrollment by State

STATE/TERRITORY	FEDERAL FUNDING by State/Territory	FUNDED ENROLLMENT by State/Territory	FEDERAL FUNDING for AIAN ¹	FUNDED ENROLLMENT for AIAN ¹
Alabama	\$133,689,882	17,532		
Alaska	\$14,697,027	1,593	\$23,934,206	1,805
Arizona	\$131,546,248	14,413	\$39,984,763	3,905
Arkansas	\$81,496,636	10,273		
California	\$1,039,415,453	102,728	\$10,360,137	799
Colorado	\$88,256,495	10,945	\$2,339,603	191
Connecticut	\$67,254,862	6,495		
Delaware	\$16,305,939	2,281		
District of Columbia	\$28,020,388	3,306		
Florida	\$345,209,484	39,668		
Georgia	\$217,928,237	25,205		
Hawaii	\$27,260,269	3,217		
Idaho	\$27,906,313	3,182	\$3,592,085	319
Illinois	\$336,043,938	41,188		
Indiana	\$123,000,650	15,310		
Iowa	\$62,633,575	7,756		
Kansas	\$62,945,976	8,356	\$1,090,092	84
Kentucky	\$136,136,445	16,961		
Louisiana	\$174,153,534	21,655		
Maine	\$33,851,143	3,243	\$756,007	60
Maryland	\$94,632,101	10,426		
Massachusetts	\$130,475,615	12,627		

STATE/TERRITORY	FEDERAL FUNDING by State/Territory	FUNDED ENROLLMENT by State/Territory	FEDERAL FUNDING for AIAN¹	FUNDED ENROLLMENT for AIAN¹
Michigan	\$284,964,075	32,662	\$6,985,596	596
Minnesota	\$91,473,725	11,459	\$11,066,632	964
Mississippi	\$195,189,104	26,474	\$2,245,204	268
Missouri	\$150,433,720	16,919		
Montana	\$26,537,570	3,193	\$17,322,460	1,790
Nebraska	\$46,654,413	5,334	\$3,150,851	298
Nevada	\$33,442,154	3,128	\$3,560,844	362
New Hampshire	\$16,527,565	1,686		
New Jersey	\$156,887,641	16,021		
New Mexico	\$65,502,509	7,851	\$17,065,046	1,713
New York	\$527,069,097	50,987	\$1,308,751	143
North Carolina	\$190,807,543	21,800	\$2,820,606	230
North Dakota	\$21,282,228	2,442	\$10,097,931	1,000
Ohio	\$309,427,962	37,128		
Oklahoma	\$107,630,356	14,641	\$26,710,382	2,960
Oregon	\$78,684,207	13,149	\$3,682,046	400
Pennsylvania	\$286,559,676	36,605		
Rhode Island	\$27,335,605	2,893		
South Carolina	\$110,668,372	13,464	\$942,768	80
South Dakota	\$22,844,310	2,912	\$17,811,965	1,778
Tennessee	\$148,440,179	17,750		
Texas	\$604,774,593	73,202	\$439,996	34
Utah	\$51,029,723	6,343	\$1,887,754	215
Vermont	\$16,536,670	1,503		
Virginia	\$124,211,408	14,427		
Washington	\$129,467,147	12,370	\$14,842,230	1,439
West Virginia	\$62,577,957	8,138		
Wisconsin	\$114,647,779	14,557	\$10,479,629	1,032
Wyoming	\$14,479,234	1,724	\$2,830,274	295
<i>Subtotal States:</i>	\$7,388,946,732	849,122		
<i>Subtotal Indian Tribes:</i>			\$237,307,858	22,760
MSHS	\$353,751,876	32,101		
American Samoa	\$2,317,881	1,332		
Guam	\$2,537,054	534		
No. Marianas	\$2,714,247	542		
Palau	\$1,437,508	400		

STATE/TERRITORY	FEDERAL FUNDING by State/Territory	FUNDED ENROLLMENT by State/Territory	FEDERAL FUNDING for AIAN ¹	FUNDED ENROLLMENT for AIAN ¹
Puerto Rico	\$286,890,161	36,776		
Virgin Islands	\$9,641,053	1,014		
TOTAL	\$8,285,544,370	944,581		
<i>¹AIAN funding is awarded to American Indian and Alaska Native Tribes. For reference, the funding and enrollment has been split out by the state in which the Tribe is headquartered. Some Tribes serve children across state lines.</i>				

Program Year Statistics

Each year, Head Start programs are required to submit PIRs on the services they have provided to children and families throughout the program year, including child, family, and staff demographics and program characteristics.

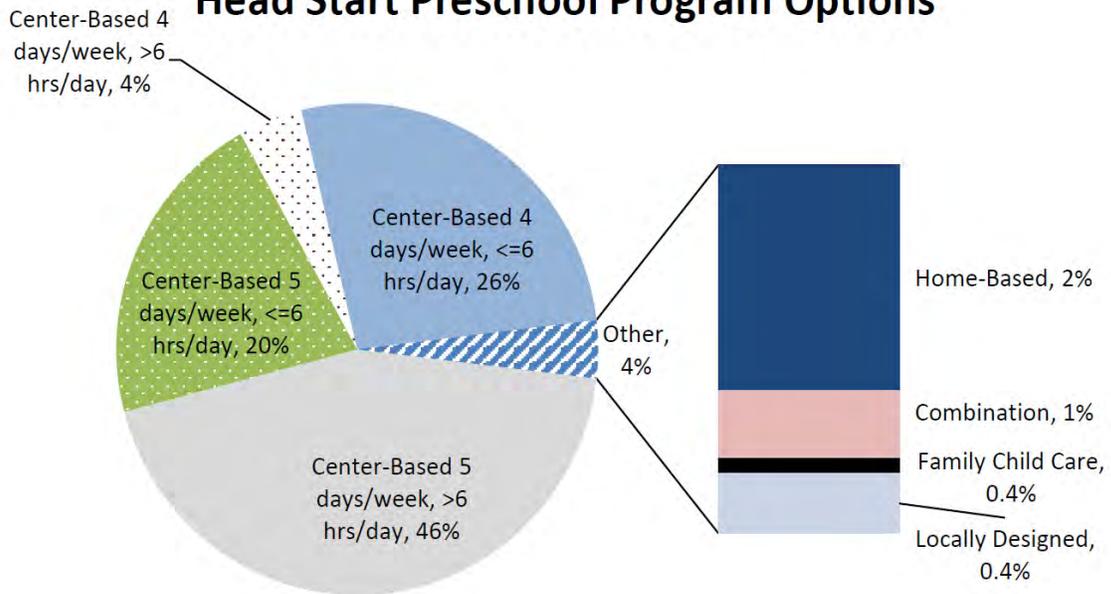
For a copy of the PIR form, detailed reports, data sets for the 2015 PIR and prior years, and for further information, please visit <http://eclkc.ohs.acf.hhs.gov/pir>.

Program Characteristics

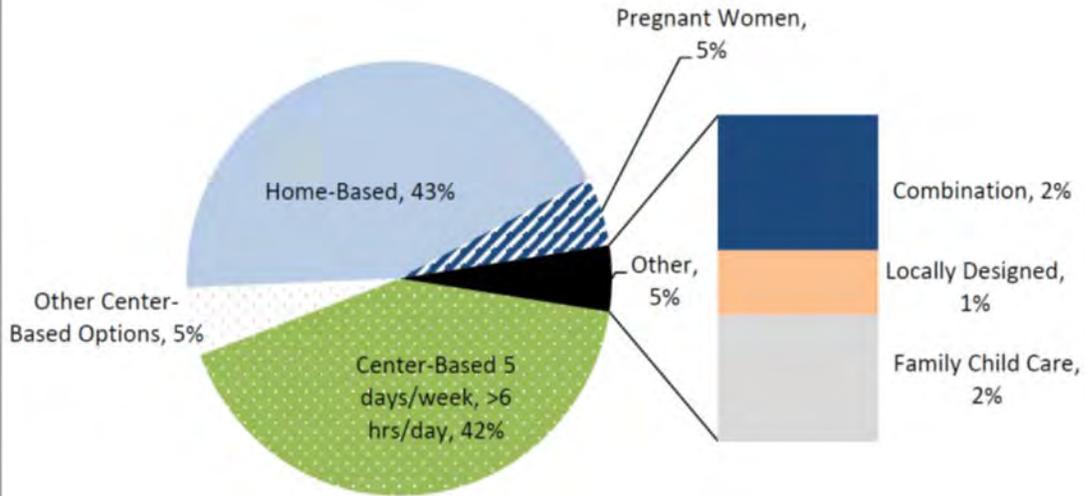
- Forty-one percent of grantees operated Head Start preschool services only
- Fourteen percent of grantees operated EHS services only
- Forty-five percent of grantees operated both Head Start and Early Head Start services

Most Head Start preschool services were provided in center-based settings that, based on local design, vary in the number of days per week and hours per day classes are in session. About half of EHS services were provided in center-based settings, and half were offered in home-based program settings.

Head Start Preschool Program Options



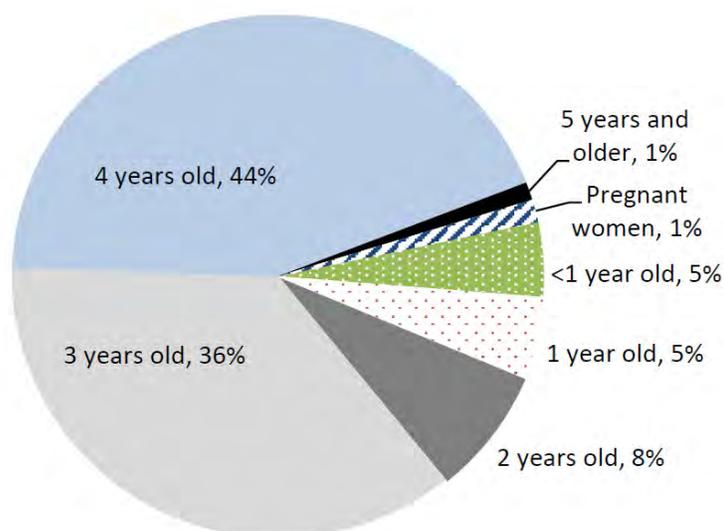
Early Head Start Program Options



Child and Family Demographics

Head Start programs cumulatively served 1,100,000 children ages birth to 5 and pregnant women throughout the 2014–15 program year.

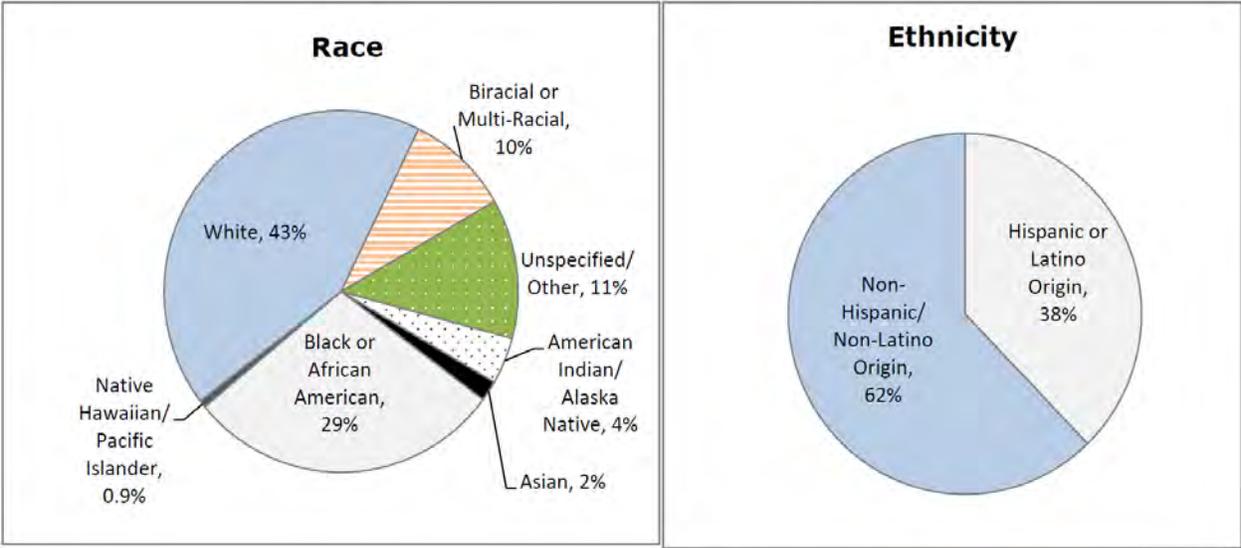
Cumulative Enrollment by Age



Head Start served a diverse group of children, families, and pregnant women. Thirty-eight percent identified themselves as Hispanic/Latino, and almost 29 percent were Black/African American.

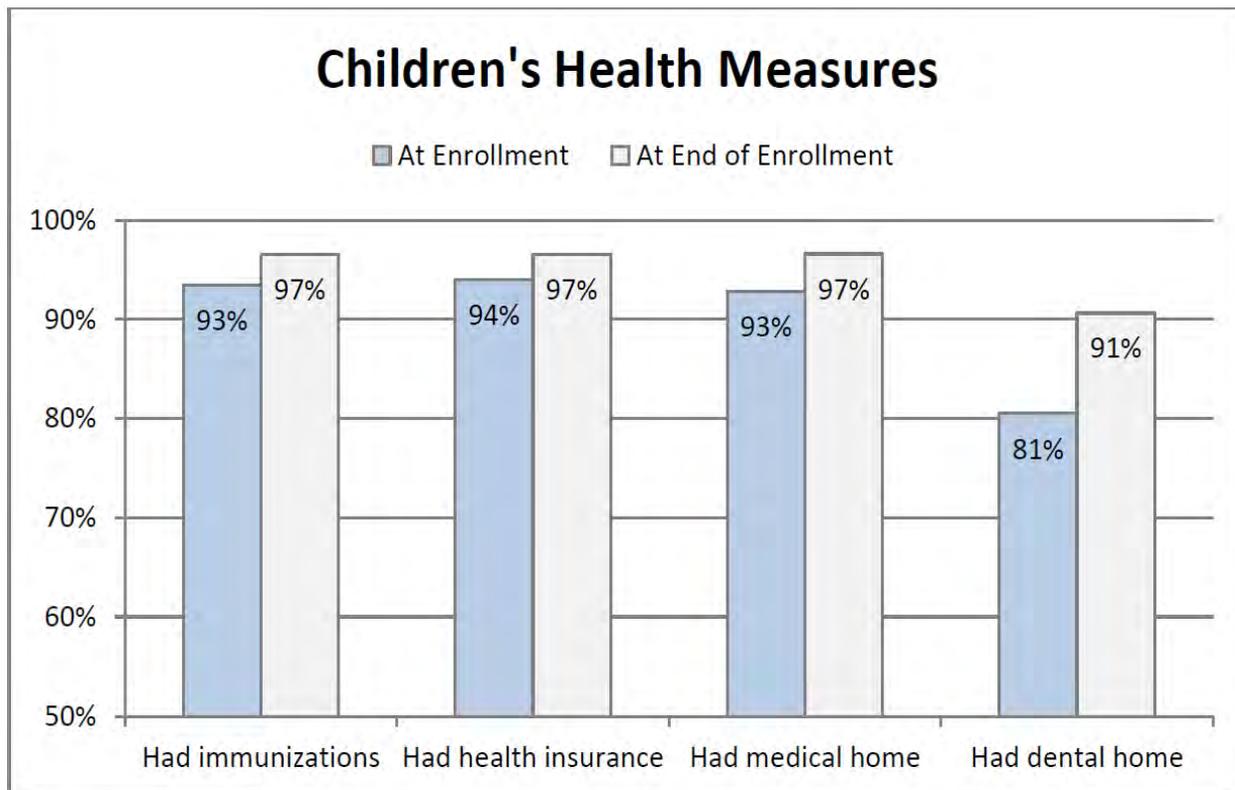
Families were asked to self-identify both an ethnicity and a race category based on U.S. Census Bureau measures. For example, a family that identifies their child as Black and Cuban was counted in the "Black or African American" race category for the race question and counted in the "Hispanic or Latino" category for the separate question on ethnicity.

Twenty-nine percent of participants were from families that primarily spoke a language other than English at home. Nearly 25 percent of participants were from families that primarily spoke Spanish at home.



Services to Children and Families

Head Start programs work with families to help ensure children have access to needed services and resources. The number of children who received immunizations increased from the beginning of the program year to the end of the program year. Also, more families had health insurance and medical and dental homes for their children at the end of the 2014-15 program year than at the beginning.



Head Start programs work with families to ensure they have the means to obtain health insurance, services for children with disabilities, adequate housing, job training, and more. In fiscal year (FY) 2015:

- Most children had public health insurance. At the end of the program year, 89 percent of children were enrolled in Medicaid, the Children's Health Insurance Program (CHIP), or a state-funded child health insurance program.
- Twelve percent of Head Start cumulative enrollment was made up of children with disabilities, defined as children having special plans under the Individuals with Disabilities Education Act (IDEA). In comparison, nationally, about three percent of infants and toddlers and six percent of preschool-age children have identified disabilities. Head Start serves a greater percentage of children with disabilities than found in the overall population.
- Among pregnant women enrolled in EHS, approximately 90 percent received prenatal education on fetal development and 20 percent had medically high risk pregnancies.
- Head Start served about 1,007,000 families cumulatively throughout the program year. The number of families served is a little less than the number of participants served, since some families have more than one child enrolled.

- Approximately 47,000 families served during the enrollment year experienced homelessness. Of those families, 33 percent found housing during the program year. Nearly 86,000 Head Start families received housing assistance such as subsidies, utilities, and repairs.
- Approximately 207,000 families, or 21 percent, received services related to job training and adult education such as general education development (GED) programs and college selection.

Program Staff

Head Start programs employed and contracted with 243,000 staff. Parents of current or former Head Start children made up 24 percent of Head Start staff.

- More than 1.1 million adults volunteered in their local Head Start program. Of these, 782,000 were parents of Head Start children.
- About 120,000 staff members provided child development services to children, including teachers, assistant teachers, home visitors, and family child care providers.
- Among child development staff, 30 percent were proficient in a language other than English.
- Seventy-three percent of all Head Start center-based preschool teachers had a baccalaureate degree or higher in early childhood education, or in a related field with experience. The Head Start Act specifies that 50 percent of center-based preschool teachers nationwide should have had these credentials by 2013.

