Summary of Proposed Changes to the Head Start Program Information Report for Public Comment

Background

In 1978, the national Head Start Bureau began the first uniform collection of Head Start program data to describe the nation's programs. By the mid-1980s, the Head Start Program Information Report (PIR) was the principal source of basic information about the operating characteristics of Head Start programs and the services they provide. PIR data is used many ways including:

- To describe demographics of children and qualifications of staff;
- To report the cumulative number of children enrolled throughout the program year;
- To describe and quantify the services delivered; and
- To identify trends among the PIR data reported.

The full PIR data is accessible to the public including summary reports at the national, regional, state, grant, and program levels. Individual child or staff data is not available since all PIR data is aggregated and reported at the program level.

The Head Start program has always been one of growth and change as exemplified with the recent revision of the Head Start Program Performance Standards (HSPPS) that eliminated redundant requirements, shifted focus to using data for continuous improvement, made requirements more understandable, and provided additional flexibility to programs. As you provide comment, please consider how changes to the PIR could compliment changes in the HSPPS.

Instructions to Provide Public Comment

The Office of Head Start is seeking public comment on the following proposed changes to the Head Start PIR. The proposed changes are to align the PIR with the revised HSPPS while reducing reporting burden and improving the data collection. These changes are proposed to go into effect for the 2019-2020 PIR to give ample time for the field to prepare and update data collection systems. We want to hear from you on the following:

a) Whether the proposed changes are practical including the amount of time and resources associated with the changes;
b) Ideas for improving the ongoing usefulness of the data such as periodic reports for the governing body;
c) Ideas for presenting PIR data in accessible reports including specific ways to visualize the data; and
d) Ideas to improve data quality such as additional instructions or tooltips for specific PIR questions.

Please be specific and provide a rationale in your comment for full consideration. For example, describe how a suggested new question would be collected and useful in practice.

Public comment on the proposed changes can be submitted to Regulations.gov or by e-mail to HeadStart@eclkc.info with subject header: PIR Comment.

Please download a copy of the current PIR here to assist you during your review of the proposed PIR changes. The most current PIR available is the 2016-17 version.

We greatly appreciate your feedback.

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PIR Questions to Move to Agency Level Reporting per Grant

We identified two set of questions that we are proposing to move out of the PIR to an agency level report per grant. A PIR must be submitted by each HS and EHS program within a grant, including delegate agencies, resulting in duplicative counts in areas such as management staff salaries and collaboration agreements. Moving these questions out of the PIR would reduce duplication of reporting.

Please download a copy of the current PIR here to assist you during your review of the proposed PIR changes.

Move #1 – Management Staff Salaries
CURRENT PIR QUESTION B.3, B.27, and B.28

Since many agencies share management staff across their programs within a grant, we are proposing to collect current PIR question B.3, B.27, and B.28 at an agency level rather than requiring agencies submitting more than one PIR (42% of grants) to duplicate reporting. Note that we also added a column to report the number of management staff in each position in case more than one staff member holds that position, updated position titles, reduced reporting categories for education manager/coordinator qualifications, and removed the comment box.

Management staff – salaries

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

% of Salary Funded by Head Start or Early Head Start - Report the percentage of the staff member's salary that is paid by Federal Head Start or Early Head Start funds. For example, if the Program Director's annual salary is $75,000 and one-third of their salary is paid for by the local school district and two-thirds is paid by Head Start, then report the full annual salary of "$75,000" and report the percentage funded by Head Start as "66%", whether funded as direct or indirect cost. If there is more than one management staff in a position, then average the percent of the salaries funded by Head Start or Early Head Start.

Number of Management Staff in this Role - The Office of Head Start recognizes that in many programs, management staff have multiple roles or there may be multiple managers. Report on the number of management staff for each position in the column provided.

B.3 Management staff:	(1) Annual salary	(2) % of salary funded by Head Start or Early Head Start	(3) Number of Management Staff in this Position
a. Executive Director	$	%	
b. Head Start and/or Early Head Start Director	$	%	
c. Education Manager/Coordinator	$	%	
d. Health Services Manager/Coordinator	$	%	
e. Family & Community Partnerships Manager/Coordinator	$	%	
f. Disability Services Manager/Coordinator	$	%	
g. Fiscal Officer	$	%	

	#
B.27 Total number of Education Manager/Coordinators	*Auto-populate with # from B.3.c.(3)*
a. Of these, the number of Education Manager/Coordinators with a baccalaureate or advanced degree in early childhood education or a baccalaureate or advance degree and equivalent coursework in early childhood education with early education teaching experience	
b. Of these, the number of Education Manager/Coordinators that do not meet one of the qualifications in B.27.a	
1. Of the Education Manager/Coordinators in B.27.b, the number enrolled in a program that would meet a qualification described in B.27.a.	

Move #2 – Collaboration Agreements
CURRENT PIR QUESTION C.58 through C.63

Since many agencies share formal agreements with local partners across their programs in the same service area, we are proposing to collect data on collaboration agreements once at an agency level to reduce duplicate counts and reporting burden. We also reduced the current set of PIR questions to two questions, one on child care partners and one on LEAs.

Formal Agreements for Collaboration and Community Partnerships

List the number of formal agreements with child care partners and local educational agencies (LEAs).

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

C.58 Formal Agreements	#
1. Total number of formal agreements with child care partners	
2. Number of LEAs in the service area	
a. Of these, the total number of formal agreements with those LEAs to coordinate services for children with disabilities	
b. Of these, the total number of formal agreements with those LEAs to coordinate transition services	

PIR Questions to be Removed

We are proposing to remove select questions from the PIR. It does not mean these are not important, but we are removing these questions to reduce reporting burden where possible.

If only part of a question would be removed, then only the portion to be removed is shown. Please download a copy of the current PIR here to assist you during your review of these questions.

Let us know if there are certain questions you think should be removed that are not listed below, and include your rationale. We are looking for ways to reduce reporting burden so programs can focus more on using their own program data for continuous quality improvement.

Removal #1 – Double Session Classes Sub-Question
CURRENT PIR QUESTION A.12.a

Since the PIR questions under *Funded Enrollment by Program Option* already capture enrollment in the center-based programs that operate a double session schedule, we are proposing to remove A.12.a to avoid duplication in reporting.

	# of classes
a. Of [center-based classes], the number of double session classes	

Removal #2 – Children projected to enter Kindergarten
CURRENT PIR QUESTION A.19.b

The age of children at program entry is collected in current PIR question A.13 and could be used to approximate the number of children projected to be entering kindergarten in the following year. Therefore, we propose to remove this question.

	# of preschool children
A.19.b. Of the number of preschool children enrolled in Head Start at the end of the current enrollment year, the number projected to be entering kindergarten in the following school year	

Removal #3 –Yes/No question on Transportation and Count of Buses
CURRENT PIR QUESTION A.27 through A.29, except for A.27.a.

We are proposing to remove all PIR questions on transportation except for A.27.a. The A.27 Yes/No question can still be calculated based on responses in A.27.a. We are proposing to remove Questions A.28 and A.29 since costs relating to transportation are collected through other instruments. Additionally, the equipment owned by the program, including busses, is reported to ACF on the SF-428.

Transportation Services

	Yes (Y) / No (N)
A.27 Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	

Buses

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

	# of buses owned
A.28 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	
a. Of these, the number of buses purchased since last year's PIR was reported	

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

	# of buses leased
a. Number of buses leased	

Removal #4 –Record Keeping
CURRENT PIR QUESTION A.30

We are removing this question on management information systems under record keeping. We have a good understanding of management information systems currently used by Head Start programs and removing the question is an opportunity to reduce unnecessary burden.

Record Keeping

Management information systems

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

Removal #5 – Number of Hours Coordinating Services
CURRENT PIR QUESTION B.4

We are proposing to remove this question. The definition for "coordinating services" is vague and the data does not provide a meaningful understanding of the various ways programs approach their coordination of services.

Coordination of services

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

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

		Average # of hours per week
B.4	On average, the number of hours per week services managers spend coordinating services:	
	a. Child Development & Education Manager	
	b. Health Services Manager	
	c. Family & Community Partnerships Manager	
	d. Disability Services Manager	
	If more than one person has lead responsibility for the role, provide the combined number of hours per week devoted, on average, to coordinating services.	

Removal #6 – Mental Health Professional Hours
CURRENT PIR QUESTION C.22

We are proposing to remove this question for similar reasons as those indicated in Removal #5. The data does not provide a meaningful understanding of the various approaches programs use to connect children with a mental health professional.

Mental health professional hours spent on-site

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

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

PIR Questions to be Added

We are proposing to add new questions to the PIR on new requirements in the Head Start Program Performance Standards regarding parenting curriculum, coaching, and regular attendance.

Addition #1 – Parenting Curriculum
CURRENT PIR QUESTION C.32

Added a new question under "Education and Development Tools/Approaches" to capture the parenting curriculum used by the program.

e. For building on the parents' knowledge and skill (i.e. parenting curriculum)		
Enter curriculum used as primary foundation first	*(1)* *Name/title*	*(2)* *Locally designed* *Yes (Y) / No (N)*
1. Enter name/title and if locally designed		
2. Enter name/title and if locally designed		
3. Enter name/title and if locally designed		
Common titles will be pre-populated in later years as a dropdown for your convenience. The Office of Head Start does not endorse specific curriculum.		

Addition #2 – Research-based, intensive coaching

We are considering adding two questions on research-based, intensive coaching. Requirements on intensive coaching in the HSPPS at §1302.92(c) state a program must assess all education staff to identify staff that would most benefit from intensive coaching and provide opportunities for intensive coaching. We want to better understand how many education staff received intensive coaching and how many individuals provided intensive coaching.

Please leave a comment indicating if this data collection is practical/feasible and how a program would track and manage it. We are considering collecting A.20 with other agency level questions described in Move #1 and Move #2 to assure we do not have duplicate counts in cases when coaches are shared across Head Start and Early Head Start.

Coaching

	# of education staff
A.19 How many education staff received research-based, **intensive** coaching?	

	# of coaches
A.20 How many individuals provided research-based, **intensive** coaching, whether by staff, consultants, or through partnership?	

Addition #3 – Attendance

We added new standards to the HSPPS to reflect the importance of attendance for achieving strong child outcomes. For these standards, we are proposing to add a question on attendance where a program must report all children that were chronically absent during the program year.

Please leave a comment indicating if this data collection is practical/feasible and how a program would track and manage it.

Attendance

Chronically absent – missing 10 percent or more of program days due to absence for any reason

	# of children
A.21 The total number of children with daily attendance records (excluding children enrolled in home-based programs).	*Auto-populate with cumulative enrollment for children reported in Section A, but leave blank for program to complete if program has home-based or locally-designed option.*
a. Of the children where attendance is tracked daily, how many children were chronically absent?	

Addition #4 – IDEA Eligibility Determination

We propose adding a question to capture the number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA). Additionally, we want to know whether these children received an evaluation and the result of the evaluation. A comment box is available for programs to describe why children referred for evaluation did not receive it. Please leave a comment indicating if this data collection is practical/feasible and/or ways to improve it.

IDEA Eligibility Determination

	# of children
C.24 The total number of children referred for an evaluation to determine eligibility under the Individuals with Disabilities Education Act (IDEA)	
a. Of these, the number who received an evaluation to determine IDEA eligibility	
1. Of the children that received an evaluation, the number that were diagnosed with a disability under IDEA	
2. Of the children that received an evaluation, the number that were not diagnosed with a disability under IDEA but the program is still providing individualized services and supports such as those described under Section 504 of the Rehabilitation Act.	

C.25 Comments on children that were referred for an evaluation to determine IDEA eligibility, but did not receive it:

PIR Questions to be Significantly Changed

We are proposing significant changes to the questions listed below. There are data elements being removed, truncated, and/or added. In addition to better aligning to the HSPPS, these changes are intended to improve data quality and reduce overall reporting burden.

These questions are proposed with significant changes and we only display the question as it would appear with those changes. The current PIR question number is provided to facilitate review. Please download a copy of the current PIR here to assist you during your review of these questions.

Change #1 – PIR Reporting Timeframe Instructions and Question
CURRENT PIR QUESTION A.1 (APPLIES TO ENTIRE PIR)

The use of the phrases (1) *during the program year*, (2) *since last year's PIR was reported*, and (3) *during the enrollment year* were mostly used interchangeably with a few exceptions. We propose to provide instructions that apply to the entire PIR for clarity and revise current A.1 to align with the new instructions.

PIR Reporting Timeframes

Throughout the PIR, programs report on enrollees in their 2019-20 program year, including those who left the program and those who enrolled after the program began. A few questions specify "at enrollment" or "at end of enrollment", while most are open-ended. Follow the table below for determining the reporting timeframe for a PIR question.

Timeframe	Definition
At Enrollment*	For new enrollees or those who enrolled after the program began, report their status at or near the time of their enrollment. For returning enrollees, report their status at or near the start of the 2019-20 program year.
At End of Enrollment*	Report the status of each enrollee at the end of their 2019-20 program year. For enrollees who leave during the program year, include their most recent known status prior to leaving.
* If start and end dates for the program vary, use the start and end dates relevant to the individual enrollee.	
2019-20 PIR Reporting Period *– Applies to most questions*	

If at or at end of enrollment is not specified in a question, then report program data that occurred during the "PIR Reporting Period". The PIR reporting period is a 12-month period and does not align with the start and end dates of classes or home visits. It is intended to represent a timeframe when program data primarily occurred.

There are instances when a program has the flexibility to report program data that occurred outside of the PIR reporting period. For example:
- If a child receives a developmental screening prior to their 2019-20 program year, this would be included in this PIR even if it occurred before the PIR reporting period.
- If a child completes a medical screening as they transition to public school following their 2019-20 program year, if known, this would be included in this PIR even if it occurs after the PIR reporting period.

Note that programs do **not** report on program data that occurred during the 2019-20 PIR reporting period related to children and families enrolling to begin services in the next program year. These services would be included in the next PIR.

Exception on child turnover question: The question on child turnover excludes days before the start and after the end of the program year when classes or home visits are not in session.

2019-20 PIR Reporting Period

Indicate a 12-month period when program data reported in this PIR primarily occurred. Year-round programs typically define their PIR reporting period as beginning and ending in the summer, when programs may have significant turnover related to the school year (e.g. 08/01/2019 to 07/31/2020).

A.1. PIR Reporting Period:	*Date (mm/dd/yyyy)*
a. Start Date	
b. End Date	

Change #2 – Funded Enrollment by Program Option Update
CURRENT PIR QUESTION A.3 THROUGH A.8

Instructions and definitions for funded enrollment by program option are updated to align with the new HSPPS. Note that there are only four sub-categories for the center-based option rather than eight and the "combination" option was removed.

Program Options

Report funded enrollment for the program option(s) used during the 2019-2020 program year. If more than one program option applied to a group of children, report on the program option used for the greatest part of the year.

Center-based option – Delivery of services primarily in classroom settings.

- Head Start – services must be provided for at least 160 days per year for a program that operates five days a week and 128 days per year for a program that operates four days a week.
- Early Head Start – services must be provided for at least 1,380 annual hours.
- Annual hours are calculated by multiplying days per year by hours per day (i.e. excluding days where the program is not session such as summer break, weekends, and holidays).
- **Full-working-day** classes/groups operate 10 hours per day and **full-calendar-year** classes/group operate all days of the year other than Saturday, Sunday, and holidays.

Home-based option – Delivery of services through visits with the child's parents, primarily in the child's home and through group socialization opportunities.

- Head Start – program must provide a minimum of one 90-minute home visit per week and 32 visits per year as well as 16 group socializations per year.
- Early Head Start – program must provide a minimum of one 90-minute home visit per week and 46 visits per year as well as 22 group socializations per year.

Family child care option – Delivery of services to children receiving child care primarily in the home of a family child care provider or other family-like setting. Providers must operate sufficient hours to meet the child care needs of the families and not less than 1,380 hours per year.

Locally designed option – by waiver, programs may request to operate a locally-designed program option including a combination of program options to better meet the needs of their communities or demonstrate or test alternative approaches for providing program services. Any locally-designed option must be formally approved by the responsible HHS official and such approval period indicated in the Notice of Award.

All program options deliver a full range of services, consistent with §1302.20(b). Refer to [45 CFR § 1302 Subpart B – Program Structure](#) for additional information.

	# of slots
A.3 Center-based option	
a. Number of enrollment slots equal to or greater than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	
1. Of these, the number that are available for the full-working-day and full-calendar-year	
b. Number of enrollment slots with fewer than 1,020 annual hours for Head Start preschool children or 1,380 annual hours for Early Head Start infants and toddlers	
1. Of these, the number that are available for 3.5 hours per day for 128 days (e.g. double session, part-day)	
A.4 Home-based option	
A.5 Family child care option	
A.6 Locally designed option	
	# of pregnant women slots
A.7 Pregnant women slots	

Change #3 – Primary Type of Eligibility
CURRENT PIR QUESTION A.16 and A.17

The changes proposed for this question include:

- Changing "Income below 100% of federal poverty line" to "Income at or below the 100 percent federal poverty line" to correct an error in the eligibility category.
- Combined reporting categories "income at or below 100 percent of federal poverty line", "public assistance such as TANF, SSI", "status as a foster child", and "status as homeless" into A.16.a.
- A note in the instructions to indicate that there other PIR questions for counts on families experiencing homelessness, receiving public assistance, and children in foster care.
- Question A.17 comment box was removed in this question.

Primary type of eligibility

Report each enrollee only once, in A.13, by primary type of eligibility based on 45 CFR § 1302.12(c) through (f). Note that counts of families experiencing homelessness, receiving public assistance, and children in foster care are reported in Section C.

A.16 Report each enrollee only once by primary type of eligibility:	*# of children / pregnant women*
a. Primary eligibility based on one of the following: - income at or below the 100 percent federal poverty line - homeless, - eligible to receive public assistance such as TANF and SSI, or - in foster care*	
b. Over income, but not counted in A.16.c**	
c. Incomes between 100% and 130% of the federal poverty line***	

* Section 1302.12(c)(1) of the Head Start Program Performance Standards specifies a pregnant woman or child is eligible if they meet one of these requirements.

** Section 1302.12(c)(2) of the Head Start Program Performance Standards specifies that a program may enroll a child that does not meet eligibility requirements describe in A.16.a provided that these participants only make up to 10 percent of a program's enrollment.

*** Section 1302.12(d) of the Head Start Program Performance Standards specifies that a program may enroll an additional 35 percent of participants whose families do not meet a criteria described A.16.a or A.16.b and whose incomes are below 130 percent of the poverty line.

Change #4 – Child Care Subsidy
CURRENT PIR QUESTION A.24

We propose to remove "at end of enrollment" from this question to obtain the count of children for whom the program received a child care subsidy at any point during the PIR reporting period.

In addition to comments on this change, we want to better understand if there are other ways to improve it or make it more practical. Please also provide comment on whether there are any issues with this question during collection and reporting.

Child care subsidy

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

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

Change #5 – Primary Language at Home
CURRENT PIR QUESTION A.26 and B.14

This question is used to report the number of children that are dual language learners. To capture dual language learners that speak English as their primary language at home, we added A.26.a.1 as a reporting category.

We also added instructions to promote consistency in reporting. We added American Sign Language as a reporting category since it was the most frequently specified language under "other". Almost identical changes were made to the question on staff language proficiency in B.14 (not shown below).

Primary language spoken at home

If available, please select the appropriate primary language spoken at home, to help ensure consistency in reporting. If the language does not fit in the available categories, please select "Other" and specify the language(s) in its entirety. Note the languages specified in parentheses are examples only and are not a comprehensive list.

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

Change #6 – Streamlined Staff Qualifications and Program Enrollment
CURRENT PIR QUESTIONS B.5 THROUGH B.9

Throughout the PIR, we collect data on staff qualifications and their enrollment into degree, certification, credential, or licensure programs. We propose to streamline all of these questions by combining many qualification categories and focusing only on the program/degree enrollment that would meet Head Start requirements. For example, Question B.3.b combined three reporting categories on types of BA degrees and Question B.4 replaces five current questions related to program/degree enrollment.

Preschool Classroom Teachers and Assistant Teachers Qualifications and Program Enrollment

	(1) # of Classroom Teachers	(2) # of Assistant Teachers
B.3 Total number of preschool child development staff by position		
Of the number of preschool child development staff by position, the number with the following:		
a. An advanced degree in: • early childhood education or • any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children		
b. A baccalaureate degree in one of the following: • early childhood education • any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children or • any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam		
c. An associate degree in: • early childhood education or • a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children		
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements		
e. None of the qualifications listed in B.3.a through B.3.d		

B.4 Total number of preschool classroom teachers that do not meet qualifications listed in B.3.a or B.3.b	*System calculates total as the sum of B.3.c through B.3.e for (1) classroom teachers*
a. Of these preschool classroom teachers, the number enrolled in a degree program that would meet the qualifications described in B.3.a or B.3.b.	

B.5 Total number of preschool assistant teachers that do not have any qualifications listed in B.3.a through B.3.d	*System displays value from B.3.e. for (2) assistant teachers*
a. Of these preschool assistant teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.3.a through B.3.d.	

This is a continuation of Change #6. Note that the "assistant teachers" column was removed for Early Head Start programs and it was added in the instructions that "a group of nine children must be staffed by three teachers".

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

	# of Classroom Teachers
B.6 Total number of infant and toddler child development staff by position	
Of the number of infant and toddler child development staff by position, the number with the following:	
a. An advanced degree in: • early childhood education with a focus on infant and toddler development or • any field and coursework equivalent to a major relating to early childhood education, with experience teaching infants and/or toddlers	
b. A baccalaureate degree in: • early childhood education with a focus on infant and toddler development or • any field and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	
c. An associate degree in: • early childhood education with a focus on infant and toddler development or • a field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching infants and/or toddlers	
d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	
e. None of the qualifications listed in B.6.a through B.6.d	

B.7 Total number of infant and toddler classroom teachers that do not have any qualifications listed in B.6.a through B.6.d	*Auto-populate value from B.6.e.*
a. Of these infant and toddler classroom teachers, the number enrolled in a degree, certification, credential, or licensure program that would meet one of the qualifications listed in B.6.a through B.6.d.	

This is a continuation of Change #6. Note that these changes greatly reduce the level of detail required for each type of credential.

Home Visitors and Family Child Care Providers Qualifications and Program Enrollment

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

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

Change #7 – Staff Turnover
CURRENT PIR QUESTIONS B.1.b AND B.15 THROUGH B.22

These questions were intended to broadly capture staff turnover, not only turnover that occurred while classes or home visits were in session. We changed this question to clarify this intent and also plan to move them to the end of section B. It's worth noting that this is different from the child turnover question which is intended to only capture turnover while classes or home visits are in session (e.g. disruption in services).

We also propose adding an "involuntary separation" category in B.16 based on frequent responses in "Other".

Staff turnover

In the beginning of Section B, programs were instructed to only report on the staff member that last held a position in cases where a staff member leaves and is replaced. However, the following questions are on staff turnover. For the following questions, only report on staff members that left the program. For example, if two teachers held a single position due to turnover, then only report on the staff member that left.

These questions <u>include</u> turnover that occurred while classes and home visits were not in session (e.g. summer months).

All staff turnover

	(1) *# of Head Start or Early Head Start staff*	(2) *# of contracted staff*
B.18 Total number of staff who left the program including turnover that occurred while the program was not in session		
a. Of these, the number who were replaced due to turnover		

Education staff turnover

	# of education staff
B.19 Total number of classroom teachers, family child care providers, or home visitors who left the program including turnover that occurred while the program was not in session	
a. Of these, the number who were replaced due to turnover	
B.20 Of the number who left, the number that left for the following reasons:	*# of education staff*
a. Moved to state pre-k	
b. Change in job field	
c. Involuntary separation	
d. Other (e.g. relocation, retirement, reason not provided)	
1. Comments:	
B.21 Number of vacancies in the program that remained unfilled for a period of 3 months or longer before program services ended for the year	

Change #8 – Family Services Staff
CURRENT PIR QUESTIONS B.25 AND B.26

Changed family and community partnership staff to "family services staff" and updated the definition to align with the revised HSPPS. Similar to change #6, combined reporting categories and only ask about the credential enrollment to meet Head Start requirements.

Family Services Staff

Include all family service staff, both part-time and full-time, regardless of the funding source for their salary. Include family services staff shared by Head Start and Early Head Start programs on the PIR of the program in which the majority of their time is spent.

Family Services Staff – staff who work directly with families on the family partnership process including management staff with a family caseload

For B.25, count each staff member only **once** by the highest level of education completed. For example:
- A family services staff member with a baccalaureate degree in social work or associate degree in social work would be counted in B.25.a.
- A family services staff member with an associate degree in an unrelated field and enrolled in a certification in family services would be counted in B.25.b and B.25.b.1.

	# of family services staff
B.25 Total number of family services staff:	
a. Of the family services staff, the number that have a credential, certification, associate, baccalaureate, or advanced degree in social work, human services, family services, counseling or a related field	
b. Of these, the number of family services staff that do not meet one of the qualifications described in B.25.a	
1. Of the family services in B.25.b, the number enrolled in a degree or credential program that would meet a qualification described in B.25.a.	

Change #9 – Health Insurance
CURRENT PIR QUESTIONS C.1 THROUGH C.4

We are proposing to combine "state-only funded insurance", "private insurance, and "other health insurance" into one reporting category since these counts tend to be much lower than those enrolled in "Medicaid and/or CHIP". A similar change was made on the health insurance question for pregnant women that follows. Also, we removed the comment box that required programs to specify the "other health insurance" type.

Health insurance – children

Count each child only once.

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

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

Health insurance - pregnant women (EHS programs)

	(1) *# of pregnant women at enrollment*	(2) *# of pregnant women at end of enrollment*
C.3 Number of pregnant women with at least one type of health insurance		
a. Of these, the number enrolled in Medicaid		
b. Of these, the number with state-only funded insurance (e.g. medically indigent insurance), private insurance, or other health insurance	*Auto-populate with C.3 – C.3.a*	*Auto-populate with C.3 – C.3.a*
C.4 Number of pregnant women with no health insurance		

Change #10 – Medical
CURRENT PIR QUESTIONS C.5 THROUGH C.7

We propose updating the question title and adding links to online locators in the instructions to facilitate responses to the questions. We also propose adding a question on federally qualified Health Centers to better understand children receiving services through those locations. To better reflect tribal health services, we broadened "Indian Health Service" to "Indian Health Service, Tribal or Urban Indian Health Program". We also added a question on accessible health care for pregnant women.

Medical

For assistance identifying federally qualified Health Centers, see https://findahealthcenter.hrsa.gov/. For assistance identifying Indian Health Service, Tribal or Urban Indian Health Program facility, see https://www.ihs.gov/findhealthcare/.

Accessible health care - children

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

Accessible health care – pregnant women

	(1) *# of pregnant women at enrollment*	(2) *# of pregnant women at end of enrollment*
C.6 Number of pregnant women with an ongoing source of continuous, accessible health care provided by a health care professional that maintains their ongoing health record and is not primarily a source of emergency or urgent care		

Change #11 - Chronic Health Condition
CURRENT PIR QUESTIONS C.8 AND C.9

Instead of capturing only children <u>newly</u> diagnosed with a chronic health condition, we propose adding "regardless of when the condition was first diagnosed". Many other changes are proposed including an updated definition and reduced reporting categories for C.8.b.

Chronic Health Condition

Chronic health condition is an "umbrella" term. Children with chronic illnesses may be ill or well at any given time, but they are always living with their condition.

	(1) # of children at enrollment	(2) # of children at end of enrollment
C.8 Number of children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care		
		# of children
a. Of these, the number of children diagnosed with any chronic health condition by a health care professional, regardless of when the condition was first diagnosed		
1. Of these, the number who received medical treatment		
b. Specify the primary reason that children identified in C.8.a.1 did not receive medical treatment:		# of children
1. No medical treatment needed		
2. No health insurance		
3. Parents did not keep/make appointment		
4. Children left the program before their appointment date		
5. Appointment is scheduled for future date		
6. Other (please specify):		

C.9 Number of children diagnosed by a health care professional with the listed chronic health condition, regardless of when the condition was first diagnosed	# of children
a. Anemia	
b. Asthma	
c. Seizures	
d. Life-threatening allergies (e.g. food allergies, bee stings, and medication allergies that may result in systemic anaphylaxis)	
f. Hearing problems	
1. Of these, the number of children being treated for hearing problems	
g. Vision problems	
2. Of these, the number of children being treated for vision problems	
h. Blood lead level test with elevated lead levels >5 µg/dL	
i. Diabetes	

Change #12 – Categories under Pregnant Women Services
CURRENT PIR QUESTION C.14 and C.21

We propose many changes to C.14 to better align with requirements in 1302 Subpart H – Services to Enrolled Pregnant Women. More specifically, we added "Oral health care" to replace C.21. We also propose to improve prior items "substance abuse prevention" and "substance abuse treatment". Lastly, "education on the importance of nutrition" and "education on infant care and safe sleep practices" are entirely new.

Pregnant women – services (EHS programs)

Enrolled pregnant women may be counted in more than one category if more than one type of service was received.

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

C.14 Indicate the number of pregnant women who received the following services while enrolled in EHS:	# of pregnant women
a. Prenatal health care	
b. Postpartum health care	
c. Oral health care	
d. Mental health interventions and follow up	
e. Education on fetal development	
f. Education on the benefits of breastfeeding	
g. Education on the importance of nutrition	
h. Education on infant care and safe sleep practices	
i. Education on the risks of alcohol, drugs, and smoking	
j. Facilitating access to substance abuse treatment (i.e. alcohol, drugs, and smoking)	

Change #13 – Accessible Dental Care
CURRENT PIR QUESTION C.17

We revised "dentist" to "oral health care professional" to clarify that it is not limited to a dentist.

	(1) *# of children at enrollment*	(2) *# of children at end of enrollment*
C.17 Number of children with continuous, accessible dental care provided by an oral health care professional		

Change #14 – Mental Health
CURRENT PIR QUESTIONS C.22 THROUGH C.24

We propose changes to this question that shift focus to mental health "consultation" to align with the HSPPS. Changes also capture the number of children receiving a diagnosis for a mental health condition and those receiving treatment for their condition.

Mental health services

Mental Health Consultant – Licensed or certified mental health professionals that provide assistance to teachers, home visitors, and family child care providers to meet children's mental health and social and emotional needs through strategies that include observation and consultation.

	# of staff
C.20 Total number of classroom teachers, home visitors, and family child care providers	*Auto-populated as B.5(1) + B.8(1) + B.9 + B.10*
a. Indicate the number of classroom teachers, home visitors, and family child care providers who received assistance from a mental health consultant through observation and consultation	

	# of children
C.21 Total number of children with a diagnosed mental health condition	

	# of children
C.22 Total number of children who received mental health treatment	

Change #15 – One-Parent and Two-Parent Families
CURRENT PIR QUESTIONS C.36 and C.37

We propose combining Question C.36 and C.37 to no longer have separate questions for one-parent and two-parent families. We still maintain a category to collect data on whether the parent figure is the mother only or father only.

Number of families

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

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

C.36 Of the number of families, the number in which the parent/guardian figures are best described as:	# of families at enrollment
a. Parent(s) (e.g. biological, adoptive, stepparents)	
1. Of these, the number of families with a mother only	
2. Of these, the number of families with a father only	
b. Grandparent(s)	
c. Relative(s) other than grandparents	
d. Foster parent(s) not including relatives	
e. Other	
1. Specify:	

Change #16 – Parent employment and school enrollment
CURRENT PIR QUESTIONS C.38 THROUGH C.48

We propose adding a definition for Employed and Unemployed that aligns with the U.S. Census Bureau and U.S. Bureau of Labor Statistics. Also we combined questions on parent employment and education to better reflect that unemployed should not include those in job training.

Parent Employment, Training, and Education

Count each family only **once** in the appropriate category according to their status at enrollment for C.38 and C.40 and at end of enrollment for C.39. Employed and unemployed definitions used by the U.S. Census Bureau and U.S. Bureau of Labor Statistics. See the Census Bureau's glossary, BLS's glossary and BLS's frequently asked questions for more information.

Employed - Employed people are those who (a) did any work at all (for at least 1 hour) in the prior week as paid employees; worked in their own businesses, professions, or on their own farms; or worked 15 hours or more as unpaid workers in an enterprise operated by a family member or (b) were not working in the prior week, but who had a job or business from which they were temporarily absent because of vacation, illness, bad weather, childcare problems, maternity or paternity leave, labor-management dispute, job training, or other family or personal reasons whether or not they were paid for the time off or were seeking other jobs.

Excluded are people whose only activity consisted of work around their own house (painting, repairing, cleaning, or other home-related housework) or volunteer work for religious, charitable, or other organizations.

Unemployed - All people who were not employed including those that were not seeking work (e.g. retired).

C.38 The total number of families in which:	# of families at enrollment
a. At least one parent/guardian is employed, in job training (e.g. job training program, professional certificate or licensure), or in school	
1. Of these families, the number in which one or more parent/guardian is employed	
2. Of these families, the number in which one or more parent/guardian is in job training, or in school	
b. Neither/No parent/guardian is employed, in job training, or in school *(e.g. unemployed, retired, or disabled)*	

	# of families at end of enrollment
C.39 Of the families counted in C.38.b., the number in which one or more parent/guardian is employed, in job training, or in school at end of enrollment	

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

Change #17 – Parent and Family Engagement
CURRENT PIR QUESTIONS C.50 AND C.51

Major changes are proposed to this question to better align program data to outcomes from the Parent, Family, and Community Engagement (PFCE) Framework while maintaining select items related to family well-being. We are seeking public comment on whether these changes are useful and practical.

Instructions

The reporting categories below align with outcomes from the Parent, Family, and Community Engagement (PFCE) Framework. The HSPPS require programs to track family progress toward the PFCE Framework outcomes. Additional counts on select program services to promote **family well-being** are requested.

Families may be counted in more than one category. Only include families that received services directly through the program or through program referrals. Please count only those families that actually received the services, not those that were referred and either did not go or were not yet able to receive the services.

Families who attend educational presentations may be counted as receiving a service. Informational brochures and pamphlets distributed to all families are not counted in the PIR.

Definitions from PFCE Framework on Outcomes

Family well-being - Families are safe, healthy, have opportunities for educational advancement and economic mobility, and have access to physical and mental health services, housing and food assistance, and other family support services.

Parent-child relationships - Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's health, development, and learning.

Families as lifelong educators - Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, at school, and in their communities.

Families as learners - Parents and families learn about their child's personality, development, and learning style. They also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.

Family connections to peers and community - Parents and families form connections with peers, mentors, and other community members in formal or informal social networks. These social networks are supportive and educational. They honor and are inclusive of families' home language and culture, and they enhance families' social well-being and community life.

Families as advocates and leaders - Parents and families advocate for their children and play leadership roles in Head Start and Early Head Start. They participate in decision-making, policy development, and community and state organizing activities to improve children's health, development, and learning experiences.

Family engagement in transitions - Parents and families encourage and advocate for their child's learning and development as they transition to new learning environments within and between and Early Head Start, ECE services, early elementary grades, and beyond.

	# of families
C.51 The number of families that received program services to promote **family well-being** (e.g. asset building services, mental health services, health education)	
Of these, the number that received the following service:	
a. Emergency/crisis intervention (e.g. meeting immediate needs for food, clothing, or shelter)	
b. Housing assistance (e.g. subsidies, utilities, repairs)	
c. Asset building services (e.g. financial education, debt counseling)	
e. Mental health services	
a. Substance abuse services	
b. Health education – preventive medical and oral health	
c. Health education – health and developmental consequences of tobacco product use	
d. Health education – exposure to lead	
e. Health education – nutrition	
f. Health education – postpartum care (e.g. breastfeeding support)	
C.52 The number of families that received program services to promote positive **parent-child relationships** (e.g. research-based parenting curriculum)	
C.53 The number of families that received program services to promote **families as lifelong educators** (e.g. opportunity to be involved in their child's school learning and development and ongoing school readiness, opportunity to learn about their child's developmental screening results)	
C.54 The number of families that received program services to promote **families as learners** (e.g. assistance in enrolling into an education or job training program, English as a Second Language training)	
C.55 The number of families that received program services to promote **family connections to peers and community** (e.g. library reading times, museum event, mentoring)	
C.56: The number of families that received program services to promote **families as advocates and leaders** (e.g. parent-leader opportunities, involvement in policy council or parenting committee)	
C.57: The number of families that received program services to promote **family engagement in transitions** (e.g. transition from Head Start to Kindergarten or from Early Head Start to Head Start)	

	# of families
C.58 The number of families who were counted in at least one program service to promote a PFCE outcome listed above	

Change #18 – Research-based, parenting curriculum in father engagement
CURRENT PIR QUESTIONS C.52

Updated instructions to PIR Question C.52 and also updated item e to focus on father/father figures involved in a research-based, parenting curriculum.

Instructions

This section examines the participation of father/father figures across program activities open to all parents/guardians including expectant father/father figures in the pregnant services program option.

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

Change #19 – Clarifying definition for homelessness
CURRENT PIR QUESTIONS C.53 through C.55

We propose expanding on the definition for Homelessness to align with the Head Start Program Performance Standards. This does not change the prior definition, but is intended for additional clarification.

Homelessness services

Homeless - The lack of a fixed, regular, and adequate nighttime residence including:

a) children who are sharing housing with others due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
b) children who have a primary nighttime residence that is a place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
c) children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
d) migratory children who are living in one of the circumstances described in a through c.

Children experiencing homelessness are categorically eligible for Head Start.