TANF AND HEAD START

Information available in public domain

Prepared for: Interamerican University of Puerto Rico-Metro

JUNE 2014
Table of Contents

Introduction ............................................................................................................ 1

Literature review .................................................................................................... 2

PR Head Start .......................................................................................................... 2

The Temporary Assistance for Needy Families ...................................................... 6

Research questions ................................................................................................. 17

Variables not available on the web ......................................................................... 18

Appendix .................................................................................................................. 19

Interviews ................................................................................................................. 20

Head Start ................................................................................................................ 21

TANF ......................................................................................................................... 49
INTRODUCTION

The following is a literature review of the information available in public web domains regarding the Head Start and TANF programs in Puerto Rico. The purpose of this research is to identify sources of information that can be used for future research. A list of possible research questions based on the information available will also be presented. In addition, once the collected variables available in the public domain are identified, a set of needed non-collective variables will be established.

The methodologies used to acquire this information are: (1) Reviewing every link that appears on the first four pages of an Internet search on the Google Search engine, using the following keywords: PR Head Start reports; Head Start Puerto Rico; PR Head Start studies; PR Head Start statistics; TANF Puerto Rico reports; TANF Puerto Rico studies; Temporary Assistance for Needy Families Puerto Rico; and TANF Puerto Rico Statistics; and (2) interviewing representatives from PR Head Start and TANF (See Appendix I.). The selection criteria were: (1) statistical information about the PR Head Start and/or TANF in Puerto Rico, and (2) information that can be used for different research.
LITERATURE REVIEW

Publicly information available in the Web is essential for the production of academic research and public policies. The following literature review is based on the publicly available data and studies from PR Head Start and TANF program in Puerto Rico. In a general overview, there is vast information in the web to develop several academic research and public policies. But, the information available is mostly aggregated quantitative data. This literature review will highlight the main variables available in the public domain for both programs, variables that are not available in the public domain (that are or not collected), and finally what research questions can be developed with the information available in the web and with the non-collected/publicly available data.

PR Head Start

Head Start is the largest early childhood program in the United States and its territories. It serves children, ages 0 to 5, and pregnant women through Head Start and Early Head Start programs. PR Head Start official web page\(^1\) counts with a vast data bank that include the following categories (each categories includes several sub-variables): (1) enrollment years, (2) children by age, (3) pregnant women (EHS programs), (4) total cumulative enrollment, (5) child care subsidies, (6) ethnicity, (7) race, (8) primary language of family at home, (9) type of transportation system, (10) program staff qualifications, (11) health services (insurance), (12) medical profile (medical services, body mass index, immunization, and pregnant women health information), (13) dental, (14) mental health, (15) disabilities, (16) education and development tools (screening, assessment, curriculum, and observations), and (17) parents’ profile (employment, other federal assistance and level of education)\(^2\). This information is acquired through inputs provided by professionals responsible for each of the categories previously described. In order to access this information the user need to create a user account.

---

\(^1\) https://hses.ohs.acf.hhs.gov/pir/reports
\(^2\) For full access of the variables see appendix II. Also, a spreadsheet with raw data will be available in a portable data DVD.
The following is an example of the types of variables that can be used for future studies or analysis:

**Distribution by Type of Eligibility 2012**

- Income between 100% and 130% of Poverty 13.1%
- Over Income 5.6%
- Homeless Children 0.9%
- Foster Children 0.6%
- Receipt of Public Assistance 5.9%

*Source: Head Start 2012*

**Distribution by Body Max Index 2012**

- Underweight (at Enrollment according to 2000 CDC BMI-for-age growth chart) 3.3%
- Obese (at Enrollment according to 2000 CDC BMI-for-age growth chart) 7.9%
- Overweight (at Enrollment according to 2000 CDC BMI-for-age growth chart) 7.0%
- Healthy Weight (at Enrollment according to 2000 CDC BMI-for-age growth chart) 81.6%

*Source: Head Start 2012*
Research

The research findings can be divided in the following categories: (1) educational, (2) parents inclusion in the educational process of the children, (3) system evaluations (4) gender construction, and (5) government politics. Most of these studies are mention online, but their content is not publicly available in the web. In order to acquire the content of each study, research, or thesis, the person interested needs to go to the Library of the University of Puerto Rico.

The educational category include a study from the Harvard Graduate School of Education, which is the only study from the list publicly available online. This study consisted of the assessment of the impact on knowledge of the exposure of children to Head Start programs and its association with high levels of correct overall dengue-related knowledge. The methodologies used in this study are interviews and questionnaires. The municipalities involved in the study were Moca-Aguadilla, Carolina, Cidra, and Caguas.

The following studies can be accessed at the University of Puerto Rico, but are not available online: these studies are: (1) the category of parent’s inclusion in the educational process of the children counts with the following studies focuses in the participation of parents in the educational experiences of their children (Head Start population)\(^4\) and the relationship between parent’s participation in the education of their children and the children’s academic skills development\(^5\). The School of Public Administration of the University of Puerto Rico has several theses on system evaluation of the Head Start programs in Puerto Rico.\(^6\) The School of Psychology of the same


Institution has a thesis on gender construction. In the last category, the School of Administration of the University of Puerto Rico has a thesis on Government and shared direction for the Heads Start program in Puerto Rico.

The latter information can be found online, but this information only includes title, author, and subjects discuss. In order to access the whole document one must visit the Library of the University of Puerto Rico Río Piedras Campus.

**The Temporary Assistance for Needy Families**

The Temporary Assistance for Needy Families (TANF) is a cash assistance program that provides temporary financial assistance to needy families for a maximum time of 60 months (adult's lifetime). The program provides assistance to the following: (1) underage children; (2) specified relatives with whom the children are living; (3) the underage children's blood-related/adoptive siblings with whom the children are living; (4) pregnant women in their last trimester who have no other eligible children and (5) refugees with young, dependent children.

Temporary financial assistance will not be provided to the following: (1) underage children who are absent from their home for a period of 90 consecutive days; (2) families whose specified caretaker relatives do not assign certain child support rights to the State, (3) families whose specified caretaker relative does not cooperate in establishing paternity or obtaining child support as required, (4) families containing an adult who has received 60 months of TANF cash assistance, unless an

---


extension is granted by the State, (5) persons receiving Supplemental Security Income (SSI), (6) teenage parents not living in adult-supervised settings as defined by the State, (7) fugitive felons and probation and parole violators, (8) individuals convicted after August 22, 1996 (under Federal or State law), of any offense which is classified as a felony and which has an element of possession, use, or distribution of a controlled substance, unless the individual is complying with the conditions of supervision or if the sentence associated with the felony conviction has been discharged and the individual is actively participating in treatment, if required, (9) individuals found to have a fraudulently misrepresented residence in order to obtain assistance in two or more states, (10) caretaker relatives who fail to notify the State of a child’s absence from home for a period of 90 or more days, (11) underage children receiving Foster Care Payments unless the absence is considered temporary (not to exceed 90 days), and (12) ineligible or illegal aliens.

The information found in the web about the TANF program in Puerto Rico can be divided into four categories, (1) impact and implementation, (2) raw data and profile information (3) government, and (4) the influence of psychological aspects. In the first category we found three reports from The National Council of la Raza. In the title of one of the National Council of la Raza reports was Welfare Reform Implementation in Puerto Rico: A Status Report. This report included: (1) Context of Welfare Reform Implementation, (2) a socioeconomic conditions profile, (3) information about public policy related to TANF, (4) TANF Administration, (5) Job Placement Strategies, (6) AFDC/TANF Program Caseload Changes, (7) a Profile of Recipients, (8) Caseload Changes, (9) Case Closures and Reasons, (10) Employment of TANF Recipients, (11) Barriers to Employment, and (12) the Effects of Welfare Reform: A Preliminary Assessment. The information presented was based on Puerto Rico’s Budget, TANF’s 2000 statistical information, TANF’s reports by regions and case reduction reports. The report showed that the number of families and recipients that benefit from the TANF program decreased during the period of 1990-1999, while the funds allocated grew.

The second report from the National Council of la Raza was based on the impact of the welfare reform on Puerto Rico and on Latino families in the US. This report included: (1) the current status of welfare reform implementation in Puerto Rico and among U.S. Latinos, (2) the provisions of the 1996 welfare law, (3) the number of Latino families receiving TANF, (4) TANF declined between 1995-96 and 1998-99, (5) the share of all families receiving TANF/AFDC, (6) the challenges for reauthorization: a focus on Puerto Rico, (7) the lack of Earned Income Tax Credit (8) reauthorization, Puerto Rico and U.S. Latinos common policy issues, and (9) the role of community-based organizations (CBOs). The sources used by this report were the welfare reform status report.

---

for Puerto Rico, a profile of the socioeconomic characteristic of the TANF’s beneficiaries\textsuperscript{13}, and the draft of the assessment implementation in Puerto Rico.

The third report from the National Council of la Raza was based on a summary of data on leavers during the TANF implementation in Puerto Rico\textsuperscript{14}. This report includes: (1) information of the TANF implementation in Puerto Rico, (2) an economic status of former TANF recipients, (3) a profile of TANF leavers, and (4) the current status of TANF. The sources used for this report were TANFs’ caseloads and paper by Carmen Guemárez\textsuperscript{15}. This report showed that the number of caseload during the period of 1998 and 2002 decrease in more than a 40%. Also, it was showed that many of the ex-beneficiaries of TANF benefited from other aids.

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Caseloads 1998</th>
<th>Number of Caseloads 2002</th>
<th>Difference in Number of Caseloads between 1998 and 2002</th>
<th>% Change between 1998 and 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Juan</td>
<td>7,003</td>
<td>2,020</td>
<td>-4,983</td>
<td>-60%</td>
</tr>
<tr>
<td>Ponce</td>
<td>5,902</td>
<td>2,032</td>
<td>-3,870</td>
<td>-65%</td>
</tr>
<tr>
<td>Bayamón</td>
<td>5,497</td>
<td>2,739</td>
<td>-2,758</td>
<td>-50%</td>
</tr>
<tr>
<td>Arecibo</td>
<td>4,546</td>
<td>1,088</td>
<td>-3,458</td>
<td>-76%</td>
</tr>
<tr>
<td>Humacao</td>
<td>2,402</td>
<td>1,365</td>
<td>-1,037</td>
<td>-43%</td>
</tr>
<tr>
<td>Caguas</td>
<td>3,939</td>
<td>1,446</td>
<td>-1,493</td>
<td>-38%</td>
</tr>
<tr>
<td>Carolina</td>
<td>3,153</td>
<td>1,247</td>
<td>-1,906</td>
<td>-60%</td>
</tr>
<tr>
<td>Guayama</td>
<td>2,828</td>
<td>1,293</td>
<td>-1,535</td>
<td>-54%</td>
</tr>
<tr>
<td>Aguadilla</td>
<td>2,266</td>
<td>1,294</td>
<td>-972</td>
<td>-42%</td>
</tr>
<tr>
<td>Mayagüez</td>
<td>2,355</td>
<td>1,172</td>
<td>-1,183</td>
<td>-50%</td>
</tr>
</tbody>
</table>


\textsuperscript{13} Guemárez Cruz, Carmen L. and Carmen A. Guzmán López, Características Socio-Económicas, destrezas laborales y conocimiento sobre la reforma de Bienestar Social de mujeres participantes del Programa de Ayuda Temporal a Familias Necesitadas, Editorial de la Universidad de Puerto Rico, forthcoming summer 2002.


\textsuperscript{15} Guemárez, Carmen L. and Carmen A. Guzmán-López, Familias ex-beneficiarias del programa TANF por sus jefas haber sido ubicadas en empleo por una agencia delegada, a partir de la reforma de bienestar social en Puerto Rico, 2002.
The second category of the publicly available data on the web is the raw data banks and profile information. The reports and studies found for this category come from: (1) the U.S. Department of Health and Human Services and (2) the Annie E. Casey Foundation and the Population Reference Bureau. The reports presented in this category represent a more descriptive than interpretative analysis. Some of these are part of a series of periodical reports. Most of the reports on TANF data are located in their website, http://www.acf.hhs.gov/programs/ofa/programs/tanf/data-reports. Some of the information found in these reports are: (1) Caseload Data 2012, (2) TANF Financial Data - FY 2012, (3) Work Participation Rates - Fiscal Year 2011, (4) Characteristics and Financial Circumstances of TANF Recipients, (5) TANF Application Data, (6) Federal Five-Year Time Limits.

Another report prepared by the U.S. Department of Health and Human Services is the Work Participation Rates- Fiscal Year 2011. The Work Participation Rates- Fiscal Year 2011 report includes the following information: (1) combined TANF and SSP-MOE Work Participation Rates, Fiscal Year 2011, (2) TANF and SSP-MOE Work Participation Rates, Fiscal Year 2011, (3) changes in Combined Work Participation Rates, from Fiscal Year 2010 to Fiscal Year 2011, (4) caseload Reduction Credits, Fiscal Year 2011, (5) Status of TANF and SSP-MOE families as relates to all-families work participation rate, Fiscal Year 2011, (6) status of TANF and SSP-MOE two-parent

---

16 Department of Health and Human Services (2013). *Work Participation Rates- Fiscal Year 2011*
families as relates to two-parent work participation rate, Fiscal Year 2011, (7) average monthly number of work-eligible individuals engaged in work activities for sufficient hours for the family to count as meeting the all-families work requirement, Fiscal Year 2011, (8) average monthly percentage of work-eligible individuals participating in work activities for sufficient hours for the family to count as meeting the all-families work requirement, Fiscal Year 2011, (9) average monthly number of work-eligible individuals participating in work activities for sufficient hours for the family to count as meeting the two-parent families work requirement, Fiscal Year 2011, (10) average monthly percentage of work-eligible individuals participating in work activities for sufficient hours for the family to count as meeting the two-parent families work requirement, Fiscal Year 2011, (11) average monthly number of work-eligible individuals with hours of participation by work activity as a percent of the number of participating work-eligible individuals, Fiscal Year 2011, (12) average monthly number of work-eligible individuals with hours of participation by work activity as a percent of the total number of work-eligible individuals, Fiscal Year 2011, (13) average monthly number of total hours of participation per week for all work-eligible individuals, Fiscal Year 2011, (14) average monthly number of total hours of participation per week for all work-eligible individuals participating in the work activity, Fiscal Year 2011, (15) average monthly number of families with insufficient hours to count in the all-families work participation rate, Fiscal Year 2011, (16) average monthly percentage of families with insufficient hours to count in the all-families work participation rate, Fiscal Year 2011, (17) families with a domestic violence exemption, Fiscal Year 2011, (18) average monthly number of work-eligible individuals with holiday hours for participating families, Fiscal Year 2011, (19) average monthly number of holiday hours per week for participating families, Fiscal Year 2011, (20) average monthly number of holiday hours per week for participating families, Fiscal Year 2011, (21) average monthly number of work-eligible individuals with hours of excused absences for participating families, Fiscal Year 2011, and (22) average monthly number of excused absence hours per week for participating families, Fiscal Year 2011. The source of this report is raw information directly from TANF’s data bank. The following table is and an example of information displayed in the report:
A second report developed by the U.S. Department of Health and Human Services is the Caseload Data\textsuperscript{17}. This report includes: (1) total recipients, (2) total families, (3) total children, (4) one-parent families, (5) two-parent families, and (6) zero-parent families. The source of this report is raw data from TANF’s data banks. The information present in this report is aggregated.

\textsuperscript{17} Administration for Children and Families (2014) Caseload Data 2013. www.acf.hhs.gov › Office of Family Assistance
Another report developed by U.S. Department of Health and Human Services on Puerto Rico’s TANF beneficiaries is the State and Territory Profile. This report includes: (1) highlight of Innovative Effort, (2) TANF Expenditure on Child Care, (3) Funding and Participation for Other ECE Programs, (4) State/Territory and Federal Child Care Tax Credits, (5) CCDF Subsidy Innovation and Program Integrity, (6) Program Quality Improvement Activities, (7) ECE Program Participation and Funding, (8) Demographics and (9) Income Eligibility Criteria. This report uses

18 U.S. Department of Health and Human Services (2013). *State and Territory Profile – Puerto Rico*
many sources of information that goes from the U.S. Census Bureau, Bureau of Labor Statistics, Food Research and Action Center, National Women's Law Center, National Center of Child Care, Quality Improvement, Child Care State, Council for Professional Recognition, National Institute for Early Education Research, U.S. Department of Education, and Office of Special Education Programs. One of the most important findings is that there are more one-parent household units than two-parents.

A report that is not published by the U.S. Department of Health and Human Services is the Children in Puerto Rico by the Annie E. Casey Foundation and the Population Reference Bureau. This report includes: (1) a profile of the children in Puerto Rico, and (2) the Need for Child Care. The sources used by this report are: U.S. Census Bureau, World Bank, and other papers like Joyce A. Martin et al., “Births: Final Data for 2000,” National Vital Statistics Reports 50, no. 5 (2002). A sample of the work presented in this report is the following map that contains the child poverty rates in Puerto Rico for 1999.

---

In the third category, government, the Government Accountability Office produced a report on the Puerto Rico Information on How Statehood Would Potentially Affect Selected Federal Programs and Revenues Sources. The report includes information for different programs such as SSA Social Security Administration, SSI Supplemental Security Income, and TANF Temporary Assistance to Needy Families. The following is a sample of the information displayed in the report:

---

The fourth category is psychological factors, in this category the Department of Health and Human Services developed a study/report titled *Identifying and Addressing Learning Disabilities in the Puerto Rican TANF Population*. This report includes: (1) information on understanding learning disabilities and the intersection with, (2) a screening for learning disabilities, and (3) information on integrating and accommodating workers with learning disabilities. The report uses information from the National Governors Association, National Institute for Literacy, LD Online, and other papers.

Research questions

The following is a list of possible Research question and topics that can be explored with the variables available in the web and with other variables that are not collected and/or published.

HEAD START

• Correlation between the level of education of Head Start teachers and the development of the children
• Longitudinal studies: children diagnosed with some type of disability, including the period after leaving HEAD START
• Correlation between type of health insurance and health status reports
• Disabilities per location of residency of the children
• Analyze the types of disabilities per age group
• Correlation between early development and income in adulthood
• Correlation between the nutritional status of Head Start participants and non-participant in the same age cohort
• Correlation between development assessment results (children) and level of education (parents)

TANF

• Determine how many families are eligible to participate in the TANF program and are not receiving its benefits
• Explore how the TANF benefits mediated in the resilience of domestic violence victims
• Benchmark TANF benefits in Puerto Rico in relationship with other regions in the United States, and the United States as a whole
• Study the probability of a Head Start participant becoming a TANF participant
• How the funding allocation varies among municipalities in comparison with their economic conditions
• What happens after the individual finishes the program; does he/she move to another federal aid program or does he/she sustain the household with work income?
• How many of the TANF participants are in the workforce
• What is the profile of the TANF participants in Puerto Rico? (Ethnographic perspective)
Variables not available on the web

The following information may be collected, but is not publicly available for research work.

HEAD START

• Age that the children learn to read
• Number of hours spent with their parents
• Type of nutrition that the child receives in his home
• Type of physical activities that the child performs outside Head Start

TANF

• Employment history before becoming a TANF beneficiary
• Use of TANF funds by beneficiaries
APPENDIX
Appendix I.

**Interviews**

The interviews were conducted by telephone. The official interviewed from TANF was Ms. Carmen Sacarelo. The personnel interviewed from PR Head Start was Ms. Limary Mojica. Ms. Sacarelo informed that TANF collects socio-demographic information and statistics related to the program, which are placed on their electronic data bank. Most of this information is available through their website. The information is already summarized in an Excel format. In addition, most of the information is collected on a monthly basis.

The information collected by PR Head Start, according to Ms. Mojica, is compiled by their different staff members. For example, the information related to the child development is entered in the system PROMIS by the psychologist who performs the analysis. The PROMIS software is an electronic platform that contains information on: (1) Enrollment years, (2) Children by age, (3) Pregnant women (EHS programs), (4) Total cumulative enrollment, (5) Child care subsidies, (6) Ethnicity, (7) Race, (8) Primary language of family at home, (9) Type of transportation system, (10) Program staff qualifications, (11) Health services (insurance), (12) Medical profile (medical services, body mass index, immunization and pregnant women health information), (13) Dental, (14) Mental health, (15) Disabilities, (16) Education and development tools (screening, assessment, curriculum and observations), and (17) Parents’ profile (employment, other federal assistance and level of education).
Appendix II.

**Head Start**

Section A

1. Enrollment Year Start Date
2. Enrollment Year End Date
3. Total Funded Enrollment
4. ACF Funded Enrollment
5. Non ACF Funded Enrollment
6. MIECHV Funded Enrollment
7. Center-based Option Full Day (5 days per week)
8. Center-based Option Full Day (5 days per week, full-working-day)
9. Center-based Option Full Day (5 days per week, full-working-day, full-year)
10. Center-based Option Part Day (5 days per week)
11. Center-based Option Part Day (5 days per week, double session)
12. Center-based Option Full Day (4 days per week)
13. Center-based Option Part Day (4 days per week)
14. Center-based Option Part Day (4 days per week, double session)
15. Home-based Option
16. Combination Option
17. Family Child Care Option
18. Family Child Care Option (full-working-day)
19. Family Child Care Option (full-working-day, full-year)
20. Locally Designed Option
21. Total Funded Pregnant Women
22. Funded Enrollment at Center-based Child Care Partner
23. Total Classes Operated
24. Total Double Session Classes Operated
25. Less than 1 Year Old
26. 1 Year Old
27. 2 Years Old
28. 3 Years Old
29. 4 Years Old
30. 5 Years and Older
31. Pregnant Women
32. Total Cumulative Enrollment
33. Income Eligibility
34. Receipt of Public Assistance
35. Foster Children
36. Homeless Children
37. Over Income
38. Income between 100% and 130% of Poverty
39. Income between 100% and 130% of Poverty - How program demonstrated all income-eligible children in area being served
40. Second Year
41. Three (or more) Years
42. Preschool children who left the program any time after classes or home visits began and did not re-enroll
43. Preschool children enrolled less than 45 days
44. Preschool children enrolled in Head Start at the end of the current enrollment year projected to be entering kindergarten
45. Infants and toddlers who left the program any time after classes or home visits began and did not re-enroll
46. Infants and toddlers enrolled less than 45 days

47. Of the infants and toddlers who left the program during the program year, the number who aged out of Early Head Start

48. Of the infants and toddlers who aged out of Early Head Start, the number who entered a Head Start program

49. Of the infants and toddlers who aged out of Early Head Start, the number who entered another early childhood program

50. Of the infants and toddlers who aged out of Early Head Start, the number who did NOT enter another early childhood program

51. Pregnant women who left the program before the birth of their infant and did not re-enroll

52. Pregnant women receiving services at the time their infant was born

53. Pregnant women receiving services at the time their infant was born whose infant was enrolled in the program

54. Pregnant women receiving services at the time their infant was born whose infant was NOT enrolled in the program

55. Migrant and seasonal children who left the program any time after classes or home visits began and did not re-enroll

56. Migrant and seasonal children who were enrolled less than 45 days

57. Of the Migrant and seasonal children who left the program during the program year, the number of preschool children who aged out

58. Children Receiving Child Care Subsidy

59. Hispanic or Latino Origin

60. Non-Hispanic/Non-Latino Origin

61. American Indian/Alaska Native

62. Asian

63. Black or African American

64. Native Hawaiian/Pacific Islander

65. White
66. Biracial or Multi-Racial
67. Other Race
68. Other Race
69. Unspecified Race
70. Unspecified Race
71. English
72. Spanish
73. Central/South American and Mexican
74. Caribbean Languages
75. Middle Eastern/South Asian Languages
76. East Asian Languages
77. Native North American/Alaska Native Languages
78. Pacific Island Languages
79. European and Slavic Languages
80. African Languages
81. Other Languages
82. Other Languages
83. Unspecified Languages
84. Program Provides Transportation
85. Number of Children Transported
86. Number of Buses Owned
87. Number of Buses Purchased this Program Year
88. Program Leases Buses
89. Number of Leased Buses
90. Program Use MIS
91. MIS Title 1
92. MIS Locally Designed 1
93. MIS Web-based 1
94. MIS Title 2
95. MIS Locally Designed 2
96. MIS Web-based 2
97. MIS Title 3
98. MIS Locally Designed 3
99. MIS Web-based 3

Section B
1. Total Head Start Staff
2. Total Contracted Staff
3. Total Head Start Parent Staff
4. Total Contracted Parent Staff
5. Total Departed Head Start Staff
6. Total Departed Contracted Staff
7. Total Replaced Head Start Staff
8. Total Replaced Contracted Staff
9. Total Volunteers
10. Total Parent Volunteers
11. Avg. Hours per Week Coordinating Services - Child Development & Education Manager
12. Avg Hours per Week Coordinating Services - Health Services Manager
13. Avg Hours per Week Coordinating Services - Family & Community Partnerships Manager
14. Avg Hours Per Week Coordinating Services - Disability Services Manager
15. Total number of center-based option classes serving preschool-aged children

16. Number of center-based option classes serving preschool-aged children where at least one teacher has an advanced/baccalaureate/associate degree in ECE or related field with experience teaching preschool-age children or any baccalaureate degree and Teach for America

17. Hispanic or Latino origin

18. Non-Hispanic or Non-Latino origin

19. American Indian or Alaska Native

20. Asian

21. Black or African American

22. Native Hawaiian or other Pacific Islander

23. White

24. Biracial/Multi-racial

25. Other Race

26. Other Race

27. Unspecified Race

28. Unspecified Race

29. The number who are proficient in a language other than English

30. Number who are proficient in more than one language other than English

31. Spanish

32. Central/South American and Mexican

33. Caribbean Languages

34. Middle Eastern/South Asian Languages

35. East Asian Languages

36. Native North American/Alaska Native Languages

37. Pacific Island Languages
| 38. | European and Slavic Languages |
| 39. | African Languages |
| 40. | Other Languages |
| 41. | Unspecified Languages |
| 42. | Other Languages |
| 43. | Teacher Turnover Total |
| 44. | Teacher Turnover Compensation |
| 45. | Teacher Turnover Change Field |
| 46. | Teacher Turnover Other Reasons |
| 47. | Teacher Turnover Other Reasons |
| 48. | Teacher Vacancies of 3 Months |
| 49. | Teachers Hired Due to Turnover |
| 50. | Home-based Visitor Turnover Total |
| 51. | Home-based Visitor Turnover Compensation |
| 52. | Home-based Visitor Turnover Change Field |
| 53. | Home-based Visitor Turnover Other Reasons |
| 54. | Home-based Visitor Vacancies of 3 Months |
| 55. | Home-based Visitor Hired Due to Turnover |
| 56. | Home-based Visitor Turnover Other Reasons |
| 57. | Family Workers |
| 58. | Family and Community Partnership (FCP) Supervisors |
| 59. | FCP Supervisors with a Family Caseload |
| 60. | Family Workers with an Advanced Degree |
| 61. | FCP Supervisors with an Advanced Degree |
| 62. | Family Workers with a Baccalaureate Degree |
63. FCP Supervisors with a Baccalaureate Degree
64. Family Workers with an Associate Degree
65. FCP Supervisors with an Associate Degree
66. Family Workers with a High School Diploma
67. FCP Supervisors with a High School Diploma
68. Family Workers with No Degree enrolled in related degree or credential
69. FCP Supervisors with No Degree enrolled in related degree or credential
70. Comments on FCP staff shared by Head Start and Early Head Start programs
71. Total Education & Child Development Managers/Coordinators
72. An advanced degree in ECE or any field and coursework equivalent to a major relating to ECE with experience teaching preschool-age children
73. A baccalaureate degree in ECE or any field and coursework equivalent to a major relating to ECE with experience teaching preschool-age children
74. An associate degree in ECE or any field and coursework equivalent to a major relating to ECE with experience teaching preschool-age children
75. An associate degree in ECE or equivalent as above, enrolled in a baccalaureate degree in ECE or a baccalaureate degree in any field and coursework equivalent to a major relating to ECE
76. A CDA or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements
77. A CDA as above, enrolled in a baccalaureate degree in ECE or any field and coursework equivalent to a major relating to ECE
78. No Credentials as listed
79. No credentials as listed, enrolled in a baccalaureate degree in ECE or any field and coursework equivalent to a major relating to ECE
80. Comments on education & child development managers/coordinators shared by Head Start and Early Head Start programs:
81. Comments on education & child development
Section B Staff Qualifications

1. Total Preschool Classroom Teachers
2. Advanced Degree in ECE - Preschool Classroom Teachers
3. Advanced Degree in Any Related Field - Preschool Classroom Teachers
4. Baccalaureate Degree in ECE - Preschool Classroom Teachers
5. Baccalaureate Degree in Any Related Field - Preschool Classroom Teachers
6. Baccalaureate Degree with Teach for America - Preschool Classroom Teachers
7. Baccalaureate Degree enrolled in Advanced ECE or Related Field Degree - Preschool Classroom Teachers
8. Associate Degree in ECE - Preschool Classroom Teachers
9. Associate Degree in Any Related Field - Preschool Classroom Teachers
10. Associate Degree enrolled in Baccalaureate ECE or Related Field Degree - Preschool Classroom Teachers
11. Child Development Associate (CDA) - Preschool Classroom Teachers
12. Child Development Associate (CDA) appropriate to the option they are working - Preschool Classroom Teachers
13. Child Development Associate (CDA) enrolled in Baccalaureate ECE or Related Field Degree - Preschool Classroom Teachers
14. Child Development Associate (CDA) enrolled in Associate ECE or Related Field Degree - Preschool Classroom Teachers
15. No ECE Credential - Preschool Classroom Teachers
16. No ECE Credential enrolled in Baccalaureate ECE or Related Field Degree - Preschool Classroom Teachers
17. No ECE Credential enrolled in Associate ECE or Related Field Degree - Preschool Classroom Teachers
18. No ECE Credential enrolled in Child Development Associate (CDA) or Related Training appropriate to the option they are working - Preschool Classroom Teachers
19. Total Preschool Assistant Teachers
20. Advanced Degree in ECE - Preschool Assistant Teachers
21. Advanced Degree in Any Related Field - Preschool Assistant Teachers
22. Baccalaureate Degree in ECE - Preschool Assistant Teachers
23. Baccalaureate Degree in Any Related Field - Preschool Assistant Teachers
24. Baccalaureate Degree with Teach for America - Preschool Assistant Teachers
25. Baccalaureate Degree enrolled in Advanced ECE or Related Field Degree - Preschool Assistant Teachers
26. Associate Degree in ECE - Preschool Assistant Teachers
27. Associate Degree in Any Related Field - Preschool Assistant Teachers
28. Associate Degree enrolled in Baccalaureate ECE or Related Field Degree - Preschool Assistant Teachers
29. Child Development Associate (CDA) - Preschool Assistant Teachers
30. Child Development Associate (CDA) appropriate to the option they are working - Preschool Assistant Teachers
31. Child Development Associate (CDA) enrolled in Baccalaureate ECE or Related Field Degree - Preschool Assistant Teachers
32. Child Development Associate (CDA) enrolled in Associate ECE or Related Field Degree - Preschool Assistant Teachers
33. No ECE Credential - Preschool Assistant Teachers
34. No ECE Credential enrolled in Baccalaureate ECE or Related Field Degree - Preschool Assistant Teachers
35. No ECE Credential enrolled in Associate ECE or Related Field Degree - Preschool Assistant Teachers
36. No ECE Credential enrolled in Child Development Associate (CDA) or Related Training appropriate to the option they are working - Preschool Assistant Teachers
37. Total Infant and Toddler Classroom Teachers
38. Advanced Degree in ECE - Infant and Toddler Classroom Teachers
39. Advanced Degree in Any Related Field - Infant and Toddler Classroom Teachers
40. Baccalaureate Degree in ECE - Infant and Toddler Classroom Teachers
41. Baccalaureate Degree in Any Related Field - Infant and Toddler Classroom Teachers
42. Baccalaureate Degree enrolled in Advanced ECE or Related Field Degree - Infant and Toddler Classroom Teachers
43. Associate Degree in ECE - Infant and Toddler Classroom Teachers
44. Associate Degree in Any Related Field - Infant and Toddler Classroom Teachers
45. Associate Degree enrolled in Baccalaureate ECE or Related Field Degree - Infant and Toddler Classroom Teachers
46. Child Development Associate (CDA) - Infant and Toddler Classroom Teachers
47. Child Development Associate (CDA) appropriate to the option they are working - Infant and Toddler Classroom Teachers
48. Child Development Associate (CDA) enrolled in Baccalaureate ECE or Related Field Degree - Infant and Toddler Classroom Teachers
49. Child Development Associate (CDA) enrolled in Associate ECE or Related Field Degree - Infant and Toddler Classroom Teachers
50. No ECE Credential - Infant and Toddler Classroom Teachers
51. No ECE Credential enrolled in Baccalaureate ECE or Related Field Degree - Infant and Toddler Classroom Teachers
52. No ECE Credential enrolled in Associate ECE or Related Field Degree - Infant and Toddler Classroom Teachers
53. No ECE Credential enrolled in Child Development Associate (CDA) or Related Training appropriate to the option they are working - Infant and Toddler Classroom Teachers
54. Total Infant and Toddler Assistant Teachers
55. Advanced Degree in ECE - Infant and Toddler Assistant Teachers
56. Advanced Degree in Any Related Field - Infant and Toddler Assistant Teachers
57. Baccalaureate Degree in ECE - Infant and Toddler Assistant Teachers
58. Baccalaureate Degree in Any Related Field - Infant and Toddler Assistant Teachers
59. Baccalaureate Degree enrolled in Advanced ECE or Related Field Degree - Infant and Toddler Assistant Teachers
60. Associate Degree in ECE - Infant and Toddler Assistant Teachers

61. Associate Degree in Any Related Field - Infant and Toddler Assistant Teachers

62. Associate Degree enrolled in Baccalaureate ECE or Related Field Degree - Infant and Toddler Assistant Teachers

63. Child Development Associate (CDA) - Infant and Toddler Assistant Teachers

64. Child Development Associate (CDA) appropriate to the option they are working - Infant and Toddler Assistant Teachers

65. Child Development Associate (CDA) enrolled in Baccalaureate ECE or Related Field Degree - Infant and Toddler Assistant Teachers

66. Child Development Associate (CDA) enrolled in Associate ECE or Related Field Degree - Infant and Toddler Assistant Teachers

67. No ECE Credential - Infant and Toddler Assistant Teachers

68. No ECE Credential enrolled in Baccalaureate ECE or Related Field Degree - Infant and Toddler Assistant Teachers

69. No ECE Credential enrolled in Associate ECE or Related Field Degree - Infant and Toddler Assistant Teachers

70. No ECE Credential enrolled in Child Development Associate (CDA) or Related Training appropriate to the option they are working - Infant and Toddler Assistant Teachers

71. Total Home-Based Visitors

72. An advanced degree in/ licensed as Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW) - Home-Based Visitors

73. An advanced degree in/ licensed as Marriage and family therapy/ Licensed marriage and family therapist (LMFT) - Home-Based Visitors

74. An advanced degree in/ licensed as Psychology - Home-Based Visitors

75. An advanced degree in/ licensed as Sociology - Home-Based Visitors

76. An advanced degree in/ licensed as Human services (include related areas such as child and family services or social services) - Home-Based Visitors

77. An advanced degree in/ licensed as Nursing plus Nurse Practitioner (NP) license - Home-Based Visitors

78. An advanced degree in/ licensed as Early childhood education - Home-Based Visitors
79. An advanced degree in/ licensed as Other - Home-Based Visitors
80. An baccalaureate degree in Social work - Home-Based Visitors
81. An baccalaureate degree in Psychology - Home-Based Visitors
82. An baccalaureate degree in Sociology - Home-Based Visitors
83. An baccalaureate degree in Human services (include related areas such as child and family services or social services) - Home-Based Visitors
84. An baccalaureate degree in Nursing plus Registered Nurse (RN) license - Home-Based Visitors
85. An baccalaureate degree in Early childhood education - Home-Based Visitors
86. An baccalaureate degree in Other - Home-Based Visitors
87. An associate degree in Social work - Home-Based Visitors
88. An associate degree in Psychology - Home-Based Visitors
89. An associate degree in Sociology - Home-Based Visitors
90. An associate degree in Human services (include related areas such as child and family services or social services) - Home-Based Visitors
91. An associate degree in Nursing plus Registered Nurse (RN) license - Home-Based Visitors
92. An associate degree in Early childhood education - Home-Based Visitors
93. An associate degree in Other - Home-Based Visitors
94. License, certification, or credential held in Nursing, non-RN, i.e. LPN, CNA, etc. - Home-Based Visitors
95. License, certification, or credential held in Family development credential (FDC) - Home-Based Visitors
96. License, certification, or credential held in Child development associate credential (CDA) - Home-Based Visitors
97. License, certification, or credential held in 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 - Home-Based Visitors
98. License, certification, or credential held in Other - Home-Based Visitors
99. No Credentials as listed - Home-Based Visitors
100. No Credentials as listed, enrolled in An advanced degree or license - Home-Based Visitors

101. No Credentials as listed, enrolled in a baccalaureate degree - Home-Based Visitors

102. No Credentials as listed, enrolled in an associate degree - Home-Based Visitors

103. No Credentials as listed, enrolled in studies leading to a non-degree license, certificate, or credential - Home-Based Visitors

104. Total Home-Based Visitor Supervisors

105. An advanced degree in/ licensed as Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW) - Home-Based Visitor Supervisors

106. An advanced degree in/ licensed as Marriage and family therapy/ Licensed marriage and family therapist (LMFT) - Home-Based Visitor Supervisors

107. An advanced degree in/ licensed as Psychology - Home-Based Visitor Supervisors

108. An advanced degree in/ licensed as Sociology - Home-Based Visitor Supervisors

109. An advanced degree in/ licensed as Human services (include related areas such as child and family services or social services) - Home-Based Visitor Supervisors

110. An advanced degree in/ licensed as Nursing plus Nurse Practitioner (NP) license - Home-Based Visitor Supervisors

111. An advanced degree in/ licensed as Early childhood education - Home-Based Visitor Supervisors

112. An advanced degree in/ licensed as Other - Home-Based Visitor Supervisors

113. An baccalaureate degree in Social work - Home-Based Visitor Supervisors

114. An baccalaureate degree in Psychology - Home-Based Visitor Supervisors

115. An baccalaureate degree in Sociology - Home-Based Visitor Supervisors

116. An baccalaureate degree in Human services (include related areas such as child and family services or social services) - Home-Based Visitor Supervisors

117. An baccalaureate degree in Nursing plus Registered Nurse (RN) license - Home-Based Visitor Supervisors

118. An baccalaureate degree in Early childhood education - Home-Based Visitor Supervisors

119. An baccalaureate degree in Other - Home-Based Visitor Supervisors

120. An associate degree in Social work - Home-Based Visitor Supervisors
121. An associate degree in Psychology - Home-Based Visitor Supervisors
122. An associate degree in Sociology - Home-Based Visitor Supervisors
123. An associate degree in Human services (include related areas such as child and family services or social services) - Home-Based Visitor Supervisors
124. An associate degree in Nursing plus Registered Nurse (RN) license - Home-Based Visitor Supervisors
125. An associate degree in Early childhood education - Home-Based Visitor Supervisors
126. An associate degree in Other - Home-Based Visitor
127. License, certification, or credential held in Nursing, non-RN, i.e. LPN, CNA, etc. - Home-Based Visitor Supervisors
128. License, certification, or credential held in Family development credential (FDC) - Home-Based Visitor Supervisors
129. License, certification, or credential held in Child development associate credential (CDA) - Home-Based Visitor Supervisors
130. License, certification, or credential held in 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 - Home-Based Visitor Supervisors
131. License, certification, or credential held in Other - Home-Based Visitor Supervisors
132. No Credentials as listed - Home-Based Visitor Supervisors
133. No Credentials as listed, enrolled in An advanced degree or license - Home-Based Visitor Supervisors
134. No Credentials as listed, enrolled in a baccalaureate degree - Home-Based Visitor Supervisors
135. No Credentials as listed, enrolled in an associate degree - Home-Based Visitor Supervisors
136. No Credentials as listed, enrolled in studies leading to a non-degree license, certificate, or credential - Home-Based Visitor Supervisors
137. Total Family Child Care Providers
138. An advanced degree in/ licensed as Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW) - Family Child Care Providers
139. An advanced degree in/ licensed as Marriage and family therapy/ Licensed marriage and family therapist (LMFT) - Family Child Care Providers
140. An advanced degree in/ licensed as Psychology - Family Child Care Providers
141. An advanced degree in/ licensed as Sociology - Family Child Care Providers
142. An advanced degree in/ licensed as Human services (include related areas such as child and family services or social services) - Family Child Care Providers
143. An advanced degree in/ licensed as Nursing plus Nurse Practitioner (NP) license - Family Child Care Providers
144. An advanced degree in/ licensed as Early childhood education - Family Child Care Providers
145. An advanced degree in/ licensed as Other - Family Child Care Providers
146. An baccalaureate degree in Social work - Family Child Care Providers
147. An baccalaureate degree in Psychology - Family Child Care Providers
148. An baccalaureate degree in Sociology - Family Child Care Providers
149. An baccalaureate degree in Human services (include related areas such as child and family services or social services) - Family Child Care Providers
150. An baccalaureate degree in Nursing plus Registered Nurse (RN) license - Family Child Care Providers
151. An baccalaureate degree in Early childhood education - Family Child Care Providers
152. An baccalaureate degree in Other - Family Child Care Providers
153. An associate degree in Social work - Family Child Care Providers
154. An associate degree in Psychology - Family Child Care Providers
155. An associate degree in Sociology - Family Child Care Providers
156. An associate degree in Human services (include related areas such as child and family services or social services) - Family Child Care Providers
157. An associate degree in Nursing plus Registered Nurse (RN) license - Family Child Care Providers
158. An associate degree in Early childhood education - Family Child Care Providers
159. An associate degree in Other - Family Child Care Providers
160. License, certification, or credential held in Nursing, non-RN, i.e. LPN, CNA, etc. - Family Child Care Providers
161. License, certification, or credential held in Family development credential (FDC) - Family Child Care Providers

162. License, certification, or credential held in Child development associate credential (CDA) - Family Child Care Providers

163. License, certification, or credential held in 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 - Family Child Care Providers

164. License, certification, or credential held in Other - Family Child Care Providers

165. No Credentials as listed - Family Child Care Providers

166. No Credentials as listed, enrolled in An advanced degree or license - Family Child Care Providers

167. No Credentials as listed, enrolled in a baccalaureate degree - Family Child Care Providers

168. No Credentials as listed, enrolled in an associate degree - Family Child Care Providers

169. No Credentials as listed, enrolled in studies leading to a non-degree license, certificate, or credential - Family Child Care Providers

170. Total Family Child Care Specialists

171. An advanced degree in/ licensed as Social work/ Licensed clinical social worker (LCSW)/ Licensed master social worker (LCMW) - Family Child Care Specialists

172. An advanced degree in/ licensed as Marriage and family therapy/ Licensed marriage and family therapist (LMFT) - Family Child Care Specialists

173. An advanced degree in/ licensed as Psychology - Family Child Care Specialists

174. An advanced degree in/ licensed as Sociology - Family Child Care Specialists

175. An advanced degree in/ licensed as Human services (include related areas such as child and family services or social services) - Family Child Care Specialists

176. An advanced degree in/ licensed as Nursing plus Nurse Practitioner (NP) license - Family Child Care Specialists

177. An advanced degree in/ licensed as Early childhood education - Family Child Care Specialists

178. An advanced degree in/ licensed as Other - Family Child Care Specialists

179. An baccalaureate degree in Social work - Family Child Care Specialists
180. An baccalaureate degree in Psychology - Family Child Care Specialists

181. An baccalaureate degree in Sociology - Family Child Care Specialists

182. An baccalaureate degree in Human services (include related areas such as child and family services or social services) - Family Child Care Specialists

183. An baccalaureate degree in Nursing plus Registered Nurse (RN) license - Family Child Care Specialists

184. An baccalaureate degree in Early childhood education - Family Child Care Specialists

185. An baccalaureate degree in Other - Family Child Care Specialists

186. An associate degree in Social work - Family Child Care Specialists

187. An associate degree in Psychology - Family Child Care Specialists

188. An associate degree in Sociology - Family Child Care Specialists

189. An associate degree in Human services (include related areas such as child and family services or social services) - Family Child Care Specialists

190. An associate degree in Nursing plus Registered Nurse (RN) license - Family Child Care Specialists

191. An associate degree in Early childhood education - Family Child Care Specialists

192. An associate degree in Other - Family Child Care Specialists

193. License, certification, or credential held in Nursing, non-RN, i.e. LPN, CNA, etc. - Family Child Care Specialists

194. License, certification, or credential held in Family development credential (FDC) - Family Child Care Specialists

195. License, certification, or credential held in Child development associate credential (CDA) - Family Child Care Specialists

196. License, certification, or credential held in 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 - Family Child Care Specialists

197. License, certification, or credential held in Other - Family Child Care Specialists

198. No Credentials as listed - Family Child Care Specialists

199. No Credentials as listed, enrolled in An advanced degree or license - Family Child Care Specialists
200. No Credentials as listed, enrolled in a baccalaureate degree - Family Child Care Specialists

201. No Credentials as listed, enrolled in an associate degree - Family Child Care Specialists

202. No Credentials as listed, enrolled in studies leading to a non-degree license, certificate, or credential - Family Child Care Specialists

Section C

1. Children with Health Insurance (at Enrollment)
2. Children with Health Insurance (at End of Enrollment Year)
3. Medicaid and/or CHIP (at Enrollment)
4. Medicaid and/or CHIP (at End of Enrollment Year)
5. State Funded Insurance (at Enrollment)
6. State Funded Insurance (at End of Enrollment Year)
7. Private Health Insurance (at Enrollment)
8. Private Health Insurance (at End of Enrollment Year)
9. Other Health Insurance (at Enrollment)
10. Other Health Insurance (at Enrollment)
11. Other Health Insurance (at End of Enrollment Year)
12. Children without Health Insurance (at Enrollment)
13. Children without Health Insurance (at End of Enrollment Year)
14. Pregnant Women with Health Insurance (at Enrollment)
15. Pregnant Women with Health Insurance (at End of Enrollment Year)
16. Medicaid (at Enrollment)
17. Medicaid (at End of Enrollment Year)
18. Publicly Funded Insurance Program Other Than Medicaid (at Enrollment)
19. Publicly Funded Insurance Program Other Than Medicaid (at End of Enrollment Year)
20. Private Health Insurance (at Enrollment)
21. Private Health Insurance (at End of Enrollment Year)
22. Other Health Insurance (at Enrollment)
23. Other Health Insurance (at End of Enrollment Year)
24. Other Health Insurance (at Enrollment)
25. Pregnant Women without Health Insurance (at Enrollment)
26. Pregnant Women without Health Insurance (at End of Enrollment)
27. Children Continuous Accessible Health Care (at Enrollment)
28. Children Continuous Accessible Health Care (at End of Enrollment Year)
29. Children Indian Health Service (at Enrollment)
30. Children Indian Health Service (at End of Enrollment Year)
31. Children Migrant Health Center (at Enrollment)
32. Children Migrant Health Center (at End of Enrollment Year)
33. Children Up-to-Date According to Relevant State's EPSDT Schedule (at Enrollment)
34. Children Up-to-Date According to Relevant State's EPSDT Schedule (at End of Enrollment Year)
35. Of these, children newly diagnosed with a chronic condition needing medical treatment since last year's PIR was reported (at end of enrollment)
36. Of these, children who have received or are receiving medical treatment (at End of Enrollment Year)
37. Programs with Primary Reason for No Medical Treatment - No Health Insurance
38. Programs with Primary Reason for No Medical Treatment - No Pediatric Care Available in Local Area
39. Programs with Primary Reason for No Medical Treatment - Medicaid Not Accepted by Health Provider
40. Programs with Primary Reason for No Medical Treatment - Parents Did Not Keep/Make Appointment
41. Programs with Primary Reason for No Medical Treatment - Children Left Program Prior...
42. Programs with Primary Reason for No Medical Treatment - Appointment Date In Future
43. Programs with Primary Reason for No Medical Treatment - No Transportation
44. Programs with Primary Reason for No Medical Treatment - Other
45. Anemia
46. Asthma
47. Hearing Difficulties
48. Vision Problems
49. High Lead Levels
50. Diabetes
51. Underweight (at Enrollment according to 2000 CDC BMI-for-age growth chart)
52. Healthy Weight (at Enrollment according to 2000 CDC BMI-for-age growth chart)
53. Overweight (at Enrollment according to 2000 CDC BMI-for-age growth chart)
54. Obese (at Enrollment according to 2000 CDC BMI-for-age growth chart)
55. Up to Date on All Immunizations (at Enrollment)
56. Up to Date on All Immunizations (at End of Enrollment Year)
57. Received All Possible Immunizations (at Enrollment)
58. Received All Possible Immunizations (at End of Enrollment Year)
59. Exemption from Immunizations In Accordance With State Guidelines (at Enrollment)
60. Exemption from Immunizations In Accordance With State Guidelines (at End of Enrollment Year)
61. Prenatal Health Care
62. Postpartum Health Care
63. Mental Health Interventions
64. Substance Abuse Prevention
65. Substance Abuse Treatment
66. Prenatal Education on Fetal Development
67. Information on Benefits of Breastfeeding
68. Enrolled During 1st Trimester
69. Enrolled During 2nd Trimester
70. Enrolled During 3rd Trimester
71. Medically High Risk Pregnancies
72. Children Continuous Accessible Dental Care (at Enrollment)
73. Children Continuous Accessible Dental Care (at End of Enrollment Year)
74. Received Dental Preventive Care
75. Completed Oral Health Examination
76. Diagnosed as Needing Dental Treatment
77. Received or Are Receiving Dental Treatment
78. Programs with Primary Reason for No Dental Treatment - Insurance does not cover treatment
79. Programs with Primary Reason for No Dental Treatment - Dental care not available in local area
80. Programs with Primary Reason for No Dental Treatment - Medicaid not accepted by dentist
81. Programs with Primary Reason for No Dental Treatment - Dentists in area do not treat children age 3-5
82. Programs with Primary Reason for No Dental Treatment - Parents did not keep/make appointment
83. Programs with Primary Reason for No Dental Treatment - Children left program prior to appointment
84. Programs with Primary Reason for No Dental Treatment - Appointment date in future
85. Programs with Primary Reason for No Dental Treatment - No Transportation
86. Programs with Primary Reason for No Dental Treatment - Other
87. EHS and Migrant Dental Exams
88. Pregnant Women Dental Exams/Treatment
89. Average Total Hours per month Mental Health Professional On-site
90. Children with Staff Consultations
91. Children with Three or More Consultations
92. Children with Parent Consultations
93. Children with Three or More Parent Consultations
94. Children with Individual Mental Health Assessments
95. Children Referrals Facilitated for Mental Health
96. Children Referred for Mental Health Services Outside Head Start
97. Children Referred for Mental Health Services Outside Head Start that Received Services
98. Children with an IEP
99. Children with an IEP - Determined Eligible for Services Prior to Enrollment Year
100. Children with an IEP - Determined Eligible for Services During Enrollment Year
101. Children with an IEP - Not Receiving Services
102. Children with an IFSP
103. Children with an IFSP - Determined Eligible for Services Prior to Enrollment Year
104. Children with an IFSP - Determined Eligible for Services During Enrollment Year
105. Children with an IFSP - Not Receiving Services
106. Health Impairment
107. Health Impairment Received Services
108. Emotional Disturbance
109. Emotional Disturbance Received Services
110. Speech Impairment
111. Speech Impairment Received Services
112. Intellectual Disabilities
<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>113.</td>
<td>Intellectual Disabilities Received Services</td>
</tr>
<tr>
<td>114.</td>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>115.</td>
<td>Hearing Impairment Received Services</td>
</tr>
<tr>
<td>116.</td>
<td>Orthopedic Impairment</td>
</tr>
<tr>
<td>117.</td>
<td>Orthopedic Impairment Received Services</td>
</tr>
<tr>
<td>118.</td>
<td>Visual Impairment</td>
</tr>
<tr>
<td>119.</td>
<td>Visual Impairment Received Services</td>
</tr>
<tr>
<td>120.</td>
<td>Specific Learning Disabilities</td>
</tr>
<tr>
<td>121.</td>
<td>Specific Learning Disabilities Received Services</td>
</tr>
<tr>
<td>122.</td>
<td>Autism</td>
</tr>
<tr>
<td>123.</td>
<td>Autism Received Services</td>
</tr>
<tr>
<td>124.</td>
<td>Traumatic Brain Injury</td>
</tr>
<tr>
<td>125.</td>
<td>Traumatic Brain Injury Received Services</td>
</tr>
<tr>
<td>126.</td>
<td>Non-Categorical/Developmental Delay</td>
</tr>
<tr>
<td>127.</td>
<td>Non-Categorical/Developmental Delay Received Services</td>
</tr>
<tr>
<td>128.</td>
<td>Multiple Disabilities (excluding Deaf-blind)</td>
</tr>
<tr>
<td>129.</td>
<td>Multiple Disabilities (excluding deaf-blind) Received Services</td>
</tr>
<tr>
<td>130.</td>
<td>Deaf-blind</td>
</tr>
<tr>
<td>131.</td>
<td>Deaf-blind Received Services</td>
</tr>
<tr>
<td>132.</td>
<td>Number of all newly enrolled children since last year’s PIR was reported</td>
</tr>
<tr>
<td>133.</td>
<td>Newly Enrolled Children Who Completed Behavioral Screenings</td>
</tr>
<tr>
<td>134.</td>
<td>Identified Needing Follow-up Disability Assessment</td>
</tr>
<tr>
<td>135.</td>
<td>Developmental Screening Instrument 1</td>
</tr>
<tr>
<td>136.</td>
<td>Developmental Screening Instrument 2</td>
</tr>
</tbody>
</table>
Developmental Screening Instrument 3
Assessment Tool 1
Assessment Tool 1 Locally Designed
Assessment Tool 2
Assessment Tool 2 Locally Designed
Assessment Tool 3
Assessment Tool 3 Locally Designed
Center-based Curriculum Name 1
Center-based Curriculum Locally Designed 1
Center-based Curriculum Name 2
Center-based Curriculum Locally Designed 2
Center-based Curriculum Name 3
Center-based Curriculum Locally Designed 3
Family Child Care Curriculum Name 1
Family Child Care Curriculum Locally Designed 1
Family Child Care Curriculum Name 2
Family Child Care Curriculum Locally Designed 2
Family Child Care Curriculum Name 3
Family Child Care Curriculum Locally Designed 3
Home-based Curriculum Name 1
Home-based Curriculum Locally Designed 1
Home-based Curriculum Name 2
Home-based Curriculum Locally Designed 2
Home-based Curriculum Name 3
Home-based Curriculum Locally Designed 3
162. Pregnant Women Curriculum Name 1
163. Pregnant Women Curriculum Locally Designed 1
164. Pregnant Women Curriculum Name 2
165. Pregnant Women Curriculum Locally Designed 2
166. Pregnant Women Curriculum Name 3
167. Pregnant Women Curriculum Locally Designed 3
168. Program has Staff-Child Interaction Observation Tools To Assess Quality
169. Center-based Staff-Child Interaction Observation Tool Name
170. Center-based Staff-Child Interaction Observation Tool Locally Designed
171. Home-based Staff-Child Interaction Observation Tool Name
172. Home-based Staff-Child Interaction Observation Tool Locally Designed
173. Family Child Care Staff-Child Interaction Observation Tool Name
174. Family Child Care Staff-Child Interaction Observation Tool Locally Designed
175. Total Number of Families
176. Two Parent Families
177. Single Parent Families
178. Both Parents Employed
179. One Parent Employed
180. Both Parents Not Working
181. Parent Employed
182. Parent Not Working
183. A parent/guardian is a member of the United States military on active duty
184. Receiving TANF Benefits
185. Receiving SSI Benefits
186. Receiving WIC Benefits
187. Receiving SNAP Benefits
188. Both Parents in Training/School
189. One Parent in Training/School
190. Neither Parent in Training/School
191. Parent in Training/School
192. Parent Not in Training/School
193. An Advanced or Baccalaureate Degree
194. An Associate Degree, Vocational School, or Some College
195. A High School Graduate or GED
196. Less than High School Graduate
197. Emergency/Crisis Intervention
198. Housing Assistance
199. Mental Health Services
200. English as a Second Language (ESL) Training
201. Adult Education
202. Job Training
203. Substance Abuse Prevention
204. Substance Abuse Treatment
205. Child Abuse and Neglect Services
206. Domestic Violence Services
207. Child Support Assistance
208. Health Education
209. Assistance to Families of Incarcerated Individuals
210. Parenting Education
211. Relationship/Marriage Education
212. Received at Least One Family Service
213. Programs with Father Involvement
214. Children with Participating Fathers
215. Homeless Families Served
216. Homeless Children Served
217. Homeless Families Acquired Housing
218. Foster Care Children Served
219. Child Welfare Agency Referral Children Served
220. Number of LEAs in Service Area
221. Number of LEA Agreements to Coordinate Disabilities Services
222. Number of LEA Agreements to Coordinate Transition Services
223. Program has Pre-kindergarten Collaboration and Resource Sharing Agreements
224. Number of Pre-kindergarten Collaboration and Resource Sharing Agreements
225. Number of Part C Agencies in Service Area
226. Number of Part C Agreements to Coordinate Disabilities Services
227. Program has Child Welfare Agency Collaboration Agreements
228. Number of Child Welfare Agency Collaboration Agreements
Appendix III

TANF

TANF Families And Households

1. Distribution of TANF Households By Number of Persons In The Household
2. Distribution of TANF Families By Number of Recipients
3. Distribution of TANF Families By Number of Adult Recipients
4. Distribution of TANF Families By Number of Recipient Children
5. Distribution of TANF Families With No Adult Recipients By Number of Recipient Children
6. Distribution of TANF Families With One Adult Recipient By Number of Recipient Children
7. Distribution of TANF Families With Two or More Adult Recipients By Number of Recipient Children
8. Distribution of TANF Families By Ethnicity/Race
9. Distribution of All Adults Living In The Household By The Family Affiliation
10. Distribution of TANF Teen Recipients With Teen Parent Status
11. Distribution of TANF Recipient Teen Parents By Relationship To Head-Of-Household
12. Distribution of TANF Families With Parents Not In Au: Reason For Parents Living In The Household But Not In The Assistant Unit (Au)
13. Distribution of TANF Families Receiving Assistance (Medical, Food Stamps, Subsidized Housing, Subsidized Childcare)
14. Distribution of TANF Families With Receipt of Child Support And With Cash Resources
15. Distribution of TANF Families By Reason For Grant Reduction
15X. Distribution of TANF Families By Reason For Grant Reduction - Continued
16. Distribution of TANF Families By The Federal Time Limit Exemption Status
17. Distribution of Head-of-Household or Spouse Who Received Assistance By Number Of Months Countable Toward The Federal Time Limit
**Adult Recipients**

18. Distribution of TANF Adult Recipients By Age Group
19. Distribution of TANF Male Adult Recipients By Age Group
20. Distribution of TANF Female Adult Recipients By Age Group
21. Distribution of TANF Adult Recipients By Ethnicity/Race
22. Distribution of TANF Adult Recipients By Marital Status
23. Distribution of TANF Adult Recipients Receiving Disability Benefits
24. Distribution of TANF Adult Recipients By Relationship To Head-Of-Household
25. Distribution of TANF Adult Recipients By Education Level
26. Distribution of TANF Adult Recipients By Citizenship Status
27. Distribution of TANF Adult Recipients By Work Participation Status
28. Distribution of TANF Adult Recipients Participating In Work Activities
29. Distribution of TANF Adult Recipients By The Average Number Of Hours Per Week Participating In Work Activities
30. Distribution of TANF Adult Recipients By Employment Status
30X. Distribution of TANF Adult Recipients By Employment Status -Continued

**Recipient Children**

31. Distribution of TANF Recipient Children By Age Group
32. Distribution of TANF Male Recipient Children By Age Group
33. Distribution of TANF Female Recipient Children By Age Group
34. Distribution of TANF Youngest Recipient Child By Age Group
35. Distribution of TANF Recipient Children By Ethnicity/Race
36. Distribution of TANF Recipient Children Receiving Disability Benefits
37. Distribution of TANF Recipient Children By Relationship To Head-Of-Household
38. Distribution of TANF Recipient Children In TANF Families With No Adult Recipients By
Relationship To Head-Of-Household

39. Distribution of TANF Recipient Children By Education Level
40. Distribution of TANF Recipient Children By Citizenship Status

Financial Circumstance

41. TANF Families Receiving Cash Assistance And Average Monthly Amount By Number Of Recipient Children
42. TANF Families With No Adult Recipients Receiving Cash Assistance And Average Monthly Amount
43. TANF Families With Income By Type of Non-TANF Income
44. TANF Adult Recipients With Income By Type of Non-TANF Income
45. TANF Recipient Children With Unearned Income

Closed Cases

46. Distribution of TANF Closed-Case Families By Reason For Closure
47. Distribution of TANF Closed-Case Families By Number Of Family Members
48. Distribution of TANF Closed-Case Families By Number Of Recipient Children
49. Distribution of TANF Closed-Case Families By Ethnicity/Race
50. Distribution of TANF Closed-Case Families Receiving Assistance (Medical, Food Stamps, Subsidized Housing, Subsidized Childcare)
51. Distribution of TANF Closed-Case Adult Recipients By Age Group
52. Distribution of TANF Closed-Case Recipient Children By Age Group
53. Distribution of TANF Closed-Case Youngest Child Recipient By Age Group
54. Distribution of TANF Closed-Case Adult Recipients By Marital Status
55. Distribution of TANF Closed-Case Adult Recipients By Education Level
56. Distribution of TANF Closed-Case Adult Recipients By Employment Status
57. TANF Closed-Case Families With Income By Type Of Non-TANF Income
SSP-MOE Recipients

58. Distribution of SSP-MOE Families By Number Of Family Members

59. Distribution of SSP-MOE Families By Number Of Recipient Children

60. Distribution of SSP-MOE Families By Race/Ethnicity

61. Distribution of SSP-MOE Families Receiving Assistance (Medical, Food Stamps, Subsidized Housing, Subsidized Childcare)

62. Distribution of SSP-MOE Adult Recipients By Age Group

63. Distribution of SSP-MOE Adult Recipients By Marital Status

64. Distribution of SSP-MOE Adult Recipients By Education Level

65. Distribution of SSP-MOE Adult Recipients By Work Participation Status

66. Distribution of SSP-MOE Recipients By Citizenship Status

66X. Distribution of SSP-MOE Recipients By Citizenship Status -Continued

67. Distribution of SSP-MOE Adult Recipients By Employment Status

68. Distribution of SSP-MOE Adult Recipients Participating In Work Activities

69. Distribution of SSP-MOE Recipient Children By Age Group

70. SSP-MOE Families Receiving Cash Assistance And Average Monthly Amount By Number of Recipient Children

71. SSP-MOE Families With Income By Type Of Non-SSP Income

72. Distribution of SSP-MOE Closed-Case Families By Reason For Closure

Reliability of Estimates

73. Average Monthly TANF Active Caseload, Sample Size, Sample Fraction And Percent By Which Estimate of 50 Percent Might Vary From True Value At The 95 Percent Confidence Level

74. Total Number Of Annual TANF Closed Cases, Sample Size, Sample Fraction And Percent By Which Estimate of 50 Percent Might Vary From True Value At The 95 Percent Confidence Level

75. Approximate Standard Error Of Estimated Percentages Of TANF Families

76. Significance Differences For Percentage Values Between The United States And States With
Samples of 3,000

77. Significance Differences For Percentage Values Between States With Samples Of 3,000

Other

1. Total Number of Families
2. Total Number of Two Parent Families
3. Total Number of One Parent Families
4. Total Number of No Parent Families
5. Total Number of Recipients
6. Total Number of Adult Recipients
7. Total Number of Child Recipients
8. Combined TANF And Ssp-Moe Work Participation Rate
9. Caseload Reduction Credits
10. Status of TANF And Ssp-Moe Families As Relates To All-Families Work Participation Rates
11. Status of TANF And Ssp-Moe Two-Parent Families As Relates To Two-Parent Work Participation Rate
12. Average Monthly Number Of Work-Eligible Individuals Participating In Work Activities For Sufficient Hours For The Family To Count As Meeting The All-Families Work Requirement
13. Average Monthly Percentage Of Work-Eligible Individuals Participating In Work Activities For Sufficient Hours For The Family To Count As Meeting The All-Families Work Requirement
14. Average Monthly Number Of Work-Eligible Individuals Participating In Work Activities For Sufficient Hours For The Family To Count As Meeting The Two-Parent Families Work Requirement
15. Average Monthly Percentage Of Work-Eligible Individuals Participating In Work Activities For Sufficient Hours For The Family To Count As Meeting The Two-Parent Families Work Requirement
16. Average Monthly Number of Work-Eligible Individuals With Hours Of Participation In Work Activities
17. Average Monthly Number of Work-Eligible Individuals With Hours Of Participation By Work Activity As A Percent of The Number Of Participating Work-Eligible Individuals

18. Average Monthly Number of Work-Eligible Individuals With Hours Of Participation By Work Activity As A Percent of The Total Number Of Work-Eligible Individuals

19. Average Monthly Number of Hours Of Participation Per Week For All Work-Eligible Individuals

20. Average Monthly Number of Hours Of Participation Per Week For All Work-Eligible Individuals Participating In The Work Activity

21. Average Monthly Number Of Families With Insufficient Hours To Count In The All-Families Work Participation Rate

22. Avg Monthly Percentage Of Families With Insufficient Hours To Count In The All-Families Work Participation Rate

23. Number Of Families With A Domestic Violence Exemption

24. Average Monthly Number Of Work-Eligible Individuals With Holiday Hours For Participating Families

25. Average Monthly Number Of Holiday Hours Per Week For Participating Families

26. Average Monthly Number Of Work-Eligible Individuals With Hours Of Excused Absences For Participating Families

27. Average Monthly Number Of Excused Absence Hours Per Week For Participating Families
Disclaimer
The views expressed in this website do not necessarily reflect the views or policies of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.