



A Profile of New York City Head Start Delegate Agencies

An Analysis of the 2014-2015

Program Information Report



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Gladys Carrión, Esq.
Commissioner

Lorelei Vargas, MPP, MA
Deputy Commissioner

Ivonne Lopez
Executive Director, Head Start

Division of Early Care & Education
66 John Street,
8th floor
New York, NY 10038

EarlyCare&Education@acs.nyc.gov
www.nyc.gov/acs



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This report was prepared by:
Judy Perry, Assistant Director,
Head Start Compliance Reporting

Assistance was provided by:
Nadezhda Kovelman, Analyst,
Planning & Analysis

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A PROFILE OF NEW YORK CITY HEAD START AGENCIES:

AN ANALYSIS OF THE 2014-2015 PROGRAM INFORMATION REPORT

INTRODUCTION

The Program Information Report is an annual federal report that collects program level data describing children and families enrolled in Head Start and the services provided. The Program Information Report (PIR) deals with a variety of program services, including information on staff, characteristics of enrolled children and families, health services (medical, dental, mental health), services to children with disabilities, and family services.

The PIR is an important source of program performance data. While not providing information that can be defined as outcomes in the strictest sense (defined as benefits or changes for participants during or after program activities), the PIR is a rich source of information about program resources, activities, and outputs (the direct products of program activities). As such, the PIR is a source of process-oriented data measuring aspects of program performance. Examples of such indicators are:

- The number and percent of staff with appropriate degrees and credentials;
- The number of children with health insurance, and receiving needed medical services, dental services, mental health services and immunizations; and
- The number of families receiving various types of services, such as parenting and health education, and benefits, such as SNAP

Seventy-two (72) delegate agencies completed Program Information Reports by September 2015. Reports were submitted electronically using the national Head Start Enterprise System (HSES). The grantee reviewed the completed surveys and gave final approval after consultation and correction, as needed. Two fewer delegate agencies were operating by the end of the 2014-2015 reporting period than in the previous year, One of the two did provide services during 2014-2015, the other discontinued services in August 2014

This report presents the findings in essentially the same sequence as the items appear in the survey instrument. In instances where survey questions were retained from prior reports, the analysis may include information on trends for key indicators. The analysis also includes consideration of the *EarlyLearn* model operated, when that factor likely impacts the findings. A summary of key findings directly follows this introduction.

SUMMARY OF FINDINGS FROM THE 2014-2015 PIR

The following are among the more significant findings of the 2014-2015 Program Information Report.

ENROLLMENT

- During this operating period, 16,379 children were served in ACS Head Start delegate agencies. All received full day services, and 60% of the capacity was funded to receive services for at least 10 hours per day.
- Four year olds accounted for the majority (50.7%) of the enrollment in the grantee's Head Start programs. Approximately 67% of children were enrolled based on income eligibility and another 15% of the children were enrolled based on receipt of public assistance.
- Approximately 6% of enrolled children were categorized as homeless, and another 1.4% were in foster care. The remaining children were from families with incomes above 100% of the federal poverty level.
- Approximately 12% of children enrolled during the year dropped out.
- A total of 7,276 children, enrolled at the end of the 2014-2015 enrollment year were projected to enter kindergarten in September 2015.
- 50.3% enrolled children were Hispanic or Latino and 49.7% were non-Hispanic; 40.3% were Black or African American. Moreover, English is the dominant language of fewer than half the enrolled children (47.5%), with 37% speaking predominantly Spanish.

FAMILY CHARACTERISTICS & SERVICES

- A total of 15,755 families were served, of which 55% were single parent families, and 45% were two-parent families.
- 92.3% of the two-parent families had at least one parent working. 68.5% of the single parents were employed. 13.6% of families were receiving TANF benefits.
- 72.8% of families are headed by a parent with no more than a high school education, and 27.2% by someone with at least some college.

- Parenting education and health education were the most prevalent services families received.
- 68 agencies had organized and regularly scheduled activities designed to involve fathers or father figures in Head Start.
- Homeless families were served by 61 delegate agencies. A total of 1,292 such families, with 1,336 children, were served during the enrollment year. These figures represent 8.2% of both enrolled families and of enrolled children.

CHILD HEALTH & DEVELOPMENT

- At the time of enrollment, 99.2% of enrolled children had health insurance coverage and 99.3% of children had an on-going source of continuous, accessible medical care; by the end of the enrollment period, 99.8% of enrolled had insurance coverage and 99.7% had a medical home.
- 99.4% of enrolled children completed a well-child exam during 2014-2015. By the end of the enrollment period, 99.6% of children were at least current with their schedule of immunizations.
- Asthma was the most prevalent health condition for which enrolled children were receiving treatment, followed by vision problems and anemia.
- 80.1% of children were of healthy weight. 16.1% of children were reported as overweight or obese.
- By the end of the enrollment period, 98.5% of children had an on-going source of continuous, accessible dental care. 93.4% of enrolled children received a professional dental exam during 2014-2015. 85.7% received preventive care.
- All 72 agencies had available to them the services of a mental health professional, who spent an average of approximately 37 hours per month on site. They consulted with staff about the behavior/mental health of 2,770 children.
- 94.6% of the newly enrolled children completed a screening for developmental, sensory and behavioral concerns within 45 days of enrollment.
- The most prevalent instruments for developmental screening were versions of Brigance (employed by 46 agencies) and Ages and Stages (employed by 27 agencies).

- The most prevalent curriculum models used by programs were Creative Curriculum (63 agencies) and High/Scope (8 agencies).

SERVICES FOR CHILDREN WITH DISABILITIES

- A total of 2,187 children enrolled in Head Start were determined to have a disability (defined as “children ... who have an individualized Education Program indicating that they have been deemed eligible by the LEA to receive special education and related services.”). This number represents 13.4% of the cumulative enrollment.
- 63.9% of the disabled children were diagnosed with a “non-categorical developmental delay”, 28.3% had speech/language impairments.
- 98.6% of the disabled children were receiving special education or related services.

STAFFING

- Parents accounted for 16.5% of the total number of Head Start employees.
- 6,945 people volunteered in Head Start programs; 69.4% were parents.
- 98.5% of the teachers in our Head Start classrooms have a degree or credential in Early Childhood Education or a related field; 95.5% have at least a Baccalaureate.
- 71.25% of the assistant teachers have a relevant degree or credential.
- 99.4% of child development supervisory staff have at least a Baccalaureate degree
- Hispanics make up 45.3% of the non-supervisory child development staff, Blacks represent 39.5%.
- 60.1% of the non-supervisory child development staff is proficient in a language other than English;
- 80.6% of Family and Community Partnership supervisors, and 59.4% of family workers, have at least an Associate degree in a field related to their work.
- Average caseload for family workers is 44.4 families; when supervisors who carry a caseload are factored in, the average caseload is 40 families.

A. ENROLLMENT AND PROGRAM INFORMATION

Funded Enrollment

The total funded enrollment reported by the seventy-two (72) delegate agencies on the 2014-2015 PIR was 15,057 children. Of these, 12,602 were ACF funded (83.7%) and 2,455 were non-ACF funded (16.3%). The non-ACF funded slots represent the “child care only eligible” portion of the enrollment at sites operating the *EarlyLearn* dual model¹.

Funded Enrollment by Program Option

Table 1 provides the distribution of the funded enrollment by program option.

Table 1

Head Start Enrollment by Program Option

Type of Program	Funded Enrollment	% Of Total
Center Based Full Day	15,057	100.00
Full Working Day (10+ hrs.)	8,973	59.59
Full Working Day, Full Year	8,776	58.29
Total	15,057	100.00

The proportion of full day slots that were available as full working day enrollment (defined as not less than 10 hours per day) increased by approximately one percent (0.91%) when compared with the number operating for extended hours in 2013-2014; the proportion of full working day slots that were available for all the days of the year other than weekends and legal holidays decreased from 100 percent to 97.8 percent.

Cumulative Enrollment

The total cumulative enrollment reported by the delegate agencies on the 2014-2015 PIR was 16,379. This figure includes dropouts and late enrollees, provided they attended class for at least one day during this operating period.

¹ For ACF funded enrollment Dual programs reported that portion of their preschool capacity consisting of children eligible for either Head Start or both Head Start and Child Care; non-ACF funded slots consisted of the portion of the pre-school budgeted capacity that is child care only. Slots from sites with no Head Start funding are not included in this PIR. The percentage varies by agency by system wide 84% of slots at Dual programs were ACF funded.

Classes

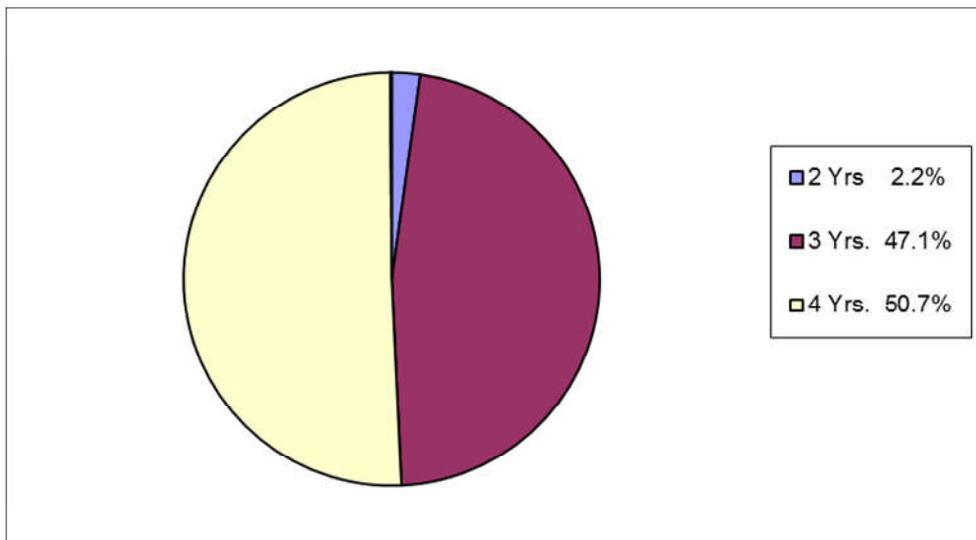
The 72 delegate agencies operated 859 classes. The average class size was seventeen and a half (17.5).

Enrollment by Age

Figure 1 depicts the distribution of the total cumulative enrollment by age. Of the 16,379 children enrolled during 2014-2015, 7,712 were three years old, 8,298 were four years old and 14 were five years old. There were also 355 two year olds served, all in fourteen (14) of the forty-eight (48) dual model programs. As stated in the footnote on the previous page the *EarlyLearn* dual model includes children who are eligible for child care. Age eligibility for these non-ACF funded preschool slots includes children younger than three, if the center's license so stipulates. (

Figure 1

Enrollment by Age



Four year olds continue to make up the majority of enrolled children. However, the percentage of four years olds decreased, by slightly more than three percent (-3.1%), when compared with 2013-2014. The period covered by this PIR coincides with the expansion of full day Universal Pre-Kindergarten which began in the fall of 2014. That expansion significantly increased the available options of free programs for four year olds throughout New York City. The percentage of three year olds increased by nearly three percent (2.88%) when compared with 2013-2014. There were marginal increases in the percentage of 2 year olds (0.09%) and 5 year olds (0.08%).

Enrollment by Type of Eligibility

Table 2 presents the actual Head Start enrollment by the type of eligibility.

Table 2

Enrollment by Type of Eligibility

Eligibility Category	Number	% Of Total
Income Eligible	11,029	67.34
Public Assistance	2,432	14.85
Foster Children	230	1.40
Homeless Children	939	5.73
Over Income	891	5.44
Income between 100% and 130% of FPL	858	5.24
Total	16,379	100.00

When compared with 2013-2014, the percentage of children from families below 100% of the Federal Poverty Level (Income Eligible) decreased by more than two percent (-2.29%) and the public assistance population decreased by more than one percent (-1.58%). The percentage of homeless families increased by more than one percent (1.48%), while the proportion of foster children remained unchanged. The percentage of families that were enrolled, even though over-income, increased by more than two percent when compared with 2013-2014 (from 8.24% to 10.88%). All of the increase occurred in the subcategory of income between 100% and 130% of FPL.

Among individual delegate agencies the percentage of public assistance recipients enrolled ranged from zero to 75.4 percent, with forty (40) agencies reporting percentages below the mean of 14.85 percent, and thirty-two (32) reporting percentages above the mean. When compared with 2013-2014, the proportion of agencies having levels above and below the mean are unchanged (44% and 55%, respectively), yet the high end of the range was higher than last year by 17 percent (75% vs.58%). Only one agency enrolled a majority of families based on receipt of public assistance; and two agencies enrolled no families receiving public assistance.

Four programs exceeded ten percent over income (above 130% FPL). All of them operate the *EarlyLearn* dual model, and the families meet eligibility criteria for subsidized Child Care, which has a higher income threshold than Head Start. Twenty-two (22) additional programs, all but one of which operate a dual model, reported enrolling children from families with incomes between 100% and 130% of the Federal Poverty Level (FPL) in sufficient numbers to bring the total of children above 100% of poverty to more than ten percent of the total cumulative enrollment. In two cases the total percentage of families with incomes above 100% of the FPL was greater than 35 percent. However, when only ACF funded slots are considered the percentage of children from families with incomes of over 100% of FPL was less than 35% in all instances.

Prior Enrollment

The PIR asks agencies to report the number of children who were enrolled in Head Start for two or more years. This prior enrollment may include enrollment in Early Head Start as well as in their current Head Start program. For 5,599 children, or 34.2 percent of the total cumulative enrollment, 2014-2015 represented their second year in Head Start. An additional 385 children (2.4%) were enrolled for three years or more. The overall percentage of multi-year enrollment, 36.6 percent, is more than three percent higher than in 2013-2014 (+3.3%).

Turnover in Enrollment

A total of 1,952 children, or 11.9 percent of all enrollees, dropped out at some point after classes began and did not re-enroll. This dropout rate is higher than the previous year by more than one percent (+1.6%). There were 424 children who were in class for less than 45 days during the 2014-2015 enrollment period. This number represents 2.6 percent of all children served.

For individual agencies, the dropout rate ranged from a low of zero (five agencies had no dropouts) to a high of 28.6 percent. Forty-two (42) agencies had dropout rates below the mean (11.92%), and thirty (30) had rates above the mean.

Preschool Kindergarten Transition

A total of 7,276 children, enrolled at the end of the 2014-2015 enrollment year, were projected to enter kindergarten in the 2015-2016 school year.

Child Care Subsidy

A total of 4,483 children, enrolled in forty-eight (48) delegate agencies, were receiving a Child Care subsidy. These agencies are all those that operate the *EarlyLearn* dual model, and are serving Child Care subsidy families as well as Head Start families.

Enrollment by Ethnicity and Race

Table 3 provides information on the ethnic composition of the 2014-2015 Children's Services Head Start enrollees, and Table 4 presents the racial composition. The majority of the children of Hispanic or Latino origin are included in the "Unspecified" category in Table 4.

Table 3

Enrollment by Ethnicity

Ethnicity	Number	% of Total
Hispanic or Latino Origin	8,332	50.26
Non-Hispanic/Non-Latino	8,147	49.74
Total	16,379	100.00

The percentage of Hispanic children among the enrolled population increased by one percent (+1.06%), when compared with 2013-2014, and the non-Hispanic population decreased by a corresponding percentage, year to year. The two agencies which reported last year but not this year both served a majority Hispanic population.

Table 4

Enrollment by Race

Ethnic Category	Number	% Of Total
American Indian	171	1.04
Asian	1,109	6.77
Black or African American	6,596	40.27
Pacific Islander	7	0.04
White	1,572	9.60
Biracial/Multi-Racial	924	5.64
Other	0	0.00
Unspecified	6,000	36.63
Total	16,379	99.99¹

¹Total does not equal 100% due to rounding

Compared with 2013-2014, the racial distribution of the enrolled population is essentially unchanged. There were slight increases among the multi-racial population (+ 1.1%) and American Indians (<1%) and decreases of less than one percent in the percentage of Black, White, and Asian children, and those of unspecified race. The proportion of Pacific Islanders remained unchanged.

The ethnicity of the Head Start enrollment is representative of the communities in which the programs are located. Forty-five (45) delegate agencies served at least one Asian child. The programs with the greatest proportion of Asian children are located in traditional enclaves such as Manhattan's Lower East Side, as well as in Sunset Park, Brooklyn; Flushing, Queens; and Southeastern Queens. Asians were also found, to a lesser extent, in programs in the Bronx (Highbridge/Morrisania) and other Brooklyn communities, including East New York, Coney Island and Flatbush/East Flatbush. The White population was served in fifty-one (51) delegates. Programs with the highest percentages, including three where Whites make up 100% of the population served, are found in the Brooklyn and Queens communities with large populations of Orthodox Jewish families and/or other immigrants from the former Soviet Union. The White population may also include Hispanics, as evidenced by significant percentages of Whites among enrollees in some programs in the Bronx and Brooklyn, in communities which have large percentages of Hispanic enrollees. More than three-quarters of the American Indian children (which includes peoples native to Central and South America) were enrolled in just two programs (76.6%), and there were only 16 programs that reported serving children in this racial category. The "Black" racial category includes African immigrants, West Indian immigrants, as well as African-Americans; they were enrolled in all but four of the Children's Services Head Start programs. The four programs without any Black enrollees are located in heavily Asian and White neighborhoods. Hispanics were enrolled in all but the same four programs. Among the programs serving Black or African-American children, the percentages ranged from 1.9 percent to 95 percent. Hispanics similarly ranged from 3.3 percent to 97.1 percent in the programs serving that population.

Enrollment by Primary Language

Table 5 presents information on the primary language spoken at home for the enrolled children.

Table 5

Enrollment by Primary Language at Home

Language	Number	% Of Total
English	7,786	47.54
Spanish	6,057	36.98
Native South/Central American	150	0.92
Caribbean Languages	217	1.32
Middle Eastern & South Asian Languages	324	1.98
Far Eastern Asian Languages	853	5.21
Pacific Island Languages	3	0.02
European & Slavic Languages	379	2.31
African Languages	580	3.54
Other	3	0.02
Unspecified	27	0.16
Total	16,379	100.00

When compared with the previous year, the changes in the distribution of primary languages in 2014-2015 are negligible. Of the five most prevalent language/language groups, the percentage of enrollees whose primary language is English increased by 1.3 percent, and the percentage speaking primarily Spanish increased by less than one percent (0.74%). There were minimal decreases in the percentage of enrollees speaking a European or Slavic language (-1.5%) or an African language (-0.37%). There was no change in the percentage of children speaking a Far East Asian language.

Every delegate agency had at least one English language learner; totals ranged from a low of two percent (four children out of 179 at Addie Mae Collins, in East Harlem), to a high, in one agency, of 100 percent (all 299 children at Brooklyn Chinese American Association).

Transportation Services

Eight of the 72 delegate agencies reported that they transport some or all of their enrolled children. A total of 239 children were transported. Two agencies reported owning a total of three buses purchased with grant funds, but only one is presently transporting children. One of the eight agencies, Inner Force Tots, reported that it leases six buses. In addition to the eight agencies, another fourteen included a comment that indicated parents made private arrangements, in most instances through the Department of Education, to transport their children with special needs and that the program received the children from the bus. In two instances, where the program is located in a community without adequate public transportation, the program noted that some parents arranged transportation even when the children did not have special needs.

Record-Keeping

All 72 agencies indicated that they use a management information system to track enrollees, program services, characteristics of families, and/or information on program staff; 59 of them indicated more than one system was used. All programs use the ACS locally designed Web-based Enrollment System (WES) to track eligibility, enrollment and attendance. Among the other most frequently mentioned software packages were: Child Plus/Child Plus.net (29 agencies); SHINE (5); DataMASTER, COPA (Child Outcome Planning & Assessment), and PROMIS (Program Resources and Outcomes Management Information System) (3 each); and CAP 60 (2). Other programs used other packaged software or their own spreadsheets/databases, many created with Microsoft Office products.

B. PROGRAM STAFF AND QUALIFICATIONS

Total Staff

A total of 4,201 people were employed by the 72 delegate agencies during the 2014-2015 operating period. The total staff figure includes 3,936 regular staff and 265 contracted staff. Contracted staff includes long-term consultants, such as mental health professionals. Staff does not include short-term consultants, volunteers, student interns, or trainees. It includes long-term substitutes but not per-diem or short term substitutes. Agencies reported that since the end of the 2013-2014 operating period, a total of 419 staff left (435 regular staff and thirteen contracted staff) and 293 of them were replaced (412 regular staff and seven contracted staff).

Of the staff, a total of 693, or 16.5 percent, were current or former Head Start parents. This represents a marginal increase of one half of one percent (+0.5%) in the proportion of staff who are parents, when compared with 2013-2014. Parents account for 17.4 percent of the regular staff (683) and 3.8 percent of the contracted staff (10).

Fifty-four (54) agencies reported that they had at least one current or former Head Start parent on staff (including contracted staff). Focusing only on regular staff, six (6) agencies reported that parents accounted for at least half of the staff. Thirty-two (32) agencies had percentages of parents on staff at or above the mean (for regular staff) of 17.4 percent.

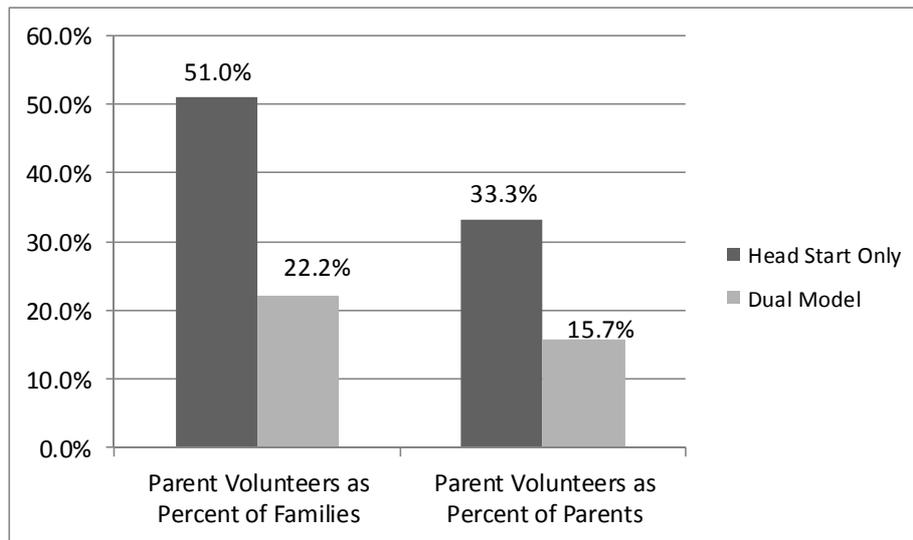
Volunteer Information

During the 2014-2015 operating period, a total of 6,945 people volunteered in ACS/Head Start programs in New York City. This is 872 fewer volunteers than in the previous year; a decrease that is greater than would be expected with the loss of two delegate agencies and approximately 700 children.

Of this number, 4,823 volunteers, or 69.4 percent, were parents. The percentage of parents among program volunteers decreased by less than one percent (-0.6%), when compared with 2013-2014. All of the 72 agencies had parent volunteers. Sixteen (16) agencies reported that all their volunteers were current or former Head Start parents. Looked at a different way, parent volunteers represent 30.6 percent of the total families served, and 21.1 percent of the parents in those families. There is a significant difference in the percent of parent volunteers in programs serving only Head Start eligible families and in those that serve a mix of both Head Start families and those eligible for a Child Care subsidy, as illustrated in Figure 2.

Figure 2

Parent Volunteers by Model Type



Management Staff

The next series of questions elicited information about the salaries of the management staff of the Head Start programs.

Executive Directors

Forty (40) Head Start delegate agencies reported that they had an Executive Director. Their average salary was \$120,576. The average Executive Director salary increased by \$2,017 when compared with the average paid in 2013-2014.

In nineteen agencies, the Executive Director served as the Head Start Program Director, because those programs reported having no Head Start Director. In these nineteen agencies the average salary was \$93,868. In the other twenty-one programs, the Executive Director position was in addition to a Head Start Program Director. The average salary in these instances was \$144,740. (Four salaries of \$200,000 or more impact the average.) For the most part, these latter agencies are large multi-purpose social service agencies (many are settlement houses), and the salaries paid are comparable to similar positions in the New York City job market.

On average the Head Start grant paid for 42.2 percent of the Executive Director's salary. In eleven of the twenty-one cases where the Executive Director position was in addition to a Head Start director, none of the salary was paid for with Head Start grant funds. In the other ten agencies, the percentage paid by Head Start funds ranged from ten percent to 85 percent. In the one instance in which 85 percent of Executive Director's salary was paid by Head Start funds, the salary amount was below the average for the position. The overall average percentage of the Executive Director salary paid by Head Start when an agency also has a Head Start Director was 17 percent. When the Executive Director position was in lieu of a Head Start director, the percentage paid by the Head Start grant ranged from 0 to 100 percent, with an average of 69.8 percent. The Head Start grant paid for the entire salary in five of these nineteen agencies.

Head Start Directors

A total of fifty-one (51) agencies reported having a Head Start Director, including the twenty-one which also had an Executive Director. When the nineteen (19) agencies with the Executive Director in lieu of the Head Start director are added to the 51, there are seventy (70) agencies with someone in this position. Two agencies did not have the Director position filled at the time of the PIR completion; they reported that the Child Development Manager was filling the Director role. The average annual salary of the New York City Head Start Directors was \$73,261. The average salary for Directors is \$401 more than the average salary for this position in the previous year. The proportion of the Director's salary that is paid for by the Head Start grant ranges from zero (in three programs) to 100 percent, with an average of 65.5 percent. The Head Start grant funds the entire Director's salary in sixteen (16) of the 51 agencies who have someone in that position.

If we include the nineteen Executive Directors who function as Head Start Program Directors, the average salary for all 70 is \$78,855. This combined average is also more than the comparable salary for Directors and Executive Directors fulfilling that role in 2013-2014, by a greater amount than for Directors alone (a difference of \$2,648).

Child Development and Education Managers

Fifty-four (54) delegate agencies reported employing a Child Development or Education Manager. Their average salary was \$61,458, an increase of \$3,097 in the average salary for this position, when compared with that paid in 2013-2014. The Head Start grant paid an average of 74.1 percent of the salary of Child Development and Education Managers, with a range of from none (in two agencies) to 100 percent (in 21 agencies). Of the eighteen programs which reported no Child Development and Education Manager during this operating period, all had a Head Start director or Executive Director qualified to be responsible for the content area. Fourteen of the eighteen agencies were new to Head Start with the implementation of *EarlyLearn*, and

previously operated Child Care programs where having the program director responsible for the education content area is the norm.

Health Services Manager

Twenty-two (22) agencies reported that they had a staff person with lead responsibility for the Health Services content area. Additional agencies noted that another manager was responsible for health services (usually the Family and Community Partnership person), though it did not take up the majority of their time. As noted in the section on coordination of services which follows, thirty-nine (39) agencies reported that there was a manager who spent some time on average each week coordinating health related services.

There is a wide range in salaries for the health service content lead, from a low of \$22,674 to a high of \$60,000, with an overall average salary of \$42,821. Consistent with the other managers, the average reported salary for Health managers increased, when compared to the previous year, in this case by almost \$3,000 (\$2,892). The Head Start grant paid an average of 65.9 percent of the salary, with a range from zero (in two cases) to 100 percent. The Head Start grant paid the entire salary for this position in nine of the cases. Though there is no information in the PIR about education and experience for the content area managers, it is probable that differences in credentials and, to a lesser extent, longevity, account for the salary variation.

Family and Community Partnerships Manager

Fifty-one (51) agencies identified someone on staff as having lead responsibility for the Family and Community Partnerships content area. The coordination of services question reports that sixty-one (61) agencies had a manager spending at least part of their time on this content area.

The salaries for the Family and Community Partnership managers ranged from \$25,432 to \$85,555, with an overall average of \$48,669. Head Start paid an average of 74 percent of the salary, with a range from zero (in one case) to 100 percent. The Head Start grant paid the entire salary in eighteen (18) cases. While the average salary was higher, when compared with the previous year, by almost \$4,000 (\$3,827), the Head Start grant is paying less of the amount (by 6.6%), and paying for the entire salary in ten fewer programs.

Here too it is likely that differences in qualifications and experience account for the salary differences. Data is presented elsewhere in the PIR on the qualifications of supervisors in the Family and Community Partnership content area, at least some of whom also function as the manager for the content area.

Disability Services Manager

Thirty-three (33) agencies indicated that they had a manager with lead responsibility for coordinating Disabilities Services. Numerous agencies included comments indicating that another manager had this responsibility. These included education, health and family and community partnership managers. When the response to the question on coordination of services is considered, a total of sixty (60) agencies indicated that there was someone on the management team with responsibility for coordinating services for children with disabilities. It should also be noted that nineteen (19) of the agencies with Disabilities Services managers did not have a Health Services manager, which could suggest a shared responsibility with Disabilities Services taking up the majority of that manager's time.

For the thirty-three (33) managers with disabilities services as their primary responsibility, the salaries ranged from \$10,000 to \$85,000, with an average of \$48,043. While the agency paying \$10,000 did not explicitly state that the position was part-time, the agency paying the next lowest amount (\$12,244) did include a comment to that effect. Head Start paid an average of 65.8 percent of the salary (a decrease of 6.7%), with a range from zero (in four cases) to 100 percent. The Head Start grant paid the full salary in fourteen cases.

Fiscal Officer

Fifty-two (52) agencies reported having a fiscal officer, which is two more than reported a fiscal officer in the previous PIR. The salaries for these staff ranged from \$27,144 to \$200,000, with an average salary of \$73,129. The Head Start grant paid an average of 52.9 percent of the salary (a decrease of 5.2%). In nine cases none of the salary was charged to the grant, including four of the nine salaries above \$100,000. The entire salary was paid by the Head Start grant in twelve cases; the highest such salary was \$129,241. The agencies reporting salaries at the low end of the scale are primarily small programs which employ bookkeepers, rather than fiscal officers; but chose to include them in this question, since they have lead responsibility for fiscal matters at the agency.

Coordination of Services

The PIR includes a question which asks agencies to report, on average, how many hours per week services managers spent coordinating services. "Coordinating services" was further defined as: "time services managers...spend working with community partners/service providers to plan and implement coordinated services for Head Start children and families." Examples provided include hours a disabilities services manager spends with LEA officials coordinating how children's IEPs will be integrated into and supported by the Head Start program; or time the health manager spends developing and maintaining partnerships with local health care providers to

assure children have access to services for which they are referred. The average number of hours for each of the designated service area managers is as follows:

❖ Child Development and Education:	10.9
❖ Health Services:	7.9
❖ Family & Community Partnerships:	10.9
❖ Disability Services:	9.6

With the exception of Family and Community Partnerships, each of these amounts is less than the number of hours reported in 2013-2014.

As mentioned previously, some programs reported coordination hours even when no individual was identified as the content area lead. Conversely, agencies sometimes reported no time spent on this function, even when there was a designated manager. The number of agencies reporting that at least one manager spent time coordinating services for each of the designated service areas is as follows:

❖ Child Development and Education:	63
❖ Health Services:	39
❖ Family & Community Partnerships:	57
❖ Disability Services:	60

Child Development Staff Qualifications

Non-supervisory child development staff (teachers, assistant teachers, and teachers' aides) account for 2,246, or 57.1 percent of the staff (not including contracted staff). If contracted staff is included in the total, then the non-supervisory child development staff accounts for 53.5 percent. The total of child development staff includes 882 teachers and 1,364 assistant teachers and aides. These percentages are higher than in 2013-2014 by 4.6 and 3.8 percent, respectively.

Center-Based Child Development Staff

Table 6 presents information on the qualifications of the non-supervisory child development staff in center-based models.

Table 6

Center-Based Child Development Staff Qualifications

Qualifications	Teachers #	Teachers %	Teacher Assts. #	Teacher Assts. %
Graduate Degree in ECE or Related Field	468	53.06	16	1.17
Baccalaureate in ECE or Related Field	374	42.40	264	19.35
Associate in ECE or Related Field	27	3.06	318	23.31
CDA	4	0.45	374	27.42
No Relevant Degree or Credential	9	1.02	392	28.74
Total	882		1,364	

Teachers

Of all the group teachers in our Head Start classrooms (including those at centers operating the *EarlyLearn* dual model), 98.5 percent have at least a two year degree in early childhood education or a related field, and 95.5 percent of them have at least a Baccalaureate degree. Both of these figures represent slight increases over the comparable percentages in 2013-2014, by 1.5 percent and 0.7 percent, respectively.

One hundred thirty-six (136) of the teachers with their Baccalaureate degree were enrolled in graduate courses (36.4%, an increase of 12%). Of the twenty-seven (27) teachers with an Associate degree, eight, or 29.6 percent, were enrolled in a Baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education. This represents a marginal decrease of less than one percent (-0.4%) in the percentage of teachers with an associate degree who were working toward their Bachelor's degree, when compared with 2013-2014. One of the four teachers with a CDA was enrolled in a Baccalaureate degree program. Of the nine teachers with no relevant degree or credential, four are enrolled in Baccalaureate degree courses. Some of those included in the count of teachers with no degree or credential, and not in training, are staff with four year or advanced degrees in subjects outside the scope of the PIR categories, who are taking Early Childhood Education courses, according to comments provided by the agencies.

Agencies reported that 849 center-based classes (out of a total of 859) had at least one teacher with at least an Associate degree in early childhood education. This figure represents 98.6 percent of all center-based option classrooms. Sixty-three (63) of the 72 agencies had qualified teachers in all their classes.

Assistant Teachers

Over seventy-one percent of the assistant teachers (71.3%) also have a relevant degree or credential (including the 374 with a CDA). The percentage of assistant teachers with a relevant degree or credential is higher than in 2013-2014 by over two and a half percent (+2.6%). Twenty-five (25) of the 264 assistant teachers with four year degrees (9.5%) were enrolled in advanced degree programs. Of the 318 with an Associate degree, 59, or 18.6 percent were enrolled in a Baccalaureate degree program. The percentage of assistant teachers with both four and two year degrees working toward a higher degree is lower, when compared with the percentage in the prior year, by 1.9 percent and 7.3 percent, respectively.

Of the 374 assistant teachers who have a CDA as their highest credential, forty (40) were enrolled in ECE degree programs (10.7%); twenty (20) each in Baccalaureate and Associate degree programs. The percentage of assistant teachers with a CDA who were enrolled in degree programs is unchanged, when compared with 2013-2014. Of the 392 non-credentialed assistant teachers (those with neither a degree nor a CDA), 174 (44.3%) were engaged in some relevant training, leading to either a two or four year degree (48, or 12.2%) or a CDA (126, or 32.1%). This is an increase of eight percent (8%) in the percentage of non-credentialed assistant teachers working toward a degree or credential when compared with the previous year.

It is worth noting that the information on assistant teachers also includes teacher aides, the (usually) part-time paid third person in some classrooms, as required to maintain adult-child ratios, depending on the number of children or the number of hours of operation.

Child Development Supervisory Staff Qualifications

In addition to these staff, there were 195 child development supervisors working in the programs. In some cases, especially in smaller programs, the child development supervisor may be the same person who was reported as the child development or education manager. Two agencies reported no child development supervisor, one of which commented that they utilized a consultant in that role during 2014-2015. The supervisors included in this item have direct responsibility for supervising the teaching staff, whereas that may not necessarily be true of the content area manager. Of the 195 child development supervisors, 183 (93.8%) have graduate degrees in Early Childhood Education or a related field, and 11 (5.6%) have Baccalaureate degrees. The percentage with a graduate degree is virtually unchanged (-0.1%), when compared with 2013-2014. One agency reported one of their two child development supervisors had only an Associate degree and was working toward a Baccalaureate.

Child Development Staff Salaries

The average teacher salary in the delegate agencies in 2014-2015 was \$41,951. This is an increase slightly more than \$2,000, when compared with 2013-2014. The average for each of the designated levels of education was as follows:

Assistant teachers earned an average of \$26,457.

The PIR also asked for an average hourly rate of pay for child development staff. The figures were as follows:

Race/Ethnicity and Language of Child Development Staff

Tables 7 and 8 present information about the race/ethnicity of the non-supervisory child development staff. As was the case with the race and ethnicity information for children, described in the previous section, the PIR divided this topic into two separate questions.

Table 7

Ethnicity of Non-Supervisory Child Development Staff

Ethnicity	Number	% of Total
Hispanic or Latino Origin	1,018	45.33
Non-Hispanic/Non-Latino	1,228	54.67
Total	2,246	100.00

Table 8

Race of Non-Supervisory Child Development Staff

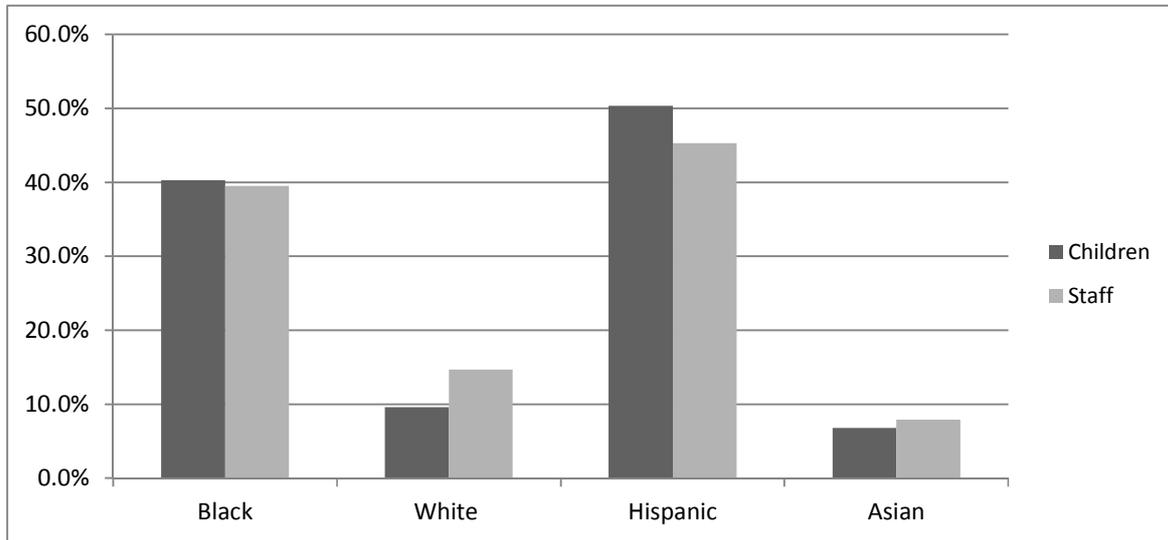
Racial Category	Number	% Of Total*
American Indian	5	0.22
Asian	178	7.93
Black or African American	887	39.49
Pacific Islander	2	0.09
White	331	14.74
Biracial/Multi-Racial	66	2.94
Other	0	--
Unspecified	777	34.59
Total	2,246	99.99

* Does not equal 100% due to rounding

Figure 3 presents a visual representation of the comparison of the ethnicity and racial composition of children and staff. The ethnic composition of education staff closely parallels that of the children. Hispanics make up 50.3 percent of the enrolled children, and 45.3 percent of the child development staff. There is comparable variation when comparing the race of children and staff. Whites are over-represented among the child development staff (14.7% of staff, 9.6% of children). Blacks and those of unspecified race (primarily Hispanics) are slightly under-represented, when the staff racial group is compared to that of children. Blacks make up 40.3 percent of enrollees and 39.3 percent of staff; those of unspecified race account for 36.6 percent of the children and 34.6 percent of the staff.

Figure 3

Ethnicity and Race of Enrolled Children and Non-Supervisory Child Development Staff



Note: Categories are not mutually exclusive (Hispanics may also be included as Black or White)

The distribution of staff by race is essentially unchanged from 2013-2014. There were small increases in the percentage of child development staff who identified as Black or African American (+0.8%), Asian (+0.5%) and White (+0.1); and small decreases in the percentage identifying as being of unspecified race (-1.2%) or Biracial/Multi-Racial (-0.4%). The decrease in those of unspecified race corresponds almost exactly to the 1.3 percent decrease in the percentage of child development staff identifying as Hispanic, when the current year is compared with the previous period.

Language

Of the 2,246 non-supervisory child development staff, 1,350, or 60.1 percent are proficient in a language other than English. This is an increase of just under one percent (+0.9%) in the proportion of bi-lingual child development staff, when compared with 2013-2014. Of the 1,350, one hundred and thirty-three (133) were reported to be proficient in more than one language other than English. Table 9 presents information on the languages, other than English, in which the non-supervisory child development staff are proficient.

Table 9

Non-Supervisory Child Development Staff Languages

Language	Number	% of multilingual (N=1,350)	% of Total (N=2,246)
Spanish	994	73.6	44.3
Native South/Central American Caribbean Languages	16	1.2	0.7
Middle Eastern & South Asian Languages	81	6.0	3.6
Far Eastern Asian Languages	95	7.0	4.2
Pacific Island Languages	136	10.1	6.1
European & Slavic Languages	2	0.1	0.1
African Languages	101	7.5	4.5
Other	39	2.9	1.7
Total	1	0.1	0.0
	1,465		

When compared with 2013-2014, the most significant increase was in the percentage of multi-lingual staff whose “other” language was a European or Slavic language (+3%). There were smaller increases in the percentage of multi-lingual staff speaking a Middle Eastern or South Asian language (+0.9%), a Caribbean language (+0.5%), or an African language (+0.5%). Other changes, whether increases or decreases, were at 0.2 percent or less. Among all non-supervisory child development staff, the percent of Spanish speakers increased by almost nine percent (+ 8.9%) when 2014-2015 is compared with the previous year. There were smaller increases in the percentage who speak a European or Slavic language (+2.4%), speak a Far Eastern Asian language (+1.4%), speak a Middle Eastern or South Asian language (+1.3%)and speak an African language (+0.6%).

Teacher Turnover

Two hundred and sixteen (216) teachers left their programs during 2014-2015 (including the summer months prior to the start of classes, which usually occurs in September). Of those:

- 127 (58.8%) left for higher compensation/benefits in the same field,
- 19 (8.8%) changed job fields, and
- 70 (32.4%) left for other reasons.

Among the other reasons cited were personal reasons, relocation, returning to school full time; retirement; layoffs and termination. When compared with the previous year, the percentage of departures for higher compensation/benefits increased by more than fourteen percent (+14.5%). Since this period corresponded with the expansion of Universal Pre-Kindergarten in the Department of Education system, where the salaries are higher than paid by ACS contracted programs, this is not an unexpected finding.

Almost eighty percent of vacancies were filled during the year (79.6%), which is over eight percent more than were filled in 2013-2014 (+8.2%). Thirty-five (35) teacher vacancies, or 16.2 percent of the total, remained unfilled for a period of three months or longer. This represents a decrease of more than seven percent (-7.1%) in the proportion of long-term vacancies. Fifty-five (55) of the 72 delegate agencies reported at least one teacher vacancy. Of those, thirty-three (33), or 60 percent filled all vacancies. One hundred and seventy-two (172) teachers were hired during the year due to turnover.

Family and Community Partnership Staff Qualifications and Caseloads

Table 10 presents the education level of both the line staff and their supervisors in the Family and Community Partnerships content area. All seventy-two (72) agencies reported employing family workers. Fifteen agencies identified no one as a Family and Community Partnership supervisor. In these agencies the family workers are likely supervised by either the director or education director.

There were a total of 355 family workers and 93 family and community partnership supervisors employed at the delegate agencies. Thirty-nine (39) of the Family and Community Partnerships supervisors, or 41.9 percent, carry a caseload, in addition to their supervisory responsibilities. The percentage of supervisors who carry a caseload is six and a half percent less than in 2013-2014 (-6.5%). The supervisors who carry a caseload were employed at twenty-eight (28) agencies.

The average caseload for family workers was 44.4 families, and when the supervisors who carry a caseload are factored in, the average caseload is 40 families. The caseload decreased by approximately two and a half families per family worker (-2.4), and by approximately one and a half families for all staff carrying a caseload (-1.6) when compared with 2013-2014. The caseload in both scenarios ranged from 11 to 141. In thirty-five (35) of the agencies, the family worker caseload was below the mean of 44.4; in the other thirty-seven (37) agencies workers carried a bigger caseload. The caseload, including applicable supervisors, was less than the mean of 40 in thirty-nine (39) instances, and above the mean in the other thirty-three (33).

Table 10

Qualifications of Family and Community Partnerships Staff

Qualifications	Family Workers #	Family Worker %	FCP Supervisors #	FCP Supervisors %
GED or High School Diploma	144	40.56	18	19.35
Related Associate Degree	68	19.15	14	15.05
Related Baccalaureate Degree	122	34.37	26	27.96
Related Graduate Degree	21	5.92	35	37.63
Total	355		93	

The family workers are more qualified than was the case in the previous year, in terms of education level, with four percent (4%) fewer of them having only a High School Diploma or GED, and approximately two percent (2%) more having an Associate Degree and slightly more than two percent more having a Baccalaureate Degree (+2.2%). Of the 144 family workers who do not have one of the degrees listed, 37 (25.7%), were in training leading to a related degree or credential, an increase of nearly nine percent (+8.9%).

The percentage of supervisors with a graduate degree decreased by more than seven percent (-7.4%), while the percentage with a baccalaureate degree increased by more than one percent (+1.6%) and the percentage with an associate degree increased by over seven percent (+7.4%). The percentage of supervisors with the least education, High School or GED, decreased by one and a half percent (-1.5%), when compared with the previous year. Of the eighteen (18) supervisors without a relevant degree, five were in training.

C. CHILD AND FAMILY SERVICES

HEALTH SERVICES

For selected items in the section on Health Services, the PIR required information to be reported for two points in time during the operating period: at the time of the child's enrollment, and at the end of the year (or at the point at which the child left the program). This provides an opportunity to measure the immediate impact of Head Start on the lives of the enrolled children and families.

Health Insurance

Of the total 16,397 children enrolled, 16,255, or 99.2 percent, had health insurance at the time of enrollment, and 16,352, or 99.8 percent, had it at the end of the year. The percentage at enrollment is three percent higher (+3%) than in 2013-2014, while the percentage at the end of the enrollment year is higher than the corresponding percentage in 2013-2014 by two and a half percent (+2.5%). Table 11 provides information on insurance coverage for these children.

Table 11

Health Insurance Coverage of Enrolled Children

Category	# At Enrollment	% At Enrollment	# At End of Enrollment Year	% At End of Enrollment Year
Enrolled in Medicaid and/or CHIP	14,622	89.95	14,708	89.95
With Private Insurance	1,623	9.98	1,634	9.99
Other	10	0.06	10	0.06
Total	16,255		16,352	

At both the time of enrollment and at the end of the operating year, there were more children with Medicaid or CHIP than was the case in 2013-2014 (by 2.4% and 2.1%, respectively); and a lower percentage of children had private insurance (by 2.3% and 2 %, respectively). The net increase in the number and percent of children with insurance during the course of the year was smaller in 2014-2015 than in the previous year; enrollment in Medicaid or CHIP represented 89 percent of the increase. None of the categories showed a net decrease this year, whereas in 2013-2014 there was a net decrease during the year in the number and percent of children with private insurance and other coverage.

At the time of their enrollment in Head Start, 124 children lacked health insurance coverage. The uninsured children were enrolled in twenty-seven (27) delegate

agencies. By the time children left the program, or the end of the enrollment period, only 27 children, in nine agencies, still lacked health insurance. The proportion of uninsured children was significantly lower in 2014-2015 than it was in 2013-2014 (0.8% at the time of enrollment; 0.2% at the end of the enrollment period vs. 3.8% and 2.7%, respectively).

Medical Home

Of the 16,379 children enrolled during 2014-2015, 16,264, or 99.3 percent, had an on-going source of continuous, accessible medical care when they enrolled in the Head Start program. By the end of the enrollment year (or at the time they left, if they dropped), the number of children with a “medical home” rose to 16,328, or 99.7 percent of the total. The percentage of children with a medical home at the start of the enrollment period increased by nearly four percent (+3.7%) when compared with last year; the percentage with a medical home at the end of the enrollment period increased by almost three percent (+2.7%). Only fifty-one (51) children left the program, or ended this enrollment period, without having a “medical home”. These children were enrolled at six Head Start programs, with more than half of the total enrolled in one program.

Medical Services

Of the total actual enrollment of 16,379, 16,284 children, or 99.4 percent, were up-to-date on a schedule of age-appropriate preventive and primary health care, including all appropriate tests and physical examinations, during the 2014-2015 operating period or within the previous twelve months. The 16,284 children represent more than the total of 15,955 who were enrolled for at least 45 days. When compared with the comparable figure for 2013-2014, the percentage of children who completed all appropriate tests and physical examinations increased by nearly three percent (+2.8%). Sixty-three (63) agencies reported that all their enrolled children were up-to-date on a schedule of age-appropriate preventive and primary health care. Of the nine that did not, one reported that at least all of the children enrolled for 45 days or more completed well child exams. The PIR also asked for the number of children up-to-date at the point of enrollment. That total was 15,891 children, or 97 percent of all enrollees, an increase of over four percent (+4.3%), when compared with the prior year.

Of the 16,284 children with completed tests and physical examinations, 1,302, or 8 percent, were newly diagnosed as needing treatment. The proportion of children needing treatment is lower than in 2013-2014, by over two percent (-2.4%). Fifty-eight (58) of the 72 agencies had at least one child diagnosed as needing treatment. Of the 1,302 children diagnosed as needing treatment, 1,251, or 96.1 percent, had received or were receiving treatment at the time the PIR was submitted. This represents a decrease of more than two percent compared with the percent of those diagnosed as needing treatment that were receiving it in 2013-2014 (-2.4%). All but six (6) of the 58 agencies reported that all children diagnosed as needing treatment had received (or were receiving) it.

The PIR asked for the primary reasons children diagnosed as needing treatment were not receiving it. Five programs indicated that the parents did not make or keep the appointment and one indicated the appointment was scheduled for a future date.

Table 12 presents information on the number of children who received treatment for selected conditions. Since the intent of this question is to understand the incidence of the specified conditions among Head Start children, programs could include children here even if they were not diagnosed as needing treatment during the operating period or within the previous twelve months. Children could also be included in multiple categories if they received medical treatment for more than one of the conditions listed. Asthma was the most prevalent of the conditions for which children were receiving treatment, followed by vision problems and anemia. The rank order of the top three conditions is the same as it was in 2013-2014. There were fewer children being treated for asthma, anemia, high lead levels and vision problems than was the case in the previous year, while more children were reported with hearing problems and diabetes.

Table 12

Number of Children Receiving Treatment for Selected Conditions

Condition	Number
Anemia	285
Asthma	1,528
Hearing Difficulties	116
Vision Problems	480
High Lead Levels	52
Diabetes	9

Children being treated for asthma were enrolled in all but four of the 72 delegate agencies (94.4% of all agencies), including eleven of the fourteen that reported no children newly diagnosed as needing treatment. There were sixty (60) agencies (83.3%) serving children who were receiving treatment for vision problems. Forty-six (46) agencies (63.9%) were serving children with anemia. These counts indicate that the most prevalent health conditions are widespread in the Children’s Services delegate agency population, rather than being concentrated in only some communities or groups.

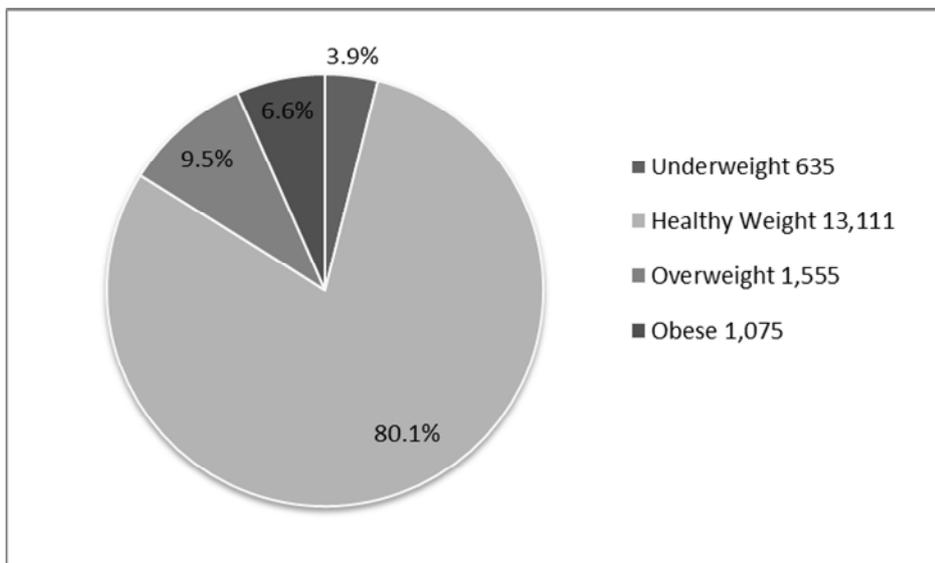
Body Mass Index (BMI)

The PIR includes a question which uses the 2000 Centers for Disease Control (CDC) BMI-for-age growth chart to classify children as either underweight, healthy weight, overweight or obese at time of enrollment. The results are presented in Figure 4. The percentages are based on a total of 16,376 children for whom BMI information was available. (One agency commented that did not have this information for all children because three children dropped before their physical was completed.)

The vast majority of enrolled children (13,111) were at a healthy weight. Overweight was the second most prevalent weight category, with 1,555 children enrolled in 68 agencies. Obesity was more prevalent than underweight (1,075 children vs. 635); both of these two groups were enrolled in sixty(60) out of the 72 delegate agencies. When taken together, overweight and obese children accounted for more than 16 percent of all enrolled children (16.1%). When compared with 2013-2014 BMI data, a slightly lower percentage of children are at healthy weight (80.1% vs. 81.3%), There was also a small decrease in the percentage of obese children (6.6% vs. 7.2%) while there were slight increases in the percentage of enrolled children who are overweight (9.5% vs. 8.1%), or underweight (3.9% vs. 3.4%).

Figure 4

Body Mass Index (at enrollment)



Immunization Services

At the time of enrollment, 15,561 children had been determined by a health care professional to be up-to-date on all immunizations appropriate for their age; and another 574 children had been determined to have received all immunizations possible at that time, but who had not received all immunizations appropriate for their age. These figures represent 95 percent and 3.5 percent of the total actual enrollment, respectively. The former of these percentages is marginally down from 2013-2014 (-0.3%); while the latter is slightly higher (+0.8%). By the end of the year, the comparable figures were 15,804 (96.5%) who completed all immunizations, and 502 (3.1%) received all immunizations possible. Thus the total number of children at least current was 16,135 at enrollment and 16,306 at the end of the enrollment year. These figures represent 98.5 percent and 99.6 percent of the actual enrollment, respectively. Both the percent at least current at enrollment and the percent at least current at year's end are marginally higher when compared with 2013-2014 (by 0.6% and 0.2%, respectively). An additional thirty-four (34) children (0.21%) were exempt from immunizations according to state guidelines (for religious or other reasons). If the percentage at least current were calculated based only on the 16,345 children who could be immunized (16,379 minus the 34 exempt), the percent at least current would be 99.8%.

By the end of the year, fifty-two (52) agencies had all their children current with their immunizations. In fifteen of the remaining twenty agencies all would be current at year's end if those exempt were excluded from the total, or a total of sixty-seven (67) agencies. Thus there are five agencies in which all children able to be immunized were not at least current.

Dental Home

At the time of enrollment, 15,098 children, or 92.2 percent of the total actual enrollment, had an on-going source of continuous, accessible dental care. This number rose by the end of the operating period, to 16,138 or 98.5 percent of the total. When compared with 2013-2014, the percentage with a dental home at the start of the operating period increased by nearly five percent (+4.7%), and the percent with dental access at the end of the period each increased by five percent (+5.0%). There were fifty-nine (59) agencies in which all children had a so-called "dental home" by the end of the year.

Dental Services

Of the total actual enrollment of 16,379 children, 15,295, or 93.4 percent, completed a professional dental examination either during the 2014-2015 operating period or within the previous twelve months. The percent of children completing a dental exam is higher than that in 2013-2014 by nearly five percent (+4.9%). Forty-five (45) agencies reported that all their enrolled children completed a dental examination. In many cases there is a correlation between access to on-going dental care and completion of a timely exam (in that those agencies reporting a lower percentage of

children in the former also had lower percentages in the latter). However, in other cases fewer children had completed a dental exam than had access to a dentist, or all children completed the exam without having an on-going dental home. The latter scenario is indicative of collaborative partnerships programs may have with dental practitioners, such as the New York University School of Dentistry, who provide the exams, often on-site.

There were 1,303 children diagnosed as needing treatment, including restoration, pulp therapy, or extraction. This represents 8.5 percent of the children completing a dental exam. Children were diagnosed as needing treatment at fifty-nine (59) delegate agencies. Of the children diagnosed as needing treatment, 1,138 or 87.3 percent, had received or were receiving treatment as of the time the PIR was submitted. The percentage of enrolled children diagnosed as needing dental treatment decreased by more than three percent (-3.1%); the percentage receiving such treatment increased by more than one percent (+1.3%), when this year is compared with last year. Children were receiving treatment at fifty-four (54) of the where they were diagnosed as needing it (91.5%). However, at only thirty-one (31) of those fifty-nine (59) agencies (52.5%) had all children diagnosed as needing treatment received it. The most frequently cited reason for the children not receiving the needed treatment was that parents did not make or keep the appointment. Listed below are the reasons given for failure of all children to receive dental treatment, and the number of agencies which gave each response.

- Parents did not make/keep appointment 18
- Appointments scheduled for a future date 4
- Child left program before appointment date 2
- Insurance discontinued 1
- Religious reasons 1
- Cavity in baby tooth, parent declined service 1

A total of 14,035 children received preventive care since last year's PIR was reported. Preventive care includes fluoride application, cleaning, etc. This figure represents 85.7 percent of all enrolled children. This is a decrease of more than one percent (-1.3%) from the percent of enrolled children who received preventive care in 2013-2014.

MENTAL HEALTH SERVICES

Mental Health Professional

All seventy-two (72) New York City Children's Services Head Start delegate agencies had available to them the services of a mental health professional during the 2014-2015 operating period. On average, the mental health professionals spent 36.9 hours per operating month on-site at the Head Start program, approximately five hours more per month than the amount of time spent on-site last year. This includes time spent with children, parents and families, within or outside of the classroom, and in training or consultation with the staff.

Mental Health Services

Mental health professionals consulted with program staff for 2,770 children (16.9% of the total actual enrollment), about the child's behavior/mental health. Of those, they provided three or more consultations for 1,077 children. The mental health professional consulted with the parent(s)/guardian(s) for 1,719 children (10.5%), about their child's behavior/mental health. For 768 of these, they provided three or more consultations. The percentage of children for whom there were consultations with staff is higher than in 2013-2014 by three and a half percent (+3.5%), and for parent consultations the percentage is also higher than in the previous year, by nearly four percent (+3.9%).

The mental health professionals provided individual mental health assessments for 1,584 children (9.7% of the total enrollment). This is an increase of more than three percent (+3.1%) when compared to 2013-2014. They facilitated a referral for mental health services for 638 children (3.9% of the total enrollment), which is an increase of more than one percent over last year (+1.1%).

Consultations with staff and parents were more widespread than were assessments and referrals for services. Mental health professionals consulted with staff about children's behavior/mental health at seventy-one (71) of the 72 agencies, and consulted with parents at sixty-eight (68) agencies. They provided individual mental health assessments at only fifty-one (51) agencies, and made referrals for services at fifty-four (54) agencies.

Mental Health Referrals

The preceding section included a question as to the number of children for whom the mental health professional facilitated a referral for mental health services. In that instance, the services could be provided at either the Head Start program, or from an outside source. A separate question asks how many children were referred for mental health services specifically outside the Head Start program. These referrals could be made by the mental health professional or by other staff. A total of 433 children (2.6% of the total actual enrollment) were referred for mental health services outside the Head

Start program during 2014-2015. Of these, 311, or 71.8 percent, received mental health services during the operating period. The percentage of children referred is higher than in 2013-2014 by one percent (+1.0%); the percentage of those children that received services decreased by one percent (-1.0%). The children referred for outside services were enrolled at forty-eight (48) agencies.

DISABILITIES SERVICES

Disability Services

Children's Services delegate agencies reported enrolling 2,187 children who have an Individualized Education Plan (IEP) indicating that have been determined by the Local Education Agency (LEA) to be eligible to receive special education and related services, which is the definition now used to determine that a child has a disability. This number represents 13.4 percent of the total cumulative enrollment, and 14.5 percent of the funded enrollment. Both these percentages are higher than the percentages in 2013-2014 (by 1.9%).

All of the delegate agencies enrolled children with disabilities during the 2014-2015 operating period. Forty-seven (47) agencies had an enrollment that equaled or exceeded 10 percent of their total cumulative enrollment and twenty-five (25) did not (though 3 of the latter served children with disabilities equal to at least 9.7% of their total cumulative enrollment). Fifty-one (51) agencies served disabled children in numbers that equaled at least 10 percent of their funded enrollment.

For 1,119, or 51.2 percent of these children, the determination that they have a disability was made prior to enrollment into Head Start for this year, including those diagnosed during a prior year's enrollment. The remaining 1,068 children, or 48.8 percent, were diagnosed between the time of enrollment and the end of the enrollment year. The percentage of children diagnosed prior to enrollment for 2014-2015 increased by more than two percent (+2.3%), when compared with 2013-2014, with a corresponding decrease in the proportion of disabled children diagnosed after enrollment.

Of the children determined eligible to receive special education and related services, only 31 or 1.4 percent, had not received special education and related services, as of the time the PIR was submitted. The percentage of children not receiving the services they were deemed eligible to receive decreased by three percent (-3.0%) from the previous year. All the children determined to be eligible for special education and related services were receiving them in fifty-eight (58) of the agencies; in the remaining fourteen (14) agencies at least one child in need of services was not receiving them, though two agencies combined to account for nearly 42 percent (41.9%) of the total.

Primary Disabilities

Table 13 provides the number and percent of professionally diagnosed disabled children in Head Start, by primary diagnosed disability, and the number and percent of children in each category who received special education and related services.

In accordance with IDEA, New York State does not establish specific categories of disability for children aged three to five, defining a pre-school child with a disability as any eligible child who receives pre-school programs and services. New York City follows state regulations. Therefore, the Department of Education, CPSE, which is the entity most Head Start programs use for diagnosis and referral of children with disabilities, does not categorize children by a specific diagnosis. This accounts for the fact that “non-categorical developmental delay” is the most prevalent condition among Head Start children.

Table 13

Distribution of Children with Disabilities, and Receiving Special Education Services, by Primary Disability

Diagnosed Disability	Total Diagnosed with Condition	% of all children Diagnosed with Disability	# Receiving Service	% Receiving Services, of those with Disability	% Receiving Service, of those with Condition
Health Impairment	14	0.6	14	0.6	100
Emotional/Behavioral Disorder	39	1.8	38	1.7	97.4
Speech or Language Impairments	618	28.3	612	28.0	99.0
Intellectual Disabilities	33	1.5	32	1.5	97.0
Hearing Impairments (including deafness)	4	0.2	4	0.2	100
Orthopedic Impairments	30	1.4	29	1.3	96.7
Visual Impairments (including blindness)	9	0.4	9	0.4	100
Specific Learning Disabilities	19	0.9	19	0.9	100
Autism	12	0.5	12	0.5	100
Non-categorical Developmental Delay	1,397	63.9	1,376	62.9	98.5
Multiple Disabilities	12	0.5	11	0.5	91.7
Total	2,187		2,156		

Children with Non-categorical Developmental Delays account for more than six-tenths of all children with disabilities enrolled in ACS Head Start delegate agencies; the proportion decreased by more than two percent (-2.3%) when compared with 2013-2014. The second most prevalent condition continues to be Speech or Language Impairments; children with these conditions account for almost three tenths of the total (28.3%), an increase of over five percent when compared with 2013-2014 (+5.4%). No other condition represented as much as two percent of the total, whereas in 2013-2014 both Specific Learning Disabilities and Emotional/Behavioral Disorder met that threshold. Other conditions showing declines in the proportion of children, when compared with 2013-2014 are Autism and Multiple Disabilities. There were marginal increases in the proportion of children with Health Impairments, Orthopedic Impairments and Intellectual Disabilities, and no change is the proportion of children with Visual Impairments or Hearing Impairments, when compared with the previous year.

EDUCATION AND DEVELOPMENT TOOLS/APPROACHES

Screening

A total of 10,449 children were newly enrolled during the period covered by the 2014-2015 PIR. Of that number, 9,883, or 94.6 percent, completed required developmental, sensory and behavioral screenings within 45 days of enrollment. The percentage of children whose screenings were completed on time increased by more than two percent (+2.3%), when compared to the previous year. Forty-seven (47) agencies reported that all newly enrolled children completed the required screenings within 45 days.

Of the children who completed the screenings on-time, 1,638, or 16.6 percent, were identified as needing follow-up assessment or formal evaluation to determine if the child has a disability. The percentage referred for follow-up also increased by more than two percent (+2.3%), when compared with 2013-2014.

Programs used a variety of instruments for developmental screening, the most prevalent of which are listed below, with the number of agencies which use each tool. One agency reported a secondary screening instrument other than one of those listed. The total exceeds 72 because some agencies reported using multiple screening instruments.

- Brigance Pre-school Screen or other Brigance tool (46)
- Ages & Stages (27), including 17 who specified using only the Social Emotional Questionnaire
- Early Screening Inventory – Revised (18)

Assessment

Similarly, programs used various approaches or tools to support on-going child assessment. There were three main assessment tools in use during the 2014-2015 operating period. Teaching Strategies GOLD Online was used either as the primary assessment tool by fifty-nine (59) agencies. The next most prevalent tool was the Child Observation Record (COR) High Scope, which was used by eight agencies. The third approach, Work Sampling, was in use at two agencies. The remaining three agencies reported using another assessment tool associated with Creative Curriculum – either the Developmental Continuum or a non-specific Assessment Tool (rather than Teaching Strategies GOLD Online).

Curriculum

Since the assessment tools are most often aligned with the curriculum, the fact that Creative Curriculum and HighScope are the most prevalent curricula in use is to be expected. Such is the case, with sixty-three (63) agencies using Creative Curriculum, either the Early Childhood (19) or Preschool (44) versions, as their primary center-based curriculum (two listed the alternate version as a secondary curriculum) and eight agencies primarily implementing the HighScope curriculum. One other curriculum, Tools of the Mind, was reported as used by one program.

Staff-child interaction observation tools

All 72 agencies reported that they use staff-child interaction observation tools to assess quality. Forty-seven (47) agencies reported using the Classroom Assessment Scoring System (CLASS). Another seven (7) agencies reported using the Early Childhood Environmental Rating System (ECERS), which has a sub-scale to assess interaction. The remaining eighteen (18) agencies reported using both CLASS and ECERS.

FAMILY AND COMMUNITY PARTNERSHIPS

Number of Families

There were a total of 15,755 families enrolled in ACS delegate agency Head Start programs during 2014-2015. The distribution by family type is presented in Table 14.

Table 14

Family Composition

Family Type	Number of Families	Percent of Families
Two Parent Families	7,084	45.0%
Single Parent Families	8,671	55.0%
Total	15,755	100.0%

When compared with 2013-2014, the percentage of two parent families increased by more than two percent (+2.2%), with a corresponding decrease in the proportion of single parent families.

Looking separately at those programs serving only Head Start families and those that serve families eligible for both Head Start and Child Care, there is a greater disparity in the number of two parent and single parent families, as noted in Table 15.

Table 15

Family Composition by Program Model

	One Parent		Two Parents		Total
	Number	Percent	Number	Percent	
Dual Model	6,530	58.4	4,642	41.6	11,172
Head Start Only	2,141	46.7	2,442	53.3	4,583
All Programs	8,671	55.0	7,084	45.0	15,755

Head Start only programs, which served approximately 29 percent of all families, had a majority of two parent families, whereas the dual model programs served significantly more single parent households. This likely is attributable to the more stringent eligibility requirements for a child care subsidy (dual model programs serve both Head Start and Child Care eligible families), which require both parents to be working or in training in

order for a two parent family to receive care. Data reported in the next section support this hypothesis.

Employment

Table 16 presents the employment of families based on their status at the time of enrollment.

Table 16

Number of Families by Employment Status

Category	Number of Families	% of Families
Two-Parent Families (N=7,084)		
Both Parents/Guardians Employed	2,413	34.1
One Parent/Guardian Employed	4,124	58.2
Both Parents/Guardians Not Working	547	7.7
Single-Parent Families (N=8,671)		
Parent/Guardian Employed	5,943	68.5
Parent/Guardian Not Working	2,728	31.5
Parent/Guardian is member of U.S. Military (N=15,755)	37	0.23

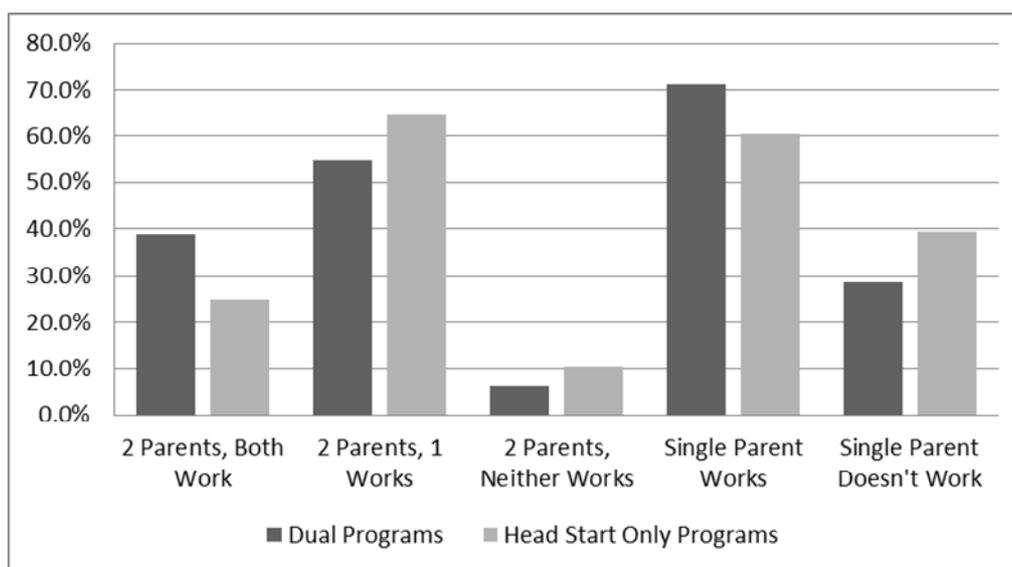
Over 92 percent of the two-parent families have at least one parent working (92.3%), an increase of almost four percent (+3.7%), when compared with 2013-2014. There were increases in both the proportion of families with one working parent (+2.5%) and in the proportion of families in which both parents worked (+1.2%). The percentage of two parent families with neither parent employed decreased by a corresponding 3.7 percent. The percent of employed single parents decreased by over two percent (-2.3%) when compared with 2013-2014, with a comparable increase in the proportion of unemployed single parents.

When both single and two parent families are combined, 79.2 percent of families have a working parent(s). This figure is higher than in 2013-2014 by less than one percent (+0.8%).

Figure 5 presents the employment status of families by both family type and program model.

Figure 5

Comparison of Parent Employment Status, by Program Type



Almost 39 percent (38.9%) of the two parent families in the dual programs have both parents working, compared with 24.9 percent in programs serving only Head Start families. Almost 65 percent (64.7%) of the two parent families in the Head Start only model had one working parent compared with 54.8 percent in the Dual model. (Child Care eligibility rules require both parents to be working in a two parent family, unless one is working and the other is in an approved training program or school.) In dual model programs over seventy-one percent of the single parents are employed (71.2%), and in programs operating the Head Start only model the percentage of employed single parents is 60.5 percent.

When the model specific data are examined, some of the year to year changes are more significant than those of the population as a whole. For instance, the percentage of employed single parents in Head Start only programs decreased by nearly five percent (-4.7%) compared to 2013-2014.

Federal and Other Assistance

Of the total of 15,755 families, 2,135 families were reported to be receiving any cash benefits or other services under the federal Temporary Assistance to Needy Families (TANF) program. This represents 13.6 percent of all families, which is a decrease of less than one percent (-0.7%) when compared with the proportion of families who were receiving TANF benefits in 2013-2014. The percentage of TANF recipients is 18.2 percent in Head Start only programs, and 11.7 percent in Dual model programs. This disparity is even greater than it was in 2013-2014, when the rates were 17.4 in Head Start programs and 13 percent in Dual programs.

TANF recipients were enrolled at all but six of the 72 delegate agencies. In thirty-two (32) of the delegates, including the six with no TANF recipients, the percentage of families receiving TANF benefits was at or below the mean, while it was above the mean in forty (40) delegates.

Seven hundred and forty-nine (749) families were receiving Supplemental Security Income (SSI). This represents nearly five percent (4.8%) of enrolled families, a slight decrease from last year (-0.6%).

A total of 7,589 families, or 48.2 percent of all families enrolled during 2014-2015, were receiving benefits under the Special Supplemental Nutrition Program for Women, Infants and Children (WIC). The percentage of families receiving WIC benefits increased by over four percent (+4.1%) when compared with 2013-2014. Families in all but four delegate agencies were receiving WIC benefits. In those agencies serving families that received WIC benefits, the percentages ranged from just under four percent (3.8%) to 100 percent. Both the low and high ends of the range are higher than in the previous year.

The agencies reported that 8,159 families were receiving SNAP (Supplemental Nutrition Assistance Program) benefits, the program formerly known as Food Stamps. That represents 51.8 percent of all families, an increase of over one percent (+1.2%) when compared with 2013-2014. All delegate agencies served at least some families that received SNAP benefits, with percentages ranging from 7.1 percent on the low end to 95.4 percent of families on the high end. Despite the overall increase in the percentage of families receiving SNAP benefits, both the low and high ends of the range are lower than they were in 2013-2014.

Job Training/School

Table 17 presents the job training status of parents, at the time of enrollment.

Table 17

Number of Families by Job Training Status

Category	# of Families	% of Families
Two-Parent Families (N=7,084)		
Both Parents/Guardians In Job Training or School	168	2.4%
One Parent/Guardian In Job Training or School	908	12.8%
Neither Parent/Guardian In Job Training or School	6,008	84.8%
Single-Parent Families (N=8,671)		
Parent/Guardian In Job Training or School	1,449	16.7%
Parent/Guardian Not In Job Training or School	7,222	83.3%

The vast majority of parents, in both single and two parent families, are not enrolled in either job training programs or school. In single parent families, the proportion of parents who are in job training or school decreased by less than one percent (-0.6%), when compared with 2013-2014. In two parent families the percent with one parent in job training or school decreased by more than two percent (-2.2%), while the percentage of families with both parents in job training or school decreased by one and a half percent (-1.5%), when compared with last year. A total of 2,693 parents, in 2,525, or 16 percent, of the enrolled families, were participating in job training programs or going to school during the 2013-2014 enrollment year.

Education

Table 18 presents information on the highest level of education obtained by the Head Start child's parent(s)/guardian(s). Each family was reported only once, and, for two-parent families, the family is listed under the higher of the two parent's education level.

Table 18

Number of Families, by Highest Level of Parents' Education

Category	Number	Percent
Less than High School Graduate	5,165	32.8
High School Graduate or GED	6,298	40.0
Some College, Vocational School, or Associate Degree	2,885	18.3
Bachelor's or Advanced Degree	1,407	8.9
Total	15,755	100.0

The distribution of families by parental education level is virtually unchanged when compared with 2013-2014. The percent with a Bachelor or other advanced degree decreased by 0.1 percent and the percentage of parents who graduated high school or obtained a GED increased by 0.1 percent.

Family Services

Table 19 provides information on the number of families receiving various types of service, either through Head Start or through referrals. Totals aren't given because families may be included in multiple categories if they received more than one type of service during the operating period.

A total of 8,522 families, or 54.1 percent of the total, were reported as having received services in at least one category. This is a marginal decrease of 0.2 percent from 2013-2014.

Table 19

Number of Families Receiving Services, by Service Type

Service Type	Number of Families	Percent of Families
Emergency/Crisis Intervention	1,204	7.6%
Housing Assistance	966	6.1%
Mental Health Services	1,696	10.8%
English as a Second Language (ESL) Training	1,239	7.9%
Adult Education (GED programs, college selection)	941	6.0%
Job Training	670	4.3%
Substance Abuse Prevention	132	0.8%
Substance Abuse Treatment	48	0.3%
Child Abuse and Neglect Services	715	4.5%
Domestic Violence Services	309	2.0%
Child Support Assistance	270	1.7%
Health Education	4,572	29.0%
Assistance to Families of Incarcerated Individuals	56	0.4%
Parenting Education	5,353	34.0%
Marriage Education Services	616	3.9%

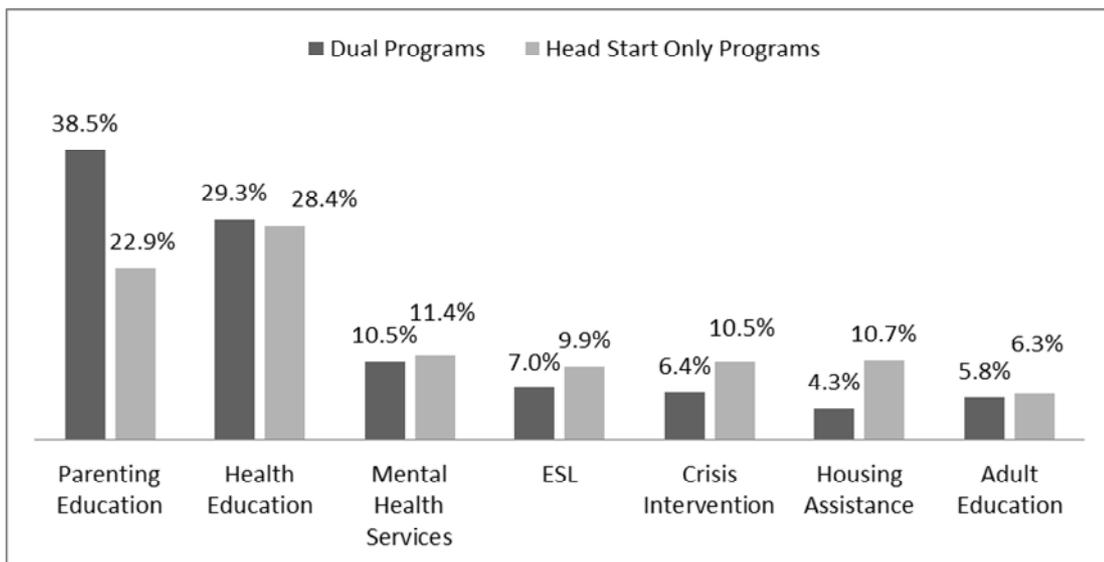
Health Education and Parenting Education were by far the most common categories of service families received. These are frequent topics of workshops provided by Head Start programs. When compared with 2013-2014, however, there was a seven percent (7%) increase in the percentage of parents receiving Parenting Education, while the percent receiving Health Education decreased by almost five percent (-4.9%). The other categories which saw increases over the prior year were Mental Health Services (+3.3%), Marriage Education Services (+2.1%), Housing Assistance (+1.4%), and, to a lesser extent, Child Support Assistance (+0.3%), Adult Education (+0.2%), Assistance to Families of Incarcerated Individuals (+0.2%), and Domestic Violence Services (+0.1%). The other categories with a lower percentage of families receiving the service in 2014-2015 than in 2013-2014 were Substance Abuse Prevention (-1.8%), Child Abuse and Neglect Services (-1.7%), Job Training (-0.5%), Emergency/Crisis Intervention (-0.2%), and ESL Training (-0.2%). There was no change, year to year in the percentage of families that received Substance Abuse Treatment.

Some types of services are utilized more frequently at programs serving only Head Start families than at those serving both Head Start and Child Care eligible families, while in other services are used more frequently in Dual model programs. Some of these patterns can be attributed to the different characteristics of the

population served, as has been discussed in previous sections of this report. Figure 6 compares the percentage of families in programs serving only Head Start families and those serving both Head Start and Child Care subsidy families, availing themselves of the seven most prevalent services.

Figure 6

Utilization of Selected Family Services, by Program Type



Father Involvement

Sixty-eight (68) of the 72 agencies reported that they had organized and regularly scheduled activities designed to involve fathers or father figures in Head Start. A total of 3,700 enrolled children, or 22.6 percent of all enrollees, had fathers who participated in these activities. There was a 1.6 percent increase in the percentage of children whose fathers were involved in their Head Start program, when compared to 2013-2014. This increase occurred despite the fact that there was an increase in the percentage of working parents..

Services to Homeless Families

Sixty-one (61) agencies served homeless families during the 2014-2015 operating period. A total of 1,292 such families, with 1,336 children, were served during the enrollment year. These figures represent 8.2 percent of both enrolled families and enrolled children, which are, respectively 2.7 and 2.6 percent higher than the comparable percentages in 2013-2014. Of these families, 353, or 27.3 percent, acquired housing during the year, an increase from proportion acquiring housing during the previous year of almost four percent (+3.8%).

Foster care and child welfare

During 2014-2015, there were 232 enrolled children who were in foster care at any point during the program year. These children were served by 53 agencies. There were 160 children reported as having been referred to Head Start by a child welfare agency, whether or not they were in foster care, at a total of 42 agencies.

COLLABORATION AGREEMENTS

Child Care Partners

A new question this year asked agencies about the number of formal agreements they had with Child Care Partners during the program year. A Child Care Partner is defined for purposes of the PIR as an “individual child care center, umbrella organization operating multiple child care centers, child care resource and referral (CCR & R) network, family child care 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.*” (Emphasis added). None of the ACS delegate agencies, which all offer full-day full-year center-based services, reported any such agreement.

Local Education Agency

The New York City Department of Education is the local education agency (LEA) for all Head Start programs in New York City. There is a formal written agreement between the grantee and the Department of Education to coordinate services for children with disabilities, which is applicable to all ACS delegate agencies. In practice, there are 32 local Community School Districts in New York City, each of which has a Committee on Pre-School Special Education (CPSE). Individual programs work with their local district office(s) of the central Department of Education on disabilities services. Therefore all agencies reported having one LEA, and all of them reported having a formal agreement with the local education agency to coordinate services for children with disabilities. Thirty (30) delegate agencies reported that they also had formal agreements to coordinate transition services; five of them reported multiple agreements.

Public School Pre-kindergarten Programs

All *EarlyLearn* programs receive pre-kindergarten funds as one source of funding to serve the four year olds in their centers. Therefore all agencies reported that they had formal collaboration and resource sharing agreements with public school pre-kindergarten programs.

Part C Agencies

Part C of IDEA relates to programs for infants and toddlers with disabilities. The PIR would not allow programs serving only pre-school children to skip this question. Therefore, each delegate agency was directed to report one Part C agency in their service area. (While different entities provide early intervention (Part C) services, coordination and oversight is the purview of the New York City Department of Health and Mental Hygiene). Since services under Part C are intended for a younger population, not all agencies have formal agreements with Part C agencies to coordinate services for children with disabilities (instead they work with the LEA). Thirty-five (35) agencies reported having agreements.

Child Welfare Agencies

The PIR asks agencies if they have formal collaboration agreements with child welfare agencies, and, if so, the number of formal agreements in which the program is currently participating. New York City Children's Services (also known as the Administration for Children's Services, or ACS), the Head Start grantee, is also the city's child welfare agency. Programs were directed to respond "no" to this question, even if they received referrals from child welfare agencies (since those agencies also contract with ACS and referrals require approval from ACS staff). Formal collaboration agreements are not needed since the programs are delegates of the same agency that contracts with providers of child welfare services, and coordination is a centralized function.