



Minnesota Head Start by the Numbers 2012 PIR Profile

March 2014

This fact sheet is based on the 2012 Program Information Report (PIR) data, which all Head Start programs are required to complete on an annual basis.¹ For more information on the PIR and national Head Start or Early Head Start data, visit www.clasp.org.

Programs

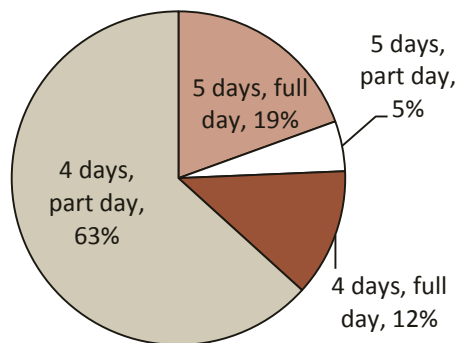
| | |
|--|----|
| Total number grantees/delegates: ² | 52 |
| Early Head Start grantees/delegates: | 17 |
| Head Start (preschool) grantees/del: | 34 |
| Migrant/Seasonal grantees/del: | 1 |

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| Total number of slots: | 14,923 |
| ACF-funded slots: ³ | 12,641 |
| Slots funded through other sources: ⁴ | 2,282 |

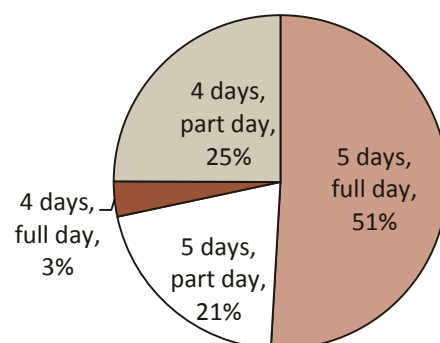
| Participants Served, by Program Option | | |
|--|-----|------|
| Program option | MN | U.S. |
| Center-based | 65% | 90% |
| Home-based | 13% | 7% |
| Family child care | 1% | 1% |
| Combination | 7% | 1% |
| Locally designed | 13% | 1% |

Operating schedule for center-based programs⁵

Minnesota



U.S.



Participants

| | |
|--|--------|
| Total actual enrollment: ⁶ | 17,514 |
| Total children enrolled: | 17,214 |
| Total pregnant women enrolled: | 300 |

| Primary Language Spoken in the Home ⁷ | | |
|--|-----|------|
| Language | MN | U.S. |
| English | 69% | 70% |
| Spanish | 16% | 25% |
| African Languages | 7% | 1% |
| Unspecified | 3% | 1% |
| All other languages | 5% | 3% |

Race and Ethnicity⁸

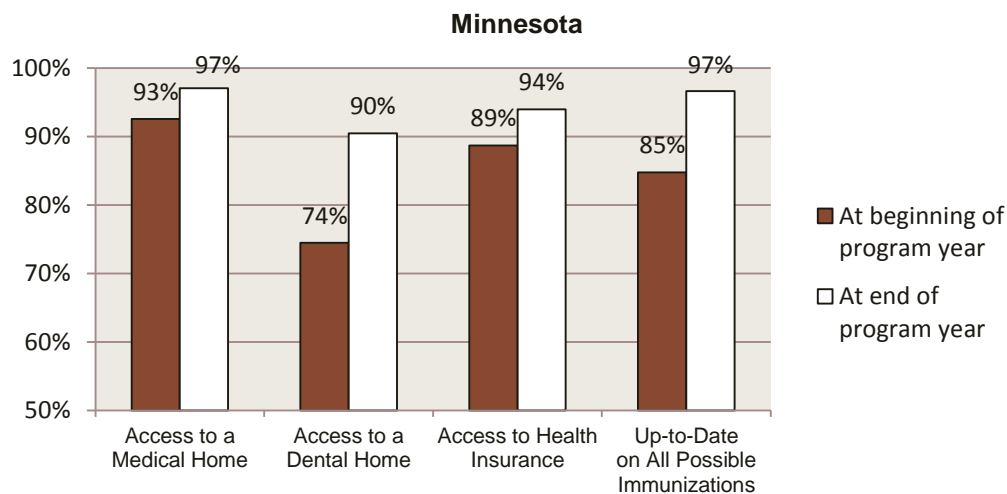
| | MN | U.S. |
|---|-----------|-------------|
| White | 49% | 41% |
| Hispanic (any race) | 25% | 37% |
| Black or African American | 20% | 29% |
| American Indian or Alaskan Native | 9% | 4% |
| Bi-Racial or Multi-Racial | 8% | 9% |
| Unspecified | 5% | 4% |
| Other | 5% | 11% |
| Asian | 4% | 2% |
| Native Hawaiian or other Pacific Islander | <1% | 1% |

**Medical Screenings⁹**

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| Percent of enrolled children who received medical screenings | 90% |
| Of children screened, percent requiring follow-up treatment | 13% |
| Of children requiring further treatment, percent receiving follow-up treatment | 98% |

Disability Services

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| Percent of enrolled children diagnosed as having a disability (has an IEP or IFSP) | 13% |
| Of children with a disability, percent diagnosed during the program year | 43% |
| Of children with a disability, percent diagnosed prior to this program year | 57% |

Access to Medical Services for Children¹⁰**Families**

| | |
|----------------------------------|--------|
| Total Number of Families: | 15,461 |
|----------------------------------|--------|

| | MN | U.S. |
|--|-----------|-------------|
| Single-parent families | 50% | 58% |
| Two-parent families | 50% | 42% |
| Families with at least one employed parent | 69% | 62% |
| Families with at least one parent in school/job training | 19% | 15% |
| Families receiving TANF | 25% | 17% |
| Families receiving WIC | 69% | 58% |

Head Start Family Services

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| Percent of families who accessed at least one service: | 84% |
| Percent of families who received: ¹¹ | |
| Parenting education | 59% |
| Health education | 50% |
| Emergency/crisis intervention services | 24% |
| Mental health services | 21% |
| ESL services | 17% |
| Job training | 14% |
| Adult education | 10% |
| Housing assistance | 7% |



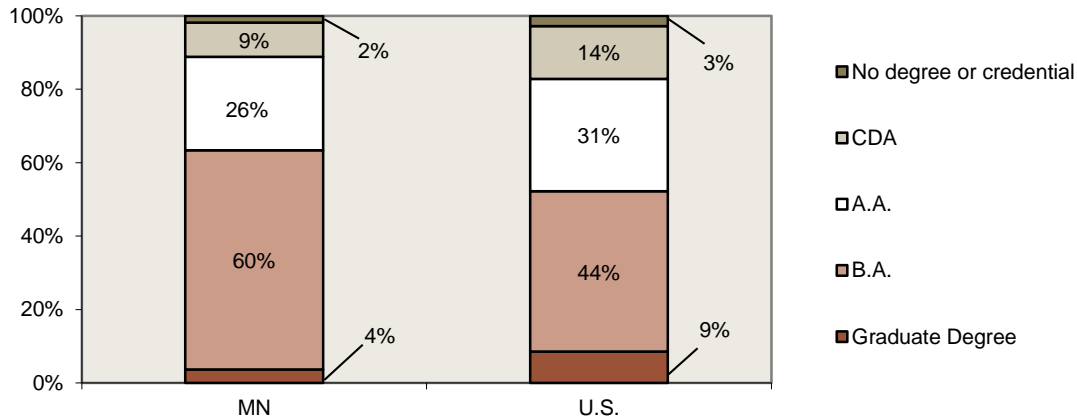
Staff

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|--|-------|
| Total number of staff: | 3,624 |
| Percent of staff who are current or former Head Start parents: | 30% |

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|---|----------|
| Total number of teachers: | 870 |
| Percent who left the program during the year: | 21% |
| Average teacher salary: ¹² | \$26,922 |

Teacher Education Level¹³

Minnesota



Race and Ethnicity of Child Development Staff¹⁴

| | MN | U.S. |
|---|-----|------|
| White | 71% | 51% |
| Hispanic (any race) | 13% | 28% |
| Black or African American | 8% | 27% |
| American Indian or Alaskan Native | 7% | 3% |
| Unspecified | 7% | 4% |
| Asian | 4% | 2% |
| Bi-Racial or Multi-Racial | 1% | 4% |
| Other | 1% | 8% |
| Native Hawaiian or other Pacific Islander | <1% | 1% |

Language Ability of Staff

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| Child development staff who are proficient in a language other than English: | 20% |
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Endnotes

¹ Data includes all Head Start programs in the state, including Head Start preschool, Early Head Start, Migrant and Seasonal Head Start, and American Indian and Alaskan Native programs.

² Each grantee and delegate agency must submit a separate PIR report annually. Further, programs operating Head Start and Early Head Start services must submit a separate report for the Head Start program and the Early Head Start program. Therefore, for the purposes of these PIR profiles, each Head Start, Early Head Start, and delegate agency is counted separately in the total number of grantees/delegates.

³ Includes slots funded by the U.S. Department of Health and Human Services, Administration for Children and Families.

⁴ Includes slots funded by all sources other than ACF (for example, states, local non-profits, private sector, school districts) that also report PIR data to the Office of Head Start. States may fund additional Head Start slots that may not be part of the federal reporting and PIR data collection process.

⁵ The PIR defines “full day” programs as those operating at least six hours per day and “part day” programs as those operating less than six hours per day. Percentages may not add to 100 percent due to rounding.

⁶ The PIR collects data on all children and pregnant women enrolled at any point, including those who do not complete the year. Since some participants drop out during the program year and are replaced, the number of total actual participants exceeds the number of Head Start slots.

⁷ Head Start collects data on various language groups. In 2012, across the United States, the PIR reported that the primary language spoken in the home for 70 percent of all Head Start participants was English and for 25 percent of all Head Start participants was Spanish. One percent or less of all participants were reported in each of the following primary language categories: Middle Eastern/South Asian languages, East Asian languages; European/Slavic languages; Native Central American, South American, and Mexican languages; Caribbean languages; Native North American/Alaskan Native languages; Pacific Island languages; and African languages. The primary language spoken in the home could also be reported as “other” or “unspecified,” and across the U.S., less than one percent of Head Start participants were reported in each of these categories. Percentages may not add to 100% due to rounding.

⁸ Percentages do not add up to 100 percent because persons of Hispanic ethnicity may be of any race. In 2005, race categories on the PIR were changed. The “Hispanic” category, previously included as a race category, was moved to a separate question that asks for the number of children and pregnant women who were of Hispanic origin, regardless of racial background. Head Start participants whose race is “unspecified” may reflect these changes in race and ethnicity categories.

⁹ The PIR includes all children who were enrolled in Head Start at any point during the program year, including those who dropped out before 45 days of enrollment, the time frame during which Head Start programs are required to provide medical and dental screenings.

¹⁰ “Up-to-date on immunizations” includes those children who are not on the schedule recommended for their age group but who have been brought up to date to the extent possible given the late start on their immunization schedule.

¹¹ Please note that families may be counted in more than one category if more than one type of service was received.

¹² This average includes all programs in the state, including part-day programs, programs that operate for a short period of time such as Migrant and Seasonal Programs, and programs that may only operate for part of a week. Therefore, the range of teacher salaries may vary greatly throughout the state.

¹³ Percentages may not add to 100% due to rounding.

¹⁴ See endnote 8. Child development staff includes teachers, assistant teachers, home visitors, and family child care providers.